English Language & Literature Teaching, Vol. 17, No. 4 Winter 2011

How Peer Tutoring and Peer Tutor Training Influence Korean EFL Students' Writing

Young Eun Choi[*]
(Inha University)
Guiboke Seong[**]
(Inha University)

Choi, Young Eun & Seong, Guiboke. (2011). How peer tutoring and peer tutor training influence Korean EFL students' writing. ***English Language & Literature Teaching, 17*****(4), 23-47.**

This study investigates the effect of peer tutoring and peer tutor training program on Korean university students' EFL writing. Six tutors and twelve tutees have participated in the experiment. The tutors were divided into untrained and trained groups each of which was assigned to teach six tutees. The three peer tutors in the experimental group received training on how to give peer tutoring. After the pre-test, the tutees wrote series of drafts on three topics and received written feedback from their peer tutors via email. The results of the post-test showed improvement in writing scores in both groups. The tutees in the trained peer tutor group, however, showed much greater improvement. Their improvement was also more consistent, and the score differences between the two groups increased over time. Analysis of the peer tutors' written feedback indicated that the trained tutors focused more on the higher order concerns in writing than the untrained ones did. In the questionnaire all tutees responded positively to the peer tutoring experience. The results indicate that peer tutor training programs may have beneficial effects on Korean university students' writing abilities especially in the elements of higher order concerns.

[peer tutoring/peer tutor training/college-level EFL writing/high order concerns]

I. INTRODUCTION

The instructional roles of peers in classroom learning have long been discussed. A

[*] First author, [**] Corresponding author

교보문고 KYOBO Book Centre

well-known term in this regard is peer feedback. Peer feedback refers to learners working together to review, revise and provide comments on each other's work, which naturally involves reciprocal learning. Studies on peer feedback have reported its beneficial influences on various aspects of second language development. Some of them (e.g., Ji-Hye Yi, 2009) investigated the effects of peer feedback on speaking and listening, but most (Min-Seon Bong, 2007; Hyo-Jin Kim, 2008; Yanghee Kim & Jiyoung Kim, 2005; Kurt & Atay, 2007; Jee Hyun Ma, 2006; Eun-Young Park, 2004; Yong & Lee, 2008) were about its roles on various aspects of second language writing instructions and improving writing abilities in the target language.

Peer tutoring, on the other hand, refers to more advanced students or upper-class students teaching lower-level students but not the other way around. Topping (1996) defined peer tutoring as "specific role taking at any point someone has the job of tutor while the other(s) are in the role of tutee(s)" (p. 322). Since the tutors and the tutees involved are both students in nature, peer tutoring is also considered less threatening and intimidating (Ferris, 2003). A tutor can establish rapport and bond with a tutee as being more at their own level. In addition, peer tutors do not take on the role as a grade-giver on the papers like the teacher does, which can reduce anxiety of the tutees in their interactions with the tutors.

Research on peer tutoring so far has reported benefits and concerns. Some illustrated that the treatment provided by the peer tutors can contribute to tutors' and tutees' academic and social development (Berg, 1999; Fremouw & Feindler, 1978; Greenwood, Delquadri, & Hall, 1989; Kulik, & Kulik, 1982; Maxwell, 2000; Mittan, 1989; Swengel, 1991; Tang & Tithecott, 1999; Tsui & Ng, 2000). However, the effectiveness and the benefits from tutors' intervention may be compromised by their academic deficiency (Willis & Crowder, 1974), general lack of knowledge about writing (Ransdell, 2001), tendency to focus more on surface errors than high order concerns in writing (Stanley, 1992), and by similarity in age and achievement level with their tutees (DePaulo et al., 1989).

Not many research studies, however, have been conducted on the effects of peer tutoring and of peer tutor training in Korean educational context. It is perhaps because Korean culture, heavily influenced by Confucianism respecting the authority of a teacher, makes it difficult to implement a peer teaching model (Turner, 2006). This study aims to explore this highly uninvestigated area to show whether peer tutoring techniques and peer tutor training programs increasingly used in writing classes in Western countries can be applied in tertiary-level EFL classroom in Korea to help improve students' academic writing abilities. In order to achieve this goal, the present study proposed the following specific research questions:

1. What effects does peer tutoring have on improving Korean college students' writing?

교보문고 KYOBO Book Centre

2. What effects does peer tutor training have on improving Korean college students' writing?
3. What effects does peer tutor training have on the course of peer tutoring?

II. LITERATURE REVIEW

1. The Roles of Peer Tutors and Peer Tutoring

The definition and roles of peer tutors and peer tutoring have been discussed by a number of researchers. According to Topping (1996), peer tutoring is a type of collaborative learning, in which ‘‘people from similar social groupings who are not professional teachers help each other to learn, and learn themselves by teaching’’ (p. 322). Gillespie and Learner (2003) argued that tutors should focus on the writer's development and establish rapport, making sure the writer takes ownership, asking questions, and comment on things that are working well instead of giving advice, looking for things to improve, or telling writers what to do. Raforth (2000), on the other hand, described peer tutors as constructive critics and a real audience to the writers' writings. Some other researchers (Lunsford, 1995) emphasized the role of tutors as those who respond and converse rather than correct, which enables the students to become more involved in their learning through peer collaboration.

One of the strong supporting arguments for peer tutoring comes from the idea of learning by teaching for the tutors (Goodlad & Hirst, 1989). The learning effect of peer tutoring is initially grounded by the fact that it enhances cognitive processing in the tutor by increased motivation for and attention to the task. Also tutoring demands review of currently existing knowledge and renewal of their skills, which consequently yields restructuring of them and creates newly established associations. Tutoring refreshes one's schemata and provides opportunities for further metacognitive and cognitive development, especially in terms of simplification, clarification and exemplification (Sternberg, 1985).

Another theoretical ground for peer tutoring can be made by the social interactionists' view of cognitive development (Vygotsky, 1978). The theory supports peer assisted learning by its premise that one (a tutee) can reach his/her potential level of development on any cognitive area through social and cognitive interactions with a more capable peer (a tutor) on a task of which the difficulty level is within the tutee's zone of proximal development.

Research on peer tutoring has been providing positive evidence on various instructional topics in a variety of contexts. Researchers have contended that peer

교보문고 KYOBO Book Centre

tutoring can help English learners from the perspective of reading (Atherley, 1989), spelling (Lane, 1997), getting over learning disabilities in English class (Greenwood, Arreaga-Mayer, Utley, Gavin, & Terry, 2001; Saenz, Fuchs, & Fuchs, 2005; You-Jin Seo, 2005), speaking and affective sides (Hye-Rahn Yang, 2006) and others (Ye-Ji Jang, 2009).

Peer tutoring has also been argued to be effective in improving performances in other subject matter areas like science and math Suk Young Kang, 2010; Gyu Moung Lee, 2000; Hyun Hwa Park, 2007) and in its positive influences on other aspects including self-efficacy, anxiety, and classroom management issues (Hwang-June Choi, 2011; Griffin & Griffin, 1998; Fuchs, Fuchs, Mathes, & Simmons, 1997).

A growing number of peer tutoring research studies have been investigating tutors' functions and the roles of collaborative discourse between tutors and the tutees in writing centers (Boquet, 2001; Carino, 1996; Harris, 1986; Mackiewicz, 2002; McDonald, 2005). With the extension of the arguments by Varga, Ilko, Weaver and Kenzie (2008) on the roles of a writing tutor, the ultimate roles or peer tutors in any fields may well include, not just guiding of surface corrections, but encouraging and guiding the tutees to develop critical thinking and analytical understanding of their own processes of development in skills, thereby the students can gain confidence and enjoy their work to become more responsible and autonomous learners.

