

## Measuring Editing Skills:

### Passage Correction Tests and Peer Feedback<sup>1</sup>

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Abstract: This paper reports on research currently in progress on the use of Passage Correction (PC) tests as a measure of editing ability. This is one aspect of an overall study on the value of peer versus teacher feedback for improving overall scores on a standard composition profile. Subjects are 138 first-year students at two junior colleges in Osaka. Subjects were administered pre- and post-test PCs and pre- and post-test compositions. No significant differences were found between the peer and teacher feedback groups. Findings indicate that PC tests may be an effective measure of proficiency in editing skills in comparison to NS ability. However, they appear to give a conservative estimate of learner progress and may not provide the information teachers need. As such, they appear to have limited value as achievement tests.<sup>2</sup>

#### INTRODUCTION

Measuring editing skills is one aspect of a study currently being conducted at two women's junior colleges in the Osaka area to assess the

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<sup>2</sup> This is a revised version of a paper given at the 3rd IUJ Conference on Second Language Acquisition in Tokyo, Nov. 16, 1991.

effect of peer versus teacher feedback on composition scores.<sup>3</sup> The focus on writing as process, rather than as product, has gradually gained acceptance among EFL composition teachers. However, some educators hesitate to introduce peer feedback due to concern that students may not be effective editors of their own or other students' writings. In order to alleviate such concerns, an accurate measure of students' ability to edit their own or other students' writing is necessary to complement further investigation of peer versus teacher feedback across levels. The literature indicates that a Passage Correction test could serve as a valid measure for establishing students' editing abilities.

### PASSAGE CORRECTION TESTS

First of all, what are passage correction tests, how are they designed, and what have researchers reported about their use? PCs are tests in which the original passage has been altered in some way. Subjects then correct the passage to return it to the "original" state. There are two accepted ways of forming altered PCs discussed in the literature. The first, as advocated by Davies (1975) and Bowen (1978), is to insert distractor words in the text. Subjects are directed to strike out any unnecessary or incorrect words. The other, as advocated by Arthur (1980) and Odlin (1986), is for the test-maker to substitute unacceptable forms for acceptable ones. Subjects are then asked to underline and correct any errors they find. Odlin (1986) states that both test types yield similar results. However, Odlin points out that insertion of irrelevant words in PC texts does not as "closely resemble the everyday task of editing one's writing, since they only require individuals to detect forms randomly dispersed among acceptable structures" (1986, p. 123). PC tests which call for identification and correction of errors in a passage appear to more closely parallel actual editing tasks, thus are more suitable as a tool for measuring editing skills.

Odlin's 1986 Passage Correction test, in which subjects corrected a passage based on a drawing (see appendix 1), divided the error types into four categories: lexical, grammatical, polarity and distributional errors.

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<sup>3</sup> This study was reported on at the Japan Association of Language Teachers 17th Annual International Conference in Kobe, Nov. 4, 1991.

Lexical errors involve the use of incorrect lexical items, such as *box* for *bag*. Grammatical errors are drawn from common syntactic and morphosyntactic errors made by ESL/EFL learners. These include irregular forms *have - has*, article agreement *a - an*, and other typical grammatical errors. Polarity errors involve incorrect use of related spatial terms, such as *in up - down* for vertical polarity, or 'in' - 'out' for positional polarity. This error type requires identification and correction of opposite terms which can clearly be seen in the accompanying picture. Distributional errors involve the use of similar, yet unacceptable forms, such as *over - up, below - down*, or *low - under*. Distributional errors, unlike polarity errors, use terms that can refer to the same position but are used in different structures. These errors are anomalous classification errors, such as "walking under the stairs" for the original "walking down the stairs" in the passage. Lexical and polarity errors may not seem anomalous without reference to the picture, while grammatical and disparity errors do not require this identification. All of these error types can be found in the Odlin passage, which he correlated with the CELT (Cambridge English Language Test) (1986).

Odlin extensively discussed the reasons for using PCs instead of other forms of testing procedures in second language research. Unlike grammaticality judgement tests, they provide a "coherent discourse" (Odlin, 1986, p. 129). Like dictations, PCs require holistic processing, but can be easily scored. Like cloze tests, PCs use ordinary prose passages that can easily be transformed, yet at the same time they measure a "subjects' sense of the normality of a phrase" (Odlin, 1986, p. 129). Most importantly, for the research in progress in Osaka, the test measures the ability of subjects to judge "normalacy" in a passage. This ability is a skill EFL writers need to become effective editors of their own or other students' writing.

## EFFECTS OF FEEDBACK IN COMPOSITION

The effects of peer versus teacher feedback for improving overall scores on a standard composition profile has received some examination by EFL researchers. Peer feedback in the writing class has been advocated in both first and second language research as useful for improving the quality and quantity of student writing. Donald Murray (1985) was one of the initial

advocates of the use of peer conferencing in first language classrooms. His work was followed by research into the use of peer conferencing in ESL situations by such educators as Ann Raimes (1983) and Vivian Zamel (1985; 1987).

