

Online Peer feedback Activity for Learners of Intermediate Korean

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Abstract

This study reports on the procedure and results of an online peer review activity administered using Google Docs, and shares insight into what teachers may consider when designing and facilitating peer review activities based on student survey results. Intermediate-level Korean language learners (n=61) were asked to write a Korean essay on a Google Docs page. Students used the “Comment” function on Google Docs to critique both the content and language form. Learners were then required to submit the second draft with revision, following the peers’ suggestions. The instructor provided feedback on the second draft, which students incorporated before submitting their final version. The post-activity results show that a majority of students found

the peer feedback useful, particularly for choice of grammar and vocabulary items. Students created an online community by encouraging reviewers to ask questions of the writer and writers to respond to reviewer questions.

Keywords: Foreign language writing; Peer feedback (review); Korean as a Foreign Language¹

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Introduction

The pervasiveness of the Internet and the use of computer-mediated communication (CMC) have boosted interest among researchers and teachers in second language (L2) education who desire to explore and incorporate this new technology into language classrooms. Hirvela (1999) observed that improvements in technology and writing software promote the interest of collaborative learning because they facilitate “possible new and exciting ways in which students can use computers to share comments on papers” (p.7). Hewett (2000) also sees the potential of technology in nurturing a collaborative and interactive learning environment. The trend toward computer-assisted language learning (CALL) and CMC in language education has also influenced L2 writing instruction. Numerous writing teachers have begun incorporating writing activities that students engage in while using (networked) computers (Warschauer, 1996). Computer-mediated peer review (CMPR)

is one of those networked computer-based activities, where students read and comment on their peers' writing through CMC (e.g., email, online discussion boards, online chatting).

Conducting peer reviews through CMC has some advantages on writing instruction, and it is a process that is distinctive from that of a traditional face-to-face peer review (FFPR). First, storing students' papers in an online interface such as a discussion board or blog eliminates issues such as lost or forgotten papers (Palmquist, 1993; Sullivan, Brown, & Nielson, 1998). Students will not misplace or forget their papers and teachers will not be required to carry a huge stack of papers (Tuzi, 2004). Second, by using CMC, students can keep track of their writing process because most CMCs are organized chronologically (for example, the most recent post or email is displayed on the top of the computer screen). Additionally, online documentation gives students the flexibility to engage in a peer review activity at any place and time (Ho & Savignon, 2007). Third, CMPR may alleviate psychological pressure on students who do not prefer to

provide feedback in person (Ho & Savignon, 2007). Students can provide more honest feedback in such a stress-free environment because they are more comfortable expressing their true thoughts and opinions without having to face the author (MacLeod, 1999). Finally, for L2 writing teachers, CMPR provides better means of monitoring students' conversations during their peer review sessions (DiGiovanni and Nagaswami, 2001). By monitoring students' online comments, teachers can provide support to students who need it, and the online presence of the teacher encourages students to complete the task. As Warschauer (1996) suggests, "the special features of online communication – that it is text-based and computer-mediated, many-to-many, time-and place-independent, and distributed via hypermedia links – provide an impressive array of new ways to link learners" (p. 219), and this makes CMPR a useful activity to use in L2 writing classes.

Peer review, or feedback, has been a common pedagogical practice in second language (L2) classes,

informed by sociocultural theory and supported by studies highlighting the importance of peer interaction in language development (Storch, 2002). Studies in this area have argued that peer review activity can create language learning opportunities that potentially lead to social and cognitive gains (Ohta, 2000; Storch, 2001; Dobao, 2012; Yu & Lee, 2016). The emergence of Web 2.0 tools, such as blogs, wikis and Google Docs, has encouraged researchers and teachers in L2 education to explore and incorporate this new technology into the language classroom. Although peer review has been investigated extensively in L2 education, few studies consider web-based peer review activity in the context of Korean language classes. Therefore, the current study aims to identify its usefulness and students' perception on the CMPR activities in a classroom. In this paper, we introduce a procedure of online peer review activity administered using Google Docs and Moodle (a Learning Management System), and share insights into what teachers may wish to consider in designing and facilitating peer review activities based on

student survey results. Specifically, we attempted to answer the following questions:

1) What kind of comments do intermediate Korean language learners give to their peers?

2) What are the learners' perceptions of online peer review activities?

