

TEACHER AND PEER WRITTEN FEEDBACK IN THE ESL COMPOSITION
CLASSROOM: APPROPRIATION, STANCE, AND AUTHORSHIP

by

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For my sons, Aidan and Avery, you spark joy in my life.

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ABSTRACT

While studies have shown that teacher and peer feedback are beneficial to students, research has also found that teachers can appropriate students' texts in their feedback, taking away authorship in the process (Brannon & Knoblauch, 1982; Goldstein, 2004). The present study addressed the type of written feedback that I gave my ESL composition students and the type of feedback they gave each other during the writing process, and it examined their responses to the feedback they received. As the response stance taken when providing feedback is a determiner of the level of control the feedback conveys (Straub & Lunsford, 1995), I investigated the stances that both I and my students took while providing feedback. Since my goal had been to avoid text appropriation, I wanted to learn if I was successful in taking a less controlling stance in the feedback that I gave to my students. In addition, I wanted to discover whether the stance my students took while giving feedback would change over the course of the semester. Further, I used a consciousness-raising pedagogical tool—the Cover Sheet—to examine the responses of the students to the feedback to determine if they thought critically about the feedback they had received. At the end of the study, I discovered that my intention to only provide feedback that was not considered controlling was too idealistic and that at least for ESL students, it is easier to understand feedback if it is more direct. Additionally, I found that those students who had an easier time understanding the feedback I gave them and used it to revise their papers ended up getting a higher grade in the course.

Teacher and Peer Written Feedback in the ESL Composition Classroom:

Appropriation, Stance, and Authorship

CHAPTER 1: INTRODUCTION

Introduction

As a doctoral student teaching English composition for the first time at an American university, I spent more time writing feedback on student papers than I spent writing my own graduate papers. It was not my first time teaching, nor my first time giving feedback on writing, as I was an experienced second language (L2) teacher who had taught at the college and university level for more than 13 years in South Korea. Teaching composition was different though. I was not sure what kind of feedback to give, so it took a long time to provide written commentary. It was easier to provide error corrections than to write comments; thus, when I did not know what to say, I would make error corrections in order to be helpful in some way. Sometimes, I would return to a paper I had already finished commenting on and change those comments just to make sure that I was maintaining consistency among papers. Additionally, I wanted to make sure the comments justified the grade I had assigned the paper, especially if I had given a below average grade. My desire to be effective in the classroom manifested itself in hours spent providing feedback. I remember that first Thanksgiving break I had headed off to the library with a stack of 50 essays to grade while my sister charitably stayed at my house babysitting my energetic two-year-old and four-year-old boys. When I returned seven hours later, my sister asked me how many papers I had graded. I said, "Seven." She was not impressed. That year, it took me about one hour to provide feedback on each student

paper. As I taught two sections of composition each semester, which amounted to approximately 50 students, and as the students turned in four major papers, I estimate that I spent about 400 hours writing feedback my first year.

Giving feedback is time consuming, yet teachers continue to write comments on students' papers because they believe that their comments help students become better writers. Sommers (1982) referred to giving feedback as the most time consuming part of teaching writing. Hairston (1986) pointed out that teachers feel that the more time they spend correcting papers, the more their students' writing will improve. She noted a common misbelief, "A good composition teacher...must mark all student papers meticulously and comment on them copiously" (p. 117). Students need some form of feedback so that they can understand how others read their writing and what revisions might make their writing more effective. Teachers face difficulties when giving feedback because students often do not understand the revision process, which Ferris (2003b) described as "sending writers back into the messiness or chaos of their thinking and asking them to "see again" what they have written and to ask themselves hard questions about what needs to be added, deleted, explained, re-thought, or moved in their texts" (p. 31). In order to help with this process, composition teachers debate the best way to respond to writing since the type of feedback provided has an impact on how engaged students are in the revision process (Conrad & Goldstein, 1999; Ferris, 1997; Straub, 1997).

The focus on teacher feedback in first language (L1) composition studies dates back to the early 1970s when the process approach to feedback started to gain popularity

(Ferris, 2003b). The process approach focuses on the entire writing process and encourages the writing and revision of multiple drafts. The research in L1 composition studies had an impact on L2 writing. Prior to the 1990s, most of the studies that addressed teacher feedback for English as a second language (ESL) and English as a foreign language (EFL) writers looked at error correction. As L2 teachers moved from focusing on the product to focusing on the process, the focus of feedback also changed. Hyland and Hyland (2006a) summarized the change, “Summative feedback, designed to evaluate writing as a product, has generally been replaced by formative feedback that points forward to a student’s future writing and the development of his or her writing processes” (p. 1). In the last 20 years, second language writing research has begun to study written teacher feedback on content, organization, and writing style since it has become evident that students want that type of feedback and are benefited by it (Hedgcock & Lefkowitz, 1994).

Background of the Problem

In providing feedback, teachers want to help students improve their writing, yet while doing so, it is easy to unintentionally appropriate students’ papers. Text appropriation occurs when a teacher takes over authorship of the student’s paper by providing feedback that requests changes to achieve the teacher’s purpose for the text rather than helping the student achieve her own purpose. The teacher’s voice takes over, and the teacher’s meaning is prioritized. In a seminal article in L1 composition studies, Brannon and Knoblaugh (1982) argued that teachers appropriate texts with the best intentions: “The teacher-reader assumes, often correctly, that student writers have not yet

earned the authority that ordinarily compels readers to listen seriously to what writers have to say” (p. 158). Thus, teachers are likely to decide what the writing will be about and what form the writing will take. However, holding the teacher’s agenda as more important than the student’s can be demotivating for students (Brannon & Knoblauch, 1982). Students may lose the desire to communicate their ideas or even to write. Brannon and Knoblauch stated, “We lose more than we gain by preempting their control and allowing our own Ideal Texts to dictate choices that properly belong to the writers” (p. 159). The teacher should acknowledge the authority of the student as the author and leave final jurisdiction over the paper to the student. Reid (1994), however, questioned the whole idea of text appropriation and cautioned against a “hands-off approach to student writing” (p. 273). She stated that it is the responsibility of the teacher to act as cultural informant and writing expert. In that position, the teacher is not appropriating the text but empowering the student to write for an academic audience. As Reid wrote, “We must introduce students to ways in which they can learn to gain ownership of their writing while at the same time considering their readers” (p. 283).

It is difficult to find the balance between helping a student and taking over a student’s writing. The L2 researcher Goldstein (2004) identified the differences between text appropriation and helpful intervention: one ignores the student’s purpose, the other helps the student achieve her purpose; one corrects the text, the other determines what the student wants to say and then helps her find the best way to say it. Teachers need to dialogue with students about their text rather than instruct students in how to fix it. The more help the teacher gives, the less responsibility the student has for her own paper. It

can be challenging because as Leki (1990) argued, the role of a teacher is “split into three incompatible personas: teacher as real reader (i.e., audience), teacher as coach, and teacher as evaluator” (p. 59). The teacher “as coach” wants the student to do well, so the teacher will appropriate the text to please the “evaluator.” The teacher is the evaluator; hence, the students write to please her. They are aware of the power dynamics when they read and respond to teacher feedback; therefore, the students will often hand over control of the text to the teacher by making all requested changes, even when they do not understand or agree with the changes. To prevent this, teachers can collaborate with students in their feedback to determine the students’ purpose, position, and intended meaning.

Appropriation is connected to power and control considering it is more probable when one is in a position of power. Paulo Freire (1970), a Brazilian educator and proponent for critical pedagogy, was a strong advocate for student power in the classroom. He pointed out the dichotomy that exists in the classroom between a powerful teacher and powerless students. He coined the term “banking concept” of education to describe how teachers consider students to be empty containers waiting to be filled with knowledge. Freire argued that the “banking concept” leads to mindless learning and inhibits creative power as the more students work to store a teacher’s “deposits,” the less they engage in critical thinking. He introduced an alternative approach to education, which he labeled “problem-posing” education. In this approach, teachers and students are simultaneously both teachers and students. The teacher not only teaches but is also taught through dialogue with the students. It is a bottom-up approach in which the teacher and

students collaborate to produce knowledge: “The teacher presents the material to the students for their consideration, and re-considers her earlier considerations as the students express their own” (p. 81). Students are given a voice, and the dichotomy between the teacher and student is removed. While providing feedback on student writing, the teacher’s role is to pose problems, not simply instruct the student in how to change the paper. By using the problem-posing approach, teachers give students the chance to develop critical thinking skills. Students no longer simply receive feedback; instead, they are involved in an active, critical process in which they question the feedback to determine whether it helps them achieve their purpose. In taking a dialogical approach to providing written feedback, teachers can help students improve their writing while avoiding text appropriation.

In many composition classrooms, students not only receive teacher feedback on their writing but also peer feedback. Support for the use of peer feedback in the L2 writing classroom can be found within theoretical frameworks such as process writing theory, collaborative learning theory, and Vygotsky’s zone of proximal development (Hansen & Liu, 2005; Liu & Hansen, 2002). Process writing theory promotes the writing of multiple drafts and emphasizes the revision process. Peer feedback is an important component of the process approach to writing as it makes it possible for writers to get more feedback on their drafts. Collaborative learning theory supports the use of peer feedback with the belief that learning is socially constructed. One of the leading proponents of collaborative work is Bruffee (1984), who believes that one learns better in a group. This extends to peer feedback, as he believes that students working together

produce better writing. Additional support for peer feedback is found within Vygotsky's zone of proximal development: The space where the possible growth from student-teacher or student-student interaction is greater than the growth students can experience on their own. Students who are more knowledgeable can guide their peers in the writing process so as to help them improve their writing, and text appropriation is less of a problem as students are not in a position of power.

Statement of the Problem

When a teacher or students provide feedback, they display a stance through the feedback they give. Stance refers to the role taken towards the text and writer when providing feedback (Mangelsdorf & Schlumberger, 1992). Severino (1993) quoted Louise Wetherbee Phelps in defining stance as "the deep structure of response to writing" (p. 184). She argued, "All teachers and tutors, consciously or subconsciously, have a *stance toward response toward all writing*" (p. 184). Stance is established by the type of feedback that the reviewer gives. It usually falls on a continuum that ranges from feedback that is more controlling, instructing the writer what to change and how to change it, to feedback that is less controlling, providing observations or reflections about the writing. Straub (1996, 1997) argued that the way a teacher frames a comment determines how much control that comment exerts on the student writer. He listed criticisms, corrections, and commands as the most controlling type of feedback. Next in the continuum were qualified evaluations and advice, then praise, questions, and non-evaluative statements, with open questions regarded as less controlling than closed questions. The least controlling comments Straub (1996, 1997) listed were reflective

comments. He noted that the meaning of a comment is determined by the way it is presented, and the comments provide the student with an image of the teacher. Looking at feedback stance is one way of determining the degree of control the teacher or peer imparted on a student's text. The more controlling the feedback is, the higher the chance of appropriation of the student's text.

As the role of feedback is to help students develop into strong yet independent writers, it is essential for teachers to give students control over their own texts throughout the writing process. In a classroom, the teacher holds power and authority, which may result in students writing not to achieve their own purpose but instead writing to satisfy their teacher's demands and expectations. When their focus is on the written product, teachers lose sight of the goal of helping students to become self-sufficient writers. Feedback can have a profound effect on students and how they view themselves as writers. If they feel discouraged after receiving feedback, they may lose the desire to continue writing. If they are not receptive to the feedback, they may not be motivated to think more critically about their own writing as they respond to the feedback. When teachers empower students in the writing process by avoiding text appropriation and emphasizing peer feedback, students gain authorship over their own writing.

Overview of the Study

Drawing on research that reports that teacher feedback can take over student writing through text appropriation to the point that students lose ownership over their own writing (Brannon & Knoblauch, 1982) and that peer feedback provides feedback that is less power-driven (Mendonca & Johnson, 1994), I decided to conduct a classroom

study that addressed the topic of appropriation in feedback. As an ESL composition teacher, I was interested in whether a writing teacher could avoid text appropriation while providing feedback to ESL students. I also wanted to determine what type of feedback my students would give to each other. In addition, I wanted to analyze how the students would respond to the feedback and in what ways they would display authorship in their responses. I chose to conduct the study in my first-year ESL composition course, which had 22 students. The students in the course completed four long writing assignments over the duration of the semester. They received written feedback from me and from their peers on the first three assignments. I made an effort to give the type of feedback that could be considered less appropriating or controlling. I chose to ask questions when something in the paper was not clear or was missing rather than to tell the students how to “fix” their paper. I incorporated peer review as part of the review process so that I was not the only one providing feedback on the papers. I needed a way to determine whether my feedback could be considered appropriating, so I chose to look at the stance I took while giving written feedback. As stance determines the degree of control of the feedback, I could discover how successful I was in my attempts to avoid text appropriation. I examined my marginal and end comments on 111 rough drafts and final drafts to investigate the response stance taken. I was also interested in the stances taken by my students when they gave feedback on their peer’s rough drafts, so I examined their marginal and end comments on 97 rough drafts. I chose to consider two categories of stance: the collaborative stance, which was less controlling, and the noncollaborative stance, which was more controlling. By analyzing the feedback given, I was able to

determine the stance I took for each paper and the stance taken by the students in their peer reviews. I also looked at the ways that the students responded to the feedback by analyzing the Cover Sheets (see Appendix A) that they submitted with their revised essays and questionnaires that the students submitted after completing each essay.

Research Questions

My study explored the following questions:

1. What stance did I, as an instructor, take toward the students and their texts when giving written feedback? Did my stance change over the course of the semester?
2. What stance did my students take toward their peers and their peers' texts when giving written peer feedback? Did their stance change over the course of the semester?
3. In what ways did the students respond to the feedback that they received as demonstrated in their Cover Sheets and questionnaires?

Feedback stance is an area that has not been given much attention in L2 writing research. Only two studies that I am aware of have looked at teacher stance when giving feedback to L2 students (Furieux, Paran, & Fairfax, 2007; Severino, 1993), and no studies have looked at both teacher stance and peer stance in one classroom. The stance taken determines how controlling the feedback may be perceived to be. Exploring the stances of an instructor and her students provides information that can be used in the training of both instructors and students. There is also a dearth of studies that address L2 students' evaluation of the feedback they have received. Having knowledge of students' response to feedback is essential in order to determine what type of feedback is beneficial

for them and in order to train them in how to use feedback effectively. The findings of this study contribute to the discussion of feedback stances, appropriation, and authorship in a composition classroom.

Definition of Key Terms

Appropriation

In the context of this study, appropriation refers to text appropriation and is the process of taking over another person's text by trying to achieve a purpose other than the author's purpose for the text. It occurs when the reader of the text crosses out parts of the text written by the author, makes changes to the text without the author's permission, or demands that the author change the text to satisfy the reader.

Authorship/Ownership

Authorship refers to the act of assuming that one is the owner of one's own text. Ownership is used as a synonym of authorship in this study. In this study, authorship is demonstrated when the author of a text critically evaluates all changes suggested by a reviewer of the text and makes the final decision about what to revise.

Direct feedback

Direct feedback is feedback that is not mitigated or hedged, such as criticisms or commands.

English as a foreign language (EFL)

This term refers to English being learned in a country in which English is not the native language, such as Japan or China.

English as a second language (ESL)

This term refers to English being learned in an English-speaking country, such as the United States or Canada.

First language (L1)

L1 refers to a speaker's mother tongue. It is usually the first language the speaker learned.

Indirect feedback

Indirect feedback is feedback that is mitigated or hedged in order to weaken the force of the feedback.

Second language (L2)

L2 refers to a language other than the mother tongue of the speaker. It is not necessarily the second language learned by the speaker.

Stance

Stance refers to the role taken by a reviewer towards a text when giving feedback to its author and is determined by the type of feedback given. Stance determines the level of control the feedback imparts. The study focuses on two categories of stance. The collaborative stance is a stance that positions itself with the writer of a text to help the writer achieve her purpose for her paper. The noncollaborative stance is one that is more concerned with fixing a paper so that it achieves the purpose the reviewer has for the paper.

Written feedback/commentary

In this study, written feedback and written commentary refer to all comments--other than error corrections--that are written on a student's paper. Those included are comments that address formatting, style, organization, and content.

CHAPTER 2: REVIEW OF THE LITERATURE

Teacher Feedback

The research on teacher feedback can be divided into three main areas of focus, all of which overlap and influence each other:

1. Studies investigating students' perceptions of teacher feedback (Cohen, 1987; Cohen & Calvacanti, 1990; Enginlarlar, 1993; Ferris, 1995; Hedgcock & Lefkowitz, 1994, 1996; Lee, 2008a, 2008b; Montgomery & Baker, 2007; Radecki & Swales, 1988; Saito, 1994)
2. Studies analyzing teachers' written commentary (Anson, 1989; Ferris et al., 1997; Furneaux, Paran, & Fairfax, 2007; Hyland & Hyland, 2001, 2006b; Severino, 1993; Sommers, 1982; Straub & Lunsford, 1995; Zamel, 1985)
3. Studies exploring the relationship between teacher feedback and student revision (Baker & Bricker, 2010; Chapin & Terdal, 1990; Conrad & Goldstein, 1999; Faigley & Witte, 1981; Fathman & Whalley, 1990; Ferris, 1997, 2001; Hyland, 1998, 2000; Jenkins, 1987; Kepner, 1991, Paulus, 1999; Sommers, 1980; Sperling & Freedman, 1987).

Feedback is more effective if students are open to it, and the type of feedback given can determine student engagement and whether students use the feedback to revise their writing.

Students' Perceptions of Teacher Feedback

Teacher feedback is more likely to have a positive effect on students' revisions if the students are receptive to it. Studies that have surveyed students' responses to teacher

feedback have found most students to be receptive and appreciative of the feedback. In a study by Radecki and Swales (1988), students were asked to share their views and preferences about teacher feedback. They then were divided into three categories based on their reactions towards feedback: Receptors (46%), Semi-resistors (41%), and Resistors (13%). The Receptors and Semi-resistors were very open to all types of feedback, and they wanted feedback on content and ideas, whereas the Resistors were not accepting of teacher intervention or interested in revision. The response towards revisions separated the Receptors and the Semi-resistors as the former were willing, even eager, to rewrite their essays but the Semi-resistors and the Resistors were not interested in revising their work and considered it a waste of time. One limitation of their study is that the students completed the questionnaire during the first week of classes before they had received any feedback from their teacher. Lee (2008b) also surveyed students in her study of two Hong Kong secondary classes. She found that the EFL students wanted written feedback, but she noted a difference in how students of different levels responded to teacher feedback. The high proficiency students were more positive about teacher feedback and wanted more error feedback than the low proficiency students, as they had an easier time understanding the feedback and found it more useful. All the students reported wanting more written feedback than they were receiving though. Another study investigating EFL student response to teacher feedback was Enginarlar's (1993), which surveyed 47 composition students at a university in Turkey. About half of the students felt that teacher feedback helped them with both grammar and composition skills (such as organization and content), one-fourth felt teacher feedback helped them with grammar,

and one-fourth felt teacher feedback helped them with composition skills. Findings indicated that the majority of the students felt the feedback helped them improve their composition skills.

The earliest study to examine L2 students' perceptions of feedback was conducted by Cohen (1987). He surveyed 217 university students, which included native English speakers, ESL students, and foreign language (FL) learners. The majority of students reported that their teacher gave "a lot" or "some" feedback on grammar and mechanics. Less than half of the students reported that their teacher gave "a lot" or "some" feedback on vocabulary, organization, and content. The results indicated that the majority of teachers focused on grammar and mechanics in their feedback. Although students showed an interest in receiving all types of feedback, many of them were not getting much feedback on content and rhetoric. The majority of students did not rewrite their papers, yet, as Cohen pointed out, feedback is more helpful if it is used to revise the paper. Similarly, in a study of an EFL institute in Brazil, Cohen and Cavalcanti (1990) found that the students had a preference for feedback on content but were receiving feedback on grammar and mechanics. The researchers also surveyed EFL students and L1 students at a Brazilian university where a better match was found between what the students wanted, feedback on content and organization, and what they were receiving from their teachers. However, in a study by Saito (1994), the ESL students felt that the teacher's feedback was the most helpful when it focused on grammar corrections. Overall, the students in all the studies had positive feelings about teacher feedback.

In order to examine the differences between ESL and foreign language (FL) learners' perceptions of teacher feedback, Hedgcock and Lefkowitz (1994) surveyed 137 FL college students and 110 ESL college students. While both ESL and FL students wanted feedback on grammar and vocabulary use, ESL students were more interested than FL students in feedback on content, organization, and writing style. ESL students felt they learned the most from their instructor when the instructor commented on organization, grammar, and writing style, in that order. FL students felt they benefitted the most from comments on grammar, vocabulary use, and mechanics, in that order. The students' perceptions of the instructors' evaluation priorities matched almost exactly with their preferences. ESL students preferred to be evaluated on content and organization, while FL students preferred to be evaluated on grammar and vocabulary use. The researchers pointed out that ESL students need to write in all their college courses, so it is not surprising that they value feedback on content and organization, while FL students usually write only for their FL instructor as a form of language practice. Then, in another study, Hedgcock and Lefkowitz (1996) analyzed the same data qualitatively by conducting interviews with 21 students. They discussed their findings for four of the students: three FL students and one ESL student. The FL students stated that writing and revision were for grammar practice; thus, they believed that grammar should be prioritized over content while the ESL student wanted content feedback. All four of the students reported that it was sometimes difficult to understand their instructor's feedback. The studies by Hedgcock and Lefkowitz (1994, 1996) revealed that ESL and FL students

prioritize different types of teacher feedback; therefore, they should not be considered a homogeneous group of language learners.

Before the 1990s, L2 students were not expected to produce multiple drafts, so comments on papers were those that could be transferred to future writing, usually error feedback (Ferris, 2003b). It was in the 1990s that L2 teachers started requiring multiple drafts of student writing. Ferris (1995) surveyed 155 ESL university students to determine their response to teacher feedback in a multiple-draft composition classroom. She found that students were more likely to pay attention to feedback on preliminary drafts than on final drafts as they were required to revise the preliminary draft. For both drafts, students reported getting comments on grammar, organization, content, mechanics, and vocabulary, in that order. It was surprising to the researcher that students perceived getting so much feedback on grammar on their preliminary drafts as the program policy discouraged it, but it is possible that the students may have forgotten what type of feedback they got on each draft or that teachers could not help responding to grammar on preliminary drafts. Students reported that they paid attention to feedback on grammar and content. The majority of students (94%) felt that the teacher's feedback had helped them improve as writers. Ferris (1995) concluded that if writing teachers do not have time to respond to both preliminary and final drafts, they should only give feedback on preliminary drafts since students will pay more attention to it and will be more likely to use the feedback.

Teachers tend to focus their feedback on local issues such as grammar even when they feel they should prioritize global issues. Montgomery and Baker (2007) asked L2

learners and teachers to fill out a questionnaire reporting on teachers' feedback practices. Thirteen teachers and 98 ESL students at a university English language center took part in the study. The researchers compared the teachers' self-assessment of their feedback to both the students' perceptions and the actual teacher feedback. They found that a majority of the teachers gave "a lot" or "some" feedback on local issues such as grammar and mechanics. None of the teachers, however, gave "a lot" of feedback on organization and only two of them gave "some" feedback on organization. Regarding the teachers' self-assessments and students' perceptions of the amount of each type of feedback received, agreement was reached 87% of the time; however, when there were differences, they were a result of students reporting that they received more feedback than the teachers reported giving. When comparing the teachers' self-assessments with actual feedback, the researchers found that teachers "tended to underestimate the amount of feedback they gave on local issues...and to overestimate the amount of feedback they gave on global issues" (p. 92). Their study suggests that teachers are not always aware of the type of feedback that they are giving. When Lee (2008a) analyzed the written feedback of 26 Hong Kong secondary English teachers, she found that 94.1% of the feedback was error correction. The teachers stated that grammar was the most important issue to address in their feedback. The teachers' practices were influenced by an emphasis on exams in Hong Kong, a lack of training about writing process pedagogy, and institutional pressures to focus on error correction. Students value all types of feedback, so L2 teachers should make more of an effort to meet the needs of the students by giving feedback on content, rhetorical structure, and grammar.

Teachers' Feedback on Student Writing

Though not as well researched as students' perceptions of teacher feedback, teachers' written commentary on student writing has been examined for both L1 and L2 students. One of the earliest studies analyzing teacher feedback was a study by Sommers (1982), which analyzed teacher feedback to L1 students. Her findings were not optimistic. She reported that teachers' comments are vague, not text specific. The same comments could be used on any student's writing. She pointed out how students are given contradictory messages as they are told to edit their texts, but at the same time, they are told to make content changes. She argued that teachers' comments appropriate student texts as they place the focus on the teacher's purpose rather than the student's purpose for writing. Zamel (1985) reported similar findings when she examined the feedback of 15 ESL teachers on 105 student texts. She found that the ESL writing teachers did not always understand the student texts, and their feedback was vague, inconsistent, and contradictory. They did not respond to the content of the texts; instead, they responded to the texts as if they were finished products. Like Sommers, Zamel felt that the teachers were guilty of text appropriation. Both Sommers' and Zamel's methodology have been called into question by other researchers as they did not explain how they analyzed the data.

