

# Peer Review

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# Peer review



## Definition

Peer review, also known as peer feedback, peer assessment or peer editing, refers to **an instructional activity where peers in pairs or groups exchange the feedback** on their **writing draft** in oral, written or a mix of oral and written mode, whose process and product are always handled as a whole.



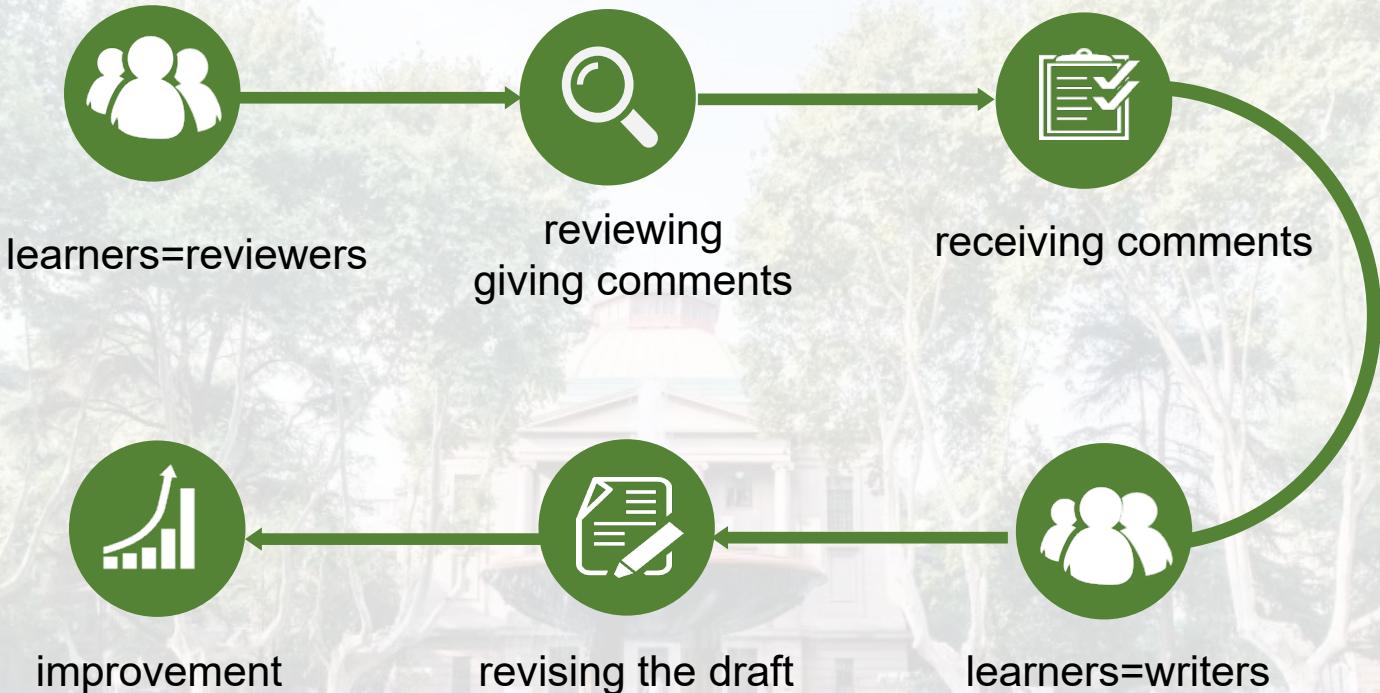
## Benefits

Firstly, learners are powered to independently take the responsibility for their writing **and improve their writing ability** by reading other's drafts critically. Secondly, learner's **audience awareness** is enhanced and it can help learners mitigate the effect of egocentrism in their own writing.

Finally, peer review also generates the benefits of the cognitive strategies and social skills, such as communication skills, negotiation techniques.



## Process





## Abstract in English academic writing

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- Abstract is an important part of academic papers, with independent discourse structures and stylistic features, which works a crucial role in the delivery of text information.
- A qualified abstract is an important condition that the academic papers can publish in the international journals in accordance with native's habits.



### ■ First offline activity

Write /prepare an abstract about 200-300 words.



### ■ Second offline activity

Review others' drafts and give peer comments under the guidance of writing rubrics.



### ■ Third offline activity

Revise drafts by referring to received comments.





## ■ First offline activity

Write /prepare an English abstract about 200-300 words.

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- Be **original**.
- It can be the part of abstract in the your published/unpublished/course paper.
- If necessary, translate it into English version.
- You have **one week** to finish it.
- Great efforts are **not** necessary to strive for **perfection**.





## ■ Second offline activity

- Be well-informed of the writing rubrics before reviewing the drafts.
- Review others' drafts and give peer comments under the guidance of writing rubrics.



