

外语写作中的同伴互评

——理念与课堂操作

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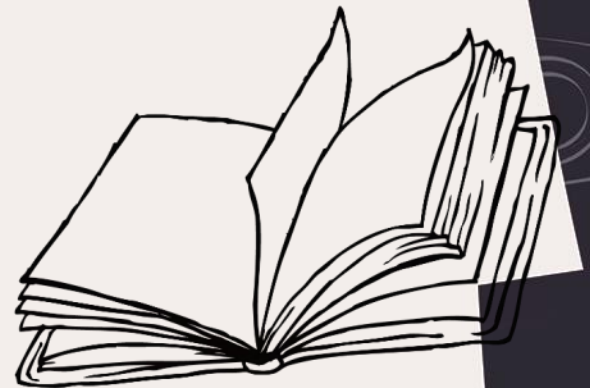
3. 评什么？

4. 怎么评？

三、结语

定义

- Peer review, peer response, peer feedback
- 同伴互评(peer response) 指的是学习者彼此互动、交流信息。在写作过程中，学习者充当教师、导师或编辑的角色，通过书面及口头的形式，互相之间进行评论和修改。
(Liu & Hansen, 2002)



为什么同伴互评？——理论框架

宏观

社会文化理论

- Vygotsky (1978, 1986, 1987)
- Lantolf (2000), Donato (1994) et al.
- 最近发展区 (Zone of Proximal Development)

设计

交际法/整体语言教学

- 交际互动；语言使用
- 意义先于形式
- 听说读写一体

实施

过程教学法

- 注重写作过程；而非最后的产出成果

为什么要互评？

Benefits in using peer response (Liu, J. & Hansen J., 2002)

	Cognitive	Social	Linguistic	Practical
Benefits	1.Exercise thinking	1.Enhance communicative power	1. Enhance metalinguistic knowledge	1. Applicable across student proficiency levels
	2.Take active role in learning	2. Receive authentic feedback	2. Explore linguistic knowledge	2. Flexible across different stages in the writing process
	3.Engage in exploratory talk	3.Gain confidence and reduce apprehension	3. Gain additional language skill practice	3. Time-efficient in some cases
	4. Build critical skills	4.Establish collegial ties and friendship	4. Enhance participation and improve discourse	4. Reinforces process writing
	5. Demonstrate and reinforce knowledge	5.Influence learners' affective state	5. Find right words to express ideas	
	6. Build audience awareness			



01

Who?

和谁互评？

和谁互评

实操

1. 几位评者？
2. 匿名？
3. 按英语水平或写作水平搭配还是随机？

1. 一篇作文两位评者
2. 依写作任务题目和性质而定
3. 多为随机

理据

1. 读者群；读者意识；集体共识（Shriver, 1990; Miyake, 1986; DiPardo & Freedman, 1988; Cho & MacArthur, 2010)
2. 情感过滤；面子、关系（Carson & Nelson, 1996; Topping, 1998）和隐私
3. 协同的不一定是语言！！！！

期末问卷调查

第15题 我希望_____名同学点评我的作文（单选题）（2016年） [\[单选题\]](#)

选项	小计	比例
1名	5	20%
2名	17	68%
3名	3	12%
4名	0	0%
4名以上	0	0%
本题有效填写人次	25	



02

When and where?

何时何地如何进行互评？

第11题 我希望同学之间的互评在_____开展（单选题） [单选题]

选项	小计	比例
1 课堂上	10	28.57%
2 课后	6	17.14%
3 课堂上及课后	16	45.71%
4 其他（请注明）	3	8.57%
本题有效填写人次	35	



03

What?

评什么？

没有互评标准 (rubric)

优势

符合由放到收的教学理念

符合读者的自然阅读习惯

培养提高学生的读者意识

引导学生把注意力放在信息的沟通上

鼓励创新，发展有效的书面沟通方式

弊端

学生一开始只关注语言

关注点太散无从入手

引导学生针对内容提问

实操

依据各单元学习目标而定

□ 长度和简洁度

□ 内容

□ 结构

□ 语言

Focused corrective feedback?