With no available method to analyze teacher feedback, Ferris, Pezone, Tade, and Tinti (1997) developed an original model and then analyzed teacher feedback using the model. The researchers investigated the feedback one ESL teacher gave her university students over the course of two semesters. They examined 1500 comments on 111 essays.

The model was developed using the constant comparative method of analysis (Glaser, 1969). This method produces theory from the data. The teacher's feedback was examined to determine what categories could be developed. The categories focused on both the aim/goal of the comment and the linguistic features of the comment. One challenge Ferris et al. (1997) faced with the model was how to decide when one comment type ended and another began as sometimes the teacher was making several requests at once. Another challenge was determining whether a comment was text-specific or general. An example given is that a teacher wrote "Good example" next to an example, thus the comment is general, yet the message is text-specific (p. 169). Zamel (1985) had criticized teachers for not giving text-specific feedback; however, as Ferris et al. (1997) noted, the location of the comment could make an otherwise general comment text-specific. The researchers found that the teacher's comments varied depending on the assignment, the time in the semester, and the student being addressed.

Students are more likely to benefit from the feedback if they understand it. In a case study, Hyland and Hyland (2001) analyzed the written feedback of two teachers that was given to six ESL students during an English proficiency course at a New Zealand university. Feedback was categorized according to its function as praise, criticism, or suggestion. Praise was used the most often, but it was usually combined with criticisms or suggestions. In order to be less controlling and to maintain a good relationship with the students, the teachers mitigated criticisms and suggestions using hedging devices or questions. The researchers felt that the students misunderstand some of the indirect feedback since they were reading it in a second language and cautioned against using

mitigated feedback. One limitation of the study was that only teachers' end comments were analyzed. Ignoring the margin comments leaves out data that could impact the findings. While praise is commonly found in end comments, teachers are more likely to give suggestions or criticisms in the margins.

Drawing on the same data analyzed in their 2001 study, Hyland and Hyland (2006b) addressed the interpersonal aspects of teacher feedback. They pointed out that feedback is more effective if it engages the writer rather than just responding to a paper. The manner in which teachers respond will determine how feedback is received and will either "facilitate or undermine a student's writing development" (p. 209). The interpersonal is emphasized when feedback is mitigated, includes praise, and avoids unhedged criticisms. They found that the teachers in their study mitigated 88% of all their criticisms and 79% of their suggestions. The teachers were less likely to mitigate comments related to form as those comments were considered less face threatening to students than comments on ideas that students have produced and may feel are a representation of themselves. The researchers pointed out that praise can be negative in the sense that it emphasizes the teacher as the evaluator.

Studies also examined teacher stance when giving feedback. Anson (1989) studied the written feedback given by 16 university writing teachers and categorized their response styles as dualistic, relativistic, or reflective. The dualistic responders, with a belief that writing is either correct or incorrect, focused on the surface features of the texts and marked the incorrect parts of the text. The content of the writing was ignored while emphasis was placed on correctness. The majority of the writing teachers were

dualistic responders. A few of the writing teachers were relativistic responders; they made no corrections on the papers and only gave a short reader response at the end of the paper, which focused on content. They believed “[the text was] “owned” by the writer and the teacher stands outside it, as if on the edges of someone’s property, unwilling to trespass but able to enjoy or respectfully question” (p. 349). They avoided any response that could be considered appropriate, so much so that students were left with no idea what the teacher’s preferences were for the text. A few writing teachers were neither dualistic nor relativistic and Anson referred to their response style as reflective. They did not make surface corrections and appropriate text like the dualistic responders but unlike the relativistic responders, they did express preferences for the paper as a “*representative reader*” (p. 351). They did not insist on how the text should be changed; rather, they challenged the writer to make changes that would make the text more reader friendly. Comments were hedged and responsibility for the text was placed on the writer. The dualistic responder and the relativistic responder appear to mark the two extremes in teacher response while the reflective responder finds a balance between avoiding text appropriation and offering helpful feedback.

Another study that looked at the stances of L1 teachers was one by Straub and Lunsford (1995). The twelve participants of their study were not only composition teachers but also scholars in the field of composition. The researchers analyzed the responses of the teachers, who had responded to a set of 15 student essays, to determine each of the teachers’ stances. The researchers discovered that the response stances of the readers fell on a continuum from authoritarian to analytical with the authoritarian stance,

defined by their corrections and criticisms of students' writing, considered to be the most controlling and the analytical stance, defined by their reflection on their understanding of the text, considered to be the least. Other stances found were the directive stance, advisory stance, Socratic stance, and dialectic stance. Straub and Lunsford (1995) pointed out that even experienced and knowledgeable teachers are going to have different stances, and one stance is not superior to another.

Severino (1993) categorized the stance used by L2 teachers and suggested that there is a continuum of responses based on stance. She argued that teacher stances are influenced by their ideology toward L2 students and more specifically whether the teacher feels that the L2 student should use the same language patterns and style as the dominant American culture. She separated the stances into three categories: separatist, accommodationist, and assimilationist. Severino defined the separatist stance as the responder's belief that the writer should not have to change to write in the language patterns of the L2 culture; therefore, the responder focused on meaning in the text and ignored formal differences of writing. The responders believed the writer has a right to her own language and culture. The accommodationist stance is the belief that L2 speakers can be both a part of the dominant culture and retain their own culture and language. The responder allowed L2 speakers to retain their own writing styles while offering new patterns of writing. It is the stance of compromise in which the best of both cultures/languages can be appropriately used when writing. The assimilationist stance is the belief that the L2 writer should blend into the American culture and should avoid any features in writing that would mark the writer as an L2 writer. The responder marked all

errors or parts of the texts that would draw attention to the writer as an L2 speaker.

Severino noted that responders fall somewhere on the continuum of response stances, and like Straub and Lunsford (1995), she noted that one stance is not better than another.

Furneaux et al. (2007) studied the stances assumed by 110 EFL teachers from five different countries when responding to the same student essay. They identified six teacher roles: initiator, supporter, advisor, suggester, provider, and mutator. The majority of the teachers took either the provider role, in which they provided a correction for the writer, or the initiator role, in which they alerted the writer to a problem but did not provide a correction. Nationality did not have a big influence on the stance of the teacher assumed when giving feedback. The majority of the feedback was focused on grammar.

Relationship between Teacher Feedback and Student Revisions

Studies have analyzed the relationship between teacher feedback and student revisions. One very influential L1 study, which has L2 implications, is the case study by Sperling and Freedman (1987) that examined the revisions of a high school student who was regarded as both a “good girl” and a good writer. The study analyzed Lisa’s revisions for her English teacher. Lisa was very successful in making revisions when the feedback had been covered in class previously, but she failed to make revisions when comments referred to issues that had not been covered in class. Lisa believed that she should “always” accept the teacher’s feedback because the teacher is wiser than students (p. 356). Students like Lisa do not mind text appropriation because as Lisa stated, “I’m writing for him actually” (p. 357). Sommers (1992) pointed out how students think they must write “in the voice of Everystudent to an audience of Everyteacher” (p. 29). They

view writing as a formula that must be learned in order to please the teacher, and they may think that there is just one correct way to write. Teachers are regarded as the authority in writing, and students may lose their voice, or writing style, during the writing process.

Similar to the findings of Sperling and Freedman (1987), Chapin and Terdal (1990) found that students were compliant when they received feedback from their teacher and made the suggested changes. They analyzed the feedback of five ESL writing teachers to 15 ESL students to determine how the students revised their essay in response to their teachers' written comments. The students were interviewed after they revised their essay to determine the reason for the changes they made. The researchers found that students did not always understand teachers' comments or why a change was needed, and changes made by the students did not substantially improve the writing. Teachers' comments would often appropriate meaning, as the teachers would make direct corrections on the text, and the students would copy the corrections without understanding them. Chapin and Terdal suggested that teachers initiate a dialogue with students to encourage negotiation of meaning. They advised that teachers avoid directly correcting errors as that leads to appropriation of students' writing. Instead, teachers should give students strategies for revision.

In a classroom study, Jenkins (1987) initiated a dialogue with her L1 students. To give her students a voice, the researcher started a written dialogue with her students about their papers and her comments. When her students would revise their papers, they would include responses to her responses. Jenkins asked them to respond twice to her responses,

the second time a week later and without her comments in front of them. She found that at first students found her comments vague and unclear. After she changed her commenting style to reacting more as a reader, her students became more engaged in their own writing. They thought more critically about the comments they received, and they remembered them longer.

Researchers have examined whether the type of feedback that teachers give students have an impact on student revisions. Fathman and Whalley (1990) studied 72 university ESL students to determine the effectiveness of different types of teacher feedback. They divided the students into four groups: one group received no feedback, another group received only feedback on grammar, a third group received only feedback on content, and the last group received feedback on content and grammar. The original drafts and the revised drafts were then scored for grammar and content. Findings revealed that students made more improvement when feedback was given than when it was not. All students, though, made improvements in content, even those students who did not get content-specific teacher feedback. When content and form feedback were given at the same time, the content in the revisions improved as much as when only content feedback was given. Only the students who received grammar feedback showed improvement in grammar. The findings imply that students can improve in content even when no content feedback is given; however, students need grammar feedback in order to improve in grammar. Feedback on content and grammar can be provided at the same time, and students will pay attention to both types of feedback during the revision process. As Ferris (2003b) argued, “[With ESL students] the distinction between “content” and

“form” may well be a false dichotomy, as content determines form, at least to some extent, and faulty form can obscure meaning for a reader” (p. 23). Waiting until the end of the writing process to give error feedback may be harmful for L2 students as it would be keeping something from them that they need during the writing process.

Kepner (1991) also investigated the effects of content feedback and form feedback on student writing. She studied 60 FL college students who were divided by type of feedback received: error correction or message related. The students received feedback on journal assignments. The students did not revise their journals; instead, after receiving feedback on their journal, they were required to write another journal. Their 6th journal was analyzed for errors and higher-level statement counts. Kepner found that message-related feedback resulted in higher-level statement counts; however, error corrections did not have an effect. The findings suggest that error correction does not transfer to other assignments whereas feedback on content can be applied to other assignments.

One method used by researchers to analyze student revisions is Faigley and Witte’s (1981) taxonomy. The taxonomy distinguishes between revisions that are surface changes--that is, they do not add or subtract information--and revisions that are meaning changes--that is, they add or subtract content. The researchers considered revisions that made meaning changes to be more successful than revisions that made surface changes. Faigley and Witte tested their taxonomy on L1 writers by analyzing their revisions. The study compared the revisions of inexperienced student writers, advanced student writers, and expert adult writers. They found that inexperienced writers made mostly surface

changes while the advanced and expert writers made revisions of all types including many meaning changes. They found that the revisions of the inexperienced writers were less likely to improve their texts. One limitation of Faigley and Witte's taxonomy is that it does not take into consideration the effects of the changes made and how they improve the text (Ferris, 2003b). Changes are assumed to be successful. Paulus (1999) used the taxonomy by Faigley and Witte (1981) to analyze students' revisions. She looked at 11 ESL university student essays to study the effect of peer and teacher feedback on student writing. The teacher gave feedback on the second draft. She found that 57% of the changes made were teacher influenced and 59% of these changes were meaning changes. Revisions influenced by other sources resulted in more surface changes. The first and third drafts of the essays were scored to reveal significant overall improvement.

Students have different strategies for how they approach revision, and whether the student is a strong writer has a big impact on the strategy chosen. In a study of L1 writers, Sommers (1980) examined the revision strategies of student writers and experienced writers to discover the differences in how the two groups defined and approached revision. The student writers were 20 university students and the experienced writers were 20 adult writers comprised of journalists, editors, and academics. The subjects wrote and then revised three essays. Revisions were categorized as deletion, substitution, addition, and reordering. The student writers considered revision a "rewording activity" and their revisions were at the word or sentence level (p. 381). The experienced writers revised on a more global level focusing on the structure of their argument. Their revisions were more reader-based. While all the writers made deletion and substitution changes,

the experienced writers made addition and reordering changes, which were not found in the student revisions. The experienced writers viewed revision as an ongoing process.

Similarly to Sommers (1980), Ferris (2001) found a difference in the revisions of “strong” and “weak” writers. She analyzed the revisions of eight university students (four “strong” writers and four “average” or “weak” writers) to determine why some comments are more useful than others and why students tend to ignore some teacher feedback (p. 305). The comments and revisions were categorized according to whether comments led to effective revisions, ineffective revisions, or no revision. Ferris (2001) found comments that asked for personal or textual information or that required simple changes were more likely to lead to successful revisions. The comments concerning argumentation, student logic, or asking for rhetorical or organizational changes were more likely to lead to ineffective revisions. The strong writers made big changes to their papers while the weak writers often ignored feedback or deleted problem sections noted in teacher feedback. Another study that focused on poor writing was Porte’s (1997) study of underachieving EFL writers. He found that the university students revised based on perceived teacher preferences. The students stated in interviews that they thought “range of vocabulary” and “content” were the most important areas to consider in their writing, but they thought that their teachers were more concerned with “grammar” and “range of vocabulary” (p. 71). When revising, the students focused on neatness and correct grammar, rather than content, as they assumed that is what the teacher preferred.

The type of teacher comment can have an impact on student revisions. Ferris (1997) examined more than 1600 marginal and end comments written on 110 ESL

university students' papers to determine how teacher comments affected student revisions. Ferris found that marginal comments requesting information and summary comments concerning grammar were most likely to lead to revisions. Longer, more specific comments also led to more revisions. Questions and statements providing information did not lead to as many revisions. Whether the comments contained hedges or not did not seem to make a difference. Most changes were positive and improved the papers. A limitation of the study is that it only looked at one teacher's comments. Conrad and Goldstein (1999) also wanted to determine what characteristics of teacher written feedback are associated with successful revisions. They conducted a case study of three ESL university students in which they analyzed how the teacher's feedback impacted revisions. They defined successful revisions as "those solving a problem or improving upon a problem area discussed in the feedback, while being consistent with the writer's purpose, main point, and audience. Unsuccessful revisions were defined as those that did not improve the text or that actually weakened the text" (p. 154). They looked at the success of revisions based on different characteristics of teacher feedback such as syntactic form, pragmatic content, directness, use of hedges, specification of a revision strategy, and the type of problem to be revised. They found only one characteristic associated with revision success: the type of problem to be revised. Students were more likely to be unsuccessful when revising problems that required more explanation, explicitness, and analysis.

Hyland (1998) also investigated writers' use of teacher feedback in a case study of six ESL writers. The students were in an English proficiency course at a university in

New Zealand; half of them were preparing for undergraduate studies and half of them were preparing for postgraduate studies. Hyland (1998) reported that five of the students used most of the usable feedback (86% to 94%) when they revised their drafts. There was a close relationship between the feedback and the revisions, and the feedback sometimes acted as a stimulus for additional revisions not requested. Students would sometimes delete parts of the paper rather than make revisions, especially when they did not know how to revise a section. Using data from her 1998 study, Hyland (2000) focused on two students and how they used feedback in their subsequent revisions. The teacher of one of the students requested that the student not get outside help on her writing, which resulted in more revisions. However, the student remained frustrated that the teacher did not give her the freedom to get help from someone other than the teacher. The other student had a different focus than the teacher. He wanted to improve his vocabulary, so he appeared to ignore teacher feedback that suggested he focus on form. Hyland (2000) found that teachers' requirements can take control away from the students, which can result in student frustration.

Baker and Bricker (2010) also researched how teacher feedback influences the revisions of university students. The researchers investigated both L1 and ESL students' perceptions of direct and indirect teacher feedback to determine which type of feedback was easier for the students to use effectively in the revision process. The participants read two sample essays that contained teacher feedback to determine whether the comments were praise or criticism and whether revision was required. The response times and accuracy scores were calculated to determine if directness of feedback impacted how fast

students could identify whether the feedback was positive or negative and how accurate they were in determining whether a correction was being requested. Students were faster and more accurate at recognizing positive feedback regardless of whether the feedback was direct or not. As for negative comments, students were faster and better able to comprehend direct comments. The researchers concluded that it is difficult for L2 learners to understand indirect feedback. A limitation of the study is that it was conducted in an artificial environment, and the students were not revising their own writing. As L2 learners may have more difficulty understanding indirect comments and comments that request more development of ideas and textual analysis, teachers should devote class time to explaining how to understand and use the comments.

Summary of Teacher Feedback

Research has shown that students view feedback from teachers positively and pay attention to it. ESL and EFL teachers tend to focus their feedback on local issues, such as grammar, even when they feel they should prioritize global issues. Students also want feedback on content, style, and organization; therefore, teachers should make an effort to provide feedback on both global and local issues. Feedback is more effective when provided on intermediate drafts as students have the opportunity to respond directly to the feedback (Ferris, 2003b). If writing teachers do not have time to respond to both preliminary and final drafts, they should only give feedback on preliminary drafts since students are more likely to pay attention to it and use it. Teachers display a stance when providing feedback, which falls on a continuum that ranges from feedback that is controlling to feedback that gives control to the writer, with most teachers falling

somewhere between the two extremes. Teacher feedback is intended to help students achieve their purpose for a particular text. Teachers need to remember to focus on what the student wants to say and not on what the teacher thinks the student should have written. It is not disadvantageous for L2 students to receive feedback on content and form on the same draft as they will pay attention to both error correction and content feedback during the revision process. Students have difficulty with feedback that requests further explanations, development of ideas, and textual analysis. More class time needs to be devoted to helping students develop the skills to make effective changes during revision. ESL students have more difficulty understanding indirect or mitigated comments; however, mitigated feedback may be less controlling and require more critical thought (Goldstein, 2004). Teachers may want to spend class time explaining how to understand feedback such as indirect comments. Students, especially those who are considered poor writers, will often delete parts of their text rather than trying to come up with a way to revise it. If teachers require students to be accountable for the feedback they receive, students will be less likely to delete parts of their writing that is difficult to revise.

Peer Feedback

With the implementation of peer review in the ESL/EFL composition classroom becoming more common, the number of studies that have researched various aspects of peer feedback have increased. Studies have addressed the following areas:

- The advantages of peer feedback (de Guerrero & Villamil, 2000; Ferris, 2003b; Mendonca & Johnson, 1994; Mittan, 1989; Tsui & Ng, 2000)

- Students' perceptions of peer feedback (Hyland, 2000; Jacobs, Curtis, Braine, & Huang, 1998; Mendonca & Johnson, 1994; Tsui & Ng, 2000; Zhang, 1995)
- Peer response stances when providing feedback (Lockhart & Ng, 1995a, 1995b; Mangelsdorf & Schlumberger, 1992; Min, 2008; Nelson & Murphy, 1992; Villamil & de Guerrero, 1996)
- The effects of training on peer feedback (Berg, 1999; Min, 2006, 2008; Stanley, 1992)
- The impact of peer feedback on subsequent drafts (Berg, 1999; Kamimura, 2006; Mendonca & Johnson, 1994; Nelson & Murphy, 1993; Lundstrom & Baker, 2009)
- How peer feedback compares to teacher feedback (Caulk, 1994; Chaudron, 1984; Connor & Asenavage, 1994; Hedgcock & Lefkowitz, 1992; Miao, Badger, & Zhen, 2006; Paulus, 1999; Tsui & Ng, 2000)

The studies' findings point to peer feedback as an essential component of a writing classroom.

Advantages of Peer Feedback

Teachers ask students to participate in peer feedback sessions as peer review provides students with more feedback on their writing and promotes writer autonomy. Tsui and Ng (2000) pointed out that peer feedback “[fosters] ownership of text” as students evaluate feedback and determine whether to use it (p. 167). Students are likely to accept teacher feedback without questioning it because the teacher holds a position of authority as well as determines the students' grades; students may not feel that they have

a choice in whether to accept the feedback (Mendonca & Johnson, 1994). With peer feedback, there is mutual peer scaffolding, that is, peers help each other improve as they work collaboratively to solve problems in their writing (de Guerrero & Villamil, 2000). Vygotsky (1962) argued that cognitive development is a result of social interaction in which an individual improves his or her competence through interacting with someone who is more knowledgeable. Students work within their zones of proximal development so that each person develops as a writer. In addition, peer feedback enhances the ability of students to evaluate their own work. Students may find problems in their peers' papers that they could not originally find in their own thus raising their awareness of their own problems. As a result of peer feedback, students will evaluate their own writing more critically (Tsui & Ng, 2000). In addition, student writers gain confidence from reading other students' writing (Ferris, 2003b; Mittan, 1989). They discover that others also experience difficulties in writing, and they gain confidence when they can point out problems and give suggestions to their peers.

Students' Reactions to Peer Feedback

Studies that have investigated L2 students' reactions to peer feedback have found that students value peer commentary and find it helpful, although it should not replace teacher feedback. When Mendonca and Johnson (1994) surveyed 12 ESL graduate students, they found that students felt that peer feedback was helpful as a peer could help them understand what was clear in their writing and what needed to be revised. However, Tsui and Ng (2000) found that students tend to trust their teacher's feedback more than their peers' feedback. In Tsui and Ng's survey of 27 students at a secondary school

(grades 12 and 13) in Hong Kong, students showed more confidence in their teacher's feedback, but they did think that peer feedback was useful. Another study in support of teacher feedback is Zhang's (1995) in which 94% of 81 ESL college and university students studying in the United States chose teacher feedback over peer or self feedback. However, the students preferred peer feedback to self feedback. Although Zhang's study is frequently referenced as an argument against peer feedback, he did state, "it should not be misinterpreted to mean that peer feedback is detrimental to ESL writing or resented among ESL learners. It may well be that all three types of feedback are beneficial, although with varying degrees of appeal" (p. 219). He was not opposed to peer feedback but rather was opposed to unquestioningly using L1 writing research, which supports the use of peer feedback, to inform L2 writing.

Jacobs et al. (1998) criticized Zhang's study for asking students to choose between teacher feedback and other forms of feedback arguing that peer and teacher feedback do not need to be mutually exclusive. In the study by Jacobs et al., students did not choose between teacher and peer feedback; instead, they responded to whether they liked to receive peer feedback. The researchers found that 93% of 121 university students in Hong Kong and Taiwan preferred to receive peer feedback. Jacobs et al. gave an example of what one student wrote, "I have two eyes. Classmates and I have eight eyes. So we can see more clear." (p. 312). Some of the reasons given in favor of peer feedback were that students got more ideas from their peers and their peers were able to find problems in their papers. A study by Hyland (2000) found that 23 out of 25 ESL students studying in a language course at a university in New Zealand rated peer feedback either

“very helpful,” “helpful,” or “sometimes helpful.” As Hyland looked at two different classes, she noted that students in one class rated peer feedback worse after experiencing it while the other class rated it higher. These findings indicate that the way peer feedback is incorporated into a classroom will impact how helpful the students find it to be.

Peer Response Stances

Studies have shown that students have a dominant stance when giving feedback and that the stance determines students’ commentary. In a study of 60 ESL freshmen composition students, Mangelsdorf and Schlumberger (1992) explored what stances the students took when they responded to an essay written by another ESL student. Using the constant comparative method by Glaser (1969), they identified three categories of stances: interpretive, prescriptive, and collaborative. They also provided a summary of the characteristics of the stances (see Table 1). The interpretive stance was taken when the reviewers rewrote the essay based on their own interpretation of the topic. Those students who took a prescriptive stance wanted the essay to follow a formulaic pattern. The students who took a collaborative stance tried to work with the author to help the author achieve her purpose. The researchers categorized students’ stance based on the dominant stance taken in their peer reviews with 27 taking a prescriptive stance, 19 taking a collaborative stance, and 14 taking an interpretive stance. As the interpretive stance insisted on the reviewer’s purpose for the text, it was considered to be appropriating the text. The researchers were surprised at the number of students who took the interpretive stance as the prompt for the peer review asked for an evaluation of the text rather than an interpretation. Those students who took a prescriptive stance focused

more on form than on meaning in the text. They seemed to view writing as either right or wrong and in that sense were appropriating the form of the text. The students who took the collaborative stance gave a reader's perspective and gave suggestions that would help the author achieve her goals. Mangelsdorf and Schlumberger found that those who took a collaborative stance got a higher grade in the class than those who took a prescriptive or interpretive stance. The researchers suggested that those students may have a greater understanding of the rhetorical situation and the complexities of writing.

Table 1

Characteristics of Stance Categories (Mangelsdorf & Schlumberger, 1992, p. 247)

Interpretive Stance	Prescriptive Stance	Collaborative Stance
<ul style="list-style-type: none"> • interested in creation of personal meaning • puzzles out text. • “rewrites” for own understanding • distances self from author • reacts to perceived inaccuracies in content • uses text as prompt for personal elaboration 	<ul style="list-style-type: none"> • prescriptive • tends to put form before meaning • has preconceived idea of what essay should be • functions as an editor • sticks close to the text, no “conversation” with it • identifies faults and/or fixes them • certitude of tone 	<ul style="list-style-type: none"> • positions self with author of prompt text • tries to see text through author's eyes • does not try to change author's focus or argument • points out problems the hypothesized reader will have • makes suggestions to the author • does not impose form

In two later studies, Lockhart and Ng (1995a, 1995b) examined the stances that Cantonese students took while giving oral peer feedback in a classroom setting. Using the constant comparative method (Glaser, 1969) to analyze 27 and 32 transcripts respectively, they discovered four categories: authoritative, interpretive, probing, and collaborative. They defined the authoritative stance as one in which the reviewer evaluated the text and gave her opinion on how the text should be changed. Those who

took the authoritative stance dominated the session. Those who took the interpretive stance also evaluated the text, but they used the text as an opportunity to discuss ideas that they found interesting. They also were inclined to dominate the peer review session. The probing stance was defined as one in which the reviewer asked questions to understand the writer's text better. The reviewer was concerned with focusing on parts of the text that she found confusing. The reviewer and writer spent an equal amount of time talking during the sessions. Similarly, those who took the collaborative stance worked with the writer to determine what the writer wanted to say. They were concerned about the audience and the writer's purpose. The authoritative responders summarized the essay more than the other stances. They would point out the problems with the essay more than other stances. Collaborators spent more time talking about ideas, audience, and purpose of the texts.