Practical steps for the introduction of peer feedback in the composition class have been outlined by several researchers, including Taylor (1981), Pica (1982) and Brinton (1983). Reasons for using peer feedback have also been amply discussed in the literature (see, among others, Brinton, 1983; Chaudron, 1983; Murray, 1985).

However, actual classroom research into the effectiveness of peer feedback over teacher correction is fairly limited. Craig Chaudron's study of intermediate and advanced ESL writers found that the subjects improved with either correction technique (1983). Chaudron compared the student improvement in the revisions of their compositions following either peer or teacher correction. While his research found no significant difference in the amount of improvement between time one, and time two writings for students in either group, he recommended using peer feedback because its time saving benefits allowed teachers to concentrate on content and organization areas.

Related studies have also been made by EFL researchers. Notably, Robb, Ross and Shortreed published findings (1986) indicating that direct teacher correction of student errors in writing was no better than other forms of teacher feedback. They concluded that direct feedback on sentence-level mechanics might not be worth the instructor's time, which could better be spent on other aspects of the student's writing.

While these studies have advanced the understanding of the writing process and the value of error correction, they have not adequately addressed the value of peer versus teacher feedback for writers in EFL classes. Chaudron's study of 23 intermediate and advanced ESL writers, with the abundant availability of L2 input, may not be applicable to EFL situations. Another area of concern for those interested in understanding the writing process is to determine whether peer or teacher feedback is more effective for writers across levels.

Furthermore, Chaudron's 1983 study, for all of its contributions to the understanding of the value of peer versus teacher feedback, only examined improvements between drafts of a single paper. The long-term

effects (i.e. over the course of a semester or year) of peer versus teacher feedback were not addressed. While Chaudron acknowledged this, he said that the "uncertain status of peer evaluation as an aid in L2 writing" made him hesitate to apply such treatment over a longer period (1983, p. 6).

In this light, the need for a long-term evaluation of peer versus teacher feedback for EFL learners appeared necessary. Any such study could build upon Chaudron's short-term research, as well as research conducted by Robb, et al. (1986).

The effect of peer versus teacher feedback on subject performance on pre- and post-test composition scores was reported by Kanel, Swenson and Barrow (1991) in a preliminary report of the study we are currently conducting. No significant differences were found between the overall pre- and post-test composition scores, as measured by a standardized composition profile (see Materials). However, when scores on the content areas were examined, a significant interaction was found. The peer groups slightly outperformed the teacher feedback groups in the content area of the EFL Composition Profile. As the study is still in progress we hesitate from drawing any further conclusions from these results at this time.

In order to gauge the effectiveness of various treatments, a quantifiable, objective measure of proofreading ability, such as PCs, is needed. The final concerns of the researchers involved in this study were: 1) to synthesize the ideas and research on error correction and ESL composition, making it more accessible to educators in EFL situations; 2) to determine if, through the use of PCs as a measure, peer feedback prepares students as well as teacher feedback for grammar and language skill tasks, such as those found on the CELT, etc., and, 3) to determine if peer feedback is as effective as teacher feedback for improving scores in all five areas of a standard composition profile.

An objective measure of the subjects editing skill is essential to determine if both methods of feedback equally prepare learners for editing skill tasks. The PC test developed by Odlin serves as the measure of the subjects' editing skills in this study. Furthermore, the project builds upon Chaudron's study of L2 writers, with the difference of being across a number of L2 learner levels and for a longer period of time.

In this report, we were primarily concerned with discovering whether subjects at all levels would show equal improvement in their editing skills,

as measured by pre- and post- Passage Correction tests, regardless of whether they receive peer feedback or teacher feedback on their compositions.

### Hypotheses:

We chose the null hypothesis that there would be no effect on PC test scores for level or method and no effect for the interaction.

## METHOD

### Subjects:

The study included a total of 138 subjects. All subjects were 18 and 19 year old first-year English majors at two private women's junior colleges in Osaka. A total of 149 subjects took the initial pre-tests, but 11 subjects did not participate in all measures and are not included in this discussion.

Subjects were drawn from six pre-assigned classes, four groups from Osaka Women's Junior College (OJJC), and two from Teikoku Junior College (TJC).

Classes were arranged by scores on the schools' placement tests. Subjects at OJJC were from the A and B classes, intermediate level (Level 1), and the L and M classes, lower intermediate or high beginning level (Level 2).

Subjects at TJC, the I and J classes, were at the beginning level (Level 3).

(See Figure 1.)