理据

- 写长法：突破情感障碍，由放到收，由长至精
- 意义先行（focus on meaning）
- 形式在后（focus on form）
- Noticing（学生精力及能力有限，除了低级错误，可集中关注某个语言问题）

• 互评表设计 (1)

- 根据学习目标定制互评表

Unit 1

Learning objectives

- 1) Describe personal experience
- 2) Create suspense
- 3) Use flashback

Unit 2

Learning objectives

- 1) Achieve consistency in the plot
- 2) End a story effectively
- 3) Design foreshadowing

第二册第一单元

Standard	Evaluation scale	Focused comments
Length and succinctness (40%)		
The writing is appropriately long and without redundancy.	1 2 3 4 5	
Content (20%)		
The writing is drafted with the true feelings of the author.	1 2 3 4 5	
The details are shown from different perspectives (e.g. actions, facial expressions, setting...)	1 2 3 4 5	
Organization and style (20%)		
Plot points are skillfully arranged.	1 2 3 4 5	
Suspense is successfully created if any.	1 2 3 4 5	
Flashback is used appropriately if there is one.	1 2 3 4 5	
Language (20%)		
The writing is free of misspellings; words are capitalized correctly; grammar is correct; sentences are punctuated correctly without run-ons or fragments.	1 2 3 4 5	
The tenses are used correctly.	1 2 3 4 5	
The language flows naturally with effective wording.	1 2 3 4 5	

第二册第二单元

Sample peer review rubric (Liang 2017)

Standard	Evaluation scale					Focused comments
Length and succinctness (20%)						
The writing is appropriately long and without redundancy.	1	2	3	4	5	
Content (20%)						
The topic is well-chosen.	1	2	3	4	5	
The plot is multidimensional and consistent.	1	2	3	4	5	
Organization and style (30%)						
Plot points are skillfully arranged.	1	2	3	4	5	
The foreshadowing details are skillfully laid.	1	2	3	4	5	
The story ends effectively.	1	2	3	4	5	
Language (30%)						
The writing is free of misspellings; words are capitalized correctly; sentences are punctuated accurately without run-ons.	1	2	3	4	5	
The tenses are used correctly.	1	2	3	4	5	
The language flows naturally with effective wording.	1	2	3	4	5	

If more than three mistakes are found, the author can only get 1 or 2

Note: 1=fail; 2=unsatisfactory; 3=pass; 4=good; 5=excellent

• 互评表设计(2)

• 可调控的比例

	Unit 1	Unit 2
长度+简洁度	40%	20%
内容	20%	20%
结构	20%	30%
语言	20%	30%

理据

从长到精

- Swain : “可理解输出假设”
- Krashen: “情感过滤假说”
- 王初明教授：“以写促学” --- 以写长作文为手段（而非目的），促进英语运用
- 郑超教授：培养精品意识，力戒“零级错误”

互评表设计 (3)

Part of the assessment scale (描述性的语言)

	Length & succinctness (20%)	Content (20%)	Organization and style (30%)	Language (30%)
5	(18-20) The writing is above 700 words without redundancy.	(18-20) The topic is relevant and found with richness in theme. The story is multi-dimensional and generally consistent.	(27-30) Plot points are well-connected with a sound causal relationship. The foreshadowing details are skillfully laid. The story ends in a surprising yet convincing way.	(27-30) The writer uses a range of vocabulary, including less common lexis appropriately; uses a range of simple and complex grammatical forms with control and flexibility. Errors may be present but do not impede communication (not more than 3 basic grammatical mistakes).
4	(16-17) The writing is above 500 words with slight redundancy.	(16-17) The topic is relevant with a clear theme. The story is multi-dimensional, occasionally inconsistent in some areas.	(24-26) Plot points are generally well-connected despite the slight loopholes. Some foreshadowing details are skillfully laid. The story ends naturally.	(24-26) The writer uses of a certain range of vocabulary appropriately; uses a range of simple and complex grammatical forms with a good degree of control. Errors may be present but do not impede communication (not more than 3 basic grammatical mistakes).

问题

1. 何时提供互评表？
2. 需要主观评价吗？
3. 内容与语言一起评还是分开评？（互评例子）

理据

由放到收

选项	小计	比例
内容	13	52%
语言	12	48%
本题有效填写人次	25	



04

How?