In one of the researchers' studies (Lockhart & Ng, 1995b), the authoritative stance was the most frequent and used in 11 of the 32 sessions analyzed; the collaborative stance was used in nine sessions, and the interpretive and probing stances were each used in six sessions. In the other study (Lockhart & Ng, 1995a), the most frequent stances taken were the authoritative and probing stances with nine reviewers each; six reviewers took an interpretive stance and only three took a collaborative stance. The researchers found that the reviewer's stance affected the topic discussed and the type of interaction that the peers had. They argued that the probing and collaborative stances provided more benefits than the other two stances as they focused more on the writing process than on the writing product. One limitation of the categories formed is that there did not seem to be a

clear distinction between the probing stance and the collaborative stance as the probing stance could have been included in the collaborative stance category.

Unlike other studies that identified three to four categories of response stance, Villamil and de Guerrero (1996) identified only two categories: collaborative and noncollaborative. When students took the collaborative stance, they respected the authorship of the writer. They tried to see the text through the eyes of the writer and wanted to help the writer achieve her goals for the text. Those who took a noncollaborative stance either tried to control the writing task or had no interest in helping the writer at all. The researchers argued that appropriation of the text took place when the reviewer took control over the writer's text and when the writer surrendered her rights as author of the text and gave up control of the text.

Benefits of Training in the Peer Feedback Process

Studies have shown that training students in how to give peer feedback is beneficial, as students give better feedback after training. Stanley (1992) compared two university writing classes for ESL students: one class got "extensive coaching" in how to give feedback; the other class was used as a control and got minimal training in peer feedback (p. 220). The total number of responses from the coached group was 623 but only 137 for the group that was not coached; therefore, training led to substantially more feedback. Also, the quality of the feedback was improved by training with the trained students giving more specific feedback. Berg (1999) researched how the effects of training impacted revision and writing quality. She looked at four writing classes at a university-based English language program, two of which received training in peer

feedback and two that did not. She found that trained peer response had a positive effect on revision as it led to more meaning changes and improved drafts. Likewise, Min (2005, 2006), in two studies of one EFL writing class at a university in Taiwan, found that after training, students gave more feedback and more of the feedback given was incorporated into the revisions (68% before training and 90% after training). The students' revisions were of higher quality, with 72% better after training as compared to 13% that were better before training, thus leading to better overall papers.

In order to determine whether training would have an impact on the response stance taken by students during peer review, Min (2008) compared the stances of 18 EFL students before and after two months of peer review training. Analysis of the students' written comments revealed four stances: probing, prescriptive, tutoring, and collaborative. Before training, 59% of the students took a prescriptive stance, but the percentage dropped to 17% after training. The percentage of students who adopted the collaborative stance increased from 17% before training to 29% after training. Min argued that students need training to change their response stance.

Impact of Peer Feedback on Subsequent Drafts

Researchers have found that peer commentary has a positive impact on subsequent drafts. Nelson and Murphy (1993) selected four students from a university ESL writing course to determine if the students used peer feedback in their revisions. They found that the students did make changes based on peer feedback. Mendonca and Johnson (1994) also found that ESL university students used peer feedback in 53% of their revisions. Students chose not to incorporate feedback when they did not agree or

trust the feedback. Berg (1999) found that peer feedback had a positive effect on revisions as students got higher TWE scores on their revised drafts. In a study of high-proficient and low-proficient EFL students at a Japanese university, Kamimura (2006) analyzed the effects of peer feedback on revisions. Essays were holistically scored to make comparisons of the quality both before and after peer feedback influenced revisions. Peer comments were also counted and categorized as form- or meaning-based. She found that the overall quality of essays for both the low- and high-proficient students improved after peer feedback. Most of the peer feedback was meaning-based: 91% for the high-proficient students and 94% for the low-proficient students. Yet, there was a difference in the type of feedback and how it was used with high-proficient students giving more global feedback and making more substantial revisions and low-proficient students giving more specific feedback and making local revisions. Although most studies researched the effects of receiving feedback, Lundstrom and Baker (2009) investigated whether it is more beneficial to give feedback or to receive feedback. They divided 91 ESL students into two groups: one group gave peer feedback but did not receive it while the other group received peer feedback but did not give it. The researchers found that those who gave peer feedback improved their writing ability more than those who received peer feedback. Lundstrom and Baker argued that students transferred to their own writing what they learned while giving feedback to their peers, which led to greater writing improvement.

Comparison between Peer Feedback and Teacher Feedback

Many studies have compared peer feedback and teacher feedback to determine how each type of feedback impacts revisions. Feedback does not always have a positive effect on revisions as shown in the study by Chaudron (1984). He looked at one university class of ESL students' revised essays to determine whether teacher feedback or peer feedback helped them improve. On one essay, one half of the students received peer feedback and the other half received teacher feedback, and on another essay, the groups were reversed. All drafts and revised essays were given a score by evaluators. His study found that students did not significantly improve from either teacher or peer feedback.

Other studies have shown that peer feedback has a positive impact and is different from feedback given by a teacher. Hedgcock and Lefkowitz (1992) studied 30 FL students who were taking French at a university in the United States to determine whether students who received peer feedback produced better revisions than students who received teacher feedback. They found that the students who received peer feedback got higher scores in the areas of content, organization, and vocabulary on their revised papers while the students who received teacher feedback got higher scores in grammar. This may be a result of the peers focusing on global issues in their feedback while the teacher focused more on local issues. Similar to the study by Hedgcock and Lefkowitz (1992), Miao et al. (2006) compared two groups of students at a Chinese university: one group received teacher feedback while the other group received peer feedback. They found that students used more teacher feedback, with 90% of usable feedback being incorporated in the revisions, than peer feedback, with 67% of usable feedback incorporated. However,

there were more meaning changes in the revisions from peer feedback whereas teacher feedback led to more surface changes. Also, peer feedback revisions were evaluated to be more successful than teacher feedback revisions, possibly because the students were able to negotiate with their peers and therefore understood the feedback better. A third benefit of peer feedback is that it led to more self-corrections: 16 as opposed to 5 from teacher feedback.

In a case study of eight ESL university students, Connor and Asenavage (1994) investigated the effects of peer feedback and teacher feedback on revisions. The students were divided into two writing groups, which got the same treatment. Students got peer feedback on their first draft and teacher feedback on their second draft. The drafts and revised drafts were compared and the source of each revision was noted. Faigley and Witt's (1981) taxonomy was used to analyze the revisions. Students made both surface changes and meaning changes as a result of peer feedback. The students who revised the most had the greatest number of text-based changes while the students who made the fewest revisions made more surface changes. Peer feedback led to more meaning changes (70%) than teacher feedback (22%). Teacher feedback resulted in more surface changes. Peer feedback only led to 5% of the total revisions; teacher feedback produced 35% of the changes, and other feedback and self-feedback led to 60% of the revisions. The results were not encouraging in support of peer feedback, although even teacher feedback did not produce a majority of the revisions.

Paulus (1999) also used Faigley and Witt's (1981) taxonomy to analyze 11 ESL university students' revisions after peer and teacher feedback. Her findings were more

positive in regards to peer feedback. Students got peer feedback on a first draft and teacher feedback on a second draft. The source of each revision was traced to determine if it was a result of teacher feedback, peer feedback, or some other source. Peer feedback resulted in 14% of revisions, teacher feedback accounted for 34% of the revisions, and 52% were a result of other sources. Of the revisions influenced by peer feedback, 63% were meaning changes. Overall, the students' essays significantly improved as a result of the feedback. Tsui and Ng's (2000) study of EFL secondary students also examined both peer and teacher comments to determine how the comments were used by the students. They compared the revised drafts after both peer feedback and teacher feedback and found that while feedback from the teacher resulted in more revisions, peer feedback also led to revisions. Students trusted and incorporated the teacher's feedback in their revisions because of the authority and experience of the teacher. The students also felt that peer feedback had a role to play, as their peers were more of a real audience.

Caulk (1994), in a classroom study at a university in Germany, found that her feedback was different from the feedback her students gave each other. She compared the students' comments and her comments, which were made on the same draft. She determined that 89% of students (25 of the 28) made good suggestions, and she also noted that 60% of the students gave good suggestions not given by her. She found that her comments were general whereas her students gave more specific feedback that was closer to how a real reader would react.

Summary of Peer Feedback

Peer feedback offers advantages when incorporated as part of the writing process as it increases audience awareness, gives more autonomy to writers, and enhances the ability of writers to evaluate their own work. Research indicates that L2 learners view peer feedback positively and find it beneficial; however, it is not a substitute for teacher feedback. Peer feedback, which tends to focus on different areas than teacher feedback, provides multiple perspectives for writers. Students take a stance when responding to texts, and the stance determines what they comment on. Those students who took a collaborative stance got higher grades in the class; therefore, the collaborative stance appears to be a more beneficial stance for students to take (Mangelsdorf & Schlumberger, 1992). Training has an impact on the feedback students provide as students changed their stance to a more collaborative stance (Min, 2008), gave more feedback (Min, 2005) and better feedback (Min, 2006) after they received peer review training. Not only does peer feedback lead to revisions, but it leads to meaning changes in revisions, which are regarded as superior to surface changes. Most notable, the revisions resulting from peer feedback improve the quality of the writing. As Ferris (2003b) summarized, “the evidence is fairly consistent that ESL writers are able to give one another feedback that is then utilized in revision and that is often helpful to them” (p. 86).

CHAPTER 3: RESEARCH METHODS

Researcher's Role

After years of reading articles about teacher feedback and after trying different feedback methods to determine which was the most helpful, I decided to conduct a classroom study that would examine the feedback I gave to my students and the feedback they gave to each other. I wanted to encourage students' authorship of their own texts by not taking control of the paper away from them; however, I also wanted to help them write the strongest papers possible. My natural inclination had been to write direct feedback that would instruct students in how to fix their papers. This conflicted with my desire to avoid text appropriation, so I decided to experiment with my class and make an effort to not give the students direct feedback, such as corrections, criticisms, or commands. I wanted to make suggestions and ask questions rather than demand changes in the student texts. My goal was to focus on what was confusing, what was missing, what questions I had for the writer. The questions would place responsibility on the writer to decide how to revise the paper. When providing error correction, I decided not to take authorship away from the writer by crossing out words, rewriting sentences, or editing the essay. Instead, I chose to use a highlighter to provide indirect error correction on the first page of the essay to raise awareness of problems in grammar or mechanics in the essay. I wanted the students to be able to find their own errors and correct them.

In addition to marginal comments, I also planned to write an end note to the students at the end of their essays. The end note was intended to summarize the problems in the essay and to suggest revision strategies. It was to be facilitative since the students

would be revising the rough drafts; even when the end note was written on the final drafts, there was the possibility that the final draft would be revised as part of the semester's final assignment. I planned to mitigate my feedback in the end notes as I did not want my feedback to sound like a command. In order to be less controlling, I wanted to keep the feedback subjective by adding "I feel" or "I think" to my evaluative comments. This way, the students would view the comment as one reader's opinion (albeit, the teacher's) rather than a viewpoint held by "Everyteacher" (Sommers, 1992, p. 29). I intended the feedback to point out areas that could be revised without telling the student what to do. Straub's (1996) questions became my own every time I provided feedback on an essay: "How much should I make decisions for the writer? How much should I leave the student to figure out on his own? How much can I productively allow the student to explore his own writing choices?...What kind of comments will be best for this student, with this paper, at this time?" (p. 247).

Participants

It was the spring of 2013. The class I chose to study was a first-year English composition course for international students at a southwest university. There were 22 ESL students enrolled in my class, which was the maximum number of students allowed to enroll in an ESL composition course. The ESL composition course was equivalent to a regular first-year composition course for L1 students and fulfilled the university's requirements for the first course in the composition sequence, a two-course sequence required of all students. The class met 3 hours per week for 16 weeks. I asked my students to complete a student information sheet (see Appendix B) I created so that I

could learn more about them. All of my students were either freshmen or sophomores at the university, and they ranged in age from 18 to 24. Sixteen of the students were male and six were female. The class was primarily composed of students from China, who spoke Chinese as their native language. I also had one student from Samoa, one from United Arab Emirates, and one from Kuwait. The students were advanced English speakers as they had been studying English for many years. The mean length of time they had been studying English was 8 years, 2 months, and the mean length of time they had lived in an English-speaking country was 1 year, 9 months. I obtained permission from the students to analyze their writing and peer comments for the study. Students were under no obligation to participate; I asked another person in my department to pass out and collect the permission forms when I was not in the room. As the instructor and researcher, I did not know who had agreed to participate until after I had submitted final grades. Twenty of my students agreed to participate in the study (see Table 2 for student information).

Table 2
Participant Information

Name *	Gender	Age	Country of origin	First language	Years of previous English study	Years of residence in English-speaking country
Ai	F	19	China	Chinese	9	0.5
Fang	F	23	China	Chinese	10	1
Cheng	M	20	China	Chinese	9	2
Jie	M	19	China	Chinese	5	1
Liang	M	20	China	Chinese	8	2
An	M	20	China	Chinese	6	0.5
Jiao	F	24	China	Chinese	9	3
Akram	M	21	United Arab Emirates	Arabic	5	3.5
Lan	F	18	China	Chinese	8	1
Lutfi	M	21	Kuwait	Arabic	14	3
Guo	M	20	China	Chinese	8	1
Bao	F	21	China	Chinese	10	1
Kang	M	23	China	Chinese	3	2
Qiang	M	21	China	Chinese	10	3
Tian	M	21	China	Chinese	5	1
Shi	M	19	China	Chinese	10	1
Hua	F	19	China	Chinese	7	1
Hu	M	19	China	Chinese	10	2
Song	M	21	China	Chinese	12	0.5
Fetu	M	21	Samoa	Samoan	5	5

*Pseudonyms of students

Data Sources and Collection

English composition is a challenging course for students whose native language is English; it is even more formidable for ESL students who are writing in an L2. The course at the southwest university requires all students to complete four long writing assignments. These assignments are not shortened for ESL students nor are the students given extra time to write the essays. Students need to complete all requirements for the

course to pass it (see Appendix C for a syllabus of the course). Each long written assignment, or essay, in my course was worth between 15-25% of the student's grade. In addition to the essays, students wrote 13 journal posts, which summarized and reflected on the reading assignments. The essays were also based on the course reading assignments. An essay was due at the end of each unit, with each unit lasting 4-5 weeks. The first unit, at five weeks, was the longest in order to give me enough time in class to prepare the students to write their first essay. The first two essays were Textual Analysis essays (see Appendices D & E for the assignment sheets). I chose not to change the essay type for the second essay as it is usually difficult for students to understand how to analyze a text successfully when they write their first essay. They have a greater understanding of the requirements of the assignment and what analysis looks like the second time they write a Textual Analysis essay and, thus, are usually more successful at it. For the first two Textual Analysis essay assignments, the students were expected to choose one of the texts that we had reviewed in class and argue for an interpretation of the text by analyzing how meaning is created through specific patterns and details in the text. I included the following assignment goals in the assignment sheets (Appendices D & E):

- Demonstrate that you've read the text closely, carefully, and critically.
- Show a critical awareness of the author's choices and strategies.
- Develop a clear, specific thesis that invites the readers to understand the text as you do.
- Analyze elements of the text that contribute to the overall meaning or effect.
- Integrate textual evidence to support your thesis.

I spent class time teaching each of the elements necessary to write an essay that would meet the required guidelines. I covered the following topics, among others: how to read a text closely, how to write a thesis statement, how to organize a paragraph using “PIE” (P = (main) point, I = illustration, E = explanation), how to analyze a text, and how to cite sources.

The required length for each of the first two essays was 1000 words, and there was a grade penalty for those students whose essay was under the required length. Rough drafts, which were due a week before the final draft, were required to be a length of at least 90% of the final draft if the students wanted full credit for completion of the rough draft. The length requirement for the rough drafts was implemented to encourage students to bring complete rough drafts to class in order to get more feedback from their peers and from me. Students were not graded on the content of the rough draft but were instead given a completion grade for submitting it on time and meeting length requirements.

The third writing assignment was a Contextual Analysis Essay with a length requirement of 1300 words, making it the students’ longest essay. It was worth 25% of the students’ grade. Students were to write an essay in which they argued for an interpretation of a primary text (which was similar to what they were required to do for their first two essays); in addition, they were to include at least two additional sources that provided support for their interpretation of the primary text. The goals in the assignment sheet (see Appendix F) for this essay were the same as for the first two essays, with the addition of the following goal:

- Smoothly incorporate research materials and correctly document them to support your analysis.

The assignment sheet also included these guidelines to support the students in the writing process:

- You will need a unique way of viewing the text in conjunction with an in-depth analysis of the text.
- You will need to organize your essay in a typical academic manner (e.g., thesis statement at the end of the introduction, PIE paragraphs).
- You will need to find and use at least two additional texts that add to your understanding of the primary text. These texts will introduce historical, philosophical, theoretical, and/or biographical information that cast(s) the primary source in a new light. These texts are not necessarily about the primary text. Instead, they enrich your close reading of the primary text by adding new contextual information. A dictionary does not count as an additional source.

Students had more difficulty with writing the Contextual Analysis Essay than the previous two essays, which seemed to be due to the additional task of including two sources and citing them accurately.

The students gave each other feedback on the rough drafts of each assignment. Bell (1991) provided a guide for how to incorporate peer feedback in a classroom. As suggested by Bell, I explained why I was making peer feedback part of the writing process. ESL students who are concerned that they cannot learn anything useful from a peer need to be convinced that it is a valuable activity. The students were more positive about peer feedback after I listed the benefits as shown by research. I shared with my students the findings of Lundstrom and Baker's (2009) study, which showed that students

benefit more from giving peer feedback than receiving it. This convinced the more skeptical students that it would benefit them even if they were a better writer than their peers. For the peer review activity, I divided my students into groups of three, as it was the most time efficient way for the students to be able to provide feedback on two peers' rough drafts during the class period. I randomly assigned students to a peer review group by numbering them off and asking them to work with those who had the same number. During the peer review sessions for the second and third essays, I made sure that they were not in a group with someone whom they had already worked with since I wanted them to get feedback from as many peers as possible. In order to motivate the students to participate in the sessions, I gave them points for completing two peer reviews per essay.

Students brought three hard copies of their rough draft to class on peer review days. They gave me one copy so that I could write feedback on it. Then, they handed out the other two copies to the students in their group. I asked the students to write their name on the essays they were reviewing so that their peers would know who had written the feedback. They were given the entire 75-minute class period to provide feedback on their peers' essays. In most cases, this was enough time, but there were several students who took their peers' essays home to finish writing feedback on them. For the first peer review session, students were given a peer feedback sheet (see Appendix G) to guide them while they gave feedback to each other. The feedback sheet was modeled after a peer review sheet from Connor and Asenavage's (1994) study. The feedback sheet was designed to encourage them to give collaborative feedback to each other. The directions on the feedback sheet were as follows:

Your purpose in answering these questions is to provide your classmate with an honest and helpful response and to suggest ways to make his or her writing better. Read the entire essay to get a general idea of what the writer has expressed, and then respond to each of the following questions. Please give very specific comments and refer to the essay by paragraph numbers. The main goal is to help your classmate improve his or her essay.

The feedback sheet asked students to indicate what they liked best about the essay, what parts of the essay were confusing, and what parts needed to be developed. It also requested a short letter to the author. The students were not given the feedback sheet for the second or third essay; however, I wrote the questions on the board so that the students could reference them if they did not know what to focus on when reviewing their peers' essays. The majority of the students did not answer the specific questions after the first peer review session although they continued to include a letter to the author.

Although Hansen and Liu (2005) recommended that the teacher's feedback not be given on the same draft as the peers' feedback since students tend to trust their teacher's feedback more and may ignore peers' feedback, I provided feedback on the same draft. There was not enough time in the semester for me to give feedback on a different draft, but I did make the students accountable for the feedback that they received by asking for a Cover Sheet. Ferris (1997) inspired its implementation in my study, as she suggested the use of a "revise-and-resubmit letter" to encourage "thoughtful responses to feedback" (p. 331). Since I knew that the students were likely to prioritize my feedback and pay less attention to their peers' feedback, I requested that the students explain in a Cover

Sheet why they chose to either incorporate or ignore the feedback given by their peers (see Figure 1).

COVER SHEET
<p>Review all the feedback that you received from your peers and your instructor. Explain what actions you took in response to the feedback when you revised your essay. List the feedback you received and then indicate if and how you used the feedback to revise your essay. Clearly explain your response to each comment you received. If you made a change in response to the feedback, discuss how you revised your essay. If you decided not to make a change in response to a comment, discuss why you didn't make a change. You are not under any obligation to change your essay based on feedback you have received. You are the author of the paper, so it is important that you make changes that help you achieve your purpose for your paper. All changes should be marked on your revised essay.</p>

Figure 1. A copy of the Cover Sheet handout portraying the instructions the students were given for how to complete a Cover Sheet.

The students were instructed to list all the feedback that they were given by me and by their peers in the Cover Sheet; then, they were to state whether they made a revision and if they chose not to make a revision, they were to give the reason why. The Cover Sheet was to encourage students to think critically about all the feedback they had received and to make a purposeful decision about whether to use the feedback or whether to ignore it. Having to think about the feedback encouraged students to be more involved in understanding their peers' comments yet allowed them the option of not using the feedback if they disagreed with it. I requested that the Cover Sheet be submitted with the final draft of each essay and suggested that it be 200 words in length. I did not grade the Cover Sheets.

During the semester, I made photocopies of the preliminary and revised drafts of the three essay assignments, with feedback written on them, before I returned them to the students. Students received my written feedback on two drafts of each of the first three

essay assignments and peer written feedback on the rough drafts of the three essay assignments (see Table 3). The fourth writing assignment was a Revision Essay, of either Textual Analysis Essay 1 or Textual Analysis Essay 2, that was to be turned in along with a Reflection Essay (see Appendix H). There was no feedback specifically provided for this writing assignment since the students did not turn in rough drafts, and it was the final exam for the course. The students were able to look at the feedback provided by me on their final drafts, of either Textual Analysis Essay 1 or 2, when they wrote the Revision Essay. The Reflection Essay requested that students explain the decisions they made when revising either Textual Analysis Essay 1 or 2.

Table 3

Teacher and Peer Feedback Provided on Essay Assignments

Assignment	Teacher feedback	Peer feedback
Textual Analysis Essay 1, rough draft	Received teacher feedback	Received feedback from two peers
Textual Analysis Essay 1, final draft	Received teacher feedback	
Textual Analysis Essay 2, rough draft	Received teacher feedback	Received feedback from two peers
Textual Analysis Essay 2, final draft	Received teacher feedback	
Contextual Analysis Essay 3, rough draft	Received teacher feedback	Received feedback from two peers
Contextual Analysis Essay 3, final draft	Received teacher feedback	
Revision Essay & Reflection Essay		

The students' final drafts were not graded with a rubric; however, the students were given a self-assessment worksheet to help them understand how they would be evaluated and what they needed to include in their essays (see Appendix I). In addition, their assignment sheets for Essays 1 and 2 included information about how they would be

evaluated (see Figure 2). If the students wanted to receive a good grade on an essay, the essay needed to be well organized and include in-depth analysis of the chosen text.

Grading: When I evaluate your essay, I will consider your focus (thesis), analysis (how well you explain and decipher your points), organization (how the pieces fit together), strength of proof (persuasiveness), ingenuity (novelty of approach), rhetorical awareness (the effectiveness of your essay given its context), style (tone/word choice), and mechanics (grammar and spelling).

A **C** essay needs to have a title, an introduction, a conclusion, a discernible, debatable thesis, and a coherent structure. The body paragraphs need to have at least minimal discussion and examples. The essay needs to adhere to the assignment, meet the minimum length requirement, and demonstrate an adequate use of mechanics.

A **B** essay needs to have a title that reflects the thesis, an organized introduction that has a balanced length, a logical conclusion, a discernible, interesting, and manageable thesis, a forecasting statement, a purposeful structure that is easy for readers to follow, multiple examples and associated analysis (PIE paragraphs), appropriate tone and style, a fairly accurate use of mechanics, and a mix of sentence structures. The essay also needs to match the assignment and meet the medium length requirement.

An **A** essay needs to have an unusual but logical title, a balanced and organized introduction that engages readers in your topic, an innovative thesis that is debatable and manageable, a forecasting statement, a purposeful structure that is crystal clear, in-depth analysis in the form of extended PIE paragraphs, an accurate use of mechanics, a mix of sentence structures, and accurate, college-level vocabulary. Your essay also needs to match or stretch beyond the assignment and demonstrate a deliberate and appropriate use of tone and style.