Methodology

1) Participants

Korean language learners (n=61) in a North American university participated in the project. All the second-year students were enrolled in a year-long university course. The course necessitated that the students meet four hours per week for twenty-four weeks (hence ninety-six hours of class instruction). Students' proficiency in the target language is level 1 in TOPIK (Test of Proficiency in Korean), while the course that they were enrolled in targets TOPIK level 2 upon completion of the course.

2) Procedures

Learners were asked to write a one-page-long Korean essay on personal topics on a Google Docs page and share the link on Moodle. The topics included a memorable trip, a special food or dish menu with personal memories, a close friend in their life, or a combination of the aforementioned topics. The requirements for the task were provided in Korean and in English, such as the length, format, and grammar points to include in the essay. Students were also provided with instructions on how to activate the sharing functions on the Google Docs document and why they should avoid using internet translating programs. After the submission, each learner was asked to review two essays that were randomly assigned to them via the “Workshop” function on Moodle. Learners were informed that they could provide feedback in English, but some of them used both English and Korean for their feedback. Once the feedback was shared, they were to submit a revised second draft based on the suggestions of their peers. The instructor provided feedback on the second

draft, which the students incorporated before submitting their final version.

Instructors informed the purpose of the peer review activity and encouraged students to give constructive feedback. Students were encouraged to use the “Comment” function on Google Docs to critique both the content and language form of the essays, with peer review guidelines provided in class (see Appendix A). We also showed types of errors and the way they could be coded in their feedback, as shown in Table 1. Students were not required to use the codes for types of errors, but they could resort to the types of errors that could be detected in their peers’ writing.

Students were presented with the grading rubrics for the assignment, which included organization/coherence, content, level of discourse (how it is said, not what is said), grammar, vocabulary and expressions (range, variety, and appropriateness), and technical matters (spelling, punctuation, and required format). The rubrics were provided not only for the writers, but also for the reviewer so that their comments

could include the criteria. It should be also noted that teachers monitor all the reviews before each student revises the comments that they received from their peers. In case of incorrect comments, teachers leave comments in the thread with correct forms and/or better suggestions. Upon completion of the peer review activity, we conducted a short survey questionnaire on the perception of web-based peer review.

Table 1. Symbols for error feedback

Symbol	Meaning	Example & correction	Translation
V	Verb form	가는다 → 간다	(I) to go → I go
Sp	Spelling	개나다 → 캐나다	Ganada → Canada
WO	Word order	한 잔 커피 있어요. → 커피 한 잔 있어요.	A coffee cup → a cup of coffee
P	Punctuation	한국사람이에요 → 한국사람이에요.	I am Korean → I am Korean.
MS	Missing word		
TNS	Verb tense	어제 저녁을 먹어요 → 어제 저녁을 먹었어요.	I eat dinner yesterday → I ate dinner yesterday.
PREP	Preposition	도서관에서 가요. → 도서관에 가요.	I go from the library. → I go to the library.
WS	Word Spacing	친구 하고 → 친구하고	With a friend → with a friend

Students' comments on Google Docs were qualitatively analyzed using NVivo 12. We iteratively reviewed the students' comments on Google Docs and coded the comments types between comments on the content and language form. We also analyzed the data to see if there were emerging types of peer feedback.

Types of peer comments

To answer the first research question, we will discuss the types of comments students made on their peers' writing in this section. Students mostly commented on the content and the language form following the writing requirements. While most students extensively commented on the language form, fewer comments were made regarding the writing content (31%). The following section demonstrates some examples of students' comments on the writing content.

1) Comments on the content of writing

The most common comment in this study expressed interest in the writer's experiences. Since students were asked to write about a memorable trip, food, and/or their best friends, many of them chose to write about a trip and food. Some reviewers commented that they wished to take a trip to the place where the writers visited and the food the writers ate. Some of the reviewers shared their experience and opinion with the writer if they had been to the same place or had eaten the same food, as shown in (1), (2), and (3). Some reviewers left complimentary comments on the peers' writing, while others gave evaluative comments, which were also complimentary, as presented in (4) and (5) below.

(1) Omg, I've always wanted to go to Times Square!

(2) Skydiving must be fun! I would like to try it too once I had enough courage. ㅋㅋㅋㅋ²

² ㅋㅋㅋㅋ is a Korean Internet and text slang indicating laughter similar to English slang

LOL (laughing out loud).

