

Collaboration Lesson Plan: Peer-reviewing essay introductions

Age group: Teenage learners

Life Competency: Collaboration

Language focus: Discourse markers in essay introductions

***Aim:** This task gets learners to improve essay introductions with peer-review, where they take on the role of reader, writer, and reviewer. This task is motivational, focusses on learner-generated content, reflects socio-cultural learning, and develops language and skills. The collaborative focus involves learners supporting each other.*

Pre-task:

Learners will need to be working on an essay. This could be an exam-style essay, for example, and at this stage, they will need their introductions. It would be worth making this task relevant to their interests in order to maintain motivation. Therefore, why not let them choose a topic.

Step 1:

First, make sure your learners know what peer-review is. So why not open with a few questions to be discussed in pairs:

- What is peer-review?
- What are your experiences with peer-review?
- Why do you like it? Why do you not like it?
- What are your and your partner's roles in peer-review?
- How can you best collaborate with your partner as peer-reviewers?

It is worth getting learners to understand what peer-review supports (e.g. motivation) and that it is evidenced to help improve language learning. They may also need help identifying a peer to work with. Learners may identify some negative feelings about peer-review; they may say it makes them feel anxious or that they would rather get instructor feedback. So, make sure to address these issues in the main discussion. Learners need to be on board when they move on to Step 2.

Step 2:

Now decide what kinds of feedback the peers will give. It is important to discuss this with learners and ask them, "What do you feel you can give feedback on?"

- Language, grammar, vocabulary?
- Clarity of expression?



- Argumentation?
- Anything else?

This is key to making them see that in collaborating with their peers, they can offer some help and their peers can help them too. Now would also be a good time to give them some support in delivering feedback. Learners can use the Compliment, Suggestion, and Correction approach where the goal is to find something nice to say, something that could change but does not need to, and something that is incorrect that should be changed.

Step 3:

With a focus and a format for review in mind, now it is time to move to breakout rooms. In pairs, learners exchange their introductions. Learners mark up their writing with comments, and in the breakout rooms, they talk through their feedback. The goal here is to give learners an opportunity to discuss the comments and make sure that the feedback is meaningful. In this part of the task, learners are each acting as writers, readers, and reviewers and by working together, they can switch between these roles. For a focus, you could have the learners give feedback on the use of discourse markers in their writing.

Step 4:

Moving back into the main room, a final step to this task involves reflection. Ask your learners to reflect on the following questions:

- What is peer-review good for?
- What peer-feedback did you find useful?
- What kind of feedback did you feel you could give?
- How effective was your peer-review and collaboration? How could it be better?

For support whilst teaching this lesson, refer to either the [Teenage Learners](#) or [Collaboration](#) booklet, from the [Cambridge Life Competencies Framework](#).