2. Research on Peer Tutor Training in Education

As the importance of the roles of peer tutors in education especially in writing instruction grew, researchers have noticed the importance of training peer tutors' tutoring skills. Researchers (Gillespie & Lerner, 2007) and studies (Berg, 1999; Stanley, 1992) have emphasized and shown that with the untrained tutors learners may not gain the due benefits from the tutoring, thus training peer tutors about how to perform peer tutoring appropriately and effectively is a critical factor in the success of peer tutoring.

Training peer tutors is a complex task and one of the major concerns of writing centers in Western countries. Training peer tutors is not a simple matter particularly because the trainer has to be well-informed of the theories that the guidelines are based on and are also familiar with practices that promote them. Many researchers have presented their opinions on what areas tutors have to be trained. Murphy and Stay (2006) said that the trainer has to provide the tutors with the strategic knowledge to enact practices rooted in theories in teaching tutees. Shamoon and Burns (1995) emphasized the importance of training interpersonal skills in tutors to be more friendly, supportive, nurturing, and responsive. Reigstad and McAndrew (1984) suggested four principles to in tutor training: the tutor must establish and maintain rapport; the writer must do the work;

교보문고 KYOBO Book Centre

higher-order concerns should be dealt with before lower-order ones; and tutors do not have to be experts.

Empirical studies on peer tutor training generally support the effects of training. After an experiment with thirty ESL college students divided in trained and untrained groups Stanley (1992) found that the trained group students provided more specific responses to their peers, showed greater engagement and commitment to the task. Berg (1999) investigated whether trained peer response shapes ESL students' revision types and writing quality. The results of the study revealed that the trained group made progress in overall quality of the writing and wrote more of the meaning-based revisions than the form-based or surface-level revisions.

Reviewing a collection of empirical studies on the effect of peer tutor training, Sharpley and Sharpley (1981) meta-analyzed 82 studies conducted in school settings. They concluded that peer tutoring yield significant cognitive benefits for both tutees and tutors and training of tutors made a meaningful difference in the improvement rates. Cohen, Kulik and Kulik (1982) also reported that in 45 studies out of 65 studies comparing the tutored and untutored groups of students, the tutored students performed better than the other group. The trained tutor groups in comparison with the untrained ones showed greater experimental effects. Whether the tutoring was highly structured or not also seemed to be a factor.

Most other research on tutoring and tutor training has centered around such issues as the nature of interaction between tutors and tutees (Lockhart & Ng, 1995; Villamil & de Guerrero, 1996), the tutoring process, perceptions and expectations, and developing a tutoring practice (Gillespie & Lerner, 2003; Murphy & Sherwood, 2003).

As discussed so far, research studies have confirmed that peer tutors and peer tutor training have contributed in helping learners in a number of ways. However, very few studies have been conducted on the effect of peer tutoring and peer tutor training programs in Korean EFL context. This study investigates their effects on college students' writing performances. Within the scope of the present study, the facilitating role performance of cross-age peer tutors is of particular interest.

III. RESEARCH METHODS

1. Participants and the setting

The participants of this study were six graduate students and twelve undergraduate students attending a large university located in one of the big cities in Korea. Participating

교보문고 KYOBO Book Centre

tutors and tutees were recruited based on their TOEIC (Test of English for International Communication) scores and divided into two homogeneous groups following the results of the pre-test: the trained group (experimental group) and the untrained group (control group). The group members were organized in a way that the mean difference of the pre-test scores between the trained group (11.33) and the untrained group (10.83) is not statistically significant. All of the undergraduate students had low proficiency in English (TOEIC scores below 790) and received tutoring from the graduate students who were in the intermediate level (TOEIC scores between 850-930). They came from varying fields with none involved in English major. At an interview prior to the experiment these twelve tutees showed high motivation to improve their writing abilities and enthusiasm about the experiment and the peer tutoring program. The six graduate peer tutors were either engaged in English-related fields or highly interested in English equipped with the same proficiency level. They were also highly motivated about the experience of helping other students through peer tutoring. The profiles of the tutees and the tutors are summarized in Tables 1 and 2.

TABLE 1

Profile of Twelve Tutees

Tutees	Gender	Grade	Major	Proficiency	Group
A	Female	Junior	Computer	Low-	Trained
B	Male	Junior	Economics	Low-	Trained
C	Male	Junior	Economics	Low-	Trained
D	Male	Junior	Social Welfare	Low-	Trained
E	Female	Junior	Physical Therapy	Low-	Trained
F	Male	Sophomore	Information and Communication	Low-	Trained
G	Male	Junior	Law	Low-	Untrained
H	Male	Sophomore	Tax Accounting	Low-	Untrained
I	Male	Junior	Law	Low-	Untrained
J	Female	Junior	Special Education	Low-	Untrained
K	Male	Sophomore	Information and Communication	Low-	Untrained
L	Male	Sophomore	Accounting	Low-	Untrained

교보문고 KYOBO Book Centre

TABLE 2

Profile of Six Peer Tutors

Tutors	Gender	Grade	Major	Proficiency	Group
AB	Female	Graduate	English Literature	Intermediate-	Trained
CD	Female	Graduate	English Literature	Intermediate-	Trained
EF	Female	Graduate	English Literature	Intermediate-	Trained
GH	Male	Graduate	Electronics	Intermediate-	Untrained
IJ	Female	Graduate	English Education	Intermediate-	Untrained
KL	Male	Graduate	Economics	Intermediate-	Untrained

2. Data Collection Procedure

After the experimental and the control groups were formed, the researchers distributed peer tutoring directions and rubric documents to the participants. The tutees received directions for their writing assignments on three consecutive topics. For each topic the tutees submitted three drafts in total through e-mail. For the first and the second drafts, the tutors provided feedback comments also through e-mail using the Microsoft Word editing function (see Appendix C for example).

The peer tutoring program in this study took place for 3 weeks through email exchanges. The 6 tutees in the experimental group were tutored by 3 peer tutors who received training on how to perform peer tutoring. The peer tutor training involved a course of meetings offered by a male native English-speaking instructor who has a Master's degree in ESL writing and 12 years of EFL teaching experiences in Korean universities. This peer tutor trainer has been training peer tutors for years and was well aware of the goals and the process of the study. There were three training sessions each of which lasted around two hours. The training sessions were organized around exploring the roles and responsibilities of a peer tutor and introducing the fundamental research based knowledge and skills of effective peer tutoring in writing. The other 6 students who were in the control group were tutored by the 3 peer tutors who did not receive the specially designed peer tutor training. The procedures of the experiment in the two groups are illustrated in Figures 1 and 2 below. The tutors and the tutees went through the following process for each of the three writing topics given.