(3) 잘 읽었어요. :) 저도 한국에 갔어요! 매우 재미있었어요.

cal ilkesseyo. :) ceto hankwukey kasseyo! maywu caymiissesseyo.

“I enjoyed reading your essay. :) I also went to Korea! It was really fun.”

(4) Overall, a very good piece! Good Job.

(5) 관심 주제가 잘 나타나 있어요.

kwansim cwuceyka cal nathana isseyo.

“The topics of interest are well represented.”

While the most frequent comments about the content of writing are positive, and even affectionate in nature, some reviewers provided feedback that could lead to a revision of the draft. One of the reviewers (Student L) provided a comment to strengthen the logic of writing that Student K wrote in Korean. Student K wrote about her trip to Seoul and

mentioned an unpleasant experience at a trendy restaurant in Korea, such as waiting for a long time after being seated and not being served well. She stated that this situation was caused by a lack of her Korean language skills. L suggested using an example that supports K's story better (i.e., to use an illustration showing how a lack of Korean language skills led to a poor experience) because it was possible that K was not served well simply because the restaurant was extremely busy, as shown in (6).

(6) L's comment: "This part seems a bit out of place for me. Maybe if you just talked about an experience where a lack of Korean skills put you in a bad situation, this would make more sense. However, you spoke about how you didn't get food or water after a long time because the restaurant was really busy, so I don't necessarily think it was lack of Korean skills that caused the problem in this case!"

Some comments were on sentence-level revision, which strengthened the cohesion of the writing, as shown in Table 2. The writer used the phrase “to go to Hawaii” in two sentences on Google Docs. The reviewer commented that using the same verb seemed redundant in Line 1 and suggested an option through Lines 3 to 5. She suggested replacing “하와이에 갔습니다 (hawaiey kasssupnita)” [went to Hawaii] to “여행했습니다 (yehaynghaysssupnita.)” [took a trip]. Then, the reviewer suggested omitting “겨울 방학때 (kyewul panghakttay)” [during the winter break] and adding “겨울 (kyewul)” [winter] between “토론토에서 (tholonthoeysel)” [in Toronto] and “너무 (nemwu)” [very] to make sure “each sentence has one complete thought.” Interestingly, the reviewer used the first-person pronoun ‘we’ (Line 1) instead of the second-person pronoun ‘you,’ which may be more appropriate in this context since the writer will revise the essay. However, it seemed that the reviewer wanted to include both the writer and herself as a partner/community in the process of revision.

Table 2. Writer's essay on Google Docs and the comment of the reviewer

Writer's essay on Google Docs	Reviewer's comments
<p>지난주에 저와 세명 친구하고 <u>하와이에</u> <u>갔습니다.</u></p> <p>cinancwuey cewa seymyeng chinkwuhako <u>hawaiey</u> <u>kasssupnita.</u></p> <p>[Last week, me and three of my friends <u>went to Hawaii.</u>]</p> <p><u>겨울 방학때</u> 토론토에서 너무 추워서 친구하고 <u>kyewul panghakttay</u> tholonthoeyse nemwu chwuwese chinkwuhako.</p> <p>하와이에 가기로 했습니다. hawaiey kakilo haysssupnita. [<u>During the winter break,</u> because it was very cold in Toronto, we decided to go to Hawaii.]</p>	<p>1 I feel like this part is a little redundant, maybe we can</p> <p>2 fix it to-></p> <p>3 지난주에 저와 세명 친구하고 <u>여행했습니다.</u> cinancwuey cewa seymyeng chinkwuhako <u>yehaynghaysssupnita.</u></p> <p>“Last week, me and three of my friends <u>took a trip</u> (to Hawaii.”</p> <p>4 겨울 방학때 토론토에서 <u>겨울</u> 너무 kyewul panghakttay tholonthoeyse <u>kyewul</u> nemwu</p> <p>5 추워서 하와이에 가기로 했습니다. chwuwese hawaiey kakilo haysssupnita.</p> <p>“Because it is very cold in Toronto <u>in winter</u>, we decided to go to Hawaii.”</p> <p>6 So each statement has one complete thought, it may</p> <p>7 be a suggestion?</p>

In some cases, the reviewer requested to add more details on the writing to make the essay more informative for the reader as displayed in (7). Another reviewer suggested the writer give a title to the essay, which was one of the requirements of the assignment, as in (8).

