FINAL DRAFT FEEDBACK IN FIRST-YEAR COMPOSITION: A
CASE STUDY OF NON-NATIVE ENGLISH SPEAKING STUDENTS
IN NORTH AMERICA

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CHAPTER I

INTRODUCTION

> "But you didn't say anything about that on the rough draft!"
> Disgruntled First-year Composition Student

As a composition instructor, I stopped writing comments on rough drafts years ago in part because of comments like the one above, but I had other reasons too. First, by writing comments on the rough drafts I felt I was in fact undermining the writing process because this rough draft feedback so easily put the focus on the product. Secondly, I seemingly became responsible for the quality of the student's final paper because students felt slighted if I commented on something in the final draft that I had failed to address in the rough draft. As someone who 'grew up' professionally during the Process Movement (I was an MA candidate in English and a teaching assistant in first-year composition during the 1980s), I felt a commitment to rough draft feedback as a way to encourage students' personal growth as writers. I had been influenced and inspired by the scholarly work of Peter Elbow (1981), Nancy Sommers (1980) and other process proponents of that era. So I did not easily abandon the practice of providing detailed rough draft feedback.

When written comments on rough drafts seemed ineffective, I turned to conferencing with students, inspired by Donald Murray (1979), Muriel Harris (1986), and other one-on-one instructional advocates. However, that strategy also proved frustrating over time as I saw multiple students during rough draft conferences whose drafts reflected little effort, as if students were waiting for me to tell them what to do before they really did anything. I thought it must be me. I tried to give clearer instructions on what a rough draft should 'be.' I tried harder to have the "Listening Eye" Murray described. I preached Emig's (1977) writing to learn philosophy, which I still believe to be true. Unfortunately, students, on the whole, were not buying into this strategy. They did not show evidence of acquiring better writing skills from the rough draft feedback; mostly they wanted me to tell them how to get a good grade – preferably an A. The investment in time and effort on my part yielded too little return. I spent an intensive week meeting one-on-one with each student. They traded three hours of class work for a 15-20 minute conference.

To be fair, the ESL students were nearly always more prepared and engaged especially at this time during the 1980s and 1990s before technology had made it so easy to cut and paste or had introduced them to translation tools. Now they too have means by which they can shortchange the tedious, time-consuming process of developing academic writing skills

Perhaps it is not surprising then that despite a growing body of second language writing research (hereafter referred to as L2 writing), the question of best practices remains a subject for further study as evidenced by the publication of at least ten major books in recent years: Bitchener and Ferris (2011), Casanave (2002; 2004), Ferris (2002;

2003), Goldstein (2005), Hyland and Hyland (2006), Kroll (2003), Leki (2007), Matusda, Cox, Jordan, and Ortmeier-Hooper (2006), and Matsuda and Silva (2005). These books highlight the complex nature of teaching and researching second language writing. Chief among the challenges is the issue of teacher response to written work. In fact, Hyland and Hyland (2006) note that the following "hotly debated" questions remain concerning feedback:

What are the most effective teacher practices?

How do students respond to feedback?

Does feedback improve student writing in the long term? (2).

Furthermore, Hampton-Lyons (2006) states unequivocally "the most fundamental things. that we do not know about feedback are how effective it is and how circumstances and conditions affect it" (142). Clearly, the relationship between L2 writing improvement and feedback practices remains open for further study.

Even so, I still believe in the multi-draft process, in the value of prewriting, writing, rewriting, and editing. Feedback is an important part of this process, and I strive to provide students with a feedback-rich, process-writing environment in the university level classes I teach. I just do this without collecting their rough drafts, writing on them, and returning them. Nor do I routinely cancel class and schedule individual conferences with students concerning rough drafts. Instead, during the drafting stage, students participate in written and oral peer reviews, open class discussions, and in-class writing workshops during which I visit briefly with each student to address a specific concern that particular student might have. During the drafting stage, I encourage students to visit the writing center, and I tell them they can schedule a face-to-face individual conference

with me if they want to. Some students accept this offer. Most do not. Those who do take the initiative to meet with me during the drafting stage often show a mature, proactive stance to their writing process. For example while working on the first essay of this research study, a Chinese student asked if he could schedule an appointment with me to discuss his paper. I was concerned that Jack[1] wanted to meet with me, so he could ask me to 'fix' any problems he had before his final draft. Instead, he came to me with very specific questions about the content and structure of his paper. "Is this passage clear?" "Can I put this example here?" He had already been to the writing center and had written multiple drafts of his paper. I was impressed both with the content of his paper and the quality of his questions to me. This example illustrates that I am willing to provide specific, targeted feedback to students during the drafting stage especially when they seek it, but my reigning pedagogical strategy is to reserve formal, detailed, class-wide feedback for final drafts. I apply this strategy because I have found it useful in getting students to think for themselves during the drafting stages as Jack did in the previous example. However, as detailed in the literature review, using final draft feedback as an pedagogical tool in a multidraft classroom goes against commonly described teaching practices, but from my experience, when students know that the primary feedback comes on their final drafts, they learn to pay attention to the final draft feedback (FDFB). Even though the FDFB evaluates their writing, students learn to attend to it if only to improve future grades

Moreover, I have found over the past fifteen years of teaching writing classes that students do pay attention to written final draft feedback. However, I have also been

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[1] All names are pseudonyms.

influenced by the number or studies showing student confusion over teacher comments; thus, I am mindful that students may not always understand what I mean by what I write. So I have become most comfortable, and confident, going over graded papers with students face-to-face in a one-on-one setting. Unfortunately, this strategy quickly becomes time-consuming and cumbersome if I follow it for each student and every paper. In fact, it becomes logistically impossible for both teachers teaching multiple sections of composition and for students leading busy lives. Consequently while I provide oral and written final draft feedback when possible, I often provide only written final draft feedback when I return graded papers to students.