FIGURE 1: SUBJECTS FOR EACH TEST BY CLASS, LEVEL AND GROUP

|                         | Composition |           | Passage correction |           |         | Composition          |          | Passage correction |          |
|-------------------------|-------------|-----------|--------------------|-----------|---------|----------------------|----------|--------------------|----------|
|                         | Pre-test    | Post-test | Pre-test           | Post-test |         | Peer feedback groups | Pre-test | Post-test          | Pre-test |
| Teacher feedback groups |             |           |                    |           |         |                      |          |                    |          |
| A class                 | 25          | 26        | 26                 | 25        | B class | 25                   | 28       | 30                 | 27       |
| L class                 | 27          | 28        | 28                 | 25        | M class | 27                   | 27       | 28                 | 24       |
| J class                 | 17          | 18        | 18                 | 18        | I class | 19                   | 19       | 19                 | 19       |
| Totals                  | 69          | 72        | 72                 | 68        | Totals  | 71                   | 74       | 77                 | 70       |

To determine the uniformity of levels, one-way ANOVA with the PC-test as the dependent variable was performed. No significant differences were found between groups at the same level; however, significant differences were found between levels (using Fisher PLSD and Scheffe F-tests of significance).

#### Materials:

All subjects were administered the same pre-test Passage Correction test (see appendix 1) at the beginning of the school term. Subjects were administered the same Passage Correction test six-months later.

All subjects were also administered the same pre-test composition topic (see appendix 2) and asked to write a post-test composition on a topic considered appropriate for level (see appendix 3), at the end of the term. All compositions were rated by the three researchers according to the Newbury House ESL Composition Profile (Jacobs, H. L., et al., 1981; Hughey, J. B., et al., 1983). This composition profile is divided into five areas, with each assigned a maximum value. The sections and values are: content - 30, organization - 20, vocabulary - 20, language use - 25, and mechanics - 5.

#### Procedures:

The three researchers were assigned two groups at the same level (i.e. one teacher had the Level 1 groups, one the Level 2 groups, and one the Level 3 groups). Then one group from each level was assigned to either the peer feedback group (PF), or the teacher feedback group (TF).

#### *PC test procedures:*

Subjects in all groups were given Odlin's passage correction test in April on the second day of class as a pre-test (see appendix 1). No explanation was given other than the directions that appeared at the top of the page. Subjects were given a 20-minute time limit to complete the test. Subjects were not told how many errors were in the passage.

The PC test was marked following the procedures used by Odlin (1986). Errors identified by underlining, and corrected to the original form were marked as 1. Errors identified by underlining but not corrected were marked as 2. Errors identified but not corrected to the original form were

marked as 3. Errors unidentified were marked as 4. The number of overcorrections were also counted.

#### *Composition Test Procedures:*

On the first day of class subjects in all groups were given 45 minutes to write on the same topic (see appendix 2). These pre-test compositions were copied, mixed together, and then rated by the three researchers. The same procedure was used for post-test compositions administered after one semester of study. Topics for the post-test varied (see appendix 3)<sup>4</sup>. All tests were rated within the same month, although it was not possible, because of time constraints, to rate all tests at the same time.<sup>5</sup>

#### *Treatment:*<sup>6</sup>

In addition to routine classroom procedures, a series of proofreading checklists was prepared for use by both the peer feedback groups (PF) and the teacher feedback groups (TF). These checklists differed only in the inclusion of spaces for the PF groups readers to include names. (See Appendix 4.) Subjects in PF groups used the proofreading checklists in groups of three to five students, with four being the optimum number, for each peer proofreading session. After instruction in the categories and main points covered by the proofreading checklists, subjects were given copies of the appropriate checklist and instructed to write their name and

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<sup>4</sup> All students at OJJC wrote their final exams on the same topics. Subjects in this study at OJJC had a choice of three possible topics. Subjects at TJC were given only one topic. Topic seemed to influence ratings, particularly on content and organization, and this may have affected the ratings subjects received. The Level 3 subjects wrote on what the researchers considered to be an easier topic. This may have slightly inflated their scores. They probably would not have scored as highly with the more difficult topics given to Levels 1 and 2.

<sup>5</sup> While there is concern that because post-tests were not rated with pre-tests, the scores may have been unconsciously inflated, all tests were rated within the same month. This should have helped reduce the effect of not mixing the tests and rating them at the same time. All three researchers agree that the Level 3 students made substantial progress, regardless of treatment. Many could only write five or six-lines for the pre-test, but wrote several paragraphs during the same time period for the post-test compositions.

<sup>6</sup> Students at OJJC are in an integrated curriculum for all first year English classes based on content. Students at TJC were in courses that were not integrated and the contents differed, although the same procedures were used for this project. Because of a different curriculum and lower proficiency, TJC students used a commercially available textbook (Ingram and King, 1988) suited to their level.

the title of their paper on the indicated lines. Subjects then passed their compositions and the proofreading checklists to the first reader, generally the person on their right. The first reader then signed the checklist and read the composition, focusing on the content areas. After completing the first section of the checklist, the reader then passed both papers to the second reader, again the person on the right, who focused on organization. The third reader focused on mechanics and grammar. Each reader had 10 to 15 minutes. At all stages, readers were encouraged to ask writers to clarify or explain. In other words, to use the time to give peer advice to the writer. It was felt that group work in which all subjects read each other's papers for at least some aspect of the checklists enabled them to view a wider range of writer styles and errors.