(7) I really enjoyed reading about your skydiving experience as I really want to do it in the future as well! Haha did your head hurt or did you feel sick afterwards? Maybe write about skydiving in more detail :)

(8) 제목이 있어야 할 것 같아요.

ceymoki isseya hal kes kathayo.

“I think you need a title (for the essay).”

2) Comments on the language form

As mentioned previously, we provided feedback codes for language forms to the students (Table 1). The feedback codes include spelling, verb form and tense, word order, and

punctuation. Although students were asked to provide feedback on the language forms, their feedback was varied. Some reviewers used feedback codes, as shown in Figure 1. In this example, the reviewer highlighted the letter 로 (lo) and wrote DW, a feedback code that stands for deleting an unnecessary word.

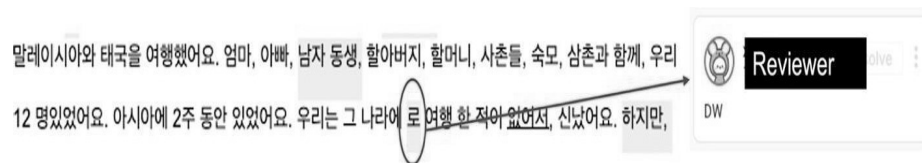


Figure 1. Feedback provided using feedback codes

Most of the feedback was provided by suggesting solutions using the comment function on Google Docs as instructed. Figure 2 demonstrates a case in which the reviewers provided feedback using the comment function. In this example, Reviewer 1 suggested changing 나 (na), the plain first-person pronoun form I, to 저(ce)), the humble form of the first-person pronoun I, using the comment function.

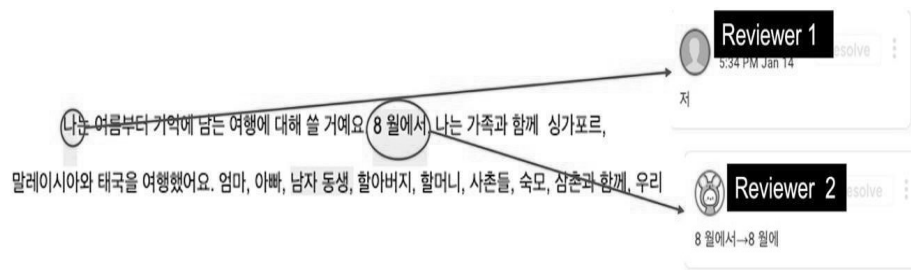


Figure 2. Feedback given using the comment function on Google Docs

As shown in Figure 3, it was observed that a few reviewers suggested revision options directly on Google Docs using the suggesting mode. When the reviewer uses the suggesting mode, the author can track the colour-coded proposed revision and decide whether they want to accept it by clicking the checkmark on the right corner of the comment box.



Figure 3. Feedback provided by using the suggesting mode on Google Docs

The reviewers tend to discuss the formality and politeness of the writing by suggesting appropriate forms in writing (see Reviewer 1's comment in Figure 2). For example, some reviewers suggested using the humble form of the first-person pronoun I (i.e., 저 (ce)) instead of the plain first-person pronoun form I (i.e., 나 (na)) because writing needs to be more polite and formal compared to speaking to their friends.

Several comments were made regarding Korean particle-markers. Korean particles indicate further information about the grammatical function of words in sentences (Yeon & Brown, 2019). Some of these particles, such as subject, object, and topical particles, have two different forms depending on whether they are attached to a noun that ends with a consonant or a noun that ends with a vowel. Korean particles can be new to some of the learners of Korean, and it is a common mistake to use the wrong forms of the particle. Some reviewers caught these mistakes and commented on these grammar errors, as displayed in Figure

4. In this example, the writer used an incorrect form of the topical particle (i.e. **는** (nun)) in **여자들은** (yecatulnun) [women+a wrong topical maker]. The reviewer suggested changing **는**(nun) to the correct form of the topical particle **은**(un).