Text content	IMRD model	Move	Step	Verb tense	Examples	Text quality	Writing elements	Transition & Organization
		Move 1: Introduction	Step 1: making topic generation	The simple present tense				Clarity: understandable and unambiguous argument component
			Step 2: announcing present research	The simple present tense	The main purpose of this study is to investigate/explain/investigate...			Effectiveness: correctness depth sufficiency consistency
			Step 3: reviewing previous research	The simple past tense; the present perfect tense	Previous studies have reported...			Mechanics: APA style
			Step 4: research gap	The simple present tense	However, little attention/few studies focus on...			Lexicon: word choice and expression
		Move 2: Method	Step 1: describing subjects	The simple past tense				Syntax: grammar and sentence fluency
			Step 2: explaining method of analysis	The simple past tense	The method applied in this study was...			
		Move 3: Result	Step: reporting results	The simple past tense	Results showed that...			
		Move 4: Discussion	Step 1: evaluating results	The simple present tense	The findings confirm...			
			Step 2: revealing implication	The simple present tense	This study provides new insight into...			



# Text content – IMRD model



- Move 1: Introduction
- Move 2: Method
- Move 3: Result
- Move 4: Discussion

## 摘要的宏观语步结构

语步切分参照Swales(1990)的IMRD四语步模式。

- **I语步**主要包括研究背景、研究问题、研究假设或研究目的、研究的重要性等；
- **M语步**主要包括研究资料收集、研究所用方法、研究采用的理论框架、研究数据或理论分析过程等；
- **R语步**一般涉及研究结果展示，包括研究的主要发现、对于假设或问题的验证结果及研究目的实现性等；
- **D语步**主要包括研究结果以外的重要发现、研究的意外收获、对理论或实践的启发参考意义等。



# Text content: Verb tense and Sentence pattern

时态：一般现在时、一般过去时和现在完成时

表3 时态在不同语步中的分布

中国大陆学者语料库

英语母语学者语料库

语步	MSC ( 频数 / 占比 )			ESC ( 频数 / 占比 )		
	一般现在时	一般过去时	现在完成时	一般现在时	一般过去时	现在完成时
I	78 / 23.49	3 / 0.90	20 / 6.02	85 / 26.07	9 / 2.76	17 / 5.21
M	70 / 21.09	21 / 6.33	0 / 0	62 / 19.03	30 / 9.20	0 / 0
R	57 / 17.17	33 / 9.94	0 / 0	60 / 18.40	10 / 3.07	0 / 0
D	46 / 13.86	3 / 0.90	0 / 0	49 / 15.03	3 / 0.92	0 / 0
合计	251 / 75.61	60 / 18.07	20 / 6.02	256 / 78.53	52 / 15.95	17 / 5.21



在**时态运用**上，需理解不同时态的语法和语用意义。

**I语步**使用**一般现在时**介绍研究目的、范围、意义等以突显这些方面与所做研究的直接关联性，使用**现在完成时**介绍研究背景，强调其作用与影响；

**M语步**需摆脱过分依赖一般现在时的思维定势，使用**一般过去时**描述论文撰写前已完成的工作，呈现数据收集、展现研究过程等；

**R语步**中国大陆学者在R语步中过多使用**一般过去时**，对这一语步中时态的语用意义缺乏精准的把握。若使用**一般现在时**来描述结果，体现研究结果的可信度和普适性；

**D语步**使用**一般现在时**讨论结果的意义和影响来加强读者的可介入性。



# The Effects of Task Complexity and Working Memory Capacity on Chinese EFL Learners' Written Production

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**Abstract:** This study investigates how task complexity and working memory capacity (WMC) affect English learners' written production. The participants were 64 intermediate Chinese university EFL learners. Their working memory capacity was assessed by a computerized reading span task, and L2 written production was elicited by less and more complex versions of the same type of argumentative task. Participants' performance was assessed by the accuracy, fluency and complexity of their written production. The results showed that higher WMC learners produced more accurate but less complex written production. Increased task complexity resulted in learners' less complex written production in syntax. In addition, lexical complexity was positively incurred among higher WMC learners in the context of a more complex task.