Subjects in the TF group received no peer feedback on their papers. Instead, they were asked to complete the appropriate proofreading checklist individually. Teachers consulted with each of the writers concerning the compositions, answering questions or giving feedback. Teachers were instructed to discuss only those categories which appeared on the proofreading checklists, unless directly requested to do otherwise by the writer. Teachers used the proofreading checklists while checking all drafts.

Subjects in both PF and TF groups used feedback-proofreading checklists on preliminary and subsequent drafts. Checklists increased in the number of categories covered for each successive paper in all three areas (content, organization and mechanics) reflecting instruction in developmental patterns and topics. A total of three proofreading checklists were used during the period covered in this report.

After initial peer or self/teacher feedback on the checklists, writers then rewrote the drafts. Checklists were turned in along with revisions for all groups. Writers again revised the compositions, based on comments on the checklist points as applicable, and turned these revisions in for a final grade. Teachers and raters used the Newbury House ESL Composition Profile Sheet (Jacobs, et al., 1981) for scoring all compositions and examinations.

Teachers made no grammatical corrections on PF group papers, and made grammatical corrections on TF group papers only in areas covered on the proofreading checklists. Comments on content and organization were

made for both groups on revised drafts, focusing only on those areas covered on the checklists.

#### Measures:

The data obtained from the pre- and post-test PCs was tabulated and three scoring systems were applied to the data, using the systems from Odlin's 1986 study. The three scoring systems were:

- A- Identified and corrected (1) versus the other possible scores (2, 3 and 4)
- B- Identified and corrected (1), plus identified but not corrected (2) versus the other possible scores (3 and 4);
- C- Identified and corrected (1), plus identified (2), plus identified but incorrectly altered (3) versus unidentified (4)

These three marking systems were found to intercorrelate highly (from .949 to .988,  $p < .05$ ). Marking system C, which intercorrelated the highest, was used in further analysis of the data. This is the same marking system that Odlin (1986) used after analyzing several different marking systems in the same way. The Kuder-Richardson reliability coefficient, KR-20, was calculated for the PC pre-test at .77 based upon marking system C.

The pre- and post-PC tests were correlated with the pre-test and post-test compositions. The correlation between the PC pre-test and composition pre-test was .64; between the PC post-test and the composition post-test was .55. These were corrected for attenuation at .83 and .71 respectively. (See Analysis and Discussion for a discussion of these results)

Further correlations were made between the Level 1 and Level 2 subjects' pre-test scores and placement exam scores. This placement exam correlated with the composition pre-test at .67 ( $r^2 = .45$ ) while PC pre-test scores correlated at .55 ( $r^2 = .30$ ). Results for the Level 3 subjects, who were stratified by a separate school placement exam, showed correlation with the composition pre-test at .68 ( $r^2 = .46$ ) and with the PC pre-test at .25 ( $r^2 = .06$ ). These results indicate that this type of PC is better at predicting

composition profile scores than in predicting scores on our schools' placement tests.<sup>7</sup>

To test the hypotheses that PF groups would perform equally as well as TF groups on the post-test PCs for all levels, a 3-factor Repeated Measures ANOVA was performed (see table 1).

Table 1:

Anova table for a 3-factor repeated measures Anova.

| Source:                | df: | Sum of Squares: | Mean Square: | F-test: | P value: |
|------------------------|-----|-----------------|--------------|---------|----------|
| LEVELS (A)             | 2   | 1875.48         | 937.74       | 55.487  | .0001    |
| TEACH/PEER (B)         | 1   | .078            | .078         | .005    | .9458    |
| AB                     | 2   | 89.951          | 44.975       | 2.661   | .075     |
| subjects w. groups     | 96  | 1622.412        | 16.9         |         |          |
| Repeated Measure (C)   | 1   | 82.843          | 82.843       | 18.554  | .0001    |
| AC                     | 2   | 4.775           | 2.387        | .535    | .5876    |
| BC                     | 1   | .314            | .314         | .07     | .7915    |
| ABC                    | 2   | 20.422          | 10.211       | 2.287   | .1071    |
| C x subjects w. groups | 96  | 428.647         | 4.465        |         |          |