교보문고 KYOBO Book Centre

FIGURE 1

Peer Tutoring Procedure of Untrained Group

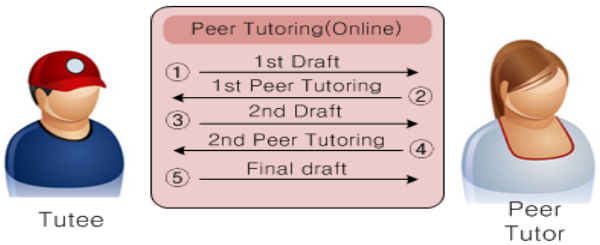
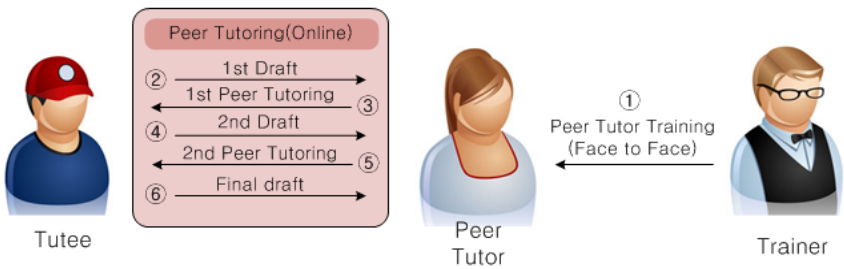


FIGURE 2

Peer Tutoring Procedure of Trained Group



The series of drafts on each of the 3 topics written by the 12 tutees were collected, and rated by two reliable raters. Both raters were native English-speaking ESL instructors who have Master's degrees in TESOL and 10 or more years of teaching experiences. They were fully informed of the evaluation rubric as a scoring guide. The same raters evaluated the participants' pre-test and the post-test drafts as well. The scores on the same draft were averaged for comparison within and across groups.

After the three weeks' experiment, all the participants took the post-test consisted of another writing assignment asking to choose from three topics (see Appendix A). All feedback comments provided by the tutors in each group were collected for analysis and comparison. The researchers then administered questionnaires customized for the tutor groups and the tutee groups to see their reactions to the peer tutoring experiment.

3. Instruments

1) Pre-Test and Post-Test Materials and Drafts on Three Topics

The pre-test and the post-test writing assignments were administered to all participating tutees in order to examine the differences in their writing abilities before

교보문고 KYOBO Book Centre

and after the peer tutoring experience. Between the pre-test and the post-test, the tutees were given three separate topics for which they were asked to write a short paragraph. The written materials obtained from the pre- and the post-test and the three types of first drafts and final drafts on the three topics were evaluated with the same rubric. The types of the three topics on the experiment included persuasive writing, compare and contrast writing and cause and effect writing, respectively, so that the tutees can experience different styles of writing and that their writing abilities on varying topics can accurately be reflected. The topics and instructions for the three writing assignments are in Appendix A.

2) Email Written Feedback Materials

The six peer tutors' feedback comments were compiled and yielded 585 comments in total. They were initially analyzed by the four categories in the evaluation rubric (A: Evidence and Analysis, B: Focus, C: Complexity, D: Coherence). As the analysis went on, however, the need for further categories arose and thus two (E1: Minor grammatical errors that have few effects in scoring of writing, E2: Etc. (elements such as greetings, chatting and compliments) were added to the list of categories. These analyses were intended to examine which areas of writing in the rubric the tutors in each group focused on and also to compare the differences in distribution of the areas in comments provided by the trained and the untrained groups of tutors.

3) Evaluation Rubric

Prior to the experiment the evaluation rubric was given to all tutors and tutees to let them know of the criteria that their writings would be evaluated on. The rubric was adopted and revised from Sample Analytic Scoring Guide (O'Neill, Moore, & Huot, 2009, p. 170, see Appendix B). In order to establish inter-rater reliability, two native English-speaking EFL instructors evaluated the pre- and the post-test, 3 first drafts and the 3 final drafts on each of the 3 topics written by the participants.

4) Questionnaires

When the experiment was over, a questionnaire was administered for all participating tutees (See Appendix D) to obtain their perceptions on English writing and their reactions to the peer tutoring experience. The tutees had no knowledge of whether their tutors were the trained ones or not. The questionnaire consisted of three parts: tutees' attitudes toward English writing, needs for learning English writing and their perceived usefulness of peer

교보문고 KYOBO Book Centre

tutoring. Peer tutors in both trained and untrained groups were also given questionnaires asking about their perception of peer tutoring and its effectiveness.

IV. RESULTS AND DISCUSSION

1. Effects of Peer Tutoring on Writing Abilities

In order to examine whether the peer tutoring sessions and the peer tutor training program have actually improved the tutees' writing abilities, the submitted writings for the pre-test and the post-test were rated and compared. Comparing the means of the pre-test and the post-test scores of the tutees in the experimental and the control groups, Table 3 illustrate that the tutees in both groups have greatly improved in their writing scores from 10.8 to 15.3 and 11.3 to 19, respectively.

TABLE 3

Descriptive Statistics of Pre- and Post-Test Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test (untrained)	10.8333	6	3.97073	1.62104
	Post-test (untrained)	15.3333	6	2.50333	1.02198
Pair 2	Pre-test (trained)	11.3333	6	3.40098	1.38844
	Post-test (trained)	19.0000	6	4.43847	1.81200

Table 4 shows the tutees' obtained scores in both experimental (trained) and the control group (untrained) and the improvement rates. The tutees in the trained tutor group improved by 67.6% in average and those in the untrained group showed 41.5 % of improvement in their average scores in the post-test. The compared scores of the tutees in two groups revealed that all students who participated in the peer tutoring program, with the exception of K, have improved in their writing scores regardless of whether their tutors received peer tutor training or not. This result indicates that peer tutoring itself may have a potentially positive influence on improving college students' writing. This statement is further supported by the observation that all of the 12 participating tutees improved in their writing abilities on all of the 4 specific categories in the evaluation rubric (I- Evidence and Analysis II-Focus III-Complexity IV- Coherence) on their pre- and the post-test with the exception of K student on the Focus (II) category where his score decreased from 5 to 4 on the post-test.

교보문고 KYOBO Book Centre

TABLE 4

The Results of Pre- and Post-Test of Tutees in Both Groups

I- Evidence and Analysis II-Focus III-Complexity IV- Coherence

	Tutee	Pre-test					Post-test				
		I.	II.	III.	IV.	Total Score	I.	II.	III.	IV.	Total Score
Trained Tutor Group	A	3.5	3.5	3	3.5	13.5	5	6	4.5	5	20.5
	B	2.5	3	2.5	3	11	4	4.5	4	3.5	16
	C	2	2	2	2	8	6	6	5.5	6.5	24
	D	4	4	4.5	4.5	17	6	6.5	5.5	6	24
	E	2.5	2.5	3	2	10	4	4	3.5	4	15.5
	F	2.5	1.5	2.5	2	8.5	3.5	3.5	3.5	3.5	14
Total Average						11.33					19.00
											Improvement Rate 67.6%
	Tutee	Pre-test					Post-test				
		I.	II.	III.	IV.	Total Score	I.	II.	III.	IV.	Total Score
Untrained Tutor Group	G	2.5	2	2.5	2	9	3.5	3.5	4	3	14
	H	1.5	1.5	1	1	5	5	5.5	3	4	17.5
	I	3	2.5	3	3	11.5	2.5	3.5	3.5	4	13.5
	J	3.5	3.5	3	3.5	13.5	4.5	4.5	5	5	19
	K	4.5	5	3.5	3.5	16.5	4.5	4	3.5	3.5	15.5
	L	2.5	2.5	2	2.5	9.5	3.5	3	3	3	12.5
Total Average						10.83					15.33
											Improvement Rate 41.5%

2. Effects of Peer Tutoring Training on Writing Abilities

The second research question addressed in this study regards the effects of peer tutor training on university students' writing abilities. As Table 4 demonstrates above, the six tutees in the trained group showed greater improvement rate (67.6%) compared to those from the untrained group (41.5%) by 26.1%. Table 5 shows the results of the Paired Samples Test based on the difference between the two variables: pre-test and post-test in each group. The results indicate that the mean score differences of the tutees' pre- and the post-test in the experimental group are highly significant by the p value of .006 ($p<.05$) while those of the control group are relatively less by the p value of .06. This means that the effect of peer tutoring in the untrained group is closely approaching the significance but

교보문고 KYOBO Book Centre

not to the level of $p<.05$ statistically, while the effect of peer tutoring on the students' writing in the trained group is much greater and statistically significant.