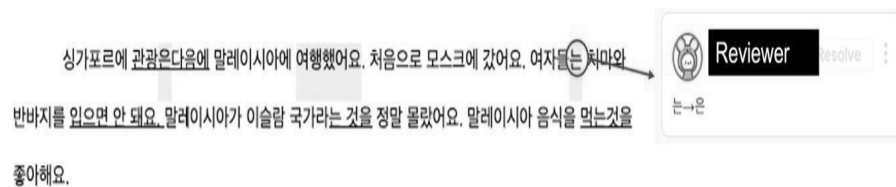


Figure 4. Example of feedback on Korean particle marker

Further, some reviewers suggested revisions regarding spacing in their peer's writing as shown in Figure 5. In the example below, the reviewer suggested leaving space between the word **나는** (nanun) [as for me] and **이** (i) [this].

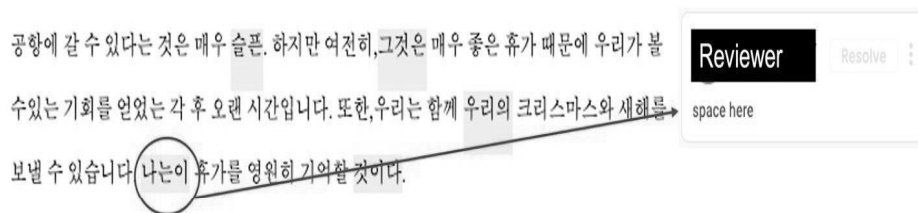


Figure 5. Example of feedback on spacing

3) Other kinds of peer comments

Some students took advantage of the comment function on Google Docs to interact with their peers. Some of them used it to socialize. As shown in Figure 6, one of the writers showed appreciation to her reviewer for the detailed suggestions on her writing. The reviewer responded to the writer's appreciation by saying, "No problem!!!".

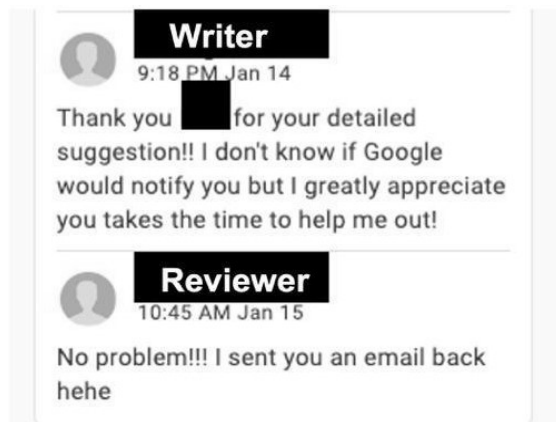


Figure 6. Comment exchanges between the writer and the reviewer

Some writers wrote some words in English instead of Korean because they did not know the appropriate words in Korean. Some reviewers helped them by providing the terms they requested. In Figure 7, the author wrote some of her writing in English, hoping to get some help from the

reviewers. Reviewer 1 provided some of the requested words, such as 관광지 (kwankwangci) [tourist spot(s)] for the mixed language word 관광 (kwankwang) [tourism] site, 장소 (cangso)[location] for the word location, 호텔 (hotheyl) [hotel] for the word hotel while Reviewer 2 advised the writer to translate the English words in Korean herself.