怎么评？

怎么评？

实操

- (1) 多模态：电脑+书面+口头
- (2) 多种反馈类型
- (3) 教师支架作用

(1) 多模态互评

机上互评

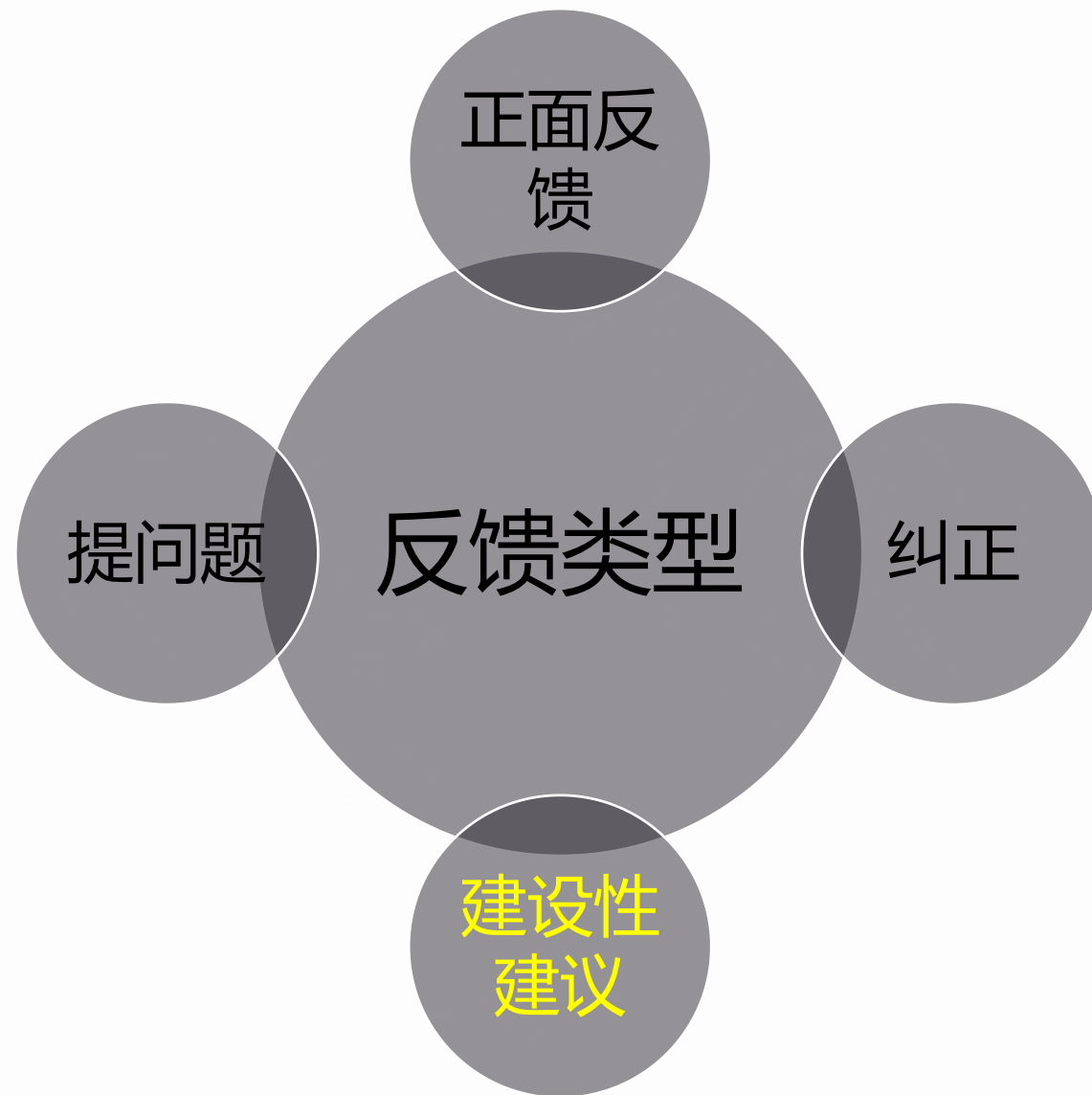
- 便捷
- 修订、批注功能不受空间限制
- 更易获取电子工具的协助

多模态互评：笔头+口头

选项	小计	比例
1 笔头	9	25.71%
2 口头讨论	4	11.43%
3 笔头+口头	16	45.71%
4 其他（请注明）	6	17.14%
本题有效填写人次	35	