TABLE 5

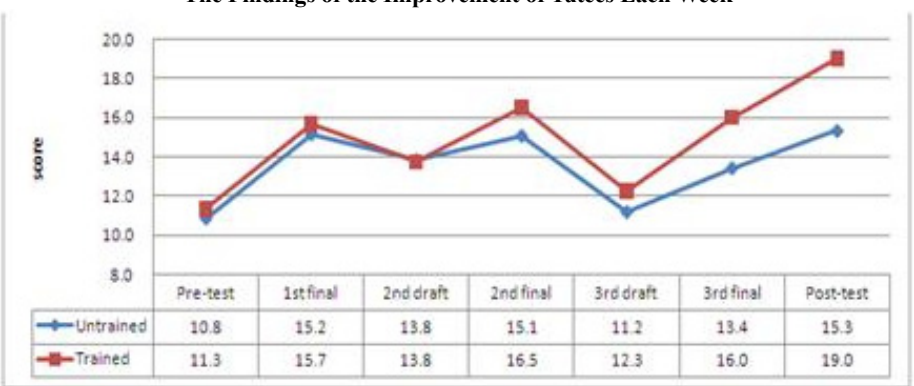
Paired Samples Test on Differences between Pre- & Post-Test Scores

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Untrained	-4.50000	4.56070	1.86190	-9.28616	.28616	-2.417	5	.060
Pair 2 Trained	-7.66667	4.16733	1.70131	-12.04001	-3.29332	-4.506	5	.006*

* $p<.05$

FIGURE 3

The Findings of the Improvement of Tutees Each Week



The analysis of the data also indicated that the tutees in the trained group showed better performances in their writing as the peer tutoring progressed. As Figure 3 shows, the scores of the tutees in the experimental group increased more consistently over time. The experimental group with the trained peer tutors surpassed the control group in writing scores of their three final drafts on each of the 3 topics. Moreover, the gap between the average scores on each topic between the two groups increased over the experiment period as the peer tutoring progressed. This result is strong supporting evidence that peer tutor training program does have positive effects on consistent improvement of the students'

교보문고 KYOBO Book Centre

writing performances. Figure 3 also shows that all tutees tended to receive relatively lower marks on their first drafts than on their corresponding final drafts. This means that the peer tutors' feedback comments actually helped improve the tutees' writing performance.

3. The Analysis of the Tutors' Feedback Comments

Through the analysis above we have seen that the tutee group under trained tutors outperformed the other group in terms of writing performance. In order to investigate the factors that may have affected the differences and changes in the scores, the tutors' feedback comments were collected and analyzed. The tutors' comments were 585 pieces in total and they were categorized to see which areas of writing strategies were effectively commented on to influence the tutees' English writing performances.

TABLE 6

Comparing the Peer Tutors' Feedback Comments in Two Groups

	A(%)	B(%)	C(%)	D(%)	E1(%)	E2(%)	Total(%)
Untrained	7(2.5)	14(5.5)	100(35.5)	27(9.6)	125(44.3)	9(3.2)	282(100)
Trained	55(182)	26(8.6)	51(16.8)	46(15.2)	74(24.4)	51(16.8)	303(100)

(A- Evidence and Analysis, B- Focus, C- Complexity, D- Coherence, E1- minor grammatical errors, E2- greeting, chatting and compliments)

Table 6 shows the frequency distribution of the feedback comments written by the peer tutors. The items A to D are the same characteristics as the rubric used for evaluating tutees' writing. The categories of E1 and E2 were added as the analysis went on and the need for further categories arose for minor grammatical errors and for all the other elements in the tutors' comments such as greeting, chatting, and complements. Examples of the tutors' actual comments categorized as each category are presented in Table 7 (translated).

The analysis in Table 6 indicates that the total number of tutor feedback comments that the trained tutors made on three topics was slightly higher (303) than that of the other group (282). Secondly, it is observed that the comments made by the tutors in the trained group show evener distribution across the categories with 4 (A, C, D, and E2) of them ranging from percentages around 15-18%. This means that the trained tutors tried to balance their comments on different areas of writing, whereas it was not the case for the untrained ones. In particular, it is interesting to note that the trained tutor group showed a

교보문고 KYOBO Book Centre

higher rate of providing affective comments such as expressions of encouragement and compliments (3.2% vs. 16.8%).

TABLE 7

Examples of Peer Tutors' Written Feedback Comments

Categories	Examples
A-Evidence and Analysis	1. Will there be a third reason for this? ^^;; 2. Write an appropriate sentence here to support your topic sentence and add some details here please!! 3. I think this part will be more persuasive if you can add your own experience.
B-Focus	1. You can delete this sentence. 2. These sentences are grammatically perfect but look like they have nothing to do with topic sentences. 3. You don't need this sentence here.
C-Complexity	1. "many things" are a little vague here. Could you explain more about them? Haha, for example, "many things related with A, B, C)" like this. Haha.. 2. I can't understand which system this is. It's a little vague!!. Could you explain more about Jisikin Program of Naver? For example, "In Jisikin program, People ask some questions and other people answer." 3. This means "I am easy person to understand" ;-) For better understanding, how about changing this to "They were easy (for me) to understand"?
D-Coherence (Sense of organization and unity)	1. To make a conclusion, you can make a sentence to encourage people to do something!! 2. How about you try "First, Second, Last reason" in front of your reasons?? Put this "There are three reasons why I wanted to be a music therapist." first and add some reasons then that will have more logical structure!!~
E1-minor grammatical errors	1. You will choose that in the future so add "will" in front of the verb. 2. It will be better to use "the" instead of "The" 3. "could meet" is better than "met"
E2-greetings, chatting and compliments	1. Your paragraph got well structured!! Good Job!! 2. You corrected your writing as I told you!!You did great!! 3. Your second draft looks more perfect!! I can feel you tried very hard for your second draft!! I can't wait to see your final draft!! That will be perfect!!

In addition, the untrained tutors paid most of their attention on commenting on areas of minor grammatical errors (E1) and complexity (C). While the minor grammatical error corrections consisted of 24% of the trained tutors' feedback comments, they did as much as 44% of the untrained tutors' comments. Likewise, the untrained tutors gave nearly twice as many feedback comments on the area of complexity as those by the trained ones (35.5% vs. 16.8%). This naturally yielded lower rates of comments on areas such as evidence and analysis, focus, and coherence in the untrained group.