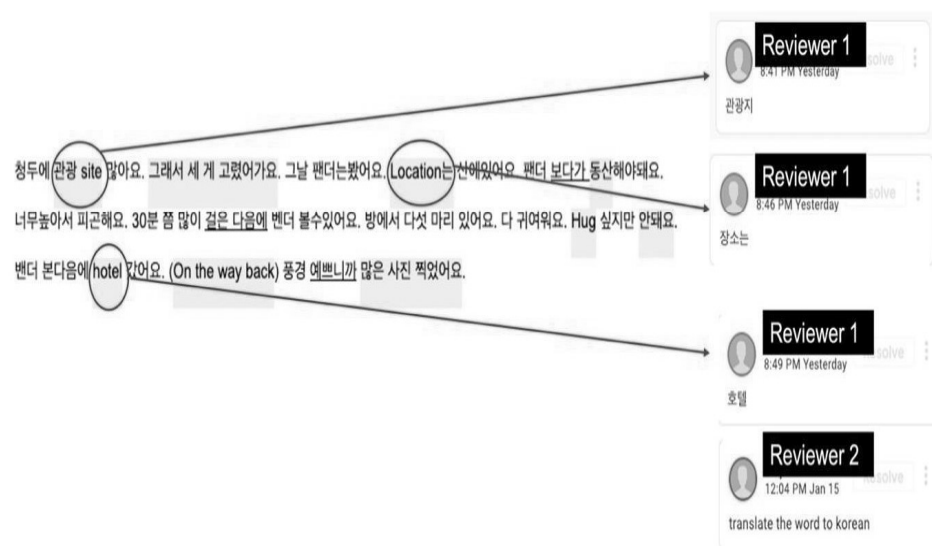


Figure 7. Reviewers' comments on words written in English

In some cases, reviewers interacted with one another by discussing the writer's comments. In Reviewer 1's comment in Figure 8, she was unsure about the word **친자** (chinca), which is an incorrect form of the word **진짜** (cincca) [truly] and she suggested consulting this matter with **선생님** (sensayngnim) [teacher]. Later, Reviewer 2 saw this comment and responded to it with what she thought the writer meant (i.e., Jenny is truly a friendly friend.). Then, Reviewer 2 corrected the misspelled word **친자** (chinca) to **진짜** (cincca) [truly].

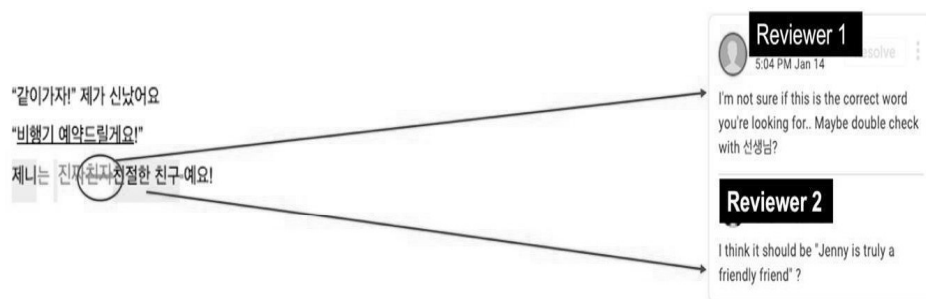


Figure 8. Example of interaction between reviewers

Results of survey on peer review

Upon completion of the peer review activity, we conducted a short survey questionnaire on the perception of web-based peer review. Thirty-two students responded to our voluntary survey of six questions, as shown in Table 3.

Table 3. Survey questions on web-based peer review activity

1) Did you find peer review useful for revising your essay? If yes, how? If no, why not?
2) What did you think about your classmates' feedback on your writing? If it was helpful, how? If not, why not?
3) Do you often use Google Docs for schoolwork?
4) What do you think about using Google Docs to give and receive feedback? If it is useful, how? If not, why not?
5) Did you have any technical difficulties while using Google Docs? If yes, what were the issues?
6) Do you have any suggestions or comments for the peer review activity?

Thirty out of thirty-two students (90%) responded that the activity was useful for revising their essays while two students thought it was not useful (Figure 9). Students who found the activity useful commented that it allowed them to see mistakes of concepts that they missed, which they should have already known in class. Many mentioned the positive aspects of different perspectives from their peers in terms of grammar, vocabulary, and content. There were also a few negative comments related to the limitations of peer reviews: that peers would not revise beyond spelling, and word-spacing errors. Samples of students' responses are summarized in Table 4.

1. Do you find peer review useful for revising your essay?

32 responses

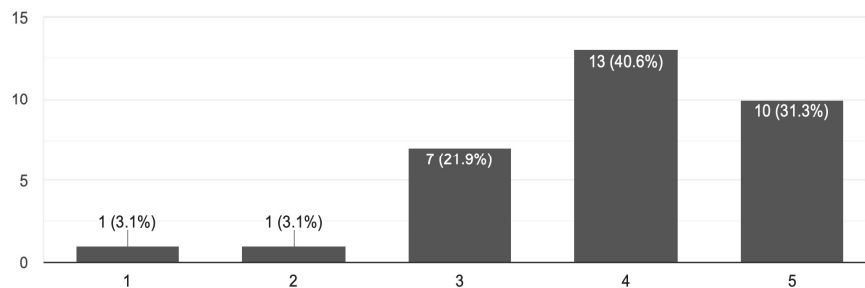


Figure 9. Response to the survey question #1

Table 4. Sample comments on the usefulness of the peer-feedback activity

Pros	Cons
<ul style="list-style-type: none"> ● It was helpful to have another fellow classmate review your work and give suggestions as both of us have a better understanding of each other's Korean level. Because of that, the suggestions given were regarding the grammar rules learnt in class that I may have forgotten about. 	<ul style="list-style-type: none"> ● It's good for catching small mistakes (spelling, spacing, etc.), but not very helpful for more complex errors.