Therefore for some time, I have provided my most carefully thought out written feedback to students only on their final drafts. I try to frame this feedback to be both evaluative and instructive. In other words, I want my students to know why they got the grade they did, but I also want them to have information that will assist them as they approach their next writing assignment. I have been very pleased with the results of this feedback strategy as students learn to rely on themselves and as they learn to use the resources at their disposal during the drafting stage. The purpose of this study is to interrogate these impressions from my anecdotal experience.

The literature review in chapter two reveals that certain research gaps in feedback research are more prevalent than others. For example, little research has focused on the effect of final draft feedback, usually referred to as summative feedback, except to conclude that it has minimal value apart from justifying a grade and offering encouragement (Ferris 2003; Leki 1992). Yet, two decades ago Raimes (1991) observed that "[i]f teachers see their response as the end of the interaction, then students will stop

there. If, however, the response includes specific directions on what to do next…there is

a chance for application of principles" (419). While this principle has been applied to

rough drafts, as Raimes intended, few studies have examined the instructional value of

final draft feedback and its potential effect on future writing. This lack of research

indicates a static perception of the writing process that ends with each final draft (Hyland

2000).

Just recently have L2 writing scholars begun to tiptoe into the idea that final draft

feedback might be formative in that it might affect future writing. These studies

(Bitchener, Young, & Cameron, 2005; Lee, 2008b), discussed more fully in Chapter

Two, challenge the assumption that final draft feedback cannot be formative, that it can

only be evaluative and summative. This study is based on the hypothesis that final draft

feedback can be formative in that it can point students forward not just to revision of a

current assignment but to the next writing assignment and in doing so, the final draft

feedback becomes an instructional tool to assist students in their development as writers.

Using an instrumental case study approach (Stake 2005), this research study

proposes to examine student response to final draft feedback (FDFB) in a first-year

(multilingual)[2] university composition course. The research questions for this descriptive,

qualitative study are non-directional:

- What were the features of FDFB that students received on their graded papers?

- Did students attend to these features as they completed subsequent writing
  assignments in the same class?

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[2] The parenthetical reference to multilingual students indicates that the composition classes at this
university are a random mixture of native English speaking (NES) and non-native English speaking
(NNES) students.

- Did method of feedback delivery affect the attention students gave to the FDFB?

Following a naturalistic research setting (Belcher 2001; Leki, 1995; 2007; Zamel, 1990), the research for this study began with two first-year composition (FYC) classes: a morning class (9:30) and an afternoon class (1:00). Classes met on Tuesdays and Thursdays (75 minutes each day) for 15 weeks during a spring semester. Situating the study within the classroom allowed for exploration into the social context of the feedback which is important because, as Sperling (1994) and others have noted, instructional context has a profound effect on teacher feedback. To that end, this case study is an effort to look at writing instruction in the "local context" of the classroom (Muchiri, et al., 1995, p. 194), such an approach is not new. Years ago Leki (1990) pointed to a connection between class instruction and instructor feedback and suggested that perhaps the research on teacher response and how it has worked or failed to work is overlooking the role that classroom context plays in developing L2 writing skills.

In a similar fashion to other case studies (Cheng, 2006, 2007, 2008; Kutz, 1990; Sternglass, 1993; Spack, 1997), I act as both researcher and instructor. Teacher as researcher is a growing trend in L2 writing as evidenced by Goldstein's (2004) encouragement to writing instructors to "assess [the] contexts" in which they teach writing (p. 66). While it remains underrepresented in the literature (Borg 2009), teacher as researcher is also not a new research strategy. For example, Spack's (1997) three-year longitudinal study started in her own classroom. While Spack admits that her "role as researcher influenced [her] role as teacher," she pointed out that this duality "benefitted the research process" because of the relationship it allowed her to build with her case study participant (7). More recently, Cheng (2006, 2007, 2008) has also shown the

effectiveness of instructor-based writing research which "document[s] what learners learn and how they learn it…" (2006b, p. 79) Furthermore, teacher as researcher can address the "lack of interaction among scholars and teachers" which Matsuda (2003) calls "problematic" (p. 28). A means of addressing this problem is to make the classroom a source of research by the teacher. Borg (2009) refers to teacher research as "systematic, rigorous enquiry by teachers into their own professional contexts" (20). This approach is not without pitfalls or critics, but if strict standards of research are followed, it is a viable way to merge the worlds of scholars and teachers (Nunan 1997).