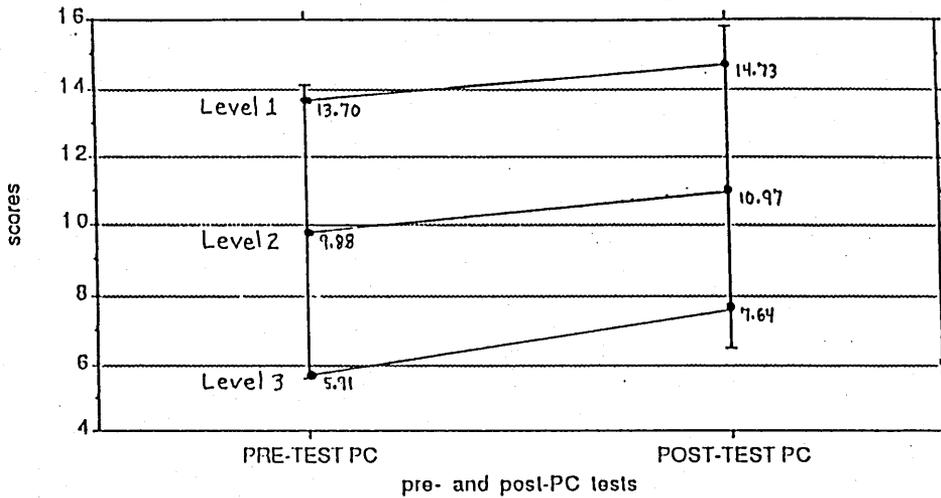
## ANALYSIS AND DISCUSSION

The data obtained thus far in this study shows several points of interest. First of all, as shown in Table 1, there was no significant difference between the peer versus teacher feedback groups, thus sustaining Chaudron's earlier finding of no significant effect for method. However, as expected, there was a significant difference between levels. In addition, there was a significant difference between pre- and post-test performances. No significant interactions between the factors was found. Figure 2 depicts the pre- and post-test PC scores for the three levels.

Overall, the data indicates that there were no significant differences in the degree of improvement between levels, the interaction between levels and the repeated measures, on the PC tests. This held true for the sub-section mean scores for all categories, lexical, grammar, polarity, and

<sup>7</sup> All statistics were calculated using Statview 512 on a Macintosh computer. For the 3-Factor Repeated Measures ANOVA, equal cell sizes were required. For this reason, subjects were randomly deleted from larger groups.

FIGURE 2- PC MEAN SCORES FOR LEVELS



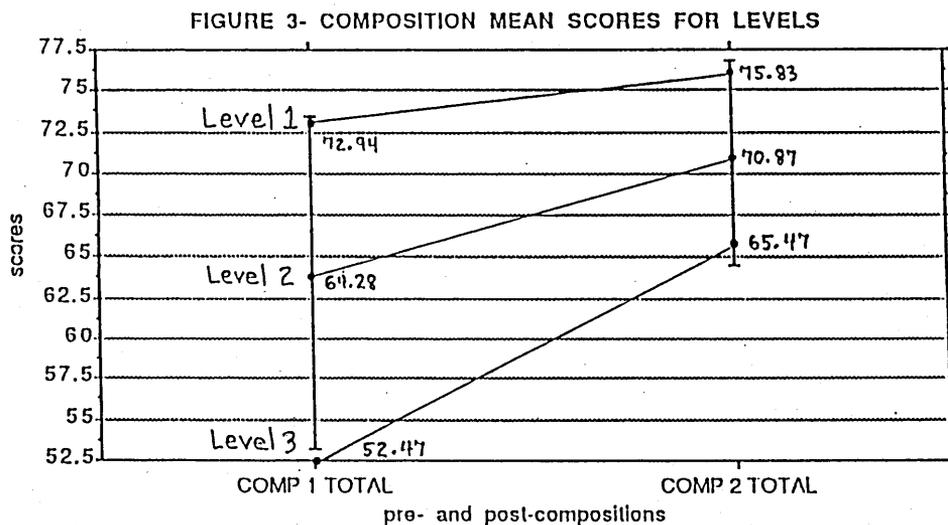
distributional, with the exception of the mean scores for the grammar items by Level 3 subjects. Significant interaction for all three factors, ( $F=3.5$ ,  $df=2,102$ ,  $p<.05$ ) was found for Level 3 subjects, who showed a three-fold average increase in their grammar scores (from .41 to 1.56 out of a possible seven). This gain by the Level 3 subjects may in fact be related more to their extremely low pre-test PC scores on the grammar items than anything else. The Level 2 and Level 3 PF groups also showed a slightly greater degree of improvement in grammar scores on the PC tests than the TF groups at the same level, however, it was not at a level of significance. There was no improvement for the Level 1 peer feedback group in grammar mean scores (from 1.83 to 1.89). The lack of improvement on grammar scores for the Level 1 PF subjects suggests there may be a ceiling effect, in which higher proficiency students reach a point where peer feedback is not effective. The Level 1 TF subjects improved from 2.11 to 3.06 on this section, suggesting TF may be more effective for higher proficiency students in terms of making progress in grammar scores. However, this does not take into account the other courses, including one directly related to grammar instruction, both Level 1 PF and TF groups received.

Although there was statistically significant improvement on PC scores, we cannot say that it was dramatic. We must keep in mind the effect

practice may have had on the results, though it would have had the same effect regardless of group, and thus, does not affect the null hypotheses of no effect for method. Perhaps, the development of a metalinguistic awareness to judge linguistic forms is more difficult to acquire than originally thought. Results from the end of the year test may help to clarify this question.

Returning to the correlations reported above in Measures, the drop in the correlations between the pre- and post-test PCs and compositions could be attributed to two causes: 1) the effect of instruction upon the scores from the composition profiles; and, 2) that the PC scores reflect a more conservative estimate of the subjects' general increase in proficiency in comparison to native speakers.