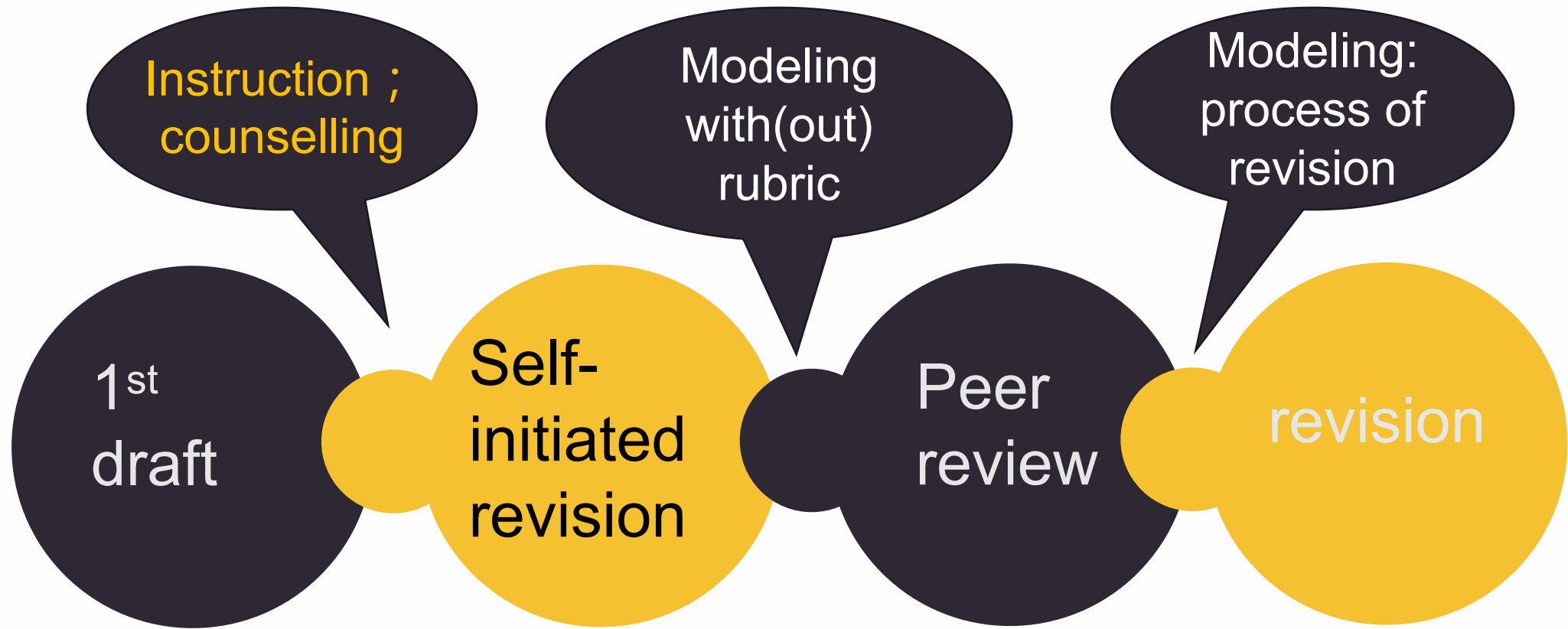
进行协商

(2) 反馈类型



学生互评例子

(3) 同伴互评中的教师支架作用



(3) 教师支架作用

教师示范作用

- 找教材中的学生优秀范文或往届学生作文进行评阅示范；
- 提供作文递交样本；
- 示范修改过程；

教师提供咨询

□ 答疑

□ 疏导学生情绪

□ 介绍查询工具

当前位置：首页 >> 互动平台 >> 互动空间 >> Book 2 Unit 2 Designing a well-knitted plot (推荐故事)

The hand on the latch (recommended by 赵文悦/黄妍绮/黄雪雯)

2018/4/22 15:52:16

14人浏览

Print FLASH ◀ ▶ ⏏ T ◌ 99% 📄 📄 🔊 1/3 🔍 📄

1 The woman stood at the window, listening. She had been standing there for a few
2 minutes. She was alone in the log house, looking at the desolate prairie and the first
3 snow of winter.