As explained more fully in Chapter Three: Methodology, data triangulation included analysis of written and oral feedback on final drafts, student interviews, and completion of a class survey. I also chose to vary the FDFB strategy in three ways providing only written final draft feedback (WFDFB) on one paper, both oral and written final draft feedback (O&WFDFB) on another paper, and only oral final draft feedback (OFDFB) on a third paper. I framed the research according to case study methodology. Case study research studies an individual and in doing so may show likeliness to others. While conclusions drawn from studying an individual do not represent an entire group, as Polio (2001) pointed out the benefit is that "we learn more about one individual writer" (p. 91). One might question the value of learning about "one individual writer" when all writers regardless of their L1 are clearly unique individuals living in social worlds with advantages and constraints specific to each person (Leki 2007). If case study research of an individual does not allow for generalization to the whole, in what way does case study research benefit the whole? Those who support second language case study research methodology emphasize that it allows L2 "students' voices [to be heard] in the literature

about them" (Leki 2001, p. 26) and that it "captur[es] the complexity of L2 learning" (Benesch 2001, p. 164).   Case study research allows for diversity of research participants and research settings; this diversity is not only a strength but also a requirement (Matsuda 2003). In fact, according to Stake (1995) "the real business of case study is particularization not generalization" (p. 8); Cheng (2006a) has called for more "case studies that emphasize the epistemology of the particular" with details about learners in other contexts (303). In fact, a strength of case study research lies in its description of context because context plays such an influential role in teaching pedagogy, feedback practices, and student behavior. Not surprisingly, Goldstein and Kohls (2009) have pointed out that case studies can "best illuminate the complex, interactive processes of teacher feedback and student revision" while Zamel (1990) reminds us that the particularities of case study research reveal the unique individuals in our classrooms.

In the end, whether or not students 'do something' with final draft feedback or just ignore it, may rely more on the teacher's stated expectations than on the wording of the feedback itself. Raimes' (1991) call for "specific directions on what to do next" (p. 419) has been understood in the context of feedback on rough drafts. This study theorizes that this principle can also apply to final draft feedback provided the teacher frames it in that way. Consequently this pedagogical strategy of relying of FDFB along with mixing the method in which the feedback is given led to my research questions which investigate whether students attend to final draft feedback so as to effect positive change in future papers. If so, does final draft feedback strategy matter? Can students learn to be better writers from final draft feedback? The following study investigates the attention students

give to FDFB and the relationship between the way in which FDFB is provided and its effect on new writing assignments.

CHAPTER II

LITERATURE REVIEW

"We don't know enough about how multilingual writers write."
John Hedgcock, TESOL Presentation

Perhaps the most time consuming and often frustrating task of teaching writing has to do with providing feedback on student papers both in L1 and L2 composition classrooms. The complexity of the task is evident from the number of studies investigating teacher commentary. If providing effective feedback is a challenge in L1 – as highlighted by Knoblauch and Brannon (1981) years ago, the difficulty would certainly be heightened in L2 – made clear by Leki (1990), years ago as well. Adding to the frustration is the fact that feedback has been researched from a number of angles sometimes yielding conflicting results and almost always illustrating the challenge teachers face as they attempt to respond to student writing in a way that is meaningful and useful to the student.

The complexity of teachers providing feedback to student writers is further evident from the number of terms used to describe and classify this common composition

classroom activity. For the most part, the comments that teachers provide to student writers are referred to interchangeably as *feedback, commentary,* or *response* (Ferris, 2003; Goldstein, 2005; Hyland & Hyland, 2006). Within those terms are subterms that are usually more restrictive. For example, formative feedback is generally mentioned in the context of feedback given to papers that are expected to be revised (i.e. rough drafts); whereas the term *summative feedback* has been used to describe feedback that evaluates a paper for which revision is not expected, such as final, graded drafts (Hyland and Hyland, 2006, "Contexts…"). Another common division distinguishes between global (content-level) and local (surface-level) feedback as well as directive (e.g. criticisms) and facilitative (e.g. questions) (Underwood & Tregidgo, 2006). Worth noting is the point made by O'Neill and Fife (1999) that these bifurcations are somewhat artificial outside a particular classroom context.

In most cases these terms are used to describe written feedback. References to oral feedback are described as conferencing and even teacher "feedback tutorials" (Anderson, Benson, & Lynch 2001, p. 2). For the most part, *corrective feedback* has been used in the context of error or linguistic corrections. One exception is Sheen (2007) who states that "written corrective feedback…addresses different aspects of writing – content, organization, rhetoric, and mechanics, as well as linguistic accuracy" (p. 278). This use is, however, not consistent with other uses of the term probably because many teachers would not consider their feedback on students' "content, organization, or rhetoric" to be "corrective" but would rather see it as informative feedback from a careful reader. At any rate, other studies further classify corrective feedback as being *indirect* or *direct* (Hyland

& Hyland 2001); *coded, uncoded,* or *marginal (*Robb, Ross, & Shortreed 1986); and *form-focused* (Hedgcock & Lefkowitz, 1994).

Due to the focus of this study, the following review of literature is limited to L2 composition research and concerns the issues of providing feedback to non-native English speaking (NNES) writers in university or pre-university (English for Academic Purposes – EAP) classes. While some overlapping occurs, the review is generally organized according to three main sections: studies addressing rough draft feedback, studies investigating student perception of feedback, and studies examining final draft feedback. The role of oral feedback is intertwined in each of the above categories.