Considering the first possible cause, the faster gain of lower proficiency learners in composition profile ratings (see figure 3) may be more indicative of the subjects' general lack of practice in writing English. The instruction the lower level learners received in paragraph organization, grammar, content enrichment, and mechanics would result in dramatic gains for subjects with little previous exposure to L2 writing.



The PC scores more conservative increase in estimate of learner ability may be a reflection of the test's design, which compared L2 learner

performance to native speaker performance. The subjects' small gain on the PC test may reflect Japanese EFL learner progress toward NS ability. Under these conditions, lower proficiency learners' PC scores did not improve at as fast a rate as composition scores, which may explain the drop in the correlation coefficient. (See figures 2 and 3.)

Another consideration is the issue practice. Just how much of the gains were due to having taken the test once before is difficult to estimate. Approximately twenty-four weeks elapsed between T1 and T2, when the test was administered a second time. Furthermore, students were never told how many errors were in the test. These two factors may have diminished the effect of practice.

## CONCLUSIONS

We hesitate to draw any firm conclusions while this study is still in progress, however, a few conclusions can tentatively be made. First of all, because both PF and TF groups within levels had similar gain scores on PC and composition tests, peer feedback appears to be as effective for improving editing and composition performance as teacher feedback for all levels of learners.

Secondly, PC tests seem to give a more conservative estimate of student progress; thus, they do not provide the concrete feedback which teachers generally need to gauge students' progress in relation to teaching objectives. The ESL Composition Profile, or a similar rating system, appears to be a more accurate and practical measure of overall progress and proficiency in relation to teaching objectives, such as developing substantive content, cohesive organization, and mastery of mechanics.

In conclusion, PC tests appear to show considerable promise as a measure of current editing proficiency in comparison to NS ability. However, more work must be done to demonstrate their validity as a measure of editing skills. In addition, as achievement tests their role may be limited. Perhaps, as Odlin suggests, PCs might be most useful as tasks for developing editing skills (1986). They could be included as a regular component of composition classes, regardless of whether the class is using peer or teacher feedback. Further research in developing PCs, whether taken from actual texts, written by the test-makers, or developed from actual student writings, may improve the chances of expanding PCs use as

a measurement of editing skill or overall proficiency. Research is also necessary to determine if varying combinations or types of editing exercises, such as PCs, would help L2 learners improve their skill in editing their own and other students' writings.

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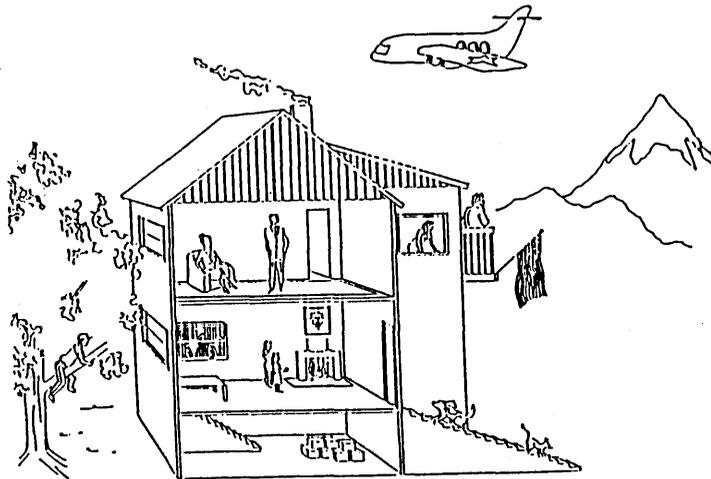
## Appendix 1 - Passage Correction:

INSTRUCTIONS: Underline and correct the errors in the following paragraph. Correct **only** individual words, not phrases or sentences. No words are missing or added. Two examples of correct revision are given. Use the picture to help you revise.

*The* *home*  
A Robertson family is at church. Two girls are playing in the living  
GRM LEX  
room which is above the basement. The children are stand next to the  
GRM  
fireplace on which there are two candles above a picture of a woman. The  
POL LEX  
picture is over the fireplace and have a dark frame. A fire is burning in  
GRM  
the fireplace, and water is coming out the chimney. A airplane is flying up  
LEX GRM DIS  
the house. It has a star on its tail. On the ground down is a high mountain  
LEX DIS  
with snow at the top. A man standing on the floor of the house is looking  
LEX  
at the mountain. An American flag is flying from the balcony. Above the  
POL  
flag a cat is walking under the stairs while a dog is walking over. Outside  
DIS DIS  
a house on the other side stands a bush with a boy, Tom Robertson, on a  
GRM LEX  
down branch. Tom can look up and see her sisters playing in the living .  
DIS POL GRM  
room. They are playing next to a table low a bookcase with two shelf. The  
DIS GRM  
boy cannot see the man and the woman, Mr. and Mrs. Robertson, in the  
living room because he is not low enough. Mrs. Robertson is sitting in a  
POL  
chair, and she and her husband are talking with each other. A girl is  
looking out of a door in another room above. She can see the dog and cat  
LEX  
above outside, but she cannot see the two children who are in the living  
POL  
room below the stairs leading to the basement. In the basement are a  
POL  
number of brooms, four of them over three other.  
LEX POL GRM

INSTRUCTIONS: Underline and correct the errors in the following paragraph. Correct only individual words, not phrases or sentences. No words are missing or added. Two examples of correct revision are given. Use the picture to help you revise.