A **D** essay fails to satisfy one or more expectations for a C essay. An **E** essay misinterprets the assignment or the depth thereof or is riddled with errors.

Figure 2. An excerpt from the assignment sheet of Essays 1 and 2 portraying how student were to be evaluated.

I created three similar questionnaires (see Appendices J, K, L) for the students to complete in class on the day they submitted the final draft of each essay, with each questionnaire adjusted for the specific essay it was following. I wanted the students to complete the questionnaires as soon after they had received the feedback as possible so

that the information would be still be fresh in their minds. When designing the questionnaire, I included some questions used by Hedgcock and Lefkowitz (1994) and Hyland (1998) in their surveys. Each questionnaire contained open-ended questions about the feedback and revision process. Although there were more questions on the questionnaire, I focused on the students' answers to the following questions:

- Did you find your peers' feedback to be helpful? If yes, what comments were particularly helpful (please provide examples)? If no, why did you not find the feedback helpful and what comments were particularly unhelpful (please provide examples)?
- What comments from your instructor did you find most helpful? (Please provide examples.)
- What comments from your instructor did you find confusing or difficult to understand? (Please provide examples.)
- Why were the comments confusing or difficult to understand?
- What did you do when you did not understand a comment?

I used the questionnaires to better understand the students' reactions to the feedback they were receiving. I wanted to determine if certain types of comments were particularly helpful or unhelpful. I chose to use open-ended questions so that I could get more specific answers from the students. I stated in the questionnaire that I wanted their answer to be as specific as possible; however, the students tended to rush through the questionnaires and did not always provide me with detailed information. They were also hesitant to state which of my comments they had found confusing or difficult to understand, and many of

them stated that none of my comments were confusing. Since the students put their names on the questionnaires, I suspect that they were not as critical about the instructor feedback as they may have been if the questionnaires were anonymous.

The data that I collected for this study included all of my teacher feedback written on 111 student essays, all of the peer feedback written on 97 student essays, the Cover Sheets included with the final drafts of the first three essays, and the questionnaires completed after each of the first three essays (see Table 4).

Table 4
Data Collected for Study

Sources of Data	Quantity
Teacher feedback	55 rough drafts 56 final drafts
Teacher comments	978 marginal comments 366 end comments
Peer feedback	97 rough drafts
Peer comments	499 marginal comments 435 end comments
Cover Sheets	53 Cover Sheets
Questionnaires	56 questionnaires

Data Analysis

The study was longitudinal in that I tracked the feedback given over the course of the semester. While I read through my feedback and the students' feedback on the students' essays, I numbered each marginal and end comment on the paper. As Ferris (1997) pointed out, it can be a challenge to determine where one comment ends and another begins since the comments do not always break down based on phrases or sentences. Analogous to what Ferris (1997) did in her study, I separated comments based

on the intention of the comment. For example, the following comment is one sentence but had two different intentions: “This paragraph has many ideas, and it is not focused on proving the thesis.” I analyzed it as containing two comments: one pointing out the multiple ideas in the paragraph and the other addressing the lack of focus on proving the thesis. In many instances, a comment made in the margin would be repeated in the end comments. In those instances, I counted the comment twice: once for its appearance in the margin and another time for its appearance in the end comment as I had separated marginal and end comments. Usually, the end comments were different from the marginal comments and were more summative, so I felt as if I needed to consider them separately.

After I had numbered each separate marginal and end comment for each rough and final draft, I needed a method to categorize the comments. I found that the categories used by Straub and Lunsford (1995) most closely aligned with what I found in my own data. I modified their categories to conform to my study and used the following categories: corrections, criticisms, commands, praise, qualified evaluations, advice, questions, and reflective statements. I also used Straub and Lunsford’s definitions to determine which comments belonged in each category. Table 5 sets out the categories I used in my study, a definition of each category (Straub & Lunsford, 1995, pp. 167-170), and examples from my feedback.

Table 5
Comment Categories, Definitions, and Examples

Type of comment	Definition	Example
Correction	A change was made on the paper.	“Works Cited” [added to text]
Criticism	The comment appears to be a general criticism about the writing.	“This isn’t text analysis.”
Command	The comment requests a change usually either with a command or a statement that indicates that there is no choice for the author.	“The essay should prove your thesis.”
Praise	Anything positive about the writing even words such as “yes.”	“This is nicely organized.”
Qualified evaluation	The comment criticizes the paper but qualifies the criticism showing it’s the reader’s view of the writing—not necessarily everyone’s view.	“I feel like there are too many different ideas in this paragraph.”
Advice	The comment recommends a change or suggests a change but leaves some choice up to the reader.	“I’d like to see more of a focus on analysis.”
Question	The comment uses a question to indicate a problem in the text. The questions don’t ask for a change directly but indirectly drew attention to something that isn’t working.	“Is this the main idea of the paragraph?”
Reflective statement	The comment presents a reader response to what has been written in the text.	“Wow! You have an interesting idea of the mother being non-human!”

Similar to what Straub and Lunsford (1995) did in their study, after I had established the categories, I analyzed each comment given both in the margins and at the end to determine what type of comment it was. I used the constant comparative method (Glaser, 1969) when deciding which category the comment belonged to. I compared comments that I had already categorized with comments that I was attempting to categorize to make sure that all the comments in the same category had the same characteristics. For several comments, I had difficulty in deciding if the comment should

be categorized as a criticism, a command, or advice. For example, in one student's essay, I wrote the following comment in the margin: "This essay should focus on just the short story." I had to determine whether I was criticizing the inclusion of other information in the student's essay, commanding the student to only include information about the short story, or suggesting that the student change the text. I went back to the definitions of the categories to make my final decision on the comment's category. As the comment was requesting a change, albeit, indirectly, and as the wording, "should," does not suggest this is optional, I categorized it as a command. Initially, I also had difficulty categorizing my comment "page#" as I wrote it in the right hand corner of the paper to remind students to include page numbers. I often included this comment on the first page of student papers. I decided it was a command as it was not optional. For some students, I wrote "page#?" and included a question mark. In those instances, it was considered a question as the question mark softened the command. When I was in doubt about how I had categorized a comment, I would check the other comments in that category to make sure that they shared the same traits. Almost one year after I categorized each comment, I categorized each comment again to ensure that I agreed with my earlier decisions. Intrarater reliability was .94, which allowed me to feel confident in my analysis.

After I had categorized each comment, I had to decide which stance each comment category represented. As my goal was to determine whether the stance I had taken in giving feedback was appropriate and as the collaborative stance is not considered to be appropriate, I wanted to discover if my comments and the students' comments could be categorized as collaborative or not. Studies by Mangelsdorf and

Schlumberger (1992), Lockhart and Ng (1995a, 1995b), Villamil and de Guerrero (1996), and Min (2008) all included the collaborative stance as one of their stance categories.

Like Villamil and de Guerrero (1996) did in their study, I decided to consider two categories of stance--collaborative and noncollaborative--as part of my focus was to learn whether I assumed the collaborative stance. While those who take the collaborative stance work with the author to help the author achieve her purpose for the text, those who take the noncollaborative stance try to control the writing task and achieve their purpose for the text. I adapted the characteristics of stances used by Mangelsdorf and Schlumberger (1992, p. 247) when determining the characteristics of the collaborative and noncollaborative stances (see Table 6).

Table 6

Characteristics of Stances (Adapted from Mangelsdorf & Schlumberger, 1992, p. 247)

Collaborative	Noncollaborative
<ul style="list-style-type: none"> • Positions self with author of text • Tries to see text through author's eyes • Does not try to change author's focus or argument • Points out problems the reader will have • Makes suggestions to the author • Does not impose form 	<ul style="list-style-type: none"> • Distances self from author • Interested in creation of personal meaning • Has preconceived idea of what essay should be • Reacts to perceived inaccuracies in content • Identifies faults and/or fixes them • Tends to put form before meaning

As the noncollaborative stance is taken when the reviewer tries to control the writing task and as Straub (1996, 1997) listed criticisms, commands, and corrections as the most controlling types of comments, they represent the noncollaborative stance in my study (see Table 7). When taking a noncollaborative stance, the reviewer requests that the author make changes to the text based on what the reviewer views as correct. The

reviewer has preconceived ideas of what an essay should be and identifies faults. The comments stick close to the text, and there is no conversation with the text.

Since qualified evaluations, advice, praise, questions, and reflective comments are less controlling and because those types of comments are more likely a result of the reviewer leaving the choice of how and whether to make a change up to the author, they represent the collaborative stance (see Table 7). The reviewer suggests changes that she considers will improve the text, but she leaves the choice of whether to make the changes or how to make the changes up to the author. The reviewer reacts to perceived inaccuracies in content, but comments are hedged and responsibility for the text is placed on the writer. The reviewer tries to help the writer meet the assignment guidelines without dictating what the writer must do. While the comments point out problems a reader might have with the text, they are qualified evaluations (e.g., uses “I think”/ “I feel”) and criticisms are mitigated. The reviewer uses questions to prompt change. Comments provide a direction for the writer by suggesting changes while allowing the writer control over making changes.

Table 7
Comment and Stance Categories

Comment categories	Stance
Correction	Noncollaborative
Criticism	
Command	
Qualified evaluation	Collaborative
Advice	
Praise	
Question	
Reflective comment	

Lastly, I took a qualitative approach in my analysis of 53 Cover Sheets and 56 questionnaires that had been completed by the students. I read the Cover Sheets and questionnaires and looked for instances of critical evaluation of the feedback they received, either from me or from their peers, in both the use of feedback and the rejection of feedback. I wanted to discover the ways they demonstrated authorship in their response to the feedback. I found that I could separate the respondents into three categories: Acceptors, Semi-evaluators, and Evaluators. These categories are adapted from those used by Radecki and Swales (1988) in their study, in which students were categorized as Receptors, Semi-resistors, or Resistors based on their openness to teacher feedback and their willingness to revise their writing. Whereas Radecki and Swales used a questionnaire given early in the semester to determine the students' feedback and revision preferences, I placed students into categories based on their responses in their Cover Sheets and questionnaires. As revealed in their Cover Sheets, the Acceptors appeared to accept all feedback they received from me and from their peers without evaluation of the feedback. They did not critically engage with the feedback; instead, they simply made the changes suggested. The Semi-evaluators accepted my feedback without questioning it; however, they evaluated the feedback that they received from their peers. The Evaluators evaluated the feedback that they received from me and from their peers. They determined whether to accept or reject the feedback dependent on whether it helped them revise their paper.

The questionnaires were helpful in providing additional information regarding the students' opinions about the peer feedback and teacher feedback that they had received.

For example, they were beneficial when it was difficult to determine whether a student had evaluated the feedback received from peers. One of the students only addressed the feedback that he received from me in his Cover Sheets. I could not deduce whether he had evaluated the feedback he had received from his peers until I saw his questionnaires, in which he stated that he did not trust his peers' feedback. As he had evaluated his peers' feedback as untrustworthy and therefore did not accept it, I categorized him as a Semi-evaluator. The Semi-evaluators and the Evaluators demonstrated ownership of their text through their critical evaluation of the feedback that they received.

CHAPTER 4: RESEARCH FINDINGS

While research has found that teacher and peer feedback are beneficial to students, it has also found that teachers can appropriate students' texts in their feedback, taking away authorship in the process (Brannon & Knoblauch, 1982; Goldstein, 2004). As the response stance taken when providing feedback is a determiner of the level of control the feedback conveys (Straub & Lunsford, 1995), I set out to investigate the stance that I took while providing written feedback to my ESL composition students and the stances that the students took while writing feedback to each other. Inasmuch as my goal was to avoid text appropriation, I wanted to learn if I was successful in taking a less controlling stance in the feedback that I gave to my students. In addition, I wanted to discover whether the stances my students took while giving feedback would change over the course of the semester. Further, I examined the responses of the students to the feedback since I wanted to determine if my students thought critically about the feedback they had received. The students demonstrated critical evaluation of the feedback when they felt comfortable ignoring or rejecting the feedback that did not help them achieve their purpose and when they scrutinized the feedback that they decided to accept. In order to understand my students' response to the feedback, I analyzed their Cover Sheets and questionnaires looking for instances of evaluation of the feedback received.

Teacher Feedback Stance

In order to determine the type of feedback that I had given my students on their rough and final drafts for each essay assignment, I examined the comments written on each student essay. I calculated the number of comments written for each essay

assignment, both rough drafts and final drafts. I separated the marginal and end comments for the reason that I tended to give different types of feedback in the margins and at the end of the paper. The total number of comments I wrote amounted to 978 marginal comments and 366 end comments. The majority of my feedback was given in the margins while the end comments were quite short. I provided the most feedback on the rough drafts of Essays 2 and 3 because the students were to revise them; thus, I expected that they would pay attention to the feedback. I provided the least feedback on Essay 3, final draft, as they would not be given the opportunity to revise it (see Figure 3).

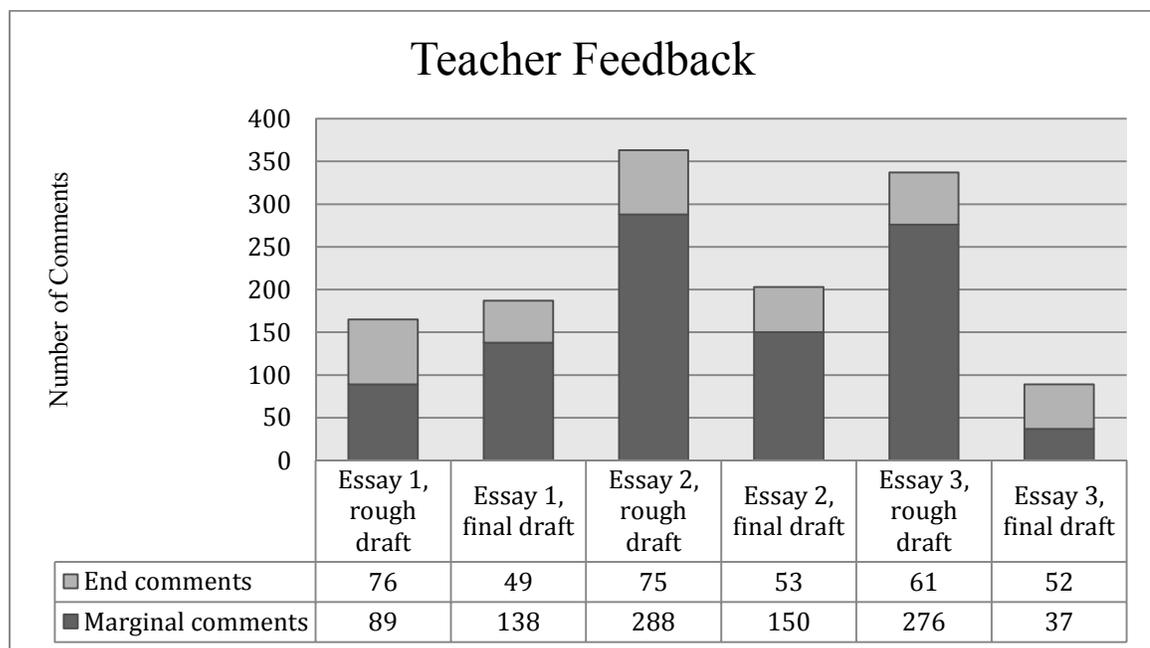


Figure 3. Bar graph depicting the number of marginal and end comments that I wrote for each essay assignment.

I provided handwritten comments on each student essay (see Figure 4). When giving feedback, my goal had been to avoid controlling feedback, so I primarily asked questions in my marginal comments and then provided an end note summarizing my advice or the revision of the essay.

*Ai

Sonja Fordham

Essay #1

02/10/2013

Word Count: 1032

↑
page #?

How to Make a Forever Marriage?

← This doesn't sound like a question

In the recent world, the divorce rate is higher than before. It is a prevalent trend that nobody can ignore it. With the economy development, technique advance, and civilization, in theory that people can found their lover by themselves, and have a happiness marriage during their life, but why in fact, it is a opposite trend? Due to the fast speed society, people formed a habit that every thing to do with a fast speed. So they work fast, eat fast, and study fast, including their marriage. There are fast atmospheres surrounding the world. However, marriage need both the husband and wife use their heart to manage, to cultivate, and to protect. It is so vulnerable that it cannot apply to the fast speed life. Moreover, it will be destroyed due to a small friction, misunderstandings, and a contradiction. So how to maintain a good marriage? The author in "Things Said and Done" educates the readers that a harmony marital life need a constant communication, corresponding personality, and take care of each other.

It is nice to include a short summary of the text in the intro.

Who is the author?

First, bad marriage attributes to their personal problems, such as natural contradiction. Couple life need take care of each other. However, the father is like a child, and need other people always take care of him, the mother cannot treat him as a husband, also, she cannot experience the love as husband to wife. What she can do is always follow the father and take care of him, so if a husband like this, it is just like to raise a kid rather than a husband. " Unless you count my father" (132) the author said. Although the author is the father's kid, she also treat

Who are you talking about?

his father like a kid. So standing at the wife's situation, it is become confused and embarrassed that what character he acts like a husband. However, the wife's personality is indifference. The more indifference person is, they need more care and love from other people. They just use this way to protect themselves not been hurt in the relationship. What the mother need, just get love and care from his husband, but he has no ability to do it. The two person all need take care and love, but one is like a child who cannot take care of another, and another one is indifference to husband. There even aren't love atmosphere between, so they just could divorce at the end.

Second, the most important thing influence the marital life is communication. It is not only the best way to express themselves and let the other one know how love they are, but also play a crucial role when they are arguing with something that they cannot make an agreement. However, the mother is indifference to anyone and keep distance with them even if her kids. Nobody can reach her heart and touch her feelings. According to the text, the mother arrived late at his son's wedding even though she has a relaxed job. She is the last one arrived at the wedding and the first one leave the place. Therefore, when they are married, they seldom talk to each other and show love to each other. It makes the marriage no sense, they just like two acquaintances, and their relationship even cannot be a patch on friendship. Also, when they have problem, they cannot solve it but make it more serious. Long time after, the problems will be cumulated days and nights that their relationship will be broken and cannot be rescued. Hence, if they communicate at the first time when the quarrels start, it will be solve more rapidly and less influenced. It can makes their marital life longer and tightly. With the lack of communication, they cannot express the love to each other, but just can make things worse.

Last but not the least, contrary personalities can result in the disharmony marriage. The father is a proud, narcissism and dysfunctional men. He always wants to catch other people's

*analysis
is not
discussing
what
should
have
happened*

attention and to be the focus among others. Like in the text, "my piss smells like row meat."(131) He always thinks his piss has some strange smell and indicates he has serious diseases. No body can stand it if a person always says that. The wife must have already listened more about this, and she has no idea but just disgusts about it. Also, the father was easy feel satisfied about his past achievement. Therefore, he won't make efforts to others. Also, he is not gentle. In his son's wedding, he even not helps them arrange the chair and just like nothing to do, standing by side. The father also is too obstinate that no one can violate his idea even it is just some trivial matters. The father asks the little boy about what the next in the schedule and never gives up until he gets the answer. Also, when he feels not well and want to leave, he doesn't care the circumstances he stand in and other people's feeling, he just want to leave right now. It can bring other people bad impression and problem. It is inconvenience for others. Hence, the mother cannot stand those bad personalities and would like to give it up this relationship.

Above this three reasons, we know those reasons can destroy the relationship in a marriage. If husband or wife dose not clarify their role in a marriage, another will feel confused that how to care of this person. If couple has different personalities, they will have argument in daily life. If the couple can communicate with each other, the personality is not a question. The fact is many couples do not want talk with each other. And finally, they break up. Also those three reasons can work in social relationship. If one knows what his or her role is in specific situation, his behavior and talking will make other feel comfortable. If one has good personality, he or she will be popular in the group. If one knows how to communicate with others, others also will be glad to talk with him or her. So that he will be successful. Anyway, if couples follow those three suggestions, the divorce rate will decreases and be more harmonious.

Works Cited

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* Ai,

As I was reading your essay, I felt like you were trying to teach a lesson rather than analyze a text. I feel like there are some very important parts of the text that aren't even mentioned such as the relationship between the daughter and the father. To me, this text is not about a marriage. See if you can find the message and then focus on analysis of the text. Good job organizing the information.

Sonja

Figure 4. A copy of Ai's Textual Analysis Essay 2, rough draft displaying my feedback on it. *Pseudonym of student

In order to analyze the comments, I had to determine the category of each comment I had written on each student essay. I examined the marginal and end comments and then categorized each comment based on the same categorizations and definitions used by Straub and Lunsford (1995). The categorization of each comment written on the student essay (see Figure 4) and an explanation of the reason for the categorization is shown in Table 8.

Table 8
Categorization of Comments

Marginal Comments	Categorization	Explanation
“Page #?”	Question	When I wrote the comment without a question mark, I considered it a command, but when I included the question mark, it changed from a command to a question. The question mark softens the request, and the request appears to be optional. I only wrote the comment on the first page, but I expected the student would add page numbers for the entire essay. Students frequently left off the page numbers on their rough draft, so this was a actually a reminder.
“This doesn’t sound like a question”	Qualified evaluation	This comment is a qualified evaluation as I used the word “sound,” which softened the criticism and made it appear to be my own personal opinion.
“It is nice to include a short summary of the text in the intro.”	Advice	This comment suggests a change, but the choice is left up to the writer.
“Who is the author?”	Question	I used a question to point out that it is important to include the name of the author.
“Who are you talking about?”	Question	I used a question to draw attention to the need to include names.
“analysis is not discussing what should have happened”	Criticism	I felt that this comment could be considered either a criticism of the student’s analysis or advice about what to avoid. I chose to categorize the comment as criticism since I was pointing out a negative in the student’s paper.

End comments	Categorization	Explanation
“Ai, As I was reading your essay, I felt like you were trying to teach a lesson rather than analyze a text.”	Qualified evaluation	This comment is a qualified evaluation as it includes the words “I” and “felt” in discussing a problem in the text. I wanted to make sure that Ai knew that this feedback was my personal opinion rather than a general criticism of the text.
“I feel like there are some very important parts of the text that aren’t even mentioned such as the relationship between the daughter and the father.”	Qualified evaluation	I began the comment stating “I feel” and then referred to a problem in the essay.
“To me, this text is not about a marriage.”	Qualified evaluation	I started the comment by stating that it was my opinion.
“See if you can find the message”	Advice	I recommended a change to the author but left the choice up to her with my use of the words “See if.”
“and then focus on analysis of the text.”	Advice	This comment was a continuation of the previous one, so the “See if” also refers to this comment.
“Good job organizing the information.”	Praise	This comment was something positive that I noticed about the paper.
“Sonja”		I ended the note with my name to make the note seem personal; also, including my name indicates the note is subjective.

The comments that I categorized as corrections, criticisms, and commands were more controlling comments and thus were classified as demonstrative of the noncollaborative stance. The remaining categories of comments, consisting of qualified evaluations, advice, praise, questions, and reflective comments, were less controlling comments that communicated a collaborative stance. In order to determine if my stance changed dependent on location of the comments, marginal or end, or assignment type, I

calculated the results for marginal and end comments separately and for the rough drafts and final drafts of each essay assignment.

Textual Analysis Essay 1 Feedback, Rough and Final Drafts

I analyzed the feedback written on 15 rough drafts of Textual Analysis Essay 1, as only 15 students returned their rough drafts to me for analysis. On those drafts, I wrote 89 marginal comments and 76 end comments (see Table 9). The majority of my marginal comments were questions, with the questions asked in my attempt not to be controlling in my feedback. I did not write any questions in the end comments; instead, the majority of the end comments were qualified evaluations and advice. In the marginal comments, there were only four comments that were corrections, which is not surprising considering my goal was to avoid the type of comment that is considered the most controlling, that is, corrections (Straub, 1996). The corrections in my feedback were instances when I inserted missing information, such as “Works Cited” on the page listing the sources used in the essay. More than 11% of my marginal comments and almost 20% of my end comments were commands, which are controlling; however, the majority of my comments in both margins and the end were less controlling. The stance I took in my feedback was collaborative with 73% of my marginal and end comments considered collaborative.

Table 9
Teacher Commentary on Textual Analysis Essay 1, Rough Draft

	Marginal comments: Number	Marginal comments: age	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	4	4.5%	0	0.0%
Criticism	10	11.2%	5	6.7%
Command	10	11.2%	15	19.7%
Subtotal	24	26.9%	20	26.4%
Collaborative stance				
Qualified evaluation	7	7.9%	21	27.6%
Advice	7	7.9%	22	28.9%
Praise	1	1.1%	12	15.8%
Question	50	56.2%	0	0.0%
Reflective comment	0	0.0%	1	1.3%
Subtotal	65	73.1%	56	73.6%
Total	89	100%	76	100%

I wrote feedback on 19 final drafts of Textual Analysis Essay 1, with a total of 138 marginal comments and 49 end comments (see Table 10). In the end comments, I only asked one question, as my questions were usually intended to indicate specific places in the essay where information was missing, thus, they worked better in the margins. I used the end comments to give advice and an overview of any problems that I found in the essay. I also used the end comments to praise the parts of the essay that I found to be successful. The marginal comments were more specific while the end comments required the student to think of the essay as a whole. As in the rough drafts, I assumed the collaborative stance in my feedback for the final drafts; however, the percentage of collaborative feedback was higher with more qualified evaluations and advice in my marginal comments and more praise in my marginal and end comments.

