

**Effect of Peer Review and Model Essays in Writing Classes for Confucian  
Heritage Cultural Students**

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To help students to improve their English writing, writing strategies of Confucian Heritage Cultural (CHC) students such as looking at model essays and participating in peer review were adopted in my research. The purpose of this study is to analyze the writing strategies which good language learners from CHC countries adopted and to investigate the effectiveness of applying them to a Japanese context.

46 students were recruited from X university. The participants were divided into two groups and took part in separate English writing classes between October 2014 and January 2015. Before and after the treatment the students wrote essays as pretests and posttests.

In the experiment, the students' writing ability was determined based on the average number of words in their essays. The ability of groups A and B were almost the same, according to the pretests. After the treatment, the difference between the average number of words in the posttests in both groups showed a statistical significance ( $F(1,44)=84.989$ ,  $p=.01$ ). The results show that Group A, who had looked at model essays and engaged in peer review, showed more improvement in their writing than Group B. The results also indicate that the students in Group A were more likely to write concluding sentences ( $t(22)=5.850$ ,  $p<.05$ ).