As far back as 1991, Raimes referred to providing feedback as a "thorny" issue (p. 418). Furthermore, Hyland and Hyland (2006, "Contexts…") clearly state that response to L2 student writing has been a subject of research for 30 years, but, they point out, until the 1990s that research was directed primarily to the role of error correction. Indeed, feedback research and teacher practice have come a long way since Zamel's (1985) oft cited study which found that teacher comments were mostly concerned with sentence level errors and students were mostly confused or frustrated by the vague or prescriptive nature of the comments. Although Zamel's (1985) study has been criticized for its lack of transparency and replicability (Goldstein 2001), it opened the investigative door to L2 writing and teacher commentary and in doing so the study shed light on what had perhaps been a widespread problem. Teachers just did not know what to *do* with L2 student writing.

Rough Draft Feedback Studies

Ferris' (2003) statement that "teacher commentary is most efficacious when it is provided on intermediate rather than final drafts of student papers" (p. 94) reflects the common intuition of writing teachers. Not surprisingly then, numerous studies have investigated feedback as it occurs on student papers that will be revised for a grade. The surprising factor is that Ferris' attitude remains dominant in L2 writing pedagogy despite the repeatedly inconclusive results of these studies in that rough draft feedback on L2 writing has, from the earliest studies, resulted in a certain amount of ambiguity in terms of determining cause/effect.

In one of those early studies of feedback effect, Robb, Ross, and Shortreed (1986) sought to investigate "the most effective and practical feedback strategy … [that] would have a significant effect on improving the student's overall writing quality" (p. 85) when the students revised their rough drafts. So they applied four different feedback strategies to four different groups of EFL university students. The study was concerned primarily with the effect of feedback on grammatical accuracy: "lexical, syntactic, and stylistic errors" (p. 86). The four feedback strategies were complete correction (the instructor corrected all errors), coded correction (the instructor identified the type and location of the errors using a code sheet), uncoded correction (the instructor identified the location of an error without classifying the error), and marginal correction (the instructor counted the number of errors in each line and wrote that number in the margin). The students revised their essays based on this feedback. These strategies were applied over the course of an academic year in which students wrote "expository, narrative, and descriptive essays" (p. 86). The results of the study found that no one feedback strategy was more effective than

the other in that "students in all of the groups … wrote more complex structures as the course progressed" and that "improvement was independent of type of feedback" (p. 91). Clearly Robb, Ross, and Shortreed were measuring improvement in terms of grammatical accuracy, which is only one measure of writing quality, but it is worth noting that what might have seemed an intuitively useful feedback strategy (correcting errors or coding errors and having students revise) was not shown to be any more effective than just having students revise their rough drafts.

In spite of (or because of) these findings, a good portion of feedback research continued to focus exclusively on the usefulness of error feedback. Truscott (1996) stirred up quite a controversy when he argued that error feedback had "no place in writing courses and should be abandoned" (p. 328). He cited L1 composition research, foreign language (not English) research, and English as a Second Language research such as the Robb, Ross, and Shortreed study. While his particular argument is not directly related to this study in that I am not investigating error feedback per se, I mention it because his stance seemed to inspire another error feedback study which followed a similar design as Robb, Ross, and Shortreed, resulting in similar findings. Ferris and Roberts (2001) varied the error feedback in three ways (coded, uncoded, and no markings). Their results also showed no advantage for coded over uncoded feedback. Only the no feedback group appeared to be at a disadvantage – correcting less than 1/5 of the errors on their own. The Ferris and Roberts study is described more thoroughly in the following section of this chapter, but I mention it here because in these studies, the students improved or failed to improve from rough draft to final draft regardless of feedback strategy.

In a study more aligned with process pedagogy[3], Ferris (1997) specifically ignored grammar comments when she investigated what effect teacher feedback had on student revision in an ESL college composition course. In this study (N=47), students wrote four major assignments with a minimum number of three drafts required for each assignment. Ferris collected the first and second drafts of the first three assignments. and categorized the comments according to length, type, use of hedges, and text-specificity. She found that students paid attention to the written feedback especially when it involved a text specific request and that most revisions "overwhelmingly tended to improve the students' papers" (p. 330). However, she also noted that students unexplainably "sometimes ignore or avoid the suggestions given in teacher commentary" (p. 330). Furthermore, she examined first and second drafts of a three draft cycle when the effect of feedback is perhaps expectedly tangible in that a first draft is presumably the weakest draft and in most need of revision. Unfortunately, the study tells us nothing about the feedback, if any, to the second draft and the overall strengths as determined by the teacher of the final drafts. It would be interesting to know if the teacher saw improvement from the rough drafts to the final draft and whether she felt the effort extended in providing written rough draft feedback was worth the time required.