Table 10
Teacher Commentary on Textual Analysis Essay 1, Final Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	0	0.0%	0	0.0%
Criticism	24	17.4%	4	8.2%
Command	11	8.0%	3	6.1%
Subtotal	35	25.4%	7	14.3%
Collaborative stance				
Qualified evaluation	19	13.8%	4	8.2%
Advice	17	12.3%	14	28.6%
Praise	13	9.4%	23	46.9%
Question	54	39.1%	1	2.0%
Reflective comment	0	0.0%	0	0.0%
Subtotal	103	74.6%	42	85.7%
Total	138	100%	49	100%

Textual Analysis Essay 2 Feedback, Rough and Final Drafts

The essay for which I provided the most feedback was the rough draft of Textual Analysis Essay 2. I wrote feedback on 20 student essays. The increase in feedback was due to an increase in marginal comments, as I wrote 288 marginal comments and 75 end comments (see Table 11). Although I assumed the collaborative stance for the rough draft of Essay 2, the percentage of collaborative feedback was not as high as it was for Essay 1, with a higher percentage of criticism in the feedback.

Table 11
Teacher Commentary on Textual Analysis Essay 2, Rough Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	1	0.3%	0	0.0%
Criticism	54	18.8%	16	21.3%
Command	34	11.8%	7	9.3%
Subtotal	89	30.9%	23	30.6%
Collaborative stance				
Qualified evaluation	41	14.2%	17	22.7%
Advice	26	9.0%	20	26.7%
Praise	6	2.1%	13	17.3%
Question	126	43.8%	2	2.7%
Reflective comment	0	0.0%	0	0.0%
Subtotal	199	69.1%	52	69.4%
Total	288	100%	75	100%

I provided feedback on 19 final drafts of Textual Analysis Essay 2, with a sum of 150 marginal comments and 53 end comments (see Table 12). I assumed the collaborative stance in my marginal and end comments. There are differences in the feedback I provided for Textual Analysis Essay 1 and the feedback for Textual Analysis Essay 2. I wrote a higher percentage of critical comments in the rough drafts of Textual Analysis Essay 2 than in the rough drafts of Textual Analysis Essay 1; however, I wrote a lower percentage of critical comments in the final drafts of Textual Analysis Essay 2 when compared to Textual Analysis Essay 1. In the final drafts of Textual Analysis Essay 2, I wrote a higher percentage of qualified evaluations in the end comments when compared to Textual Analysis Essay 1. I assumed a higher collaborative stance in my end

comments for Textual Analysis Essay 2 than in any other essay, with more than 96% of my comments as collaborative.

Table 12

Teacher Commentary on Textual Analysis Essay 2, Final Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	2	1.3%	0	0.0%
Criticism	22	14.7%	1	1.9%
Command	16	10.7%	1	1.9%
Subtotal	40	26.7%	2	3.8%
Collaborative stance				
Qualified evaluation	14	9.3%	14	26.4%
Advice	14	9.3%	11	20.8%
Praise	22	14.7%	26	49.0%
Question	60	40.0%	0	0.0%
Reflective comment	0	0.0%	0	0.0%
Subtotal	110	73.3%	51	96.2%
Total	150	100%	53	100%

Contextual Analysis Essay 3 Feedback, Rough and Final Drafts

The students had additional requirements for Contextual Analysis Essay 3, which required the use of two additional sources and a higher word count. This was a more challenging essay for them to write, yet I provided less feedback (albeit, only a little less) than I had provided for their Textual Analysis Essay 2, rough draft. I wrote 276 marginal comments and 61 end comments for 20 essays (see Table 13). I wrote a higher percentage of commands on this rough draft than I had on previous rough drafts, with most of the commands addressing citation issues. I used commands because there is less chance of misunderstanding the comment, and it was important that the students understand the

topic of citation when writing their final draft. Students had difficulty with in-text citations, and the difficulty continued when they wrote their final drafts. Similar to the first two essay assignments, I took a collaborative stance in my marginal and end comments.

Table 13

Teacher Commentary on Contextual Analysis Essay 3, Rough Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	1	0.4%	0	0.0%
Criticism	32	11.6%	5	8.2%
Command	57	20.7%	12	19.7%
Subtotal	90	32.7%	17	27.9%
Collaborative stance				
Qualified evaluation	31	11.2%	9	14.7%
Advice	29	10.5%	22	36.1%
Praise	10	3.6%	12	19.7%
Question	116	42.0%	1	1.6%
Reflective comment	0	0.0%	0	0.0%
Subtotal	186	67.3%	44	72.1%
Total	276	100%	61	100%

I wrote feedback on 18 final drafts of Contextual Analysis Essay 3. Since the students would not be rewriting the final draft of Essay 3, I wrote the fewest comments on this essay: 37 marginal comments and 52 end comments (see Table 14). Unlike for previous essays, I did not write many marginal comments, and the majority of those comments were commands. Many of the commands dealt with citation of the additional sources, which was still a challenge for the students. This essay was the only essay for which I wrote more end comments, with the end comments providing summative

feedback. While I assumed the collaborative stance in the end comments for the final draft of the essay, I assumed a noncollaborative stance in the marginal comments. It was a surprise to discover that I had taken a noncollaborative stance, especially since it was my goal to avoid controlling comments. However, as I had written a higher percentage of commands and a lower percentage of questions than in previous essays, the feedback was less collaborative.

Table 14

Teacher Commentary on Contextual Analysis Essay 3, Final Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	0	0.0%	0	0.0%
Criticism	4	10.8%	5	9.6%
Command	17	46.0%	1	1.9%
Subtotal	21	56.8%	6	11.5%
Collaborative stance				
Qualified evaluation	3	8.1%	6	11.5%
Advice	4	10.8%	8	15.5%
Praise	3	8.1%	30	57.7%
Question	6	16.2%	1	1.9%
Reflective comment	0	0.0%	1	1.9%
Subtotal	16	43.2%	46	88.5%
Total	37	100%	52	100%

Research Question #1

1. What stance did I, as an instructor, take toward the students and their texts when giving written feedback? Did my stance change over the course of the semester?

My first research question asked what stance I assumed in the written feedback

that I had provided. I had set out to avoid text appropriation when giving feedback to my students by writing less controlling comments. On the continuum of control, the collaborative stance is less controlling than the noncollaborative stance. When I analyzed the comments, I separated the marginal and end comments to determine whether I assumed a different stance dependent on where my comments appeared. My marginal and end comments were primarily different, as I wrote more questions in the marginal comments and more advice and praise in the end comments. Nevertheless, I found that I took the collaborative stance for both marginal and end comments for the first two Textual Analysis Essays. For the first Textual Analysis Essay, I assumed the collaborative stance more than 73% of the time (see Figure 5).

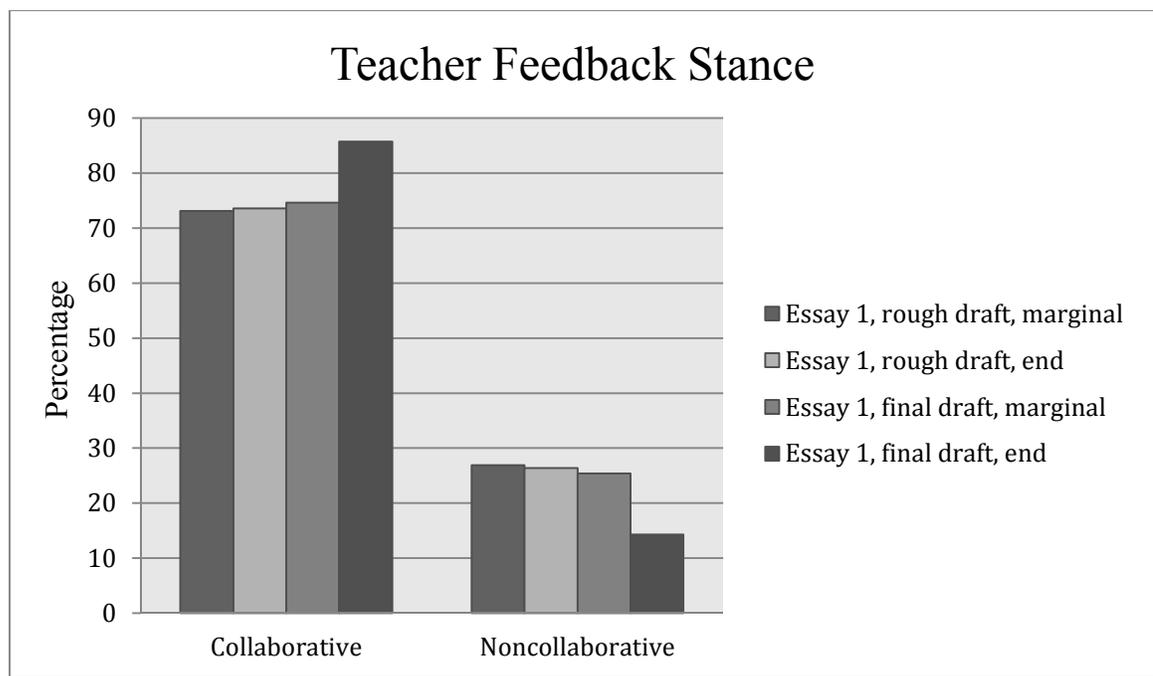


Figure 5. Bar graph depicting my feedback stance for the rough and final drafts of Textual Analysis Essay 1.

Similarly, for Textual Analysis Essay 2, I took the collaborative stance at least 69% of the time, with a high of 96% in my end comments for the final draft (see Figure 6).

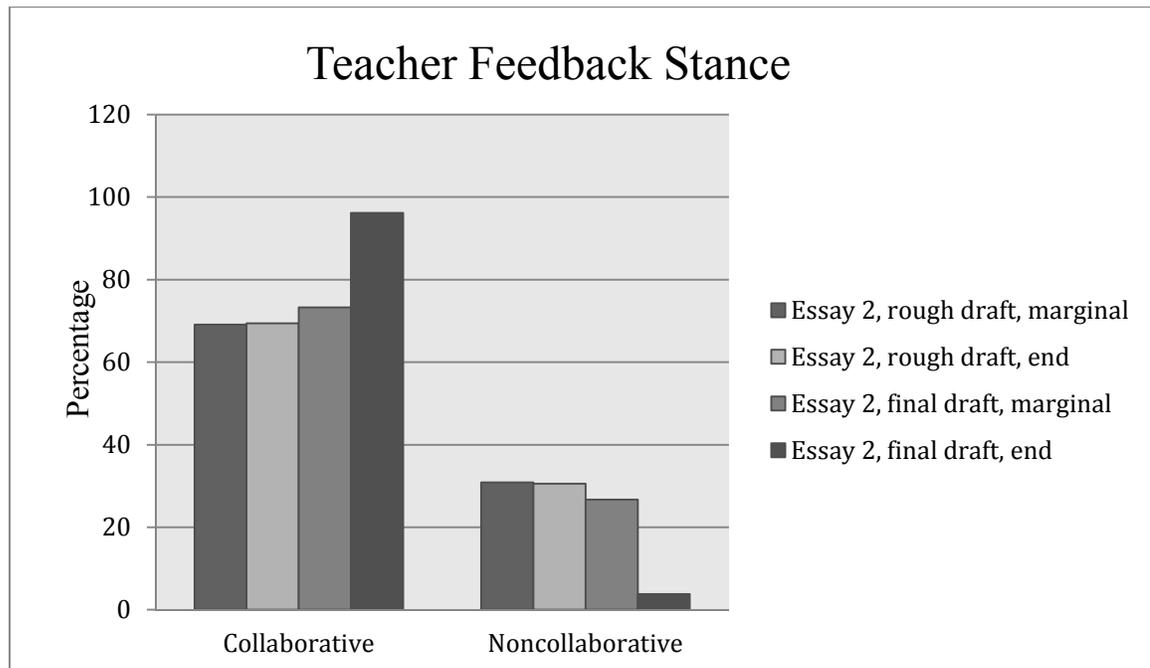


Figure 6. Bar graph depicting my feedback stance for the rough and final drafts of Textual Analysis Essay 2.

For the Contextual Analysis Essay 3, I also assumed the collaborative stance for the rough drafts. However, while I took the collaborative stance in the end comments of the final draft of Essay 3, I assumed a noncollaborative stance in my marginal comments for that essay assignment (see Figure 7). There are several reasons that my stance was noncollaborative in the marginal comments of the final drafts. First, I did not write many questions, which was unlike what I had done for all previous assignments. In addition, the majority of my comments were commands that were aimed at helping the students understand how to cite sources correctly. I wanted students to understand that the style used to cite sources was not optional; if I had used advice or questions in those

comments, the students may have been given that impression. I assumed the noncollaborative stance in a situation in which I felt that I needed to provide more controlling feedback in order to prevent misunderstanding and to emphasize the importance of the topic.

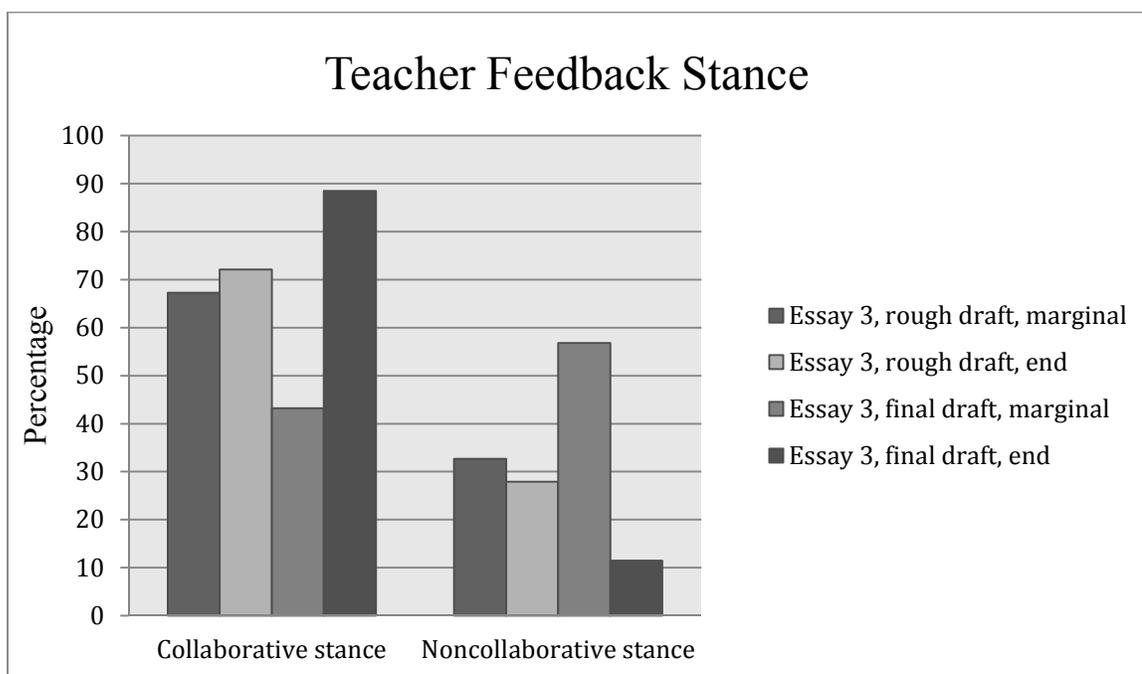


Figure 7. Bar graph depicting my feedback stance for the rough and final drafts of Textual Analysis Essay 3.

The second part of my research question asked if my stance changed over the course of the semester. I primarily took the collaborative stance in my feedback; however, I found that my stance changed when I provided feedback for the final draft of the Contextual Analysis Essay 3. I assumed two different stances, a noncollaborative stance for the marginal comments and a collaborative stance for the end comments. As I knew that the students would not be revising the final draft of Essay 3, I provided minimal feedback in the margins, but 46% of the comments were commands. When the

collaborative stance did not seem effective, as was the case for Essay 3, rough draft, I took a noncollaborative stance to ensure that my feedback would be understood.

Peer Feedback Stance

In order to determine the type of feedback that my students gave each other on their rough drafts for each essay assignment, I examined the comments written on each essay. I calculated the number of comments written for each essay assignment and separated the marginal and end comments. The students wrote a total of 499 marginal comments and 435 end comments on the three essay assignments. They wrote slightly more feedback in the margins than in their end comments. They provided the most feedback on Textual Analysis Essay 1, and their feedback decreased as the semester progressed (see Figure 8).

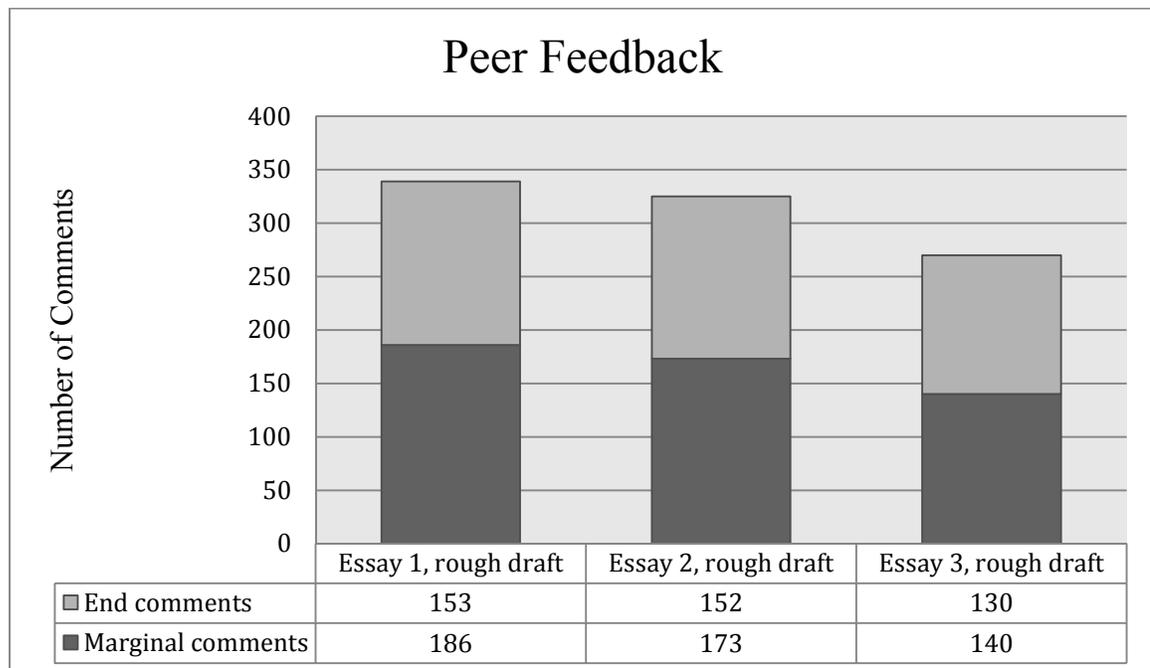


Figure 8. Bar graph depicting the number of marginal and end comments that students wrote their peers for each essay assignment.

Textual Analysis Essay 1 Feedback, Rough Drafts

Nineteen students participated in the feedback session for the first Textual Analysis Essay. They wrote 186 marginal comments and 153 end comments (see Table 15). They wrote a high percentage of advice and praise in both the marginal and the end comments. The students assumed the collaborative stance in approximately 70% of their marginal comments and 76% of their end comments. This was a surprising discovery, as the students had not been trained to give collaborative feedback.

Table 15

Peer Commentary on Textual Analysis Essay 1, Rough Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	0	0.0%	0	0.0%
Criticism	34	18.3%	15	9.8%
Command	22	11.8%	22	14.4%
Subtotal	56	30.1%	37	24.2%
Collaborative stance				
Qualified evaluation	28	15.1%	18	11.8%
Advice	38	20.4%	38	24.8%
Praise	43	23.1%	47	30.7%
Question	14	7.5%	0	0.0%
Reflective comment	7	3.8%	13	8.5%
Subtotal	130	69.9%	116	75.8%
Total	186	100%	153	100%

Textual Analysis Essay 2 Feedback, Rough Drafts

Nineteen students participated in the peer feedback session for Textual Analysis Essay 2. By the time the students gave feedback on this essay, they had received feedback, from me and from their peers, on their first Textual Analysis Essay. This had

an impact on the type of feedback that they gave for the second essay. One student, Jiao, gave a significant amount of feedback on the first essay. She took her peers' essays home with her to finish responding to them and brought back typed letters for each peer (see Figure 9 for one of her letters).

Dear Song:
 I read your paper several times, and I found that you had a very interesting view of the story. Even though I had a totally different view from you, you still made a good argument trying to support your opinion. I kind of like your idea.
 Also, I found several mistakes that you might need to pay attention to when you write. First thing, which is not easy to notice for us non-English speaking people, is to keep the tense consistent. When you talked about the story, you used past tense firstly, so basically, you should keep the tense consistent through the whole paper. But it seems that you forgot sometimes. Anyway, I understand it is hard, and I always make same mistake. I think it might be good for you to re-read the whole paper and think about it after you finish writing. It might be helpful. Another thing is the transition of voice. I noticed that sometimes you used the first person voice instead of third person voice in your writing by mistake. Again, it might be good to read it loudly after finish writing, and you will find those mistakes easily. I think it might also be good for you to think of the organization of your paper deeply. You had a clear thesis as your first paragraph, and two developing paragraph to support your idea, which is good. But I did not find the conclusion paragraph. It might be good for you to add several ending sentences to make a final conclusion. Good job! Jiao

Figure 9. Copy of Jiao's peer feedback end comments for Essay 1, rough draft displaying her long end comment.

After she received minimal feedback from her peers and from me, the amount of feedback she provided her peers for Essays 2 and 3 dropped significantly (see Figure 10 for one of her end notes). Her stance also shifted from a collaborative stance to a noncollaborative stance.

Bao:
 I like your ideas very much, but there still have some problems in your body paragraph.
 1. You have lot of summary. 2. Write more analysis.

Figure 10. Copy of Jiao's peer feedback end comments for Essay 2, rough draft displaying her short end comment.

Although some students wrote less feedback for the second essay, there were still 173 marginal comments and 152 end comments (see Table 16). The students, as a group, took a collaborative stance in their feedback.

Table 16

Peer Commentary on Textual Analysis Essay 2, Rough Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	1	0.6%	0	0.0%
Criticism	27	15.6%	19	12.5%
Command	28	16.2%	17	11.2%
Subtotal	56	32.4%	36	23.7%
Collaborative stance				
Qualified evaluation	22	12.7%	11	7.2%
Advice	23	13.3%	31	20.4%
Praise	46	26.6%	62	40.8%
Question	20	11.6%	1	0.7%
Reflective comment	6	3.4%	11	7.2%
Subtotal	117	67.6%	116	76.3%
Total	173	100%	152	100%

Contextual Analysis Essay 3 Feedback, Rough Drafts

Seventeen of the students provided peer feedback for Contextual Analysis Essay 3. They wrote 140 marginal comments and 130 end comments (see Table 17). Students assumed a collaborative stance when providing feedback for the third essay; however, the percentage of noncollaborative feedback was higher for this essay than for previous essays. The difference was especially noticeable in the end comments with an increase from 24% noncollaborative comments in the first two essays to 40% in the third essay.

Table 17
Peer Commentary on Contextual Analysis Essay 3, Rough Draft

	Marginal comments: Number	Marginal comments: Percentage	End comments: Number	End comments: Percentage
Noncollaborative stance				
Correction	0	0.0%	0	0.0%
Criticism	24	17.1%	22	16.9%
Command	29	20.7%	30	23.1%
Subtotal	53	37.8%	52	40.0%
Collaborative stance				
Qualified evaluation	10	7.1%	10	7.7%
Advice	20	14.3%	30	23.1%
Praise	19	13.6%	28	21.5%
Question	34	24.3%	3	2.3%
Reflective comment	4	2.9%	7	5.4%
Subtotal	87	62.2%	78	60.0%
Total	140	100%	130	100%

Research Question #2

2. What stance did my students take toward their peers and their peers' texts when giving written peer feedback? Did their stance change over the course of the semester?

My second research question asked what stance my students assumed when giving written feedback. Although I had set out to avoid text appropriation when giving feedback to my students, my students had no knowledge of my goal nor did they share the same goal. Therefore, it was interesting to discover that for all of the essay assignments, as a group, they took the collaborative stance when providing feedback. Their stance did not change based on the location of their comments; rather, they wrote

similar types of comments in the margins and at the end of the essay. It is probable that the peer feedback worksheet that they used when providing feedback on Textual Analysis Essay 1, and to which they access for the second and third essays, had an impact on the stance they assumed. The worksheet had been designed to encourage collaborative feedback. It did not encourage error corrections; rather, the worksheet requested suggestions and explanations from the reviewers and it asked for a letter to the author of the essay. Those students who followed the directions in the peer review worksheet were being guided to give more collaborative feedback to each other.

I also addressed the question of whether there was a change in the students' stance over the course of the semester. I found that my students' stance category stayed consistent over the course of the semester. However, as a group, their collaborative stance percentage decreased slightly as the semester progressed (see Figure 11).

