Classroom Community through Collaborative Writing Practices
TESOL 2008

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Read-Aloud Editing

- Interactive take on peer review which engages both the reader and the writer to meaning and negotiate form with the aim to improve the quality of their writing in L2
- Talking about writing with peers, students pushed to improve their ability to peer and self-correct

Methodology
- Divide students into sets of pairs
- Assign students roles – writer/ peer reviewer
- Task
  - Writer reads his/her text outloud to peer reviewer and peer reviewer reads along (for best results, have students sit side by side)
    - When either the writer or peer reviewer detects an Incongruity, stop reading outloud, discuss the error type and draw on metalinguistic knowledge in L2 to make repairs.

Theoretical Background
- Negotiation of Meaning (Goldstein and Conrad, 1990)
- Negotiation of Form (Lyster and Ranta, 1997)
- Metatalk (Swain, 1998)
- Collective Scaffolding (Donato, 1994)
- Noticing (Swain, 1998, 1995)

Benefits of Read-Aloud Editing
- Serves as a peer-problem solving task where learners can test hypotheses against internalized knowledge
- Helps learners make certain adjustments in L2 forms by pooling their knowledge
- Provides learners oportunities to collaborate and negotiate with their peers
- Pushes learners to become more autonomous and allows them to determine what to repair

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Inkshedding

- An informal writing activity designed to make writing dialogic by providing opportunities for immediate feedback and interaction with the written texts

Methodology

- Students respond in writing to a common prompt
- Students circulate texts reading each other's writing
- As students read, they underline, highlight, or otherwise respond to any content that strikes them as meaningful, interesting, or resonates with them in some way.
- Original texts are returned to their respective writers. Students see what ideas have caught the attention of their classmates and how their classmates have responded to their ideas.

Theoretical Background

- Communties of Practice: Lave and Wenger, 1991; Wenger, 1998
- Writing as a social act: Bizell, 1983; Casanave, 2003; Dias et.al., 1999; Faigley, 1986
- Genre Theory: Giltrow, 1994; Hyland, 2004; Pare, 2002

Benefits of Inkshedding

- Students learn to write in a meaningful social context
- Students have heightened awareness of audience
- Students learn to both expect and look forward to responses to their writing.