교보문고 KYOBO Book Centre

The fact that the trained peer tutors were observed to focus more on the areas like coherence and evidence while the untrained ones tended to focus on minor grammatical errors in their feedback comments is highly important. It means that the training may have developed in the tutors the general tendency of giving more weight to the higher order concerns in writing, such as organization, focus, complexity and coherence. Higher Order Concerns (HOCs) are the "big picture" elements such as thesis or focus, audience and purpose, organization, and development in writing (Reigstad & MacAndrew, 1984). A number of researchers and experts in writing instruction have argued that these elements should be dealt with first before the "Lower Order Concerns (LOCs)" such as sentence structure and grammar in tutoring (Gillespie & Lerner, 2007; Reigstad & Donald, 1984). It is listed as one of the four principles in tutoring by Reigstad and MacAndrew (1984) as introduced earlier. From the interview with the tutor trainer it was learned that he placed an emphasis on the higher order concerns in writing as part of the contents of the training, which may account for the trained tutors' greater attention to them. These findings indicate that the peer tutor training possibly had a considerable effect on the peer tutors' commenting skills and areas of foci in tutoring, which actually made a difference in writing performances between the two groups.

4. Tutees' Reactions to the Peer Tutors' Tutoring

In order to examine the tutees' perception of writing and the effect of peer tutoring, the tutees' questionnaire responses were administered and analyzed. The questionnaire consisted of ten questions with some multiple-choice questions and open-ended questions. The responses of the students in the control and the experimental group were compared. Most of the students responded positively to the importance of writing and negatively to the question asking whether the regular school curriculum satisfied their needs for improving their writing skills. All tutees in both the trained and untrained groups responded positively to receiving the peer tutoring and they all felt that it was useful and effective. Yet 1-2 students out of 6 in the trained group responded that they felt the peer tutoring was less helpful in the grammar and vocabulary parts than they expected. As discussed earlier, it is probably because the trained tutors commented more on the other higher order concerns.

:

V. CONCLUSION AND IMPLICATIONS

This study aimed to investigate whether the Western-style peer tutoring techniques and peer tutor training program have effects of improving university students' academic writing

교보문고 KYOBO Book Centre

performances in Korean context. The results of the study yielded three major findings.

First, the students in both trained and untrained tutor groups have improved their writing abilities through peer tutoring for the experiment period by large percentage rates. With just one student's exception on an area, all of the participating tutees regardless of their groups have improved their writing on all specific areas of writing in the evaluation rubric. This means that peer tutoring itself can be of help in improving students' writing in Korean EFL context.

Secondly, although post-test scores of tutees in both group have greatly increased, those of the tutees in the trained group showed greater improvement with statistical significance. The scores of the trained tutor group also showed more gradual development over the course of the experiment period, creating larger gaps with the scores of the untrained group over time.

The analysis of the tutors' feedback comments indicated that peer tutor training played an important role in improving the writing abilities of the tutees in the trained peer tutor group, especially in the areas of higher order elements. The trained tutors were observed to try to balance their comments on all areas of writing in the rubric while the untrained ones heavily focused on minor grammatical errors and vocabulary. The trained ones' comments were largely distributed for the higher order concerns instead.

The findings of the present study cast some important pedagogical implications regarding writing instruction in Korean context. They offer empirical data to some conservative Korean students and teachers who are resistant to the idea of peer tutors that such interactions, even through e-mail exchanges, can be of substantial benefit in improving one's writing abilities. In addition, since this study showed that peer tutoring and peer tutor training can work in Korean university setting, we can try designing and adopting peer tutoring and peer tutor training programs as part of EFL teaching methods in higher education in Korea. For this, establishing writing centers and recruiting tutors are primary. Also the system should allow the tutors to be paid or receive credits in a course for their participation, which is used in many Western countries.

From the discussions so far, it is clear that trained peer tutors are more effective in helping EFL learners improve their writing skills than their untrained counterparts. A prerequisite for it would be well-organized and effective tutor training programs led by qualified trainers. The result of the study showed the trained tutors' preferred and balanced commenting behaviors on higher order concerns after training and how they entailed their tutees' improvements in scores at the writing tasks and the post-test. This offers empirical evidence that the knowledge and skills gained from the training can be directly transmitted to the tutors' tutoring behaviors and consequently reflected in their corresponding tutees' writing performances through peer tutoring even within a short period of time. This necessitates and emphasizes the importance of a good tutor training program.

교보문고 KYOBO Book Centre

This study provides a stepping stone for future studies on the effect of peer tutoring and peer tutoring programs in EFL contexts. With the peer tutoring model described in this study, further developments and adjustments can be made to accommodate each context of learning and teaching. Most of all, this study presented peer tutoring as a viable alternative teaching method to traditional teacher-oriented writing classes in Korean EFL context where the number of students who want feedback far surpasses the number of teachers available to give it face to face. Instead of teaching all students in person, one teacher can train 3 tutors and they can teach 6 lower level students. Peer tutoring is not only effective in reducing teacher's workload but also beneficial for the tutors themselves for many reasons as discussed in the literature review.

This study is not without its limitations due to the relatively small number of participating students and the duration of experiment. Future research projects involving greater number of students for longer periods of time are warranted to ensure the research findings of the present study and to further explore the roles of peer tutoring and of peer tutor training programs in the writing process, allowing EFL students to reach their goals through developing academic writing skills.

REFERENCES

Atherley, C. A. (1989). "Shared reading": An experiment in peer tutoring in the primary classroom. *Educational Studies, 15*(2), 145-153.

Berg, E. C. (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of Second Language Writing, 8*(3), 215-241.

Bong, Min-Seon. (2007). *The effects of teacher and peer feedback on middle school students' English writing ability*. Master's thesis. Inha University.

Boquet, E. (2001). Disciplinary action: Writing center work and the making of a researcher. In P. Gillespie, A. Gillam, L. F. Brown & B. Stay (Eds.), *Writing center research: Extending the conversation* (pp. 23-38). Mawah, NJ: Lawrence Erlbaum.

Carino, P. (1996). Open admissions and the construction of writing center history: A tale of three models. *The Writing Center Journal, 17*(1), 30-49.

Choi, Hwang-June. (2011). *The effects of e-learning program based on peer tutoring on high school students' academic self-efficacy and English achievement.* Master's thesis. Korea National University of Education.

Cohen, P. A., Kulik , J. A., & Kulik, C. L. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal, 19*(2), 237–248.

DePaulo, B. M., Tang, J., Webb, W., Hoover, P., Marsh, K., & Litowitz, C. (1989). Age differences in reactions to help in a peer tutoring context. *Child Development, 60*(2),

교보문고 KYOBO Book Centre

423-439.

Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. Hillsdale, NJ: Laurence Erlbaum.

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal, 34*(1), 174-206.

Gillespie, P., & Lerner, N. (2003). *The Allyn & Bacon guide to peer tutoring* (2nd ed.). New York: Pearson.

Gillespie, P., & Lerner, N. (2007). *The Longman guide to peer tutoring* (2nd ed.). Pearson Longman.

Goodlad, S., & Hirst, B. (1989). *Peer tutoring: A guide to learning by teaching*. New York: Nichols Publishing.

Greenwood, C. R., Arreaga-Mayer, C., Utley, C. A., Gavin, K. M., & Terry, B. J. (2001). Classwide peer tutoring learning management system: Applications with elementary-level English language learners. *Remedial and Special Education, 22*(1), 34-47.

Greenwood, C. R., Delquadri, J. C., & Hall, R. V. (1989). Longitudinal effects of classwide peer tutoring. *Journal of Educational Psychology*, *81*(3), 371-383.

Griffin, M. M., & Griffin, B. W.(1998). An investigation of the effects of reciprocal peer tutoring on achievement, self-efficacy, and test anxiety. *Contemporary Educational Psychology, 23*(3), 298-311.

Harries, M. (1986). *Teaching one-to-one: The writing conference*. Urbana, IL: NCTE.