**Key words:** task complexity; working memory capacity; written output



I 语步

## Abstract

While the last three decades have witnessed a growing body of research on peer feedback in first language (L1) and second language (L2) writing, research about students' motives for participating in group peer feedback has remained underexplored. In order to fill this important gap, this case study, guided by the constructs of activity and motive in activity theory, investigates two Chinese university students' motives for participating in group peer feedback activities in the EFL (English as a foreign language) writing classroom. Multiple sources of data were collected, including video recordings of peer feedback sessions, semi-structured interviews, stimulated recalls and student texts. Data analyses indicate that EFL students' group peer feedback activities are driven and defined by their motives, which are shaped and mediated by the sociocultural context. The findings also show that student motives could have direct influence on students' participation in group peer feedback activities and their subsequent revisions. This study contributes new knowledge to the field by relating students' motives to other key elements in peer feedback such as peer stances, group interaction and student revisions of L2 writing, yielding a deepened understanding of students' participation in and engagement with peer feedback in EFL writing.

M 语步

R 语步

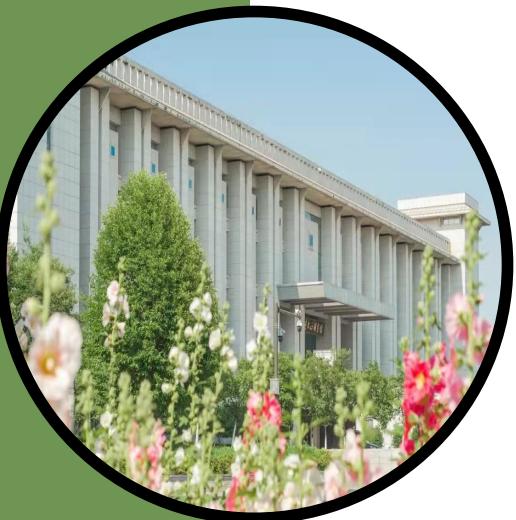
D 语步

(Yu, S. L. & Lee, I. (2015). Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective. *Language Teaching Research*, 19(5): 572-593.)



## Text content 评阅维度

- 结构是否完整? == 是否简明概述研究
- 时态是否正确? == 多余的时态 (将来时) ?  
时态是否一致?
- 典型句型的运用?



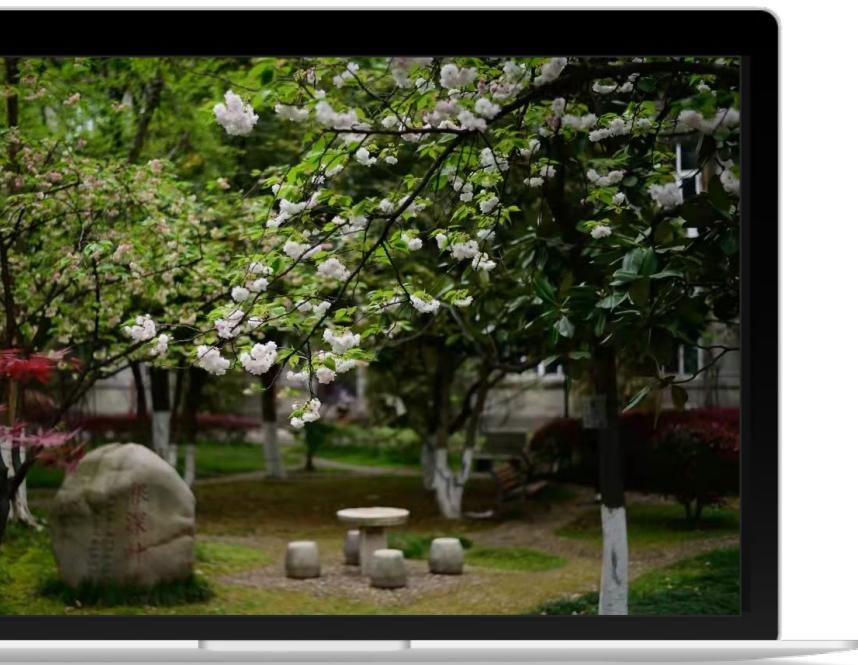


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<b>Feedback types</b>	<b>Examples</b>
<b>Supporting</b>	Comments containing support or praise (肯定, 赞扬等)
<b>Opposing</b>	Comments simply showing negative feelings about the work (否定等)
<b>Summary</b>	Comments condensing and reorganizing the information into chunks (归纳总结所得信息)
<b>Localization</b>	Comments pinpointing the problem in the work (指出问题/错误)
<b>Explanation</b>	Comments providing motives or clarification of the feedback (阐明问题/错误, 说明原因)
<b>Solution</b>	Comments explicitly suggesting a method to deal with a problem (提供解决方法)
<b>Evaluation</b>	Comments about verification of knowledge, skills, or strategies (肯定, 否定, 或说明作者摘要写作运用了某些知识, 技巧, 策略等)
<b>Reflection</b>	Comments challenging the work for the writer to reflect on or think about thoroughly (提出疑问使作者反思其摘要写作)