<ul style="list-style-type: none"> • The comments I got were useful because the suggestions I got were on things that I agree I could have done to better improve on what I wrote. There were also comments with ideas I hadn't considered or grammatical and spelling errors I didn't catch before, so I'm grateful for the peer reviews. 	<ul style="list-style-type: none"> • Papago was better.
<ul style="list-style-type: none"> • It helped me with grammar errors and spelling mistakes that I was not aware of. 	<ul style="list-style-type: none"> • I didn't get peer review on mine because I was in India during that time
<ul style="list-style-type: none"> • I could read classmates' essays and find good grammar points they used and could use them in my essay. 	<ul style="list-style-type: none"> • People who evaluated my writing didn't always have the same level of knowledge.

<ul style="list-style-type: none"> ● It was helpful in correcting my grammatical errors-usually I made the mistake of mixing up “ㄱ” & “ㅋ”- and my classmates were able to pick it up and correct it. 	<ul style="list-style-type: none"> ● I didn't get any reviews for my paper
<ul style="list-style-type: none"> ● It was nice to have two different perspectives on the content of my writing. I was able to remove unnecessary sentences and tell a more well-rounded story that would be better understood by a reader. 	<ul style="list-style-type: none"> ● Not all feedback and corrections were helpful.

<ul style="list-style-type: none"> ● I find peer review useful because you get to see other people's insights and opinions on your paper! It's hard to ask family and friends to edit since most of my friends/family don't speak Korean. That's why I think peer review within class was really good. Some people may be too shy to ask their classmates to help them edit. 	<ul style="list-style-type: none"> ● I prefer doing it alone
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Similarly for Questions #2 on peers' feedback on their writing, twenty-nine students responded that the comments were helpful in revising their writing (Figure 10). Positive comments include: "the classmates had a better word for a specific sentence, or they knew a good expression for what I was trying to convey," "their feedback was clear and helpful, and good at explaining what the potential changes could be to the work. The comments were polite and easy to

understand,” and “I feel like having a peer review is sometimes better than the teacher, because my classmates understood better what I was trying to say because I was trying to translate from English, so it definitely helped.” There were a few negative comments on the peers’ feedback, as in “it was good for catching small mistakes, but I didn’t agree with quite a few of their suggestions,” and “some reviews felt rushed and lazy, and therefore not helpful.” Since this is a form of cooperative work, rather than an individual one, students were required to coordinate with other students, which is not always an easy task, depending on their partner. To address the (occasional) negative feedback, instructors can emphasize the importance of meeting the deadline for providing feedback in class. We can also assure that teachers will monitor the comments before they submit the final draft so that students can rely on the feedback on the Google Docs document.

2. What do you think about your classmates' feedback on your writing?

32 responses

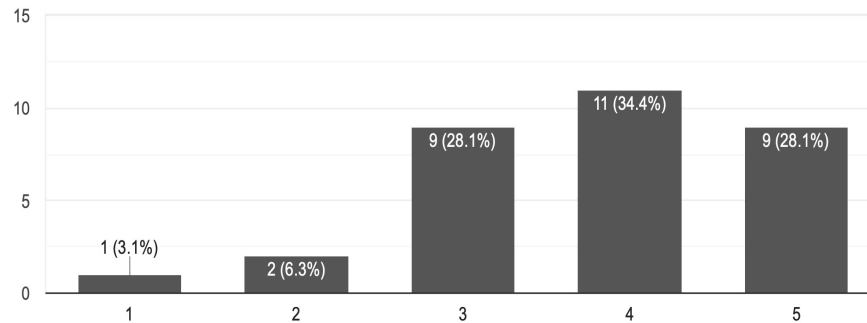


Figure 10. Response to the survey question #2

For general questions on the use of Google Docs (Questions ##3, and 4), twenty-one students (65.6% of the respondents) said that they use Google Docs for schoolwork. Twenty-six students (81.3%) found Google Docs to be useful for giving and receiving feedback from peers. Positive comments included “the suggest edits function is very effective for editing other people’s work,” “it’s a good platform with good tools such as comments and going back to prior versions of the same text to see changes,” and “Google doc saves documents as you write, and the comment section is helpful