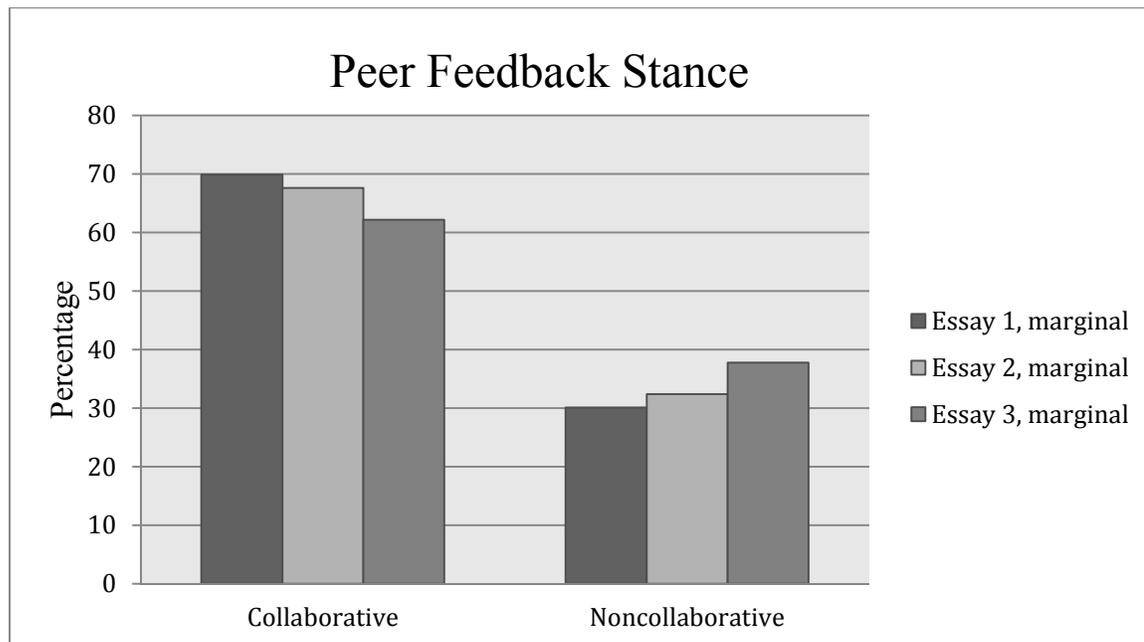


Figure 11. Bar graph depicting students' feedback stance in their marginal comments for the rough drafts of Essays 1, 2, and 3.

Similarly, the stance the students assumed in their end comments became less collaborative over the course of the semester (see Figure 12).

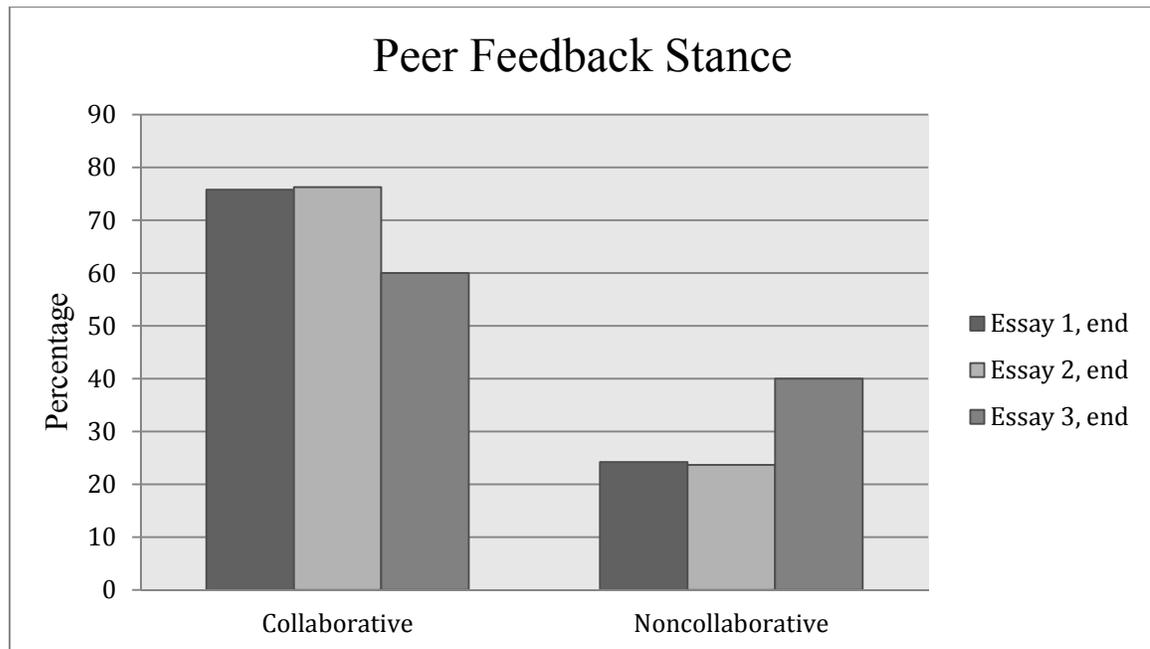


Figure 12. Bar graph depicting students' feedback stance in their end comments for the rough drafts of Essays 1, 2, and 3.

In order to determine the cause of the decrease in the collaborative stance, I looked at the changes in the type of comments given by the students in each of the essay assignments. I found that there was an increase in criticisms and commands with each essay assignment, which increased the noncollaborative stance (see Figure 13). It is possible that as the students became more comfortable with each other and with the writing process that they stopped using the mitigated qualified evaluations and advice and provided feedback that was more direct. In addition to the change in the number of criticisms and commands, I found that there was an increase in the number of questions. I was not surprised to discover that the students were using more questions in their feedback as my marginal comments to them were predominantly questions.

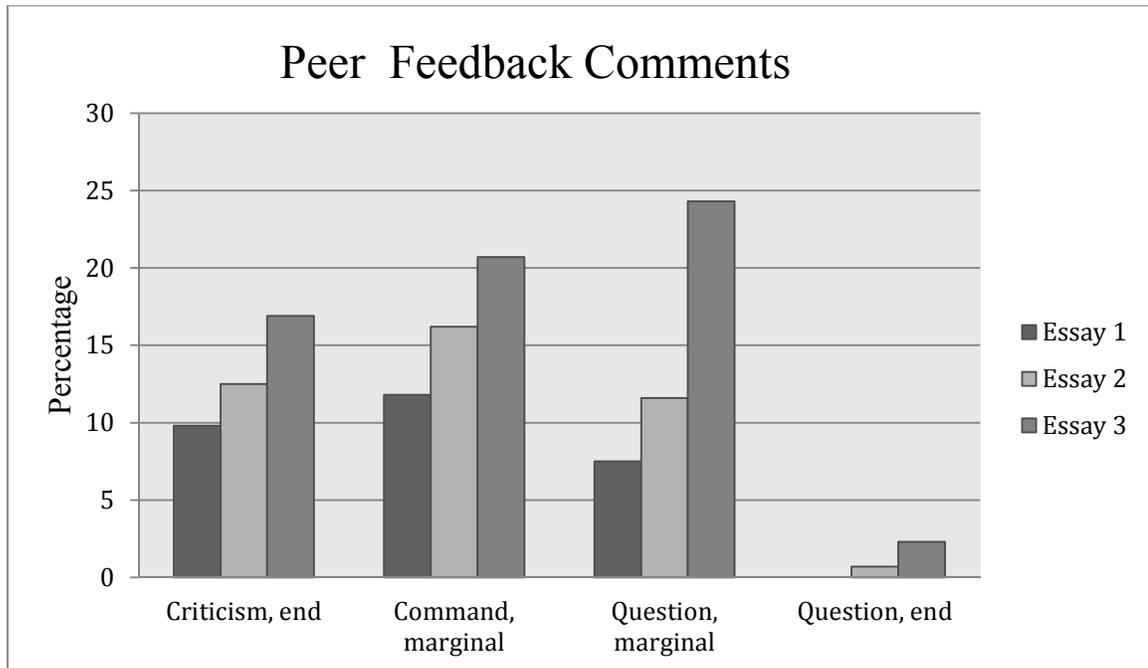


Figure 13. Bar graph depicting peer feedback comment categories that increased for each essay assignment.

Not only was there an increase in the use of certain types of comments over the course of the semester, there was a decrease in the use of other types of comments. I found that students used fewer qualified evaluations and reflective comments and gave less advice and praise (see Figure 14). It appears that instead of qualified evaluations, they wrote more criticisms, and instead of advice, they wrote more commands. Qualified evaluations are considered to be less direct criticisms while advice is considered to be a less direct command. Those less direct comments tend to be less controlling. The decrease in praise and reflective comments may have been a result of the lack of those types of comments in my feedback to them. The decrease in the collaborative comments resulted in a decrease in the collaborative stance as the semester progressed.

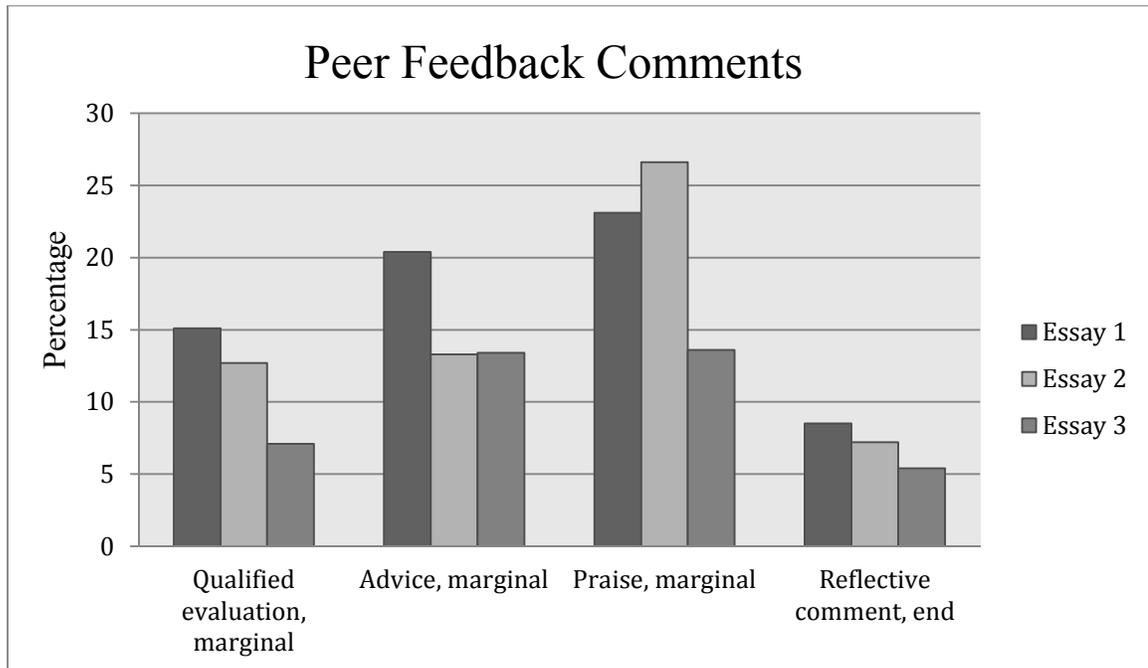


Figure 14. Bar graph depicting peer feedback comment categories that generally decreased for each essay assignment.

Student Response to Feedback

I wanted my students to feel that they are the authors of their own essays, so I attempted to convey that message when I gave them feedback by asking them questions instead of telling them what they needed to change in the paper. I gave them more advice than commands, more qualitative evaluations than criticisms, and I left a majority of the decision making up to them. Their peers also primarily provided collaborative feedback. As the students received a high percentage of collaborative feedback, I wanted to discover if they critically analyzed the feedback they received. In order to determine how they responded to the feedback that they received, I analyzed their Cover Sheets and questionnaires from a qualitative perspective. When examining the Cover Sheets, I found

that the students could be divided into three categories based on their responses to the feedback they received: Acceptors, Semi-evaluators, and Evaluators.

Acceptors

The Acceptors appeared to accept all feedback given to them by me and by their peers. They did not appear to critically evaluate the feedback; instead, they indicated an acceptance of the feedback and a willingness to make changes. Liang was an example of an Acceptor. In each of his Cover Sheets, he did not question or evaluate my feedback or his peers' feedback but instead made all suggested changes. He stated, "[I]t is essentially important for students to accept the feedback from others and revise the paper accordingly" (see Figure 15). His conclusion also indicated that he felt that feedback should be accepted: "[W]e should think highly of the feedback receiving from our peers or instructors and revise our paper accordingly in order to make our paper more complete and better" (see Figure 15).

COVER SHEET

To a certain extent, it is essentially important for students to accept the feedback from others and revise the paper accordingly, at least in my point of view. I followed the direction and changed the paper structure and contexts in accordance with the feedback after I had received it from my instructor.

The first direction when I had gotten my paper back was "Can you provide a unique title?", so that I changed my title "Corrie" into "Are you willing to pay for love?". Meanwhile, according to the feedback, there are too much summary and quotations included in my previous paper, so I changed the structure and reduced a number of quotations accordingly. Besides, there is no analysis in my previous paper according to the feedback, so I emphasized the analysis of *Corrie* and put into my understanding.

As for my type setting, it was said that "the margins look bigger than 1 inch" which turned into being right when I reset it. Also the main points were missing in my previous paper, so add the thesis of my following paper. Besides, the instructor also pointed out the mistake of my written style. After carefully read *Rules for Written*, I got a better

understanding and reconstructed my paper following MLA style.

In conclusion, we should think highly of the feedback receiving from our peers or instructors and revise our paper accordingly in order to make our paper more complete and better.

Figure 15. Copy of Liang's Textual Analysis Essay 2 Cover Sheet illustrating he is an Acceptor.

Of the twenty students who participated in the study, I categorized four of them as Acceptors. The Acceptors indicated in their questionnaires that they found my feedback helpful; however, when they did not understand a comment, they would still attempt to follow my advice. One of the students (Kang) responded in Essay 2 Questionnaire that when he did not understand my comment he would “agree” with it. The Acceptors were accepting of all peer feedback received, too. In response to the questions on Essay 3 Questionnaire asking if the feedback from the peers was helpful, and if so, what comments from the peers were particularly helpful, one of the Acceptors responded, “Yes they told me what I need and what I don't need” (Tian). There was no indication that the Acceptors had critically evaluated the feedback received.

Semi-evaluators

The Semi-evaluators appeared to accept all of my feedback but critically evaluated the feedback that they received from their peers. Ai was an example of a Semi-evaluator. She was interested in getting a good grade in the class, so she did her best to make all changes requested by me; however, she evaluated the feedback that she received from her peers to determine whether to make the requested revisions (see Figure 16). She wrote a detailed Cover Sheet explaining her revisions. In the Cover Sheet, Ai described my feedback and how she made all the changes that I requested. Then, she described the

feedback from her peers. She did not make all the changes requested though as she recognized that her peer had given her incorrect advice regarding a source citation. She did accept some of the peer feedback given though and made changes when she agreed with the feedback.

Details of Revisions

With the instructor's feedback and peer feedback, I learned a lot of what is an analyzed essay. And I changed a lot of my draft. According to the chapter five in textbooks, my revision is a kind of global revision. Except some phrases in the first two sentences, other parts of paper have been rewrote with a new perspective. Therefore, the hook is different. The thesis is different, and the topic sentence in each body paragraph is different.

First, I will introduce changes in the context. The instructor commented in the first paragraph that "It is nice to include a short summary of the text in the introduction", so I followed this idea and inserted a short summary in the first paragraph. Then the instructor said that "who is the author?", so in thesis statement, I wrote the author's name. Then the instructor said "analysis is not discussing what should have happened", so I tried my best to reduce the same thing happened in the paper. At last, the instructor concluded that my essay she felt like I were trying to teach a lesson rather than analyze a text, so I changed all context in my draft, and write a new one. I cannot guarantee that this time my essay is an analyzed essay, but I feel it better than the draft. She also commented "I feel like there are some very important parts of the text that aren't even mentioned", thus, I rewrite it and choose some important parts of the story and used them in my essay. For example, Joanie's regret, Sasha's bad marriage, peter's marriage and so on. I used those contexts to prove my body sentences and thesis statement.

For peer feedback, [Fetu] said that "not enough quotation" in my body paragraph, so I inserted more quotation from the story. Also, he said, "do not forget to put the 'pg' before the number", but I think it is wrong if I do that. [Lan] said that "maybe you should offer more interesting details", so I wrote more details in revisions. Also, she said "you can work on tense and grammar", I have try my best to correct the mistakes in the grammar, but I know there are also some mistakes that I could not realize.

Second, I will introduce some changes in format, the instructor said the paper do not have page number, so I follow the textbooks and add the page number in the right corner of each page. And she said the date is incorrect, so I change it.

Figure 16. Copy of Ai's Textual Analysis Essay I Cover Sheet illustrating she is a Semi-evaluator.

Lan was another example of a Semi-evaluator. She appeared to evaluate my feedback by giving a reason as to why she accepted it; however, she "accepted" all of my

feedback for all three essays, but when given the same feedback by a peer, she did not accept it (see Figure 17). In my feedback to her, I requested that she focus on text analysis as she had focused on her opinion of the story. She noted that she accepted that feedback, yet when her peer gave her that same feedback by stating that her paragraph did not follow “PIE,” she “did not accept” the feedback because she stated that the paragraph was not about analyzing the story.

COVER SHEET

Comments from teacher:

Comment: Come up with a unique title (I just use a simple title “the reflection of ‘A Birth in the Wood’”)

Accepted, because an interesting can attract more audience.

Comment: The thesis is supported be a message of the author’s (I just wrote my own opinion.)

Accepted, because it an essay which analyze the story, so the thesis is supported be what the author want to tell the readers.

Comment: Focus on text analysis (I just focused on my opinion rather than what the author wants to tell the readers.)

Accepted, because it an essay which is in order to analyze the story, I should focus on the author’s concepts which were written in this story and find the evidences to proof them.

Comments from other students:

Comment: Question about one of my evidence. (I mentioned that the family in this story gets food from the real society, because they have some kinds of food like jar of honey, in order to prove that living totally out of the society is impossible. And a classmate said maybe they got the honey from the forest bees)

Do not accept, because what they have is jar of honey, they could not produce jar by themselves.)

Comment: The fourth paragraph does not follow “PIE” (There are not specific topic, illustration and example.)

Did not accept, because this paragraph is not really about analyzing the story, it is a paragraph which emphasize my opinion.

Comment: Some grammar problems. (There are some sentences are fragment and some of them do not make sense.)

Accepted, because I do have some grammar problems, and correct them can help me improve my essay's quality.

Figure 17. Copy of Lan's Textual Analysis Essay 2 Cover Sheet illustrating she is a Semi-evaluator.

I categorized eight of the students as Semi-evaluators. Of those eight, I categorized two of them as Evaluators for Textual Analysis Essay 1 and as Semi-evaluators for Textual Analysis Essay 2 and Contextual Analysis Essay 3. They were the only two students I placed into different categories for different essay assignments. While they appeared to stop evaluating my feedback after the first essay assignment, they continued to evaluate their peers' feedback. In the questionnaires, the Semi-evaluators were more critical of their peers' feedback than they were of mine. For example, in Essay 2 Questionnaire, when asked whether the peer feedback was helpful and if so, what comments were helpful, Lan wrote, "The feedback which from teacher told me that I need to inject main idea which is topic sentence in every paragraph. This is really helpful. And feedback from classmates are not as helpful as teacher's but also helped me to correct some grammar mistakes." The student had not even been asked about my feedback in that question, yet she drew a comparison between my feedback and her peers' feedback. As a group, the Semi-evaluators tended to be more critical in their evaluation of their peers' feedback.

Evaluators

The third group of students, the Evaluators, critically evaluated the feedback that they received from me and from their peers. In some instances, they would accept all the feedback received and make the suggested revisions, but they demonstrated in their

Cover Sheets that they were evaluating the feedback. Jie was an Evaluator during the revision process. When he agreed with the feedback, he would make the requested revisions to his essay. He had no problem disagreeing with some of my suggestions, and he would then explain why he chose to leave the essay the way it was originally. He emphasized in each Cover Sheet how he would read his essay “again and again” (see Figure 18). He seemed to evaluate feedback and his essay carefully and only make those changes that helped him achieve his purpose.

Cover sheet
<p>When I received the feedback from the teacher and peers, I see a lot of problems on my essay. There are a lot of grammar mistakes on my essay. Therefore, I read my essay again and again, and then I find some grammar mistake and fix them. After I read my essay many times, I ask my friends to read it since they may find another mistake. Corrie is a simple title that cannot let reader interesting in my essay. Therefore, I change my title to “Love and Lie.” Instructor give me this feedback on my second paragraph” I feel there are lots of examples but no much analysis.” I think I need these examples to prove my own opinion. Topic sentence cannot use a question. If I wanted to quote from book, I had to write page number. On some paragraphs, I cannot explain my main point very clearly. Therefore, I re-write my topic sentence. However, I disagree with instructor this comment” There seem to be many ideas in the paragraph.” I wrote these ideas to describe how poor Corrie is. Although I disagree with some comments, feedback is really helpful for revising the essay.</p>

Figure 18. Copy of Jie’s Textual Analysis Essay 2 Cover Sheet illustrating he is an Evaluator.

Hu was another example of an Evaluator. He evaluated the feedback to determine if revising the essay according to the feedback would achieve his purpose of a reader-friendly essay. When he determined that revising his essay, based on the reviewer’s feedback (i.e., my feedback), would confuse the reader, he made the decision not to make the suggested changes to his essay (see Figure 19).

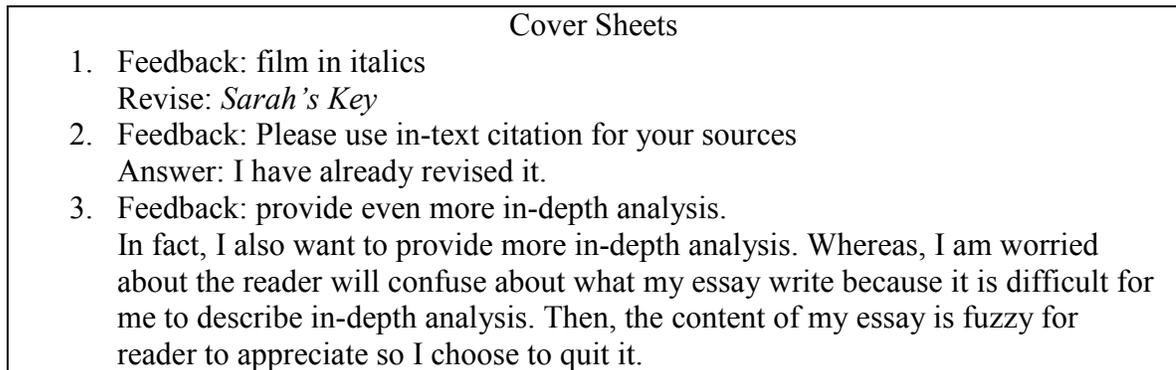


Figure 19. Copy of Hu's Contextual Analysis Essay 3 Cover Sheet illustrating he is an Evaluator.

Hu also demonstrated that he was an Evaluator in his Essay 2 Questionnaire with his answers to the following questions:

Q: What comments from your instructor did you find confusing or difficult to understand? (Please provide examples.)

Hu: "For example, 'How does this prove your thesis?' It is confusing to me."

Q: Why were the comments confusing or difficult to understand?

Hu: "Because I think I have already used some sentences to prove my thesis. Maybe my structure make you so confused that you don't understand my point."

Q: What did you do when you did not understand a comment?

Hu: "When I read and check that paragraph again, I still think I have already prove my thesis."

In the above example, Hu determined that he had met the assignment guidelines, and he was satisfied with his essay, so he did not revise his essay based on my feedback. He assumed that his sentence structure had confused me and that I did not comprehend that he had already proven his thesis statement. In this example, however, he had misunderstood my feedback to be a request to prove his thesis when actually I was

indicating that a part of his essay did not prove his thesis and thus should not be included in the essay.

The largest category of responders was the Evaluators as I placed ten of the students in that category for Essay 1; however, for Essays 2 and 3, two of the students who started out as Evaluators became Semi-evaluators. It was a surprise that as many as half of the students were comfortable critically evaluating my feedback since I was also the evaluator of them. The Evaluators demonstrated in their Cover Sheets and in their questionnaires that they had critically engaged with the feedback that they had received and had revised based on what they felt would make their essay better.

Research Question #3

- | |
|--|
| <p>3. In what ways did the students respond to the feedback that they received as demonstrated in their Cover Sheets and questionnaires?</p> |
|--|

My third research question inquired as to the ways that my students responded to the feedback that they received. I found that they responded as Acceptors, Semi-evaluators, or Evaluators (see Figure 20). The four students who were Acceptors did not appear to evaluate any of the feedback that they received, rather they seemed willing to accept it all and revise accordingly. The Acceptors were students who were not confident in their writing skills, and their final grades in my class were lower than the grades for the other categories of responders. Two of them got a B in the class, one got a C, and one got an F. (Final grades do not include a plus or a minus at that university). The Acceptors did not want to take authorship of their own writing because they did not seem to trust their writing skills. They visited the Writing Center or asked their peers for help when writing

their essays (as noted in their questionnaires) and were appreciative of all help and feedback.