Jang, Ye-Ji. (2009). *The effect of improvement of English achievement through reciprocal peer teaching – for the low level group of students in middle school.* Master's thesis. Kukmin University.

Kang, Suk Young. (2010). *The effect of peer tutoring under-achievers in science.* Master's thesis. Ewha Womans University.

Kim, Hyo-Jin. (2008). *A case study of middle school students' peer feedback through online English writing.* Master's thesis. Hankuk University of Foreign Studies.

Kim, Yanghee., & Kim, Jiyoung. (2005). Teaching Korean university writing class: Balancing the process and the genre approach. *Asian EFL Journal, 7*(2).

Kurt, G., & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Journal of Theory and Practice in Education, 3*(1), 12-23.

Lane, K. S. (1997). *An analysis of the effects of peer tutoring on spelling in a second grade classroom.* Master's thesis. Salem-Teikyo University, West Virginia.

Lee, Gyu Moung. (2000). *The effect of reciprocal peer tutoring on mathematics academic achievement and self-concept in mathematic disabled children.*

교보문고 KYOBO Book Centre

Master's thesis. Ewha Womans University.

Lockhart, C., & Ng, P. (1995). Analyzing talk in ESL peer response groups: Stances, functions and content. *Language Learning, 45,* 605-655.

Lunsford, A. (1995). "Collaboration, control, and the idea of the writing center." *The St. Martin's for writing tutors*. New York: St. Martin's Press.

Ma, Jee Hyun. (2006). The effect of differential feedback on writing accuracy of L2 college students. *English Teaching, 61*(3), 213-230.

Mackiewicz, J. (2002). *A study of tutor-tutee discourse: What the data-analysis process taught me about recognizing threats to participants' face*. Midwest Writing Center Association Annual Conference Publication (pp. 42-50).

Maxwell, M. (2000). *When tutors meets student* (2nd Ed.). Ann Arbor, MI: University of Michigan Press.

McDonald, J. C. (2005). Dealing with diversity: A review essay of recent tutor-training books. *The Writing Center Journal, 25*(2), 63-72.

Mittan, R. (1989). The peer review process: Harnessing students' communicative power. In D. Johnson and D. Roen (Eds.), *Richness in writing: Empowering ESL students* (pp. 207-219). New York: Longman.

Murphy, C., & Stay, B. L., (Eds.) (2006). *The Writing center director's resource book*, Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc. 301-303.

Murphy, C., & Sherwood S., (Eds.) (2003). *The St. Martin's sourcebook for writing tutors,* (2nd ed.). Boston: Bedford 's/ St. Martin 's.

O'Neill, P., Moore, C., & Huot, B. (2009). *A guide to college writing assessment*. Logan, UT: Utah State University Press.

Park, Eun-Young. (2004). Peer-revision in web-based English writing. *English Language and Literature Teaching, 10*(1), 107-126.

Park, Hyun Hwa. (2007). *The effect of reciprocal peer tutoring to mathematical achievement and self-efficacy in the underachiever class of the middle school.* Master's thesis, Ewha Womans University.

Rafoth, B. (2000). *A tutor's guide: Helping writers one on one.* Portsmouth, NH: Boynton/Cook Publishers, Inc.

Ransdell, D. R. (2001). Class workshop: An alternative to peer-group review. *Teaching English in the Two-Year College, 29*(1), 32-42.

Reigstad, T. J., & McAndrew, D. A. (1984). *Training tutors for writing conferences.* Urbana, IL: NCTE.

Saenz L. M., Fuchs L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children, 71*(3), 231-248.

Seo, You-Jin(2005). Peer tutoring for improving the reading and social skills of English

교보문고 KYOBO Book Centre

language learners with learning disabilities in inclusive classrooms. *The Asia-Pacific Journal of Inclusive Education, 2*, 209-231.

Sharpley, A. M., & Sharpley, C. E (1981). 'Peer tutoring: A review of the literature'. *Collected Original Resources in Education 5*(3), 7-11.

Shamoon, L. K., & Burns, D. H. (1995). "A critique of pure tutoring." *The Writing Center Journal, 15*(2)*,* 134.

Stanley, J. (1992). Coaching student writers to be effect peer evaluators. *Journal of Second Language Writing, 1*(3), 217-233.

Sternberg, R. J. (1985). *Beyond LQ.* Cambridge: Cambridge University Press.

Swengel, E. M. (1991). Peer tutoring: Back to the roots of peer helping. *The Peer Facilitator Quarterly*, *8*(4)*,* 28-32.

Tang, J. M., & Tithecott, J. (1999). Peer response in ESL writing. *TESL Canada Journal, 16*(2), 20-38.

Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher Education, 32*, 321–345.

Tsui, A. B. M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing, 9*(2), 147-170.

Turner, A. (2006). "Re-engineering the North American writing center Model in East Asia." *Writing Center Journal 3*(2).

Varga, L., Ilko, J. Weaver, B., & Kenzie, D. (2008). *"Writing center peer tutor training handbook"* Wooster, OH: The College of Wooster Press.

Villamil, O., & de Guerrero, M. (1996). Peer revision in the second language classroom: Social cognitive activities, mediating strategies and aspects of social behavior. *Journal of Second Language Writing, 3*(1), 51-75.

Vygotsky, L. (1978). *Mind in society*: *The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Willis, J., & Crowder, J. (1974). Does tutoring enhance the tutor's academic learning? *Psychology in the Schools*, *11*(1), 68-70.

Yang, Hye-Rahn. (2006). *Effects of using peer-helpers in the differentiated elementary English instruction on students' speaking ability and affective domain.* Master's thesis. Jeju National University of Education.

Yi, Ji-Hye. (2009). *Exploring the effect of peer feedback on listening and speaking assignment.* Master's thesis. Chung-Ang University.

Yong, M. F., & Lee, G. I. (2008). Two modes of peer review among adult writers: Which is better? *English Language and Literature Teaching, 14*(2), 193-210.

교보문고 KYOBO Book Centre

APPENDIX A

Pre- & Post-Test Topics and Three Topics for Written Assignments

Pre-test
Direction: Choose one from A or B and then write one short paragraph A. Some people choose to spend their vacations at luxury resorts, while others prefer to backpack through different areas. Which kind of vacations do you prefer? Include details (idea & reasons) and examples in your explanation. B. Some people choose friends who are different from themselves, while others choose friends who are similar to themselves. Do you usually choose friends similar to yourself or different from yourself? Which type have you made the closest friends with? Use specific reasons and examples to support your answer.
Post-test
Direction: Choose one from A, B or C and then write one short paragraph A. What is the best thing about your life? Please explain any special person you have met, any experience you had, and any place you've been to. Include enough information (idea & reasons) and examples in your explanation. B. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Contrast these two styles of life and Show us what you prefer. Use specific reasons and details to support your answer. C. What would you like to do 10 years later? Please describe your future plan, what you are going to do or what you wish to do 10 years later and how you are going to achieve that. Include enough information (idea & reasons) and examples in your explanation.
First Topic
Direction: Choose one from A or B and then write one short paragraph A. Some people choose to spend their vacations at luxury resorts, while others prefer to backpack through different areas. Which kind of vacations do you prefer? Include details (idea & reasons) and examples in your explanation. B. Some people choose friends who are different from themselves, while others choose friends who are similar to themselves. Do you usually choose friends similar to yourself or different from yourself? Which type have you made the closest friends with? Use specific reasons and examples to support your answer.
Second Topic
Direction: You and your friend constantly surf through the Internet in search of the information, but use different search engines. You had a bet about what search engine proves to be better: Daum or Naver. Contrast these two search engines and show your friend why you prefer the search engine to the other. Include enough information and examples in your explanation.
Third Topic
Direction: A lot of thought goes into choosing your major!! Why did you select your major? Give us your sufficient Cause and specific information and examples to support your answer.