in giving feedback without deleting the original work. Receiving feedback on Google Docs is helpful too. It highlights where the mistake is made and things that need to be improved on.” But one student commented that since peers can make changes to the original text, it might not be reliable if someone is going to delete their whole essay. Thus, we could see that not all students are aware that Google Docs can keep track of all the changes made to the text despite the instructions given in class. For Question #5, on technical issues with Google Docs, there was only one respondent who had trouble accessing their peer’s essay. This was also due to student indiscretion, despite instructors demonstrating in class how to enable the “anyone can edit” mode on Google Docs.

Finally, we asked for any further suggestions on the peer-review activity on essay writing. Some expressed preference for in-class peer reviews, rather than outside-the-classroom homework, because they believed they could learn from the instructors and could communicate with

peers easily. Especially when they are not sure of the intent of sentences, they prefer asking questions to the writers directly rather than leaving comments based on their uncertain judgment. Other comments suggested that multiple reviews were helpful because they could not rely solely on one peer for grammatical judgment or use of certain vocabulary items in different contexts. They also valued the instructors' final comments on their essay, as well as peer feedback, whether or not the teachers agreed with the comments. Others suggested that including media in the essay, such as pictures and/or music, would make the activity more interesting and helpful for understanding the contents of the essay.

Interestingly, our students made more comments on the grammar forms rather than contents, which is possibly due to the fact that guidelines for the assignment and the feedback activity focus rather on the grammar points. For future activity, the instruction for this assignment can include more on the contents and development of ideas in one's

essay, which could lead to students to consider the ideas of the essay they review.

Conclusion

In this paper, we demonstrated the detailed procedure of an online peer review activity that we administered using Google Docs and a Learning Management System for our school and shared insights into what instructors can consider in designing and facilitating peer review activities in their respective classroom. Overall, our post-assignment survey results show that a majority of students found the peer feedback useful, in particular for choice of grammar and vocabulary items. We also found that providing teacher feedback at a later stage also benefits student peer-feedback activity. And to minimize the negative experience of any students participating in this assignment, a strict deadline for providing feedback should be emphasized so that the writer can reflect on the comments and revise the draft in a timely manner. In addition, discussion on how to leave constructive

feedback in class can be useful for students to follow. Furthermore, focus on the feedback on the content can be provided in more detail than the current form so that students can review both form and content of the writing that they read. Students foster an online community throughout the process by encouraging reviewers to ask questions of the writer and writers to respond to reviewer questions. Thus, implementing a criterion of interaction between the reviewer and writer, i.e., asking and answering questions via comments as a requirement can enhance communication among students.

Appendix A. Guidelines for the writing assignment

주제 (Topic): 아래 주제 중 하나를 골라 쓰세요. (Choose one of the topics below.)

1) 기억에 남는 여행에 대해서 써 보세요. (Write about a memorable trip.)

2) 음식에 대해서 써 보세요. (Write about food of your choice.)

3) 친한 친구에 대해서 써 보세요. (Write about your close friend(s).)

4) 취미에 대해서 써 보세요. (Write about your hobbies.)

5) 위(above) 네 개를 섞어도 돼요. (You may mix all three above.)

N.B. Choose a different topic from your video project.

제출 요건(Requirement)

1) 최소 (minimum) Letter 종이 1 장을 써야 해요. 2 장을 넘으면 (exceed) 안 돼요.

2) Lesson 1 에서 Lesson 6 까지 배운 문법을 8 개 이상 (more) 사용하세요.

사용한 문법에 밑줄(underline) 을 그으세요.

3) 컴퓨터로 쓰세요. Please write your essay on Google Docs and share the link on eClass.

4) 줄 간격: 1.5-spaced or double spaced

상하좌우 여백: 1 inch margins (top, bottom, left, right)

글자 크기 Korean font size: 11

5) 한국 친구한테 부탁하지 마세요. 인터넷

번역기 (translator) 도 쓰지 마세요. 선생님은 다 알 수 있어요.

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