For the first essay, six of the students responded as Semi-evaluators, but for the second and third essays, eight of the students were Semi-evaluators. I found that while the majority of my students responded the same way for all three essays, two students (An and Bao) were Evaluators for the first essay and Semi-evaluators for the next two essays. Both students were anxious to get a good grade in the class, and neither one was happy with the grade received on the first essay (An got a C- and Bao got a B). In reading their Cover Sheets and questionnaires, I inferred that they had decided that accepting my feedback would be beneficial for their final grade. By the end of the semester, they had both brought their final grade up to an A. The Semi-evaluators got the highest final grades in my class: seven received an A and one got a B in the class. Their willingness to revise based on my feedback had a positive impact on their final grade. Even the student who got a final grade of B raised his grade in my class, as his grade for his first essay was a C-, and his essay grades improved with each essay that he wrote. Yet, I did not identify the connection between teacher feedback acceptance and the students' final grades until analyzing the Cover Sheets one year after the course had finished. The Semi-evaluators critically evaluated the feedback that they received from their peers. They did not always trust their peers' feedback, and often they were more confident in their own writing skills than they were in their peers'.

I found that there were ten Evaluators for the first essay and eight Evaluators for the second and third essays. I was surprised that so many students were Evaluators in

their responses. As I gave out the grades, it is risky for students to reject my feedback even when they do not agree with it. The Semi-evaluators appeared to care more about their grades in my class than the Evaluators, and their final grades were higher. The majority of the Evaluators (six) got a final grade of B, and the other two received an A in the class. The Evaluators critically evaluated all the feedback that they received and only made revisions if they felt that the revisions would help them achieve their purpose. At first, they appeared to be the group that was the most determined to maintain authorship over their essay, and they were willing to reject my feedback if they did not agree with it. However, when they did reject my feedback, it was usually because they did not understand it. I presume that by taking a collaborative stance in the Cover Sheet handout (see Appendix A) and in my feedback, I gave students the impression that they did not have to accept my feedback and make revisions if they did not feel that it would improve their paper. When they were confused, they would just ignore the feedback. Both the Semi-evaluators and the Evaluators demonstrated authorship in their responses to the feedback when they critically evaluated the feedback received and made a choice about which feedback to accept and which feedback to reject.

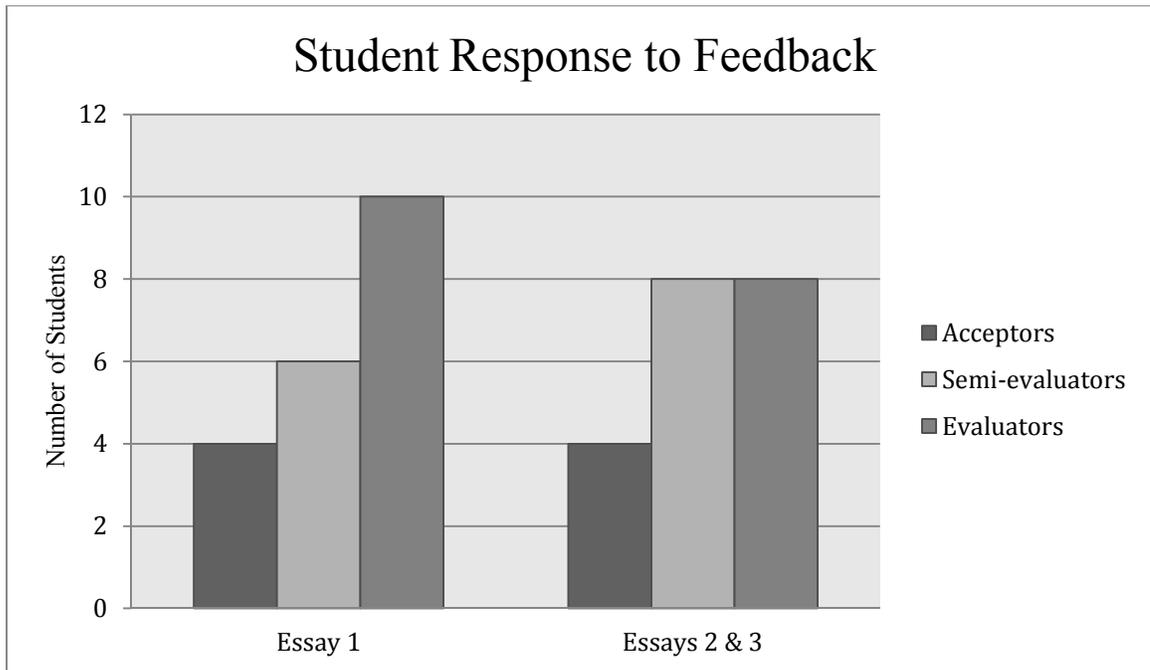


Figure 20. Bar graph depicting student response to feedback for Essays 1, 2, & 3.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

I began this study with the goal of avoiding text appropriation when providing written feedback to my ESL composition students. I desired for my students to feel that they had power over their own papers, that they could choose how they wanted to revise their papers. I had decided to make an effort to give the type of feedback that would allow students to take ownership over their own writing and in the process help them to become independent writers. I incorporated peer feedback into the class because the students needed feedback from people other than myself. My intention was for the students to think critically about the feedback they received and to feel comfortable not making changes suggested by me or by their peers if they felt that the changes would not help them achieve their goals. I wanted my students to have confidence in themselves as authors of their own texts.

Teacher Feedback Stance

1. What stance did I, as an instructor, take toward the students and their texts when giving written feedback? Did my stance change over the course of the semester?

While I was providing feedback to my students, I attempted to avoid appropriating students' texts by writing comments that were considered less controlling such as questions, qualified evaluations, and advice. In agreement with the findings by Hyland and Hyland (2001) that ESL students can misunderstand indirect feedback they receive, I found that my students did not always understand my indirect feedback. In order to help the students with organization, I asked the student a question in the margin

if I felt that something essential was missing. The question was intended to raise awareness without telling the student how to fix the paper. My student Bao was a hard working student, but initially, she had difficulty understanding my feedback. She understood my feedback to be requesting a signal of her main point when my intention was to request that she add a main point (see Figure 21).

Corrie, daughter of a wealthy family that made men's shoes and boots, had nothing to worry for her livelihood. Corrie had polio and that caused her to lame on one leg. Her mother had passed away and the cause was due to polio too. "I had polio," she said. That's all it is. My mother had it, too, and she died." (Munro 394). "I'm going to Egypt next week. I was very keen on going, but now I don't seem to care so much. Do you think it'd be fun?" (Munro 394). Corrie, being the daughter of the wealthy family will definitely be spoiled and behaved unmannerly. Corrie had been living a carefree life and always did what she wanted to do without any interference from her father. Furthermore with the illness she had, Corrie would be more

Handwritten notes:
 - Arrow pointing to the first sentence: "what is the main pt. of this paragraph?"
 - Under "I had polio": "I am confused ~~when~~ by the two quotations stuck together."
 - Under "I was very keen on going...": "Quotations usually need a signal phrase."

Figure 21. Excerpt from Bao's Essay 2, rough draft, page 1, displaying my feedback requesting that she add a main point to her paragraph.

Bao did not change the sentence into a summary sentence of the paragraph, which is what my feedback was indirectly requesting. Instead, she signaled what she intended to be the topic sentence of her paragraph (see Figure 22).

The main point of this paragraph is to illustrate Corrie, daughter of a wealthy family that made men's shoes and boots, had nothing to worry for her livelihood. "I'm going to Egypt next week. I was very keen on going, but now I don't seem to care so much. Do you think it'd be

Handwritten note: "you don't have to state this..."

Figure 22. Excerpt from Bao's Essay 2, final draft, page 1, displaying Bao's revision of my request that she add a main point to her paragraph.

It would have been easier for Bao to revise her paper if my feedback had been more direct. After she understood what the question was requesting of her, the feedback was no longer simply making her aware of a missing component; instead, it was telling her what to do. In my attempt to be less controlling in my feedback, I actually provided feedback that confused my student. I was able to give feedback on the final draft of Essay 2 to clear up the misunderstanding, and after that, Bao seemed to understand the questions I used in my marginal comments. For students, like Bao, who wanted a good grade and who wanted to make all the revisions I requested, it did not matter whether my feedback stance was collaborative or noncollaborative. The students would make the revisions that they assumed I was requesting. I found that in those cases, it would have been easier for the students if I had provided them with direct feedback so that they did not have to first interpret my feedback and then revise according to it. My study verified the finding of Baker and Bricker (2010) who, after comparing direct and indirect feedback, concluded that it is difficult for L2 learners to understand indirect feedback. Indirect feedback, such as questions, can be confusing because the students do not know what they are being asked to revise. As Tardy (2006) argued, teachers need to find the balance between “over-directive feedback” and “hands-off feedback” so that they can provide feedback that provides assistance without taking away ownership of the paper (p. 74).

In this study, I had set out to provide less controlling feedback in my marginal and end comments. For Essay 1, Essay 2, and the rough draft of Essay 3, the stance I assumed in my comments was collaborative. However, for Essay 3, final draft, I assumed a

noncollaborative stance in my marginal comments and a collaborative stance in my end comments, thus revealing the potential of taking two different stances for one essay assignment. My marginal and end comments were different even for the essays in which I assumed the same stance, with my marginal comments tending to be questions and my end comments primarily offering the students advice. I found that when analyzing teacher feedback, it is important to consider both marginal and end comments and to consider them separately, as they have different purposes and contain different types of feedback.

While the stance I took when providing feedback for all but the last assignment was collaborative, I am not convinced that it was better than a noncollaborative stance. As both Straub and Lunsford (1995) and Severino (1993) have stated, one stance is not superior to another. If assuming a collaborative stance results in misunderstandings, the benefit in providing feedback that encourages students to take more ownership of their writing will be lost if the student either does not attempt a revision or revises the paper as Bao did. When I provided feedback on Contextual Analysis Essay 3, rough draft, I tried to help my students understand the problems they had with citing the multiple sources required for that assignment. My collaborative feedback was not clear enough, however, since the students had the same problems with sources in their final draft. For the final draft, I assumed a noncollaborative stance in my marginal comments because I needed to make sure the feedback would be understood. The collaborative stance may not provide enough assistance for the ESL student. ESL students can misunderstand questions, qualified evaluations, and other types of mitigated feedback. Students may prefer less collaborative feedback that provides them with direct commentary for revising the paper.

I found that rather than regarding one stance as the ideal stance for a teacher to assume, the stance taken should be the one that will provide the most effective help for the student on that assignment. As Elbow (1999) stated, “The right or best comment is the one that will help *this* student on *this* topic on *this* draft at *this* point in the semester” (p. 198).

Peer Feedback Stance

2. What stance did my students take toward their peers and their peers’ texts when giving written peer feedback? Did their stance change over the course of the semester?

In addition to my feedback stance, I also analyzed the stance the students took while giving feedback to each other. I found that my students’ stance stayed consistent over the course of the semester. They assumed the collaborative stance in their marginal and end comments for all of the essay assignments. As a group, their collaborative stance percentage decreased slightly as the semester progressed. I was more interested in their group stance than in their individual stance since I had more data to work with, could see trends, and could feel more confident about the results of the stance assumed. Their individual stances were more difficult to determine as the majority of them did not give much feedback to each other; therefore, it was challenging to base a stance on, at times, one or two marginal or end comments. It was also difficult to assign a stance if the student wrote one collaborative comment and one noncollaborative comment. When this happened, I would assign the students a category of both, realizing that if I had more comments to analyze, the student would likely either take a collaborative or noncollaborative stance. I did not find any patterns when I looked at the individual

students although most of the students assumed a collaborative stance (see Appendix M for a list of each student's stance).

It was surprising to find that the students as a group assumed a collaborative stance, especially in light of other work such as studies by Mangelsdorf and Schlumberger (1992), Lockhart and Ng (1995a; 1995b), and Min (2008) in which a collaborative stance was not taken by the majority of the ESL students. The collaborative stance taken by my students was likely a result of the collaborative worksheet they used when providing feedback (see Appendix G) and because of the instructions they were given in class not to provide error corrections. Additionally, they did not receive error corrections from me (other than my highlighting their errors on one page of their essay), which likely had an impact on their infrequent use of error corrections.

One finding of interest for educators is that the students' feedback became more like my feedback as the semester progressed. They asked more questions in the margins and wrote more criticisms and commands for the second and third essay assignments. They also provided less praise and reflective comments. When I read the feedback they provided each other, I found instances when it sounded exactly like my feedback. They would ask the exact same questions that I would ask (e.g., "Where is your thesis?") and write the same criticisms (e.g., "There are too many ideas in the paragraph."). As Baumlin and Baumlin (1989) pointed out, students learn how to provide feedback on their peers' papers by reading the comments their teachers provide them. Educators can train their students in effective peer review through examples and through guided worksheets and training sessions.

Student Response to Feedback

3. In what ways did the students respond to the feedback that they received as demonstrated in their Cover Sheets and questionnaires?

In order to determine whether the students critically evaluated the feedback that they received, I analyzed the Cover Sheets and questionnaires that the students submitted. I found that the majority of my students were either Semi-evaluators or Evaluators and thus demonstrated that they had taken ownership of their paper in some form. They had critically evaluated their peers' feedback or both my feedback and their peers' feedback. The Semi-evaluators tended to trust my feedback more than their peers' feedback, a finding that supports Tsui and Ng's (2000) argument that students have more confidence in their teacher's feedback. For the first essay assignment, ten of my students were Evaluators and were critical of my feedback, too. Students who seemed to critically evaluate my feedback were less likely to have understood what I was asking them to revise. Further, it was easier for them not to accept the feedback than to determine how to revise the paper. As Ferris (2001) found in her study of "strong" and "weak" writers, weak writers are more likely to ignore feedback or delete problem areas in their paper rather than revise the paper. The Evaluators were not as strong writers as the Semi-evaluators were, nor did they do as well in my class.

I found an association between the students' response to feedback and their final grade in the class (see Figure 23). The Acceptors got the lowest grades in the class. They did not critically evaluate feedback because they did not have confidence in their own skills as writers. Two of the Acceptors indicated on their questionnaires that they

frequently used the Writing Center and asked their friends to help them with their papers, which benefitted them as they both got a B in the course. The other two Acceptors demonstrated self-doubt in their writing ability and gave up any attempt to get a good grade. The majority of the Evaluators got a B in the course, which was an average grade in the class, while the majority of the Semi-evaluators got an A in the course. Two of the students who were Evaluators on the first essay and who did not get a grade they were satisfied with on Essay 1 changed how they responded to my feedback. For Essays 2 and 3, they accepted my feedback and revised accordingly, and both of their essay grades got progressively higher. The students who evaluated their peers' feedback, to determine which feedback to accept, and who chose to accept my feedback were the students who got the highest grades in the class. While I was initially surprised to see this connection, it is understandable as the teacher is a more experienced writer and therefore able to provide feedback that will strengthen the paper. Additionally, the teacher asks for revisions that reveal what she views as good writing, and she ultimately assigns a grade to the paper.

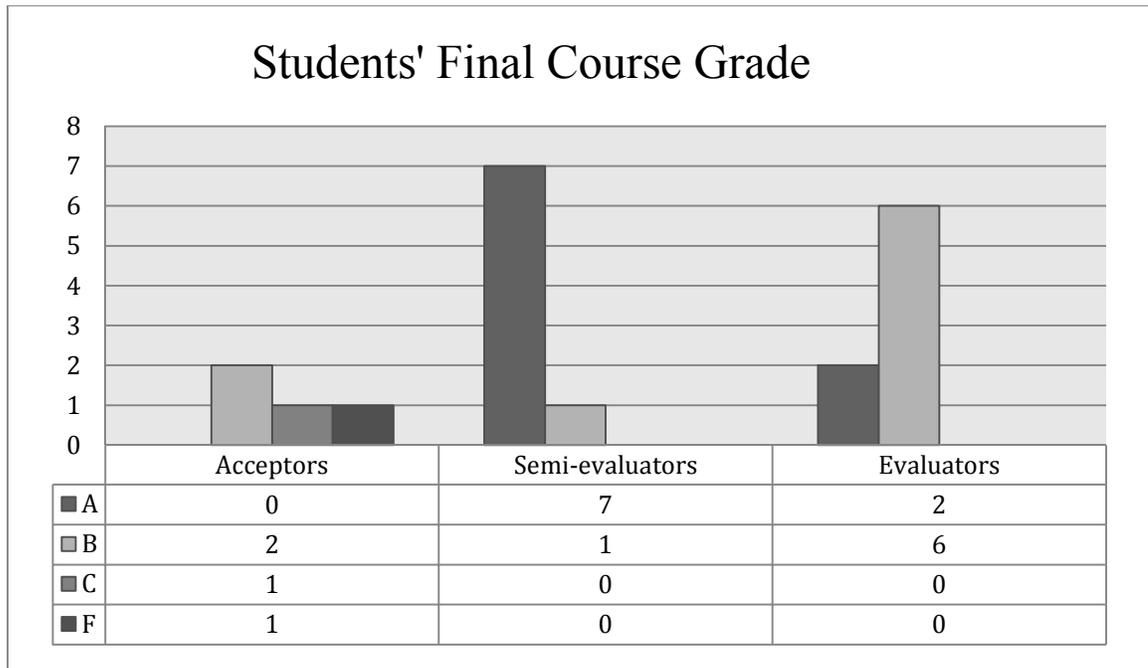


Figure 23. Bar graph separating students by response category and displaying students' final grade in the course.

In this study, my goal was for students to take ownership of their own papers. They demonstrated this ownership by critically evaluating feedback that they received from reviewers. However, I found that those students who appeared to evaluate all the feedback that they received, including mine, did not always understand the feedback that I had given them, and they were unaware of the problems in their papers. They ignored feedback that I gave in order to help them write a stronger, more reader-friendly paper. As Ferris (2007) pointed out, ESL students may not view questions as suggestions and they may be ignored. From the study, I found that rejecting or ignoring feedback is not equivalent to critically evaluating feedback, nor does it indicate that students are taking ownership of their papers. At times, the decision not to revise reveals that either the writer does not comprehend the feedback or the writer is not aware of the weaknesses in

her paper. Those who are less experienced writers need to be slow to reject feedback given to them by a more experienced writer who knows the conventions of the genre.

Implications and Suggestions for Future Research

I think back to that doctoral student, teaching English composition for the first time at an American university, who spent more time writing feedback on student papers than she spent writing her own graduate papers. I think of other composition teachers, like her, who struggle in providing helpful feedback to students. How can providing feedback become less formidable for teachers and more beneficial for students?

Educators may want to consider the following suggestions:

1. Teachers need to be trained in the feedback process. As Ferris (2007) pointed out, every teacher has an “approach” to providing feedback (p. 167). Without training, the teacher’s approach may not be intentional or effective. The teacher may spend an hour providing feedback, such as I did, without providing the kind of help the student really needs. Teachers should reflect on their approach, or stance, to understand the type of feedback that they give. They also need to determine if that stance is the best stance for their students.
2. Teachers should be clear and specific when giving feedback because students are more likely to use feedback that they understand. It may be difficult for an ESL student to interpret indirect feedback. Although indirect feedback may encourage critical thinking, it becomes an exercise in frustration if the students misunderstand it. If a teacher decides to use indirect comments, the teacher may

want to spend class time explaining how to understand indirect comments so that ESL students understand the pragmatic functions of the comments.

3. Teachers might want to request that their students include a Cover Sheet with their revised essay. The Cover Sheet encourages students to pay more attention to the feedback they have received from their teacher and peers. It also provides teachers with valuable information about how well the students comprehended the feedback.

This preliminary study only looked at one teacher's feedback and one classroom of students, so the results cannot be generalized to other contexts. One direction for future research would be to analyze the feedback of more ESL teachers in more composition classrooms to determine the stance they take and how the students respond to the feedback they receive. Further, in order to have a better understanding of the students' responses, students could be interviewed about their revision choices. The research could include both quantitative comparisons across classrooms and ethnographic descriptions of the teachers and students. Another direction would be to study the feedback of two groups of teachers, one group which is trained in the feedback process and a control group which receives no training, and then to compare the results to determine what type of feedback is given and how the feedback is received.

To conclude, the goals of my study were lofty, and despite the apparent success in achieving my objectives, I found that my students did not always understand my indirect feedback, and it did not have the desired results of increasing students' independence as writers. Instead of the students taking ownership of their own papers by using my

comments as a starting place and then revising to achieve their own purpose for their papers, students sought to interpret my feedback and then revised accordingly. Once they interpreted the indirect feedback, it had the same impact as direct feedback. Other students appeared to critically analyze my feedback; however, when I examined their Cover Sheets and questionnaires, I found that they had misunderstood my feedback and had rejected it, as they could not understand why I was asking them to make the revision. At the end of the study, I discovered that my intention to only provide feedback that was not considered controlling was too idealistic and that at least for ESL students, it is easier to understand feedback if it is more direct and controlling.

APPENDIX A: COVER SHEET

Sonja Fordham
English 107

Review all the feedback that you received from your peers and your instructor. Explain what actions you took in response to the feedback when you revised your essay. List the feedback you received and then indicate if and how you used the feedback to revise your essay. Clearly explain your response to each comment you received. If you made a change in response to the feedback, discuss how you revised your essay. If you decided not to make a change in response to a comment, discuss why you didn't make a change. You are not under any obligation to change your essay based on feedback you have received. You are the author of the paper, so it is important that you make changes that help you achieve your purpose for your paper. All changes should be marked on your revised essay.

APPENDIX B: STUDENT INFORMATION SHEET

Sonja Fordham
English 107

Please answer the following questions.

1. How old are you?
2. What is your first language?
3. What country do you come from?
4. What languages, other than English, do you speak?
5. How many years have you spoken English?
6. How many years have you studied English in a classroom?
7. How many years have you lived in the U.S. or another country in which English is spoken as the first language?
8. Before you entered ENGL 107, what writing classes had you taken? List all writing classes you have taken even those taken in your mother tongue or another language.
9. What grade did you get in the writing classes you took before entering ENGL 107? Enter the grade next to each writing class.
10. How were you placed in ENGL 107 (e.g., a test score, a writing placement exam)?

APPENDIX C: COURSE SYLLABUS

English 107: Spring 2013**Instructor: Sonja Fordham**

Required Course Work	
Essay 1: Textual Analysis (due Feb. 19)	20%
Essay 2: Textual Analysis (due March 26)	20%
Essay 3: Contextual Analysis (due April 23)	25%
Essay 4: Revision & Reflection (due May 3)	15%
Journals	10%
RW Quizzes (Feb. 28, April 30)	5%
Drafts of Essays and other homework	5%

Late Policy
Assignments are due at the beginning of class on the due date. Late work will not be accepted without penalty unless students make arrangements for an extension before the due date. For each day an essay is late a reduction of one-third of a letter grade will be applied when the assignment is graded. Journals turned in after class begins on the day they are due will not receive a grade higher than a “check”.

Additional Course Policies
<ul style="list-style-type: none"> • The instructor will not evaluate an essay or assign credit for it until it has been submitted in the D2L dropbox. • Journals should be turned in at the start of class on the day they are due. The journal should be between 250-300 words. It should be typed and double-spaced with a word count and a title. Usually, a journal is a summary of the assigned reading as well as a personal reflection of the reading. Journals will be graded for both content and completion. • RW quizzes will be given to test students on the material covered in Rules for Writers. There will be two quizzes, and the questions will be taken directly from the exercises in the text. Students should attend class on the day a quiz is given. A zero will be recorded for a missed quiz.