In a similar manner, Ashwell (2000) also looked at the effect of teacher feedback in a multi-draft context; his study was somewhat more focused if less conclusive than Ferris'. Ashwell's (2000) examined the best practices assumption of most ESL writing classes wherein teachers limit their comments on first drafts (hereafter D1) to issues of

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[3] A somewhat loaded term, process pedagogy is often understood to value exploratory writing early in an assignment with attention to detailed revision and editing later. Generally, teacher commentary in alignment with this approach first considers the larger concerns of content over sentence level mechanics as Ferris does in this study.

content and save comments addressing grammar for later, penultimate drafts (D2).

Ashwell (2000) examined the efficacy of this order by mixing response patterns in four

ways among 50 Japanese university students over the course of an academic year. In this

study, each student wrote three drafts of each assignment. In addition to the typical order

described above, Ashwell (2000) also described the effects of reversing the order (D1 –

grammar-based feedback then D2 – content-based feedback), mixing the order (D1

receives grammar and content-based feedback as does D2) and providing no feedback.

Contrary to common assumptions underscoring classroom feedback practices, his study

revealed "no significantly different results" from one feedback order to the other (p. 227).

Furthermore, the study found that all the rough draft feedback had minimal effect on

revision. Such conclusions may call into question the practice of teachers devoting so

much effort to rough draft feedback.

Actually, a decade earlier Fathman and Whalley (1990) arrived at a similar

conclusion although they came to it by a different path. Fathman and Whalley (1990)

investigated the difference between feedback on grammar and feedback on content in

reference to student revisions. They found that student revised drafts were stronger than

the first drafts, but they could not tie the improvements to the feedback strategies per se.

For example, students who received only grammar feedback improved in both the content

and grammatical features of their second drafts. But the reverse was not true. Students

who received only content feedback improved the content of their second drafts (making

more grammatical errors in the process), but students who received no feedback also

improved the content of their second drafts. Fathman and Whalley (1990) concluded that

"revision without feedback and writing without teacher intervention should be valuable

components of the curriculum. They require minimal teacher time, help the student write more fluently, and may result in student improvement" (p. 186). For unexplained reasons, L2 feedback scholarship has largely ignored this suggestion that revision opportunities without teacher written commentary may lead to improved student writing. Instead L2 feedback studies continued to examine the effect of instructor rough draft feedback from various angles.

Hampton-Lyons took a unique look at feedback in a multi-draft setting by examining the feedback from the context of portfolio assessment. Hampton-Lyons described a semester-long study of an L2 student in a basic writing class. As might be expected of a portfolio-based composition class, the students received feedback several times on each assignment in multiple ways: informally as the teacher walked around the computer lab, formally when the teacher wrote comments on student drafts, as well as orally and in writing from peer groups. Hampton-Lyons analyzed the feedback and revisions of one student in the course as the student stayed focused on one particular assignment throughout the course. Long after the class and teacher had moved on to other assignments, this student continued to seek feedback on and to revise an assignment from early on in the course. Consequently, she wrote multiple drafts of this assignment based on multiple forms of feedback (oral and written from peers, the writing center, and her teacher). According to Hampton-Lyons, the participant in the case study did not know (or learn) how to distinguish between these different kinds of feedback; she could not distinguish whether feedback was "directive or advisory" (p. 154), and the changes did not result in an improved draft. Hampton-Lyons described the student as being in a "negative [feedback] loop" (p. 151) and stated that by the end of the semester feedback

had moved from a positive to a negative "element of learning" for the student (p. 154). Hampton-Lyons' study indicates that there might be such a phenomenon as too much feedback especially if students are not taught to evaluate the feedback critically.

Another study that examined teacher feedback in a multi-draft setting is that of Ferris, Pezone, Tade, and Tinti (1997). These researchers studied an instructor's written rough draft feedback over a span of two semesters. The focus of their research was to study "pragmatic intent and linguistic form" (p. 159). They were also interested in seeing whether the teacher changed her response practices based on the students' abilities, the various assignments, and the time of the semester. They found that teacher response practices do not fit neatly into comments on content and comments on form and that L2 research does a disservice to writing teachers by implying that response can be so neatly categorized. It is much too complex. They also found that teacher comments decreased as the term progressed. They suggest that this change is not due to "teacher fatigue" but is a natural result of continued class instruction (p. 176). In other words, the need for extensive teacher feedback is less as the semester progresses. In any case, they concede that they did not examine what students did with the teacher feedback they received and end with a call for classroom-based qualitative research.

A more recent study of instructor written feedback is that of Lephalala and Pienaar (2008) who evaluated three types of written rough draft commentary for an online ESL course. They found that instructors' feedback fell into one of three groups:

minimal feedback focusing exclusively on language errors…

general, non-text specific vague commentary…, and

focused feedback on content and organization (p. 72)

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Lephalala and Pienaar criticize the first two types of feedback for their failure to assist students with future learning. However, Lephalala and Pienaar do not analyze any of the student revisions based on the commentary. They simply analyze the wording of the commentary to evaluate whether it is formative and helpful. In doing so, they make the reasonable claim that for "feedback to be effective it should be formative, promote learning and aim to improve students' language and academic proficiency" (p. 71); however, their examples of feedback that "interacts with the writer and points out how the argument can be strengthened" (p. 79) are all in question form: a feedback technique that has been challenged elsewhere as ineffective (Ferris, 1995; Ferris, 1997: Goldstein & Conrad, 1990; Patthey-Chavez & Ferris, 1997). Furthermore, they fail to illustrate the effectiveness (or lack thereof) with these different categories of feedback.