A Robertson family is at church. Two girls are playing in the living room which is above the basement. The children are stand next to the fireplace on which there are two candles above a picture of a woman. The picture is over the fireplace and have a dark frame. A fire is burning in the fireplace, and water is coming out the chimney. A airplane is flying up the house. It has a star on its tail. On the ground down is a high mountain with snow at the top. A man standing on the floor of the house is looking at the mountain. An American flag is flying from the balcony. Above the flag a cat is walking under the stairs while a dog is walking over. Outside a house on the other side stands a bush with a boy, Tom Robertson, on a down branch. Tom can look up and see her sisters playing in the living room. They are playing next to a table low a bookcase with two shelf. The boy cannot see the man and the woman, Mr. and Mrs. Robertson, in the room up the living room because he is not low enough. Mrs. Robertson is sitting in a chair, and she and her husband are talking with each other. A girl is looking out of a door in another room above. She can see the dog and cat above outside, but she cannot see the two children who are in the living room below the stairs leading to the basement. In the basement are a number of brooms, four of them over three other.



## Appendix 2 - Composition pre-test

Given in April 1991 to all groups and classes.

Describe a place you have been to, and give specific examples of why it is a good place to visit. (You will have 45 minutes. You may use a dictionary)

## Appendix 3 : Composition post-tests

A: Given in September 1991 to A, B, L, M groups.

Write a paragraph of at least 150 words on **one** of the following topics:

1. Give your **Definition** of a successful working woman, mother, or wife.
2. Using **Process**, tell what steps Japan can take to become a truly international country.
3. Give **Illustrations** of what you think an international person is.

B: Given in July to I, J groups.

Write a 250 word description of your family.

Appendix 4 - a: Peer feedback group

Unit One: Proofreading Checklist 1:

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

**A. Content:** First reader: \_\_\_\_\_

1. Write the **main idea** of the paper. (This should be the topic sentence):

\_\_\_\_\_  
\_\_\_\_\_

2. Underline the **part** that is hardest to understand; anything which isn't clear or explained well enough? Then put a question mark ( ? ) in the margin next to it.

3. Underline the part that you like **best** about the paper and put a **star** ( \* ) beside it.

4. Write two **questions** that you have about the paper?

\_\_\_\_\_  
\_\_\_\_\_

**B. Organization:** Second Reader: \_\_\_\_\_

1. How many **examples** and **illustrations** of the ideas are written in the paper? \_\_\_\_

2. Write the **transition** words that are used:

\_\_\_\_\_

3. What is the **concluding** sentence? \_\_\_\_\_

\_\_\_\_\_

**C. Mechanics and Grammar:** Third reader: \_\_\_\_\_

1. \_\_\_\_\_ Do all the **verbs** agree in **tense**? Circle the ones that don't.

2. \_\_\_\_\_ Are all the words **spelled** correctly? Circle the ones that aren't.

3. \_\_\_\_\_ Is the **correct** paragraph form used?

**Appendix 4 - b: Teacher feedback group**

**Unit One: Proofreading Checklist 1:**

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

**A. Content:**

1. Write the **main idea** of the paper. (This should be the topic sentence):

\_\_\_\_\_

\_\_\_\_\_

2. Underline the **part** that is hardest to understand; anything which isn't clear or explained well enough? Then put a question mark ( ? ) in the margin next to it.

3. Underline the part that you **like best** about the paper and put a **star ( \* )** beside it.

4. Write two **questions** that you have about the paper?

\_\_\_\_\_

\_\_\_\_\_

**B. Organization:**

1. How many **examples** and **illustrations** of the ideas are written in the paper? \_\_\_\_\_

2. Write the **transition words** that are used: \_\_\_\_\_

\_\_\_\_\_

3. What is the **concluding** sentence? \_\_\_\_\_

\_\_\_\_\_

**C. Mechanics and Grammar:**

1. \_\_\_\_\_ Do all the **verbs agree** in tense? Circle the ones that don't.

2. \_\_\_\_\_ Are all the words **spelled** correctly? Circle the ones that aren't.

3. \_\_\_\_\_ Is the **correct paragraph form** used?

Appendix 4 - c: Peer feedback group

Unit Two: Proofreading Checklist 1:

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

**A. Content:** First reader: \_\_\_\_\_

1. Underline the **Topic Sentence**. (This should tell what **Process** is being described.):
2. Is the Topic Sentence interesting? Write a new one for your partner that is **more** interesting.

-----  
-----

3. Put a **star ( \* )** beside the part that you **like best** about the paper.
4. Put a **question mark ( ? )** beside parts that you don't understand, or which need more explanation.