Course Calendar		
SG = <i>A Student's Guide to First-Year Writing</i>		
PHS = <i>The Pen/O. Henry Prize Stories</i>		
RW = <i>Rules for Writers</i>		
Date	Preparation Before Class	In Class
Thur. 1/10		syllabus, introduction to

		D2L, self introduction
Tue. 1/15	<ul style="list-style-type: none"> ➤ Read SG chap. 3 ➤ Bring SG & RW to class 	
Thur. 1/17	<ul style="list-style-type: none"> ➤ Read "Uncle Rock" (3-10) ➤ Bring PHS & RW to class 	Journal due ("Uncle Rock")
Tue. 1/22	<ul style="list-style-type: none"> ➤ Read SG chap. 4, 6.4 ➤ Bring SG to class 	Journal due (SG chap. 4)
Thur. 1/24	<ul style="list-style-type: none"> ➤ Read "A Birth in the Woods" (79-95) ➤ Bring PHS, SG, & RW to class 	Journal due ("A Birth in the Woods")
Tue. 1/29	<ul style="list-style-type: none"> ➤ Read "Naima" (96-118) ➤ Bring PHS & RW to class 	Journal due ("Naima")
Thur. 1/31	<ul style="list-style-type: none"> ➤ Read SG chap. 8.1, 8.2 ➤ Bring SG & RW to class 	Assignment sheet
Tue. 2/5	<ul style="list-style-type: none"> ➤ Read "Things Said or Done" (131-156) ➤ Bring PHS & RW to class 	Journal due ("Things Said or Done")
Thur. 2/7	<ul style="list-style-type: none"> ➤ Read SG chaps. 5, 14.2, 14.3 ➤ Bring laptop, SG, & PHS to class 	Journal due (SG 5), work on essay 1
Tue. 2/12	<ul style="list-style-type: none"> ➤ Bring 3 hard copies of essay 1 (complete rough draft) to class. Also submit essay on D2L 	Essay 1 rough draft due , peer feedback
Thur. 2/14	<ul style="list-style-type: none"> ➤ Bring laptop to class 	Work on essay 1
Tue. 2/19	<ul style="list-style-type: none"> ➤ Bring rough drafts & final draft to class in a folder. Also submit essay on D2L. 	ESSAY 1 FINAL DRAFT DUE
Thur. 2/21	<ul style="list-style-type: none"> ➤ Read PHS "The Vandercook" (11-27) ➤ Bring PHS & RW to class 	Journal due ("The Vandercook")
Tue. 2/26	<ul style="list-style-type: none"> ➤ Read PHS "The Woman Who Lived in the House" (371-391) ➤ Bring PHS & RW to class 	Journal due ("The Woman Who Lived in the House")
Thur. 2/28	<ul style="list-style-type: none"> ➤ Prepare for RW quiz 	RW QUIZ 1 , film
Tue. 3/5	<ul style="list-style-type: none"> ➤ Read PHS "Corrie" (392-409) 	Journal due ("Corrie"), film
Thur. 3/7	<ul style="list-style-type: none"> ➤ Read SG chap. 6 ➤ Bring laptop, SG, & PHS to class 	Journal due (SG 6), work on essay 2
3/12, 3/14	SPRING BREAK	No class
Tue. 3/19	<ul style="list-style-type: none"> ➤ Bring 3 hard copies of essay 2 (complete rough draft) to class. Also submit essay on D2L 	Essay 2 rough draft due , peer feedback
Thur. 3/21	<ul style="list-style-type: none"> ➤ Bring laptop to class 	Work on essay 2
Tue. 3/26	<ul style="list-style-type: none"> ➤ Bring rough drafts & final draft to class in a folder. Also submit essay on D2L. 	ESSAY 2 FINAL DRAFT DUE , film

Thur. 3/28	➤ Read SG chap. 9.1, 9.2	Film
Tue. 4/2	➤ Read PHS "Kindness" (192-261) ➤ Bring laptop, PHS, & RW to class	Journal due ("Kindness")
Thur. 4/4	➤ Read SG chap. 2 ➤ Bring RW to class	
Tue. 4/9	➤ Read PHS "East of the West" (157-181) ➤ Bring laptop, PHS, & RW to class	Journal due ("East of the West")
Thur. 4/11	➤ Read PHS "The First Wife" (58-78) ➤ Bring laptop, PHS, & RW to class	Journal due ("The First Wife")
Tue. 4/16	➤ Bring 3 hard copies of essay 3 (complete rough draft) to class. Also submit essay on D2L	Essay 3 rough draft due , peer feedback
Thur. 4/18	➤ Bring laptop to class	Work on essay 3
Tue. 4/23	➤ Bring rough drafts & final draft to class in a folder. Also submit essay on D2L.	ESSAY 3 FINAL DRAFT DUE
Thur. 4/25	➤ Read SG: chaps. 13.1, 14.12 ➤ Bring laptop to class	Work on essay 4
Tue. 4/30	➤ Bring laptop to class	RW QUIZ 2 , work on essay 4
Thur. 5/2	READING DAY	No class
Fri. 5/3	➤ Bring rough drafts & final drafts to class in a folder. Also submit essays on D2L.	ESSAY 4 DUE

APPENDIX D: ESSAY 1 ASSIGNMENT SHEET

Essay One: Textual Analysis**Assignment Goals:**

- Demonstrate that you've read the text closely, carefully, and critically.
- Show a critical awareness of the author's choices and strategies.
- Develop a clear, specific thesis that invites the readers to understand the text as you do.
- Analyze elements of the text that contribute to the overall meaning or effect.
- Integrate textual evidence to support your thesis.

Assignment: Choose one of the four texts listed below. Write an essay in which you argue for an interpretation based upon a close reading; analyze how that meaning is created through specific patterns and details in the text. Spend a *minimum* amount of time summarizing the text and a *maximum* amount of time analyzing it.

Texts:

- "Uncle Rock" by Dagoberto Gilb
- "A Birth in the Woods" by Kevin Wilson
- "Naima" by Hisham Matar
- "Things Said or Done" by Ann Packer

Audience: Write your analysis for me, for your classmates, and for other readers who are at least somewhat familiar with the text you have chosen to analyze.

Length: 1000 words. **Include a word count on the essay.** For each 10% your essay is under the required length, a reduction of 1/3 of a letter grade will be applied when the assignment is graded.

Format: Use 12 pt. Times New Roman font with 1-inch margins. Follow MLA manuscript format instructions carefully. You will find these instructions in Hacker's *Rules for Writers* section 59. The sample manuscript on pages 527-532 of *Rules for Writers* provides you with a model of what your essay should look like. I do not want a separate title page. **Please number your pages and staple them together.**

Grading: When I evaluate your essay, I will consider your focus (thesis), analysis (how well you explain and decipher your points), organization (how the pieces fit together), strength of proof (persuasiveness), ingenuity (novelty of approach), rhetorical awareness (the effectiveness of your essay given its context), style (tone/word choice), and mechanics (grammar and spelling).

A **C** essay needs to have a title, an introduction, a conclusion, a discernible, debatable thesis, and a coherent structure. The body paragraphs need to have at least minimal discussion and examples. The essay needs to adhere to the assignment, meet the minimum length requirement, and demonstrate an adequate use of mechanics.

A **B** essay needs to have a title that reflects the thesis, an organized introduction that has a balanced length, a logical conclusion, a discernible, interesting, and manageable thesis, a forecasting statement, a purposeful structure that is easy for readers to follow, multiple examples and associated analysis (PIE paragraphs), appropriate tone and style, a fairly accurate use of mechanics, and a mix of sentence structures. The essay also needs to match the assignment and meet the medium length requirement.

An **A** essay needs to have an unusual but logical title, a balanced and organized introduction that engages readers in your topic, an innovative thesis that is debatable and manageable, a forecasting statement, a

purposeful structure that is crystal clear, in-depth analysis in the form of extended PIE paragraphs, an accurate use of mechanics, a mix of sentence structures, and accurate, college-level vocabulary. Your essay also needs to match or stretch beyond the assignment and demonstrate a deliberate and appropriate use of tone and style.

A **D** essay fails to satisfy one or more expectations for a **C** essay. An **E** essay misinterprets the assignment or the depth thereof or is riddled with errors.

Percentage of Course Grade: 20%

Rough Draft Due Date: February 12, 2013

Final Draft Due Date: February 19, 2013

Due: Turn in all rough drafts, the cover letter, and the final copy of essay 1 at the beginning of class on the due date. **Please use a folder.** In addition, submit a copy of your final essay to the dropbox on D2L.

APPENDIX E: ESSAY 2 ASSIGNMENT SHEET

Essay Two: Textual Analysis**Assignment Goals:**

- Demonstrate that you've read the text closely, carefully, and critically.
- Show a critical awareness of the author's choices and strategies.
- Develop a clear, specific thesis that invites the readers to understand the text as you do.
- Analyze elements of the text that contribute to the overall meaning or effect.
- Integrate textual evidence to support your thesis.

Assignment: Choose one of the four texts listed below. Write an essay in which you argue for an interpretation based upon a close reading; analyze how that meaning is created through specific patterns and details in the text. Spend a *minimum* amount of time summarizing the text and a *maximum* amount of time analyzing it.

Texts:

- "The Vandercook" by Alice Mattison
- "The Woman Who Lived in the House" by Salvatore
- "Corrie" by Alice Munro
- "The First Wife" by Christine Sneed

Audience: Write your analysis for me, for your classmates, and for other readers who are at least somewhat familiar with the text you have chosen to analyze.

Length: 1000 words. **Include a word count on the essay.** For each 10% your essay is under the required length, a reduction of 1/3 of a letter grade will be applied when the assignment is graded.

Format: Use 12 pt. Times New Roman font with 1-inch margins. Follow MLA manuscript format instructions carefully. You will find these instructions in Hacker's *Rules for Writers* section 59. The sample manuscript on pages 527-532 of *Rules for Writers* provides you with a model of what your essay should look like. I do not want a separate title page. **Please number your pages and staple them together.**

Grading: When I evaluate your essay, I will consider your focus (thesis), analysis (how well you explain and decipher your points), organization (how the pieces fit together), strength of proof (persuasiveness), ingenuity (novelty of approach), rhetorical awareness (the effectiveness of your essay given its context), style (tone/word choice), and mechanics (grammar and spelling).

A **C** essay needs to have a title, an introduction, a conclusion, a discernible, debatable thesis, and a coherent structure. The body paragraphs need to have at least minimal discussion and examples. The essay needs to adhere to the assignment, meet the minimum length requirement, and demonstrate an adequate use of mechanics.

A **B** essay needs to have a title that reflects the thesis, an organized introduction that has a balanced length, a logical conclusion, a discernible, interesting, and manageable thesis, a forecasting statement, a purposeful structure that is easy for readers to follow, multiple examples and associated analysis (PIE paragraphs), appropriate tone and style, a fairly accurate use of mechanics, and a mix of sentence structures. The essay also needs to match the assignment and meet the medium length requirement.

An **A** essay needs to have an unusual but logical title, a balanced and organized introduction that engages readers in your topic, an innovative thesis that is debatable and manageable, a forecasting statement, a

purposeful structure that is crystal clear, in-depth analysis in the form of extended PIE paragraphs, an accurate use of mechanics, a mix of sentence structures, and accurate, college-level vocabulary. Your essay also needs to match or stretch beyond the assignment and demonstrate a deliberate and appropriate use of tone and style.

A **D** essay fails to satisfy one or more expectations for a **C** essay. An **E** essay misinterprets the assignment or the depth thereof or is riddled with errors.

Percentage of Course Grade: 20%

Rough Draft Due Date: March 19, 2013

Final Draft Due Date: March 26, 2013

Due: Turn in all rough drafts, the cover letter, and the final copy of essay 1 at the beginning of class on the due date. **Please use a folder.** In addition, submit a copy of your final essay to the dropbox on D2L.

APPENDIX F: ESSAY 3 ASSIGNMENT SHEET

Essay Three: Contextual Analysis**Assignment Goals:**

- Demonstrate that you've read the text closely, carefully, and critically.
- Show a critical awareness of the author's choices and strategies.
- Develop a clear, specific thesis that invites the readers to understand the text as you do.
- Analyze elements of the text that contribute to the overall meaning or effect.
- Integrate textual evidence to support your thesis.
- Smoothly incorporate research materials and correctly document them to support your analysis.

Assignment: Choose one of the texts listed below. Write an essay in which you argue for an interpretation based upon a close reading; analyze how that meaning is created through specific patterns and details in the text. In addition, use at least two additional texts that enrich your understanding of the primary text. Spend a *minimum* amount of time summarizing the primary text and a *maximum* amount of time analyzing it.

Texts:

- “Kindness” by Yiyun Li
- “East of the West” by Miroslav Penkov
- *Sarah’s Key* by Gilles Paquet-Brenner

Audience: Write your analysis for me, for your classmates, and for other readers who are at least somewhat familiar with the text you have chosen to analyze.

Task:

- You will need a unique way of viewing the text in conjunction with an in-depth analysis of the text.
- You will need to organize your essay in a typical academic manner (e.g., thesis statement at the end of the introduction, PIE paragraphs).
- You will need to find and use at least two additional texts that add to your understanding of the primary text. These texts will introduce historical, philosophical, theoretical, and/or biographical information that cast(s) the primary text in a new light. These texts are not necessarily about the primary text. Instead, they enrich your close reading of the primary text by adding new contextual information. A dictionary does **not** count as an additional text.

Thesis Statement: A *strong* thesis statement serves as a guide to your essay for your reader. Typically, the thesis statement comes at the end of the introduction to an essay and is one or two statements. It makes a claim that a reasonable person could disagree with—it is not a statement of fact. This means that the thesis statement is arguable and must be supported with evidence from the text. It is NOT a summary of the author’s essay you are analyzing.

Example Thesis Statements:

- In “The Unicorn in the Garden,” Thurber argues that men are so dominated by women that they must resort to cruel tricks to find peace.
- Through “A Very Short Story,” Hemingway suggests that since the nature of love is transitory, waiting around for true love leads to desperation and loneliness.

Length: 1300 words. **Include a word count on the essay.** For each 10% your essay is under the required length, a reduction of 1/3 of a letter grade will be applied when the assignment is graded.

Format: Use 12 pt. Times New Roman font with 1-inch margins. Follow MLA manuscript format instructions carefully. You will find these instructions in Hacker's *Rules for Writers* section 56. The sample manuscript on pages 527-532 of *Rules for Writers* provides you with a model of what your essay should look like. I do not want a separate title page. **Please number your pages and staple them together.**

Percentage of Course Grade: 25%

Rough Draft Due Date: April 16, 2013

Final Draft Due Date: April 23, 2013

Final Draft: Turn in all rough drafts and the final copy of essay 3 at the beginning of class on the due date. **Please use a folder.** In addition, submit a copy of your final essay to the dropbox on D2L.

APPENDIX G: PEER FEEDBACK SHEET

Draft written by _____

Feedback written by _____

Your purpose in answering these questions is to provide your classmate with an honest and helpful response and to suggest ways to make his or her writing better. Read the entire essay to get a general idea of what the writer has expressed, and then respond to each of the following questions. Please give very specific comments and refer to the essay by paragraph numbers. The main goal is to help your classmate improve his or her essay.

1. What do you like best about the essay? Choose the most interesting idea and explain why it captured your attention.
2. In your own words, state the focus/thesis/topic of the essay.
3. What paragraphs or parts of paragraphs should be developed more? Mark those parts of the essay with the letter D. Explain why you think this part should be developed more and make some suggestions for improvement.
4. What parts of the essay are confusing? Mark those with the letter C. Explain why you think that part of the essay is confusing and make some suggestions for improvement.
5. Choose the response you agree with:

_____ Each of your paragraphs discusses only one idea and everything in it is related to that topic.

_____ Some of your paragraphs are confusing because they seem to be about more than one idea. I marked them with an X.

_____ Your writing seems to be all in one paragraph. I can't tell where you start discussing a new idea. Please help!
6. Write a short letter to the author explaining how his or her essay can be improved. Be very specific. Be sure to sign your letter.

APPENDIX H: FINAL EXAM SHEET

Spring 2013

Final Exam for English 107: Revision and Reflection

Even professional writers constantly strive to improve their work. As beginning college students, you should endeavor to learn as much about your own writing as possible. Your expertise with writing will affect everything from your college classes to your job applications to your entire career. This assignment will help you in this process.

To complete your exam, you need to complete the following:

1) Revise either Essay 1 or Essay 2.

2) Write a Reflection Essay explaining the decisions you made to successfully revise your work. You might also want to include an explanation of the things that went well in your original essay and your overall growth as a writer this semester. Do your best to show what you have learned about writing this semester.

3) The day of the final exam, submit your originally graded essay or a photocopy of it, your revision with new material indicated through “track changes” or highlighted, and your Reflection Essay.

- To show as much progress as possible, revise the essay with the most serious problems.
- To complete your revision, carefully consider your instructor’s comments on your originally graded essay and make changes accordingly. Also consider your peers’ comments. Scrutinize your essay to find other areas to analyze and rework.
- Note that your Reflection Essay needs to have an intro (with a thesis), organized PIE paragraphs, and a conclusion. It needs to be edited. It needs an appropriate title.
- Your Reflection Essay should cover various aspects of writing. Your essay should include an analysis of **several** of the following:
 - a) your intros (old and new), including your thesis/forecast
 - b) your organization, including topic sentences
 - c) the development of body paragraphs, including your use of proof
 - d) new points you added to enhance your essay
 - e) your use of language: tone/style/voice/word choice
 - f) nuts and bolts: mechanics/grammar (including punctuation)

- g) your conclusions
- h) your overall writing process

- You need to write detailed PIE paragraphs that thoroughly explain specific changes you made to your old material to create newer, more effective material. You should quote brief passages from your essays. For example:

When writing my first essay, my thesis was weak and uninteresting: “You can’t judge a book by its cover.” The idea wasn’t even original! This started me off on the wrong foot because..... My revised thesis is “When we judge people by their appearances, we often fall into a trap. Instead we need to consider appearance along with all other factors. We see this through Molly’s relationships with the car salesman who sincerely loves her, the bar bouncer who takes advantage of her, the jewelry store manager who tricks her, and the handsome thief who sends her to prison.” This thesis is more effective because.....

- To analyze your language, look at specific sentences. In particular, look for patterns. For example, you might write something like:

When I started English 107, I was unaware that I needed to place a comma after a long introductory clause (Hacker 32a). For example, I wrote: “Even though Molly knew it was a mistake she decided to go on a road trip with the handsome thief.” Because I omitted that comma, my peers got confused when they started reading the sentence. What’s worse, I made the same mistake fourteen times on the first page of my essay!

- Demonstrate your writing voice and personal style. If appropriate, add humor. ☺ For example, “My Writing and Other Disasters” is a better title than “My Progress This Semester.”
- Your Reflection Essay needs to be 1000 words.
- Note that your final is due on May 3 (room TBA). Submit the original essay, the revised essay, with changes marked, and the reflection essay in a folder. Also, submit the revised essay and the reflection essay in the dropbox on D2L.

APPENDIX I: SELF-ASSESSMENT WORKSHEET

Self-Assessment Worksheet: Textual Analysis Essay

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, 1-inch margins on all sides, double-spaced, page numbers included, 12 pt. Times New Roman font) yes no

Mechanics & Grammar

I have checked for punctuation, capitalization, spelling/wrong word, and grammatical errors. yes no

Documenting Sources

My in-text citations are accurate according to MLA guidelines. yes no

My Works Cited page follows MLA guidelines. yes no

Content & Organization

My title is logical. yes no

Introduction:

My introduction begins with an attention-getting hook. yes no

My introduction introduces the text and author. yes no

My introduction briefly summarizes the text. yes no

My introduction has coherence (move between sentences is logical and smooth). yes no

My introduction concludes with my thesis statement. yes no

My thesis statement is arguable, complex, and applicable to life. yes no

Body:

The body of my essay *proves* my thesis statement. yes no

Each body paragraph begins with a topic sentence that supports my thesis. yes no

Each body paragraph includes evidence to support the topic sentence. yes no

I use a signal phrase to introduce each quotation. yes no

Each body paragraph offers an interpretation or explanation of the evidence that has been provided (approximately 70% of my paragraph). yes no

Each body paragraph discusses only one main idea, and there are no sentences that are “off the topic”. yes no

Each body paragraph has coherence (move between sentences is logical and smooth). yes no

I use transitions to link paragraphs. yes no

Conclusion:

My conclusion restates my thesis and the most persuasive arguments, and it makes a connection to my introduction or to the larger world. yes no

APPENDIX J: ESSAY 1 QUESTIONNAIRE

Name: _____

Please think about the process of writing essay 1. You may refer to essay 1 to answer the following questions. Please be specific with your answers. Thank you for taking the time to answer the questions thoughtfully.

1. How long did it take you to write the rough draft for essay 1? Please be as specific as you can. _____
2. How long did it take you to write the final draft for essay 1? Please be as specific as you can. _____
3. What help did you receive when writing the rough draft of essay 1? For example, did you get help from a writing tutor, the writing center, a friend, the Internet? If you did (which is fine), what kind of help did you get? _____

4. What help (other than peer feedback and teacher feedback) did you receive when writing the final draft of essay 1? _____

5. Did you find your peers' feedback to be helpful? If yes, what comments were particularly helpful (please provide examples)? If no, why did you not find the feedback helpful and what comments were particularly unhelpful (please provide examples)? _____

6. What comments from your instructor did you find most helpful? (Please provide examples.) _____

7. What comments from your instructor did you find confusing or difficult to understand? (Please provide examples) _____

8. Why were the comments confusing or difficult to understand? _____

9. What did you do when you did not understand a comment?

10. Do you feel satisfied with essay 1? Do you think you achieved your purpose in writing it? If not, why not?

APPENDIX K: ESSAY 2 QUESTIONNAIRE

Name: _____

Please think about the process of writing essay 2. You may refer to essay 2 to answer the following questions. Please be specific with your answers. Thank you for taking the time to answer the questions thoughtfully.

1. How long did it take you to write the rough draft for essay 2? Approximately, how many hours? _____
2. How long did it take you to write the final draft for essay 2? Approximately, how many hours? _____
3. What help did you receive when writing the rough draft of essay 2? For example, did you get help from a writing tutor, the writing center, a friend, the Internet? If you did (which is fine), what kind of help did you get?

4. What help (other than peer feedback and teacher feedback) did you receive when writing the final draft of essay 2? _____

5. Did you find your peers' feedback to be helpful? If yes, what comments were particularly helpful (please provide examples)? If no, why did you not find the feedback helpful and what comments were particularly unhelpful (please provide examples)? _____

6. What comments from your instructor did you find most helpful? (Please provide examples.) _____

-
-
-
7. What comments from your instructor did you find confusing or difficult to understand? (Please provide examples.)

-
-
-
8. Why were the comments confusing or difficult to understand?

-
-
-
9. What did you do when you did not understand a comment? _____

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-
-
10. Do you feel satisfied with essay 2? Do you think you achieved your purpose in writing it? If not, why not? _____

-
-
-
11. Do you think that your writing improved between essay 1 and essay 2? If so, what areas improved? If not, why do you think your writing has not improved? _____
-
-
-

APPENDIX L: ESSAY 3 QUESTIONNAIRE

Name: _____

Please think about the process of writing essay 3. You may refer to essay 3 to answer the following questions. Please be specific with your answers. Thank you for taking the time to answer the questions thoughtfully.

1. How long did it take you to write the rough draft for essay 3? Approximately, how many hours? If you wrote it in several sessions, try to describe the length of each of these sessions. _____

2. How long did it take you to write the final draft for essay 3? Approximately, how many hours? If you wrote it in several sessions, try to describe the length of each of these sessions. _____

3. What help did you receive when writing the rough draft of essay 3? For example, did you get help from a writing tutor, the writing center, a friend, the Internet? If you did (which is fine), what kind of help did you get? _____

4. What help (other than peer feedback from our course and teacher feedback) did you receive when writing the final draft of essay 3? _____

5. Describe the strategies you used to write your essay? _____

6. Describe any difficulties you encountered in writing your essay and how you overcame them. _____

7. Did you find the feedback from the peers in the course to be helpful? If yes, what comments were particularly helpful (please provide examples)? If no, why did you not find the feedback helpful and what comments were particularly unhelpful

(please provide examples)? _____

8. What comments from your instructor did you find most helpful? (Please provide examples.) _____

9. What comments from your instructor did you find confusing or difficult to understand? (Please provide examples.) _____

10. Why were the comments confusing or difficult to understand? _____

11. What did you do when you did not understand a comment? _____

12. Tell me which part of your essay you are the most pleased with and why. _____

13. Do you feel satisfied with essay 3? Do you think you achieved your purpose in writing it? If not, why not? _____

14. Do you think that your writing improved between essay 2 and essay 3? If so, what areas improved? If not, why do you think your writing has not improved? _____

APPENDIX M: STUDENTS' FEEDBACK STANCES FOR ESSAYS 1, 2, AND 3

Students*	Essay 1, marginal comments	Essay 1, end comments	Essay 2, marginal comments	Essay 2, end comments	Essay 3, marginal comments	Essay 3, end comments
Ai	Non.	Coll.	Coll.	Coll.	Coll.	Non.
Fang	Coll.	Coll.	Coll.	Coll.	NA	NA
Cheng	NA	Coll.	NA	Coll.	Coll.	Coll.
Jie	NA	NA	Coll.	Coll.	Both	Non.
Liang	Coll.	NA	NA	NA	Coll.	NA
An	Coll.	Coll.	Coll.	Coll.	Coll.	Coll.
Jiao	Coll.	Coll.	Both	Non.	Non.	Coll.
Akram	Coll.	Coll.	Coll.	Coll.	Both	Both
Lan	Coll.	Coll.	Non.	Coll.	Coll.	Non.
Lutfi	Coll.	Coll.	Coll.	Coll.	Coll.	Coll.
Guo	Non.	NA	Non.	Non.	Non.	Coll.
Bao	Non.	Both	Both	Coll.	Coll.	Coll.
Kang	Non.	Non.	Coll.	Coll.	Both	Coll.
Qiang	Coll.	Both	Coll.	Coll.	Coll.	Coll.
Tian	NA	Coll.	Both	Coll.	Coll.	Coll.
Shi	Coll.	NA	Coll.	Coll.	Coll.	Non.
Hua	Coll.	Coll.	Coll.	Coll.	Coll.	Coll.
Hu	Coll.	Coll.	Coll.	Coll.	NA	NA
Song	Coll.	NA	Coll.	Coll.	Coll.	Both
Fetu	Coll.	Coll.	NA	Coll.	NA	NA

*Pseudonyms of students

Coll. is an abbreviation for the collaborative stance; Non. is an abbreviation for the noncollaborative stance; NA is an abbreviation for not available and indicates that the student either did not give peer feedback or did not submit the peer feedback to the instructor; Both is an abbreviation for both the collaborative stance and the noncollaborative stance, which were equally assumed in the feedback.

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