Lee and Schallert (2008) took a more affective analysis to the effect of rough draft feedback and student revision. They examined the role that trust between teacher and student played in whether the student attended to the teacher's feedback on rough drafts. Not surprisingly, Lee and Schallert found that when students respected and trusted their teacher and when they perceived the teacher as caring about their work, the students were more likely to attend to the teacher's comments than those students who either mistrusted the teacher (she was not a NES) or who felt their English was already "excellent" (p. 525). In their well contextualized study, Lee and Schallert describe students who "would immediately begin to review her comments on their papers, spending many hours in revising their drafts" (p. 525), but the scope of the study did not examine whether the revisions resulted in improvements to the final product. They do point out that the work load of responding fully to the rough drafts became overwhelming for the teacher so that

2/3 of the way through the course, she had to curtail her responses by eliminating end comments. Although not often mentioned in studies of rough draft feedback, the concept of work load is a worthy consideration because many writing teachers, like the one in Lee and Schallert's study, are "constrained by conflicts … in the time and effort" necessary to provide thoughtful feedback (p. 523).

Finally, Ferris, Brown, Liu, and Stine (2011) recently took a unique and long awaited look into rough draft feedback purely from the teacher's viewpoint. They sought to investigate the teacher variable so often missing from feedback studies. After an initial survey (N=129) regarding feedback practices, Ferris, et al. followed up with "23 teacher case study narratives" (p. 219). They found that most teachers tended to focus on language errors and determined that these teachers were largely unaware of the challenges L2 writers face. Additionally, these researchers. claimed that many teachers were either overly compassionate or completely insensitive to these challenges. They did single out one group of teachers as those "being responsive to L2 writers' varied and individual needs" (p. 221) Ferris et al. define these teachers as those who balance sentence-level and global feedback, who practice selective error correction over comprehensive, and who use error codes and feedback rubrics. Rather than place all blame on the teachers, Ferris et al acknowledged that poor practices by teachers could be symptoms of "larger, institutional problems" (p. 223). They also mentioned, almost in passing, that "a number of our interview participants observed that time was a significant issue that constrained all of their response practices" (p. 222). This point is even more important given the fact that "teaching load was not a topic specifically raised on either the survey or interview protocols" (p. 222). In other words, the researchers were not

specifically interested in investigating the role time constraints play in feedback practices, but it was a topic clearly on the mind of the teachers.

To summarize the ten studies mentioned in this section, four varied the order or type of feedback given at the rough draft stage (Ashwell, 2000; Fathman & Whalley, 1990; Ferris & Roberts, 2001; Robb, Ross, & Shortreed, 1986). Ashwell and Fathman and Whalley examined both grammar and content feedback; whereas, Ferris and Roberts and Robb, Ross, and Shortreed studied only grammar feedback. All of the studies found that grammar feedback was attended to regardless of when it was provided (with, before, or after content feedback) or how it was provided (coded, uncoded, marginal, or full corrections). On the surface, these findings suggest the efficacy of teachers providing detailed rough draft feedback, at least for grammatical concerns, but each of the studies also has mitigating factors that detract somewhat from that conclusion. The two studies with control groups (Fathman & Whalley, 1990; Ferris & Roberts, 2001) also documented improvement from the no feedback groups leading Fathman and Whalley to speculate that simply "rewriting is worthwhile and teacher intervention is not always necessary" (p. 186). Robb, Ross, and Shortreed also noted that more feedback did not lead to more accuracy and suggested that "highly detailed feedback on sentence-level mechanics" are not necessary (p. 91).

Though each one examined some aspect of providing rough draft feedback, the following six studies are especially notable for the diversity of their focus from context (distance learning) to assignments (portfolios) to affect (caring and trust).to teacher variable (feedback practices) Lephalala and Pienaar (2008) analyzed instructor commentary for 100 essays and found that 60% contained minimal feedback which the

researchers deemed "least helpful" (p. 73); however, they did not examine revisions based on the feedback so their conclusions as to what constituted "helpful" feedback is informed conjecture on their part. Ferris, Pezone, Tade, and Tinti (1997) analyzed 1500 teacher comments on first drafts of university students. They studied the comments as discourse acts but did not study any student revisions to the comments. Ferris (1997) conducted another study that relied on textual analysis and did look at subsequent attemps at revision. She analyzed teacher feedback between the first and second drafts and found that students were most likely to attend to marginal comments that asked for more details and end comments regarding grammar. However, she also noted that students sometimes ignored feedback for unexplained reasons. Hampton-Lyons (2006) described a case study from a portfolio-based classroom and details how a highly motivated, engaged student became stuck in a "negative feedback loop" and withdrew from the peer feedback group she had initially embraced. The negative transformation of the student led Hampton-Lyons to question whether too much feedback could have a negative effect on a student's development. Lee and Schallert (2008) took a unique look at rough draft feedback from the view of affect. They found that the teacher feedback more likely initiated revisions when a reciprocal sense of caring existed between the student and the teacher. Finally, Ferris, Brown, Liu, and Stine (2011). examined teacher response practices by studying the teachers both quantitatively with a survey and qualitatively through interviews. They found that for the most part the teachers were not prepared for the challenge of responding to L2 student writing and that for the most part the teachers did not follow best practices as identified in L2 composition literature.

