

Abstract

The purpose of this inquiry was to determine whether peer revision in collaborative learning sessions would improve the attitude of two Jamaican students' towards this stage of the writing process as well as their writing proficiency. A qualitative research design was used, employing the case study approach.

Data and methodological triangulation was used to validate the research findings.

Data sources included:

1. Tape recordings of students' peer revision sessions.
2. Participants' written comments on peers' writing.
3. Pre and post unit questionnaire.
4. Transcripts of taped interviews with participants.
5. Researcher observation of students engaged in peer revision
6. Students' writing tasks and revisions

The major findings were:

1. There was marginal improvement in the quality of all the revisions of both subjects.
2. Peer collaboration in revision was successful in improving the attitudes of both students toward this stage of the writing process.
3. There was a gender difference in attitude as the male subject showed less

positive attitude than his female counterpart.

4. Both subjects focused mainly on the global features of their peers' writing.
5. Both subjects experienced difficulty in giving clear and specific oral and written feedback.
6. Students' were able to engage in fairly successful peer revision despite their limited mastery of oral English.

The implications for the classroom were discussed and the following recommendations made.

1. Language teachers should recognize that the integration of collaborative learning groups in the writing class can be effective in improving students' attitudes toward peer revision.
2. Peer revision can be an effective means of improving the quality of students' writing. The marginal increase in the scores of the second drafts suggests that peer revision done on multiple drafts, may lead to more significant improvement in the quality of the students' writing.
3. Students should be given enough time to develop co-operative group skills, particularly as most of them have become accustomed to operating in totally teacher centred classroom.
4. Teachers should realize that boys may come to the writing class with less positive attitudes to writing and peer revision than girls, and efforts should be made to improve these fragile attitudes.

5. Peer revision should be introduced in the earlier grades so that students will see peer revision as a natural part of writing, and learn the skills to become competent revisers.