



Peer Response in Second Language Writing Classrooms (The Michigan Series on Teaching Multilingual Writers)

Jun Liu, Jette G. Hansen Edwards

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Peer response in which students work together to provide feedback on one another's writing in both written and oral formats through active engagement with each other's progress over multiple drafts, has been discussed in L2 writing literature since the early 1980s. While peer response activities have now become a common feature of L2 writing instruction, much of the research in peer response studies presents conflicting data. There is a need for a comprehensive survey of it in an effort to help teachers sort out what may or may not be useful to them in the classroom. *Peer Response in Second Language Writing Classrooms* was written to fill that void.

Peer Response in Second Language Writing Classrooms will provide teachers with practical guidelines for making peer response effective in the classroom and will offer a theoretical grounding on the purposes and importance of peer review, or feedback, as it relates to current writing instruction pedagogy.

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