4 Not until she had heard that sound was she really frightened. Her husband had often
5 left her alone like this, for days at a time. Only now, when she was at last sure that she
6 was going to bear a child, things seemed different. Why hadn't she told her husband the
7 news before he rode away?

8 He had been too distraught. If he had known she was with child, he would not have
9 left her. But he was troubled enough, as it was. She could recall him as he had stood
10 near this very window, hands on her shoulders, and told her about the money. He was
11 tax collector of that frontier county; he had brought home a large bag of money and had
12 stowed it in a biscuit tin which he'd buried under a plank in the kitchen floor.

Some examples from
Table 14 Useful Sentences for Peer Response Activities

What ESL Students Might Say	What Might Be More Appropriate
Please change this word/expression/sentence because it makes no sense here.	Could you please clarify this word/expression/sentence? I might be wrong, but I did not catch what you meant here. Can you come up with a better word/expression/sentence for what you had in mind?
I don't understand this paper.	What do you mean? What is your main idea? I'm afraid that I did not quite understand this paper because... It seems that you've spent a lot of time working on this paper, but could you give us a brief summary of it?
How could you write this paper without a thesis statement?	Can you tell me where your thesis statement is? I'm afraid that I cannot find your thesis statement. Your thesis statement is not clear to me. Could you help me locate your thesis statement in the paper?

(Liu, J. & Hansen J., 2002)

- <http://www.thesaurus.com>

laugh



[see definition of laugh](#)

verb expressing amusement, happiness

Relevance



A-Z

Length



+

Synonyms for laugh

verb expressing amusement, happiness

chuckle

giggle

grin

howl

roar

scream

shriek

snicker

snort

whoop

burst

cachinnate

chortle

convulsed

crow

fracture

guffaw

titter

break up

crack up

die laughing

roll in the aisles

split one's sides

with sound be in

stitches

如：美国当代英语语料库（COCA）

? " # A dirt clod hit me in the shoulder. I heard a **giggle** from Mr. Riggsbee's tobacco patch on the other side of the road. "

glow of the flickering gaslights. Raucous, masculine laughter mingled with a shrill female **giggle**. Raw wind tugged at her cape, carrying the scent of approa

could rise, the brass flap slammed back open. Topple, Minotaur. A **giggle** brought him back to his knees. The Minotaur peered, as much as one

. " Is that not the right word? " # Charlie answered with a **giggle** and a shake of her head. " Hip's an okay word, I

. # I wanted to laugh at the mess, the way we used to **giggle** at everything. There was a time when a bee sting would have been hilarious

The Baroness looked so comical standing there with her hand outstretched that Victoria started to **giggle**, but checked herself as she saw the expression

into place. # When the kid turned away so she couldn't hear him **giggle**, which she did anyway, Val noticed that across the back of his head

on the sidewalk a few inches away. # Oh well. She stifled a **giggle**. Michael probably would've done a tad better. # As Dirk got up

to look at him as he passed, with wistful smiles and the occasional girlish **giggle**. Even from the older ones. # York indeed made a fine figure of

Sawyer issued a particularly loud snore, almost a snort, and I muffled a **giggle**, stretching to kiss the small dark mole on his neck; it was one

surprise! " Malcolm insisted, still nearby, and I could not help but **giggle**; Sawyer grinned, tenderly kissing the side of my neck, stroking lightly with

结语：学生互评感想

“别人很多好的地方可以借鉴，用语言表达清楚自己的意见很重要，很多东西自己能看懂但别人不一定能懂。”（黄琳杰）

“原来某些词不应该这样用，换种表达法就大不同了一学到很多，对比修改前后的文章，差别很大。修改别人的文章琢磨看怎样可以更好。‘鸡蛋里挑骨头’的精神从读者而不再是作者的角度审视文章，看到不懂的地方，可能是自己理解的问题，也可能是作者表达的问题，很受启发。好作文为成品真不是一蹴而就的，是一个不断加工的过程，是改出来、磨出来的，很有成就感。”（胡燕萍）

“修改别人文章是可以学习别人的好词好句、逻辑思维。文章既是写出来也是改出来的。”（陈文雅）

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Thank you for listening!

Q & A