교보문고 KYOBO Book Centre

APPENDIX B

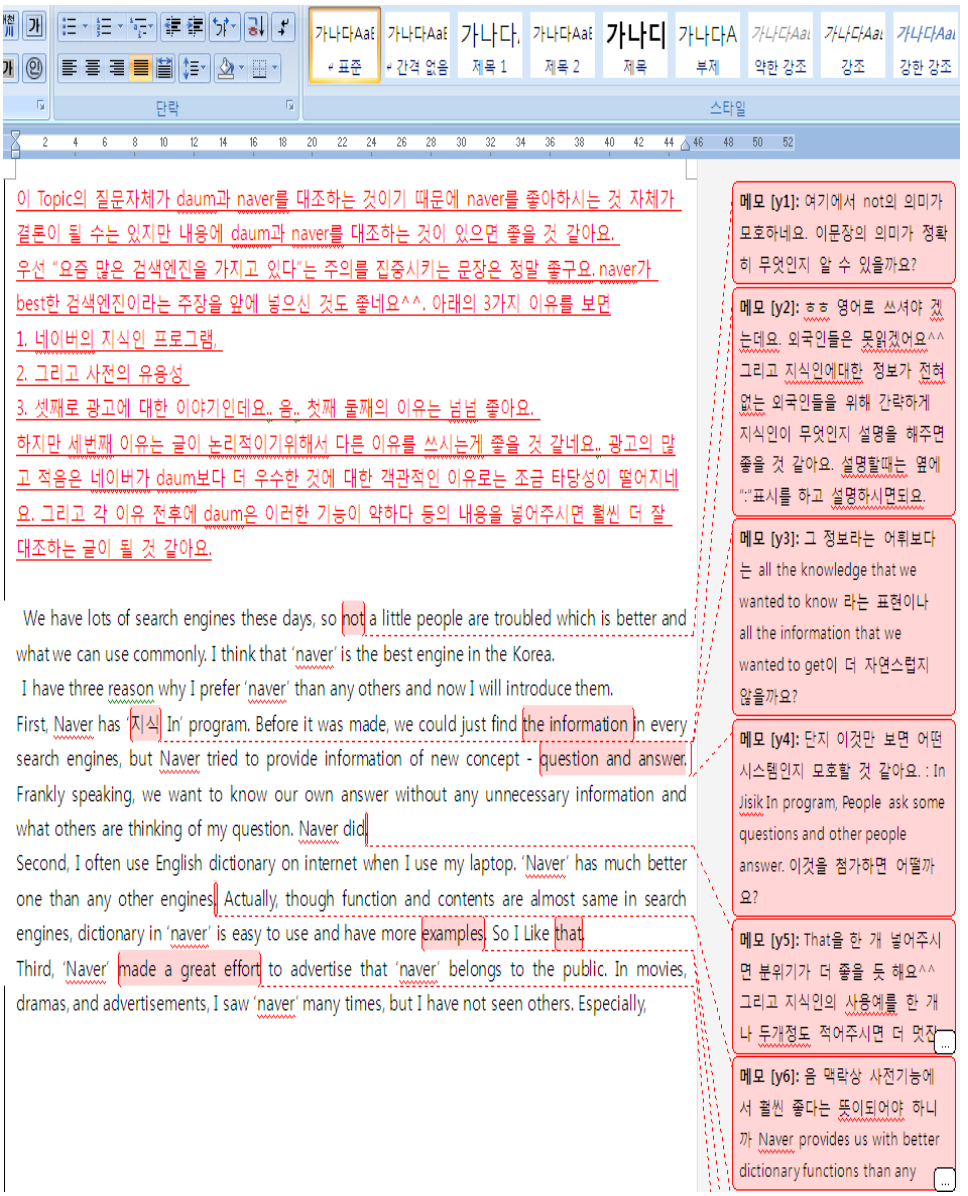
Rubric for Writing Assessment (adapted from O'Neill & Moore & Huot, 2009, p. 170)

Charac-teristics	Scores 7~8	Scores 5~6	Scores 3~4	Scores 1~2
I. Evidence and Analysis	Provides concise and engaging details for and persuasive development of the decision document evaluated .	Provides concise details for and persuasive development of the decision document evaluated.	Provides detail and development of decision document evaluated.	Details to support claims are missing. Inability to tell the audience what is meant. some evidence used is unnecessary
II. Focus	Focuses on a complex specific and particular message. Clearly maps reasons or points that contribute to the focus	Focused on a specific and particular message. Several supporting points but needs more development	Focused on a specific message. Document might stray form this focus once. several areas may need improvement	No clear focus or purpose. Focus may be divided or confusing.
III. Complexity	Engaging and careful word choice, sentence structure. sophisticated choices of organization, evidence, and style.	Generally successful, using concrete word choice to give message. Distinct voice in most of the document. Takes some creative risk. Level of sophistication could be elevated or improved.	Uses some concrete words to establish tone. Lacking creativity of details that would enhance the message. Vague, general wording	Vague wording or simplistic repetitive vocabulary. More telling than showing. Generic approach. organization. Lack of engagement with the audience
IV. Coherence	Each paragraph is focused and effectively developed. Overall paragraph organization is strong. Transitions establish complex relationships between points	Well organized. Individual paragraphs are well organized and developed. Some areas (paragraph breaks, effective transitions, etc) of the document need improvement	Idea logically related, but document needs transitions or paragraph breaks. some sections need to be moved. Confusing sentence level organization.	Paragraphs are nonexistent or breaks are non-sensical. Organization of points or paragraphs is confusing or random

교보문고 KYOBO Book Centre

APPENDIX C

Sample Written Comments from Peer Tutors



이 Topic의 질문자체가 daum과 naver를 대조하는 것이기 때문에 naver를 좋아하시는 것 자체가 결론이 될 수는 있지만 내용에 daum과 naver를 대조하는 것이 있으면 좋을 것 같아요.
우선 "요즘 많은 검색엔진을 가지고 있다"는 주의를 집중시키는 문장은 정말 좋구요. naver가 best한 검색엔진이라는 주장을 앞에 넣으신 것도 좋네요^^. 아래의 3가지 이유를 보면
1. 네이버의 지식인 프로그램,
2. 그리고 사전의 유용성
3. 셋째로 광고에 대한 이야기인데요.. 음.. 첫째 둘째의 이유는 넘넘 좋아요.
하지만 세번째 이유는 글이 논리적이기위해서 다른 이유를 쓰시는게 좋을 것 같네요.. 광고의 많고 적음은 네이버가 daum보다 더 우수한 것에 대한 객관적인 이유로는 조금 타당성이 떨어지네요. 그리고 각 이유 전후에 daum은 이러한 기능이 약하다 등의 내용을 넣어주시면 훨씬 더 잘 대조하는 글이 될 것 같아요.