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# Writing elements



## Text quality:

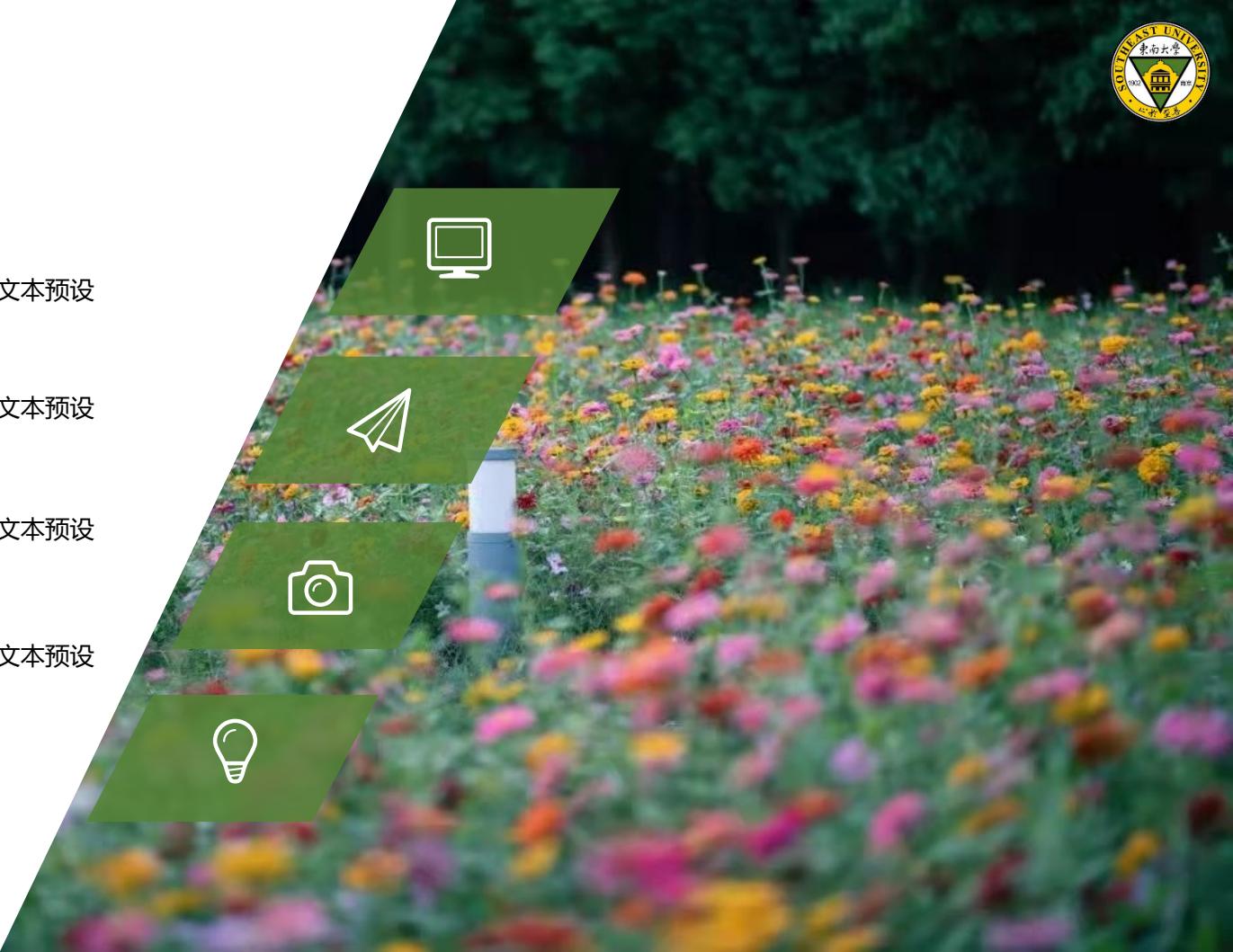
- Clarity: understandable and unambiguous argument component
- Transitional words: discourse markers like “so, because, therefore ...”
- Effectiveness of Argument
  - Correctness: factually correct or infallible argument component
  - Sufficiency: adequately presented support for the claim
  - Depth: original, non-obvious, and/or sophisticated arguments.
  - Consistency: arguments being logically consistent with each other and presented evidence

## Writing norms:

- Mechanics: APA Style: citation, reference, etc.
- Lexicon:
  - Word choice: concise, precise and exact word to convey meaning
  - Expression: the way to build a phrase or sentence different from and unacceptable for native speakers
- Syntax:
  - Grammar: lexical usage and/or syntactical usage
  - Sentence fluency: a variety of sentence to achieve different effect



- 01 标题文本预设
- 02 标题文本预设
- 03 标题文本预设
- 04 标题文本预设





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CHNMAOL

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