**B. Organization:** Second Reader: \_\_\_\_\_

1. On the paper **number** the steps in the Process ; 1, 2, 3, etc. How many are there? \_\_\_\_\_
2. Are the steps related to the main idea? \_\_\_\_\_ Draw a box around the ones that aren't.
3. Double (====) underline the **transitions** that are used. Are there any transitions missing? If so, write them for your partner on the paper.
4. Underline the concluding sentence. Write a more interesting one for your partner:

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-----

**C. Mechanics and Grammar:** Third reader: \_\_\_\_\_

1. Do all the **verbs agree** in tense, person, and number? Circle the ones that don't.
2. Are all the words spelled correctly? Circle the ones that aren't.
3. Is the **correct paragraph form** used?
4. Are all **articles** used properly? Are there any missing **articles**? Write them on your partner's paper.

Appendix 4 - d: Teacher feedback group

Unit Two: Proofreading Checklist 1:

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

**A. Content:**

1. Underline the **Topic Sentence**. (This should tell what **Process** is being described.):
2. Is the Topic Sentence interesting? Write one that is **more** interesting.

-----  
-----

3. Put a **star ( \* )** beside the part that you like **best** about the paper.
4. Put a **question mark ( ? )** beside parts that you think the reader might not understand, or which need more explanation.

**B. Organization:**

1. On the paper **number** the steps in the Process ; 1, 2, 3, etc. How many are there? \_\_\_\_\_
2. Are the steps related to the main idea? \_\_\_\_\_ Draw a box around the ones that aren't.
3. Double (====) underline the **transitions** that are used. Are there any transitions missing? If so, write them on the paper.
4. Underline the concluding sentence. Write a more interesting one:

-----  
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**C. Mechanics and Grammar:**

1. Do all the **verbs** agree in **tense, person, and number**? Circle the ones that don't.
2. Are all the words **spelled** correctly? Circle the ones that aren't.
3. Is the **correct paragraph form** used?
4. Are all **articles** used properly? Are there any missing articles? Write them on your paper.

Appendix 4 - e: Peer feedback group

Unit Three: Proofreading Checklist 1:

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

**A. Content:** First reader: \_\_\_\_\_

1. Does the Topic Sentence tell what is being **defined**? (Circle one) Yes No
2. Does it **limit** the topic enough to write a **one** paragraph definition? Yes No
3. Is the topic sentence **interesting** and **informative**? Yes No

If not, make it more interesting, limited, and informative. Write it on the paper.

4. Put a **question mark** (?) beside parts that you don't understand, or which need more explanation.

**B. Organization:** Second Reader: \_\_\_\_\_

1. What type of definition paragraph is it? (Circle one) Synonym Class Negation

If synonym, what is the synonym? If class, what is the class? If negation, what is it NOT?

2. Is the same type of definition used for the whole paragraph? (Circle one) Yes No

If not, what other type of definition is used? \_\_\_\_\_

3. How many times is the word or idea being defined repeated? \_\_\_\_\_

4. Is the **conclusion** effective? If not, write a more effective one on the paper.

**C. Mechanics and Grammar:** Third reader: \_\_\_\_\_

1. Do all the **verbs** agree in **tense**, **person**, and **number**? Circle the ones that don't.

2. Are all the words **spelled** correctly? Circle the ones that aren't.

3. Is the **correct paragraph form** used?

4. Are all **articles** used properly? Are there any missing **articles**? Write them on the paper.

5. Are there any **run-on** or **fragment** sentences. Underline and mark them with an **X**.

## Appendix 4 - f: Teacher feedback group

### Unit Three: Proofreading Checklist 1:

Writer: \_\_\_\_\_

Title: \_\_\_\_\_

#### A. Content:

1. Does the Topic Sentence tell what is being **defined**? (Circle one)    Yes    No
2. Does it **limit** the topic enough to write a **one** paragraph definition?    Yes    No
3. Is the topic sentence **interesting** and **informative**?    Yes    No  
If not, make it more interesting, limited, and informative. Write it on the paper.
4. Put a **question mark (?)** beside parts that may be difficult to understand, or which may need more explanation.

#### B. Organization:

1. What type of definition paragraph is it? (Circle one)    Synonym    Class    Negation  
If synonym, what is the synonym? If class, what is the class? If negation, what is it NOT?  
\_\_\_\_\_
2. Is the same type of definition used for the whole paragraph? (Circle one)    Yes    No  
If not, what other type of definition is used? \_\_\_\_\_
3. How many times is the word or idea being defined repeated? \_\_\_\_\_
4. Is the **conclusion** effective? If not, write a more effective one on the paper.

#### C. Mechanics and Grammar:

1. Do all the **verbs** agree in **tense, person, and number**? Circle the ones that don't.
2. Are all the words **spelled** correctly? Circle the ones that aren't.
3. Is the **correct paragraph form** used?
4. Are all **articles** used properly? Are there any missing **articles**? Write them on the paper.
5. Are there any **run-on** or **fragment** sentences. Underline and mark them with an **X**.