Each of these studies revealed insights into student and instructor behavior concerning rough draft feedback; each study was both informative and inconclusive in its own way.

Student Perception Studies

Several feedback studies have surveyed student populations to better understand the student point-of-view concerning teacher feedback primarily at the rough draft stages. These are useful studies of student perception especially as the later studies attempted to connect rough draft feedback to subsequent revisions.

Initially several studies considered rough draft feedback from an affective angle, investigating student feelings and attitude toward teacher commentary. In one of the earliest studies of L2 student attitude toward teacher feedback, Radecki and Swales (1988) reported results of a survey (N=59) given the first week of class before students had received any teacher feedback. Although they did not provide the survey instrument in the research, they described "an 18 item questionnaire" that asked students questions such as how they felt about "receiving a heavily marked paper" or about the use of "marking symbols" (p. 357). Other questions asked whether students read the comments or just looked at the grade. The focus of their study concerned student "attitude towards different types of comments" (p. 357). They distributed the survey among four different class groups: an advanced EAP class, a first-year ESL composition class, an upper level ESL academic writing class, and an advanced ESL technical writing class.

Based on the survey results, Radecki and Swales "placed students into three categories: Receptors (46%), Semi-resistors (41%), and Resistors (13%)" (p. 357). They found that most students claimed that they would read the comments, but they admitted

to looking at the grade first. The greatest distinctions among the three groups had to do with attitudes towards types of comments and attitudes toward revision. The Receptors and Semi-resistors were open to lengthy comments "that were content-specific," whereas, Resistors "preferred short evaluative adjectives and a grade, or a grade alone" (p. 358). In terms of revising, both Semi-resistors and Resistors saw little value in doing so - viewing it primarily as punishment. The researchers also found distinctions among the different groups of students. The first-year composition students were most receptive to teacher feedback, and the upper level academic writing students were most resistant. Radecki and Swales followed up the questionnaire by interviewing eight students (five Receptors, one Semi-resistor, two Resistors); however, they conceded that they did not "observe how students behave after having received a teacher-marked assignment" (p. 363). Furthermore, students answered these question acontextually, based on what they believed they would do. Nevertheless, the Radecki and Swales study provided a useful, early look into student attitude toward feedback and found that almost half are receptive to teacher feedback on some level. Such studies identifying "feelings" about feedback provided a useful stepping stone on which to build the next layer, that is, if students say they like feedback and teachers provide it, what do students actually do with the feedback they receive in a particular class setting and how do affective factors affect their response to feedback? Fortunately future studies attempted to show the effect of rough draft feedback on subsequent revisions.

Kasper and Petrello (1998) theorized that the ESL students at their community colleges had been negatively affected by too much corrective feedback which had led to increased writing anxiety and hindered their L2 writing development. So, they developed

a "non-judgmental" approach to providing rough draft feedback. The 'non-judgmental' approach they described involved asking "questions that focus directly on revision tasks" and avoiding grammar related feedback (p. 181). Even though the question technique has been documented in other places (Ferris, 2003) as confusing to L2 students, Kasper and Petrello claimed that the content-focused questions encouraged students and led them to take on "more responsibility for their own writing" (p. 182). The students in this study "were required to produce two to three revisions of each essay" and while the teacher feedback was primarily content-focused Kasper and Petrello did indicate "minor errors…by circling those errors" (p. 182). Following this approach, Kasper and Petrello claimed that "grammatical accuracy improved" (p. 182) as well as the confidence of the student writers and the content of their papers. Although the data analysis from their study is somewhat sketchy, e.g. they do not explain how they measured improved grammatical accuracy, they do offer two pieces of evidence to support their claims. First students wrote a "post-course autobiography" that compared their feelings about their writing abilities at the end of the course to their feelings at the beginning. Without giving exact numbers, Kasper and Petrello report that the autobiographies show an "over-whelming emphasis was on the discovery of their strengths as writers" (p. 182) and "increased confidence in their writing" (p. 183). Secondly and more objectively, the pass rates of the two classes increased over previous semesters moving up from 71%-89% for the intermediate students and from 60%-72% for the advanced students. While this study is encouraging especially for process approach advocates, the findings are somewhat limited by a lack of detail. For example, the contextual information is incomplete. Kasper and Petrello do not mention the number of students in the courses, the length of the

courses, or the teaching commitments of the instructors. This information is important in that students wrote "multiple drafts of each paper" (p. 181), and the authors imply they provided "non-judgmental" written feedback on each draft. This multi-draft, multi-response pattern seems to be a key component to the success of the approach, but the missing contextual information prevents other L2 writing teachers from discerning the applicability of the approach to their own teaching environments. Furthermore Kasper and Petrello fail to provide detailed methodological information that would enable replication of the study.