We have lots of search engines these days, so not a little people are troubled which is better and what we can use commonly. I think that 'naver' is the best engine in the Korea.
I have three reason why I prefer 'naver' than any others and now I will introduce them.
First, Naver has '지식 In' program. Before it was made, we could just find the information in every search engines, but Naver tried to provide information of new concept - question and answer. Frankly speaking, we want to know our own answer without any unnecessary information and what others are thinking of my question. Naver did.
Second, I often use English dictionary on internet when I use my laptop. 'Naver' has much better one than any other engines. Actually, though function and contents are almost same in search engines, dictionary in 'naver' is easy to use and have more examples. So I Like that.
Third, 'Naver' made a great effort to advertise that 'naver' belongs to the public. In movies, dramas, and advertisements, I saw 'naver' many times, but I have not seen others. Especially,

메모 [y1]: 여기에서 not의 의미가 모호하네요. 이문장의 의미가 정확히 무엇인지 알 수 있을까요?

메모 [y2]: ㅎㅎ 영어로 쓰셔야 겠는데요. 외국인들은 못읽겠어요^^ 그리고 지식인에대한 정보가 전혀 없는 외국인들을 위해 간략하게 지식인이 무엇인지 설명을 해주면 좋을 것 같아요. 설명할때는 옆에 ":"표시를 하고 설명하시면되요.

메모 [y3]: 그 정보라는 어휘보다는 all the knowledge that we wanted to know 라는 표현이나 all the information that we wanted to get이 더 자연스럽지 않을까요?

메모 [y4]: 단지 이것만 보면 어떤 시스템인지 모호할 것 같아요. : In Jisik In program, People ask some questions and other people answer. 이것을 첨가하면 어떨까요?

메모 [y5]: That을 한 개 넣어주시면 분위기가 더 좋을 듯 해요^^ 그리고 지식인의 사용예를 한 개나 두개정도 적어주시면 더 멋진...

메모 [y6]: 음 맥락상 사전기능에서 훨씬 좋다는 뜻이되어야 하니까 Naver provides us with better dictionary functions than any...

교보문고 KYOBO Book Centre

APPENDIX D

Sample Questionnaire

Peer Tutoring 후기 설문조사 (Tutee용)

이름: (한 O O)

이 설문지는 여러분의 영어쓰기에 대한 전반적인 생각과 피어 튜터링에 대한 소감을 알아보기 위한 것입니다. 이 설문의 목적은 peer tutoring에 대한 객관적인 자료를 모으는데 있으며, 본인이 기입한 내용은 실명으로 공개되지 않으니 질문에 솔직하고 편안하게 답을 적어주세요!!

1. 전혀 그렇지 않다(Disagreed) 2. 약간 그렇지 않다 3. 그저 그렇다 4. 약간 그렇다 5. 매우 그렇다(Strongly agreed)

	1	2	3	4	5
1. 영어공부 중 영어의 다른 영역(말하기, 듣기, 읽기)에 비해 쓰기가 중요하다고 생각하나요?			√		
2. 현재 본인의 영어쓰기학습의 비중이 영어의 다른 영역(말하기, 듣기, 읽기)에 비해 많다고 생각하나요?			√		
3. 본인의 영어쓰기를 향상시키기 위한 기회가 지금보다 더 필요하다고 생각하나요?					√
4. 학교에서 제공되는 정규강좌가 자신의 쓰기 학습 욕구를 만족시켜주고 있다고 생각하나요?	√				
5. 쓰기학습을 향상시키기 위해 peer tutoring이 전반적으로 효과가 있다고 생각하나요?				√	
6. 본인의 쓰기를 또래튜터가 첨삭해줄 때 문법적인 부분에 많은 도움을 주었다고 생각하나요?			√		
7. 본인의 쓰기를 또래튜터가 첨삭해 줄 때 내용의 논리성이나 구조적인 측면에 많은 도움을 주었다고 생각하나요?					√
8. 본인의 쓰기를 또래튜터가 첨삭해 줄 때 어휘나 표현 면에서 많은 도움을 주었다고 생각하나요?				√	
9. 본인의 쓰기를 또래튜터가 첨삭해 주는 것이 유익한 경험이었다고 생각하나요?					√
10. 다음번에 이러한 기회가 온다면 또 다시 peer tutoring을 하고 싶다고 생각하나요?					√

** peer tutoring 경험 후기를 남겨주세요^^ **

11. 자신이 경험한 peer tutoring에서 유익했던 부분을 말씀해 주세요!!

우선 글을 볼 수 있는 큰 눈을 가지게 된 것 같아요. 문법적인 그런 세세한 부분도 물론 중요하지만 큰 틀에서 구조적으로 글을 보게되고, 그를 통해 쓸 수 있게 되고 그런 부분이 유익하였습니다. 또래 튜터들의 첨삭을 통해서 표현이나 어휘, 문법 등등도 물론 도움을 받았지만 크게 와닿았던 부분은 바로 그 부분이었습니다. 또한 이렇게 글을 쓰게 하는 것 자체가 유익하였습니다. 솔직히 학교 교과 과정에서는 글을 직접적으로 쓰는 기회가 많이 주어지지도 않고 또한 아주 살기 좋은 우리나라 특성상 영어첨삭은 참으로 비용이 많이 드는 작업이죠. 그런 면에서 이러한 글을 '쓰게' 하는 기회를 갖게 해주신 것 정말 감사해요^^

마지막으로 글쓰기 한번 첨삭 한번의 방식이 아니라 쓰기(1번) - 첨삭(1번) - 쓰기(2번) - 첨삭(2번) - 쓰기(최종본 3번) 의 방식도 맘에 들었습니다. 물론 두 번째와 세 번째 고쳐쓰기에서는 아예 백도화지에서부터 글을 써나가는 것이아니고 첨삭을 통해 고치는 것이었지만 그런 고치는 면에서도 유익한 것들을 많이 배웠죠. 보통 글 쓰고 첨삭 받으면 '아 그런가보다'하고 넘어가지만 이러한 방식은 실제적으로 고치게 해주고 또한 두 번째의 첨삭을 한번더 받음으로써 그 다시 고쳐쓴 것도 또한 더 고칠점이 많다는 것을 알게해주는 것이죠. 유익했어요^^

12. 자신이 경험한 peer tutoring이 아쉬웠던 부분을 말씀해 주세요!!

음..... 별로 없는데요^^;; 굳이 꼽자면..... word로 글을 쓰고 고쳐쓰는 과정에서 어려운점?^^; 검토라든지 뭐 이런방식.... 생소한 부분이었으니까요^^; 메일로 파일들을 주고받는 방식또한 직접 첨삭을 받는것에 비하면 불편한점이라면 불편한점이겠죠. 하지만 시간을 절약할 수 있다는 점이 좋은거죠. 튜티와 튜터가 시간을 맞춰서 만날 필요 없이 자기가 가용한 시간에 쓰고 보내고 또한 가용한 시간에 첨삭을 받아보고... 좋은거죠^^;(쓰다보니 아쉬웠던 부분이 아니고 위에 11번 질문에 들어가야할 답같네요;;)

교보문고 KYOBO Book Centre

Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

Young Eun Choi
Dept. of English Language Education
Graduate College of Education
Inha University
Nam-Gu Yonghyun-Dong 253
Incheon, 402-751
E-mail: 1225jesus@naver.com

Guiboke Seong
Dept. of English Language Education
College of Education
Inha University
Nam-Gu Yonghyun-Dong 253
Incheon, 402-751
Tel: (032) 860-7855
E-mail: gseong@inha.ac.kr

Received in October, 2011
Reviewed in November, 2011
Revised version received in December, 2011

교보문고 KYOBO Book Centre