Nevertheless, the attention to student *perception* over student *action* concerning teacher feedback continued in other research. For example without actually studying the effect of feedback on future writing, Hedgcock and Lefkowitz (1994) asked undergraduate second language writers (N=247) what type of feedback they thought helped them improve their writing. In addition to asking what type of feedback students found helpful (content-based or grammar-based), Hedgcock and Lefkowitz (1994) asked what form of feedback students found helpful (written feedback or oral feedback). A major thrust of this study was to investigate possible differences in attitude between ESL writers and FL writers. Both groups of students complete writing tasks in a language other than their first language but usually for different ends. The ESL students need to develop writing skills that will help them succeed in getting a degree, whereas, the FL students tend to develop L2 writing skills as part of general skill development in the foreign language.

In spite of these differences, Hedgcock and Lefkowitz recorded some similar findings. For example in regard to type of feedback, both groups of students valued form-

focused feedback and expected to improve their writing and learn when teachers highlighted grammatical errors. With reference to form of feedback, students preferred written feedback with oral feedback when given that option. Additional relevance to this dissertation is that Hedgcock and Lefkowitz (1994) further investigated whether students preferred different types of comments on rough drafts than on final drafts. The ESL writers in their study showed some preference for content-based feedback on rough drafts over grammar-based feedback, but on final drafts the ESL writers rated "comments on idea organization as more useful than grammatical corrections" (p. 154). These same students rated "teacher response to writing style and content…as more useful than…reactions to lexical and mechanical mistakes" on their final drafts (p. 154). This finding contradicts commonly held assumption that final draft feedback serves mostly as grade justification.

Additional feedback studies continued to focus on student reactions to feedback without looking at any effect on future writing. Ferris (1995) reported on a quantitative study (N=155) examining what students prefer regarding teacher written feedback in a multi-draft setting. She surveyed mostly immigrant students enrolled in pre-university, multi-draft composition (EAP) classes. She administered the survey two-thirds into the 15 week semester. Interestingly, students in this study indicated that they value all feedback even final draft feedback, but that what they value in the feedback varies slightly depending on when the feedback is given. Whereas content feedback was particularly welcome on preliminary drafts, students valued "comments on vocabulary and mechanics" on their final drafts possibly because they believed these comments provided "information they could apply to any future writing project" (p. 42). In any

case, her study showed that NNES students say they value and attend to teacher

commentary throughout the writing process. This study was useful in reporting student

perception of what they value and how they use teacher feedback. It was not designed to

examine the accuracy of student perception. In other words, it asked students what they

thought about feedback, but it did not actually examine what students did with the

feedback. Nevertheless, it opened the door for a more qualitative look into student

reaction to rough draft as well as final draft feedback.

Hedgcock and Lefkowitz (1996) stepped through this door by comparing student

perception of rough draft feedback to their perception of final draft feedback among two

distinct groups of L2 writers. They used quantitative (survey) and qualitative (interviews)

methods to study what students thought about teacher feedback and what students *said*

they did in response to it. Hedgcock and Lefkowitz administered the survey to 316 L2

writers at a university. These students comprised two groups: "Anglophone FL learners

of French, Spanish, or German" (N=192) enrolled in upper level language courses and

ESL students (N=124) "enrolled in nonnative sections of freshman composition" (p.

291). The survey data indicated key differences between these two groups: differences

both in the teacher feedback they were accustomed to and the teacher feedback they

preferred. The "Anglophone FL learners" were used to receiving (almost exclusively)

sentence-level feedback on their papers though they might have appreciated feedback on

"content and rhetorical soundness" (p. 293). The ESL students felt they "learned the

most" about revising when teachers offered feedback on all areas: content as well as

mechanics (p. 295). Following an analysis of the survey, Hedgcock and Lefkowitz

interviewed 21 of the participants and reported the qualitative data on four: three native

English speakers studying German, French, and Spanish respectively and one non-native English speaker learning English. The interview data largely supported the survey findings as Hedgcock and Lefkowitz found distinct differences between the two groups largely because the FL students saw feedback primarily in its role of error correction. Hedgcock and Lefkowitz attribute this perception to the effect of class instruction. The FL students were not taught writing in a process environment, and the teachers indicated less concern for their content ideas than for mechanical correctness. Hedgcock and Lefkowitz concede that in each study the information is self-reported on the students' part thus limiting their conclusions somewhat because they did not actually look at whether teacher feedback actually effected any change in future papers. All of these studies of student perception and preference are useful a reference points from with teachers can build their response practices. They are limited by failure to compare what students say with what students do concerning teacher feedback.

Later studies moved away from straight survey answers and sought to provide research regarding practice and perception by studying student drafts. For one, Fiona Hyland (1998) made a concerted effort to tie student attitude toward rough draft feedback to actual revisions. While still predominantly concerned with student attitude, Fiona Hyland (1998) investigated how students interpreted and responded to rough draft feedback throughout a semester long course. Hyland did not try to manipulate the feedback in any way instead she sought to investigate what types of feedback teachers gave to their students and what impact that feedback had on future writing. Hyland used multiple methods of data collection including interviews, questionnaires, class observation and text analysis. She worked with two teachers and two classes. One class

was preparing for university level work while the other was preparing for graduate work. Three students from each class agreed to serve as case studies. Hyland's study offers several insights into a composition classroom taught by experienced teachers. The teachers responded to rough drafts which the students then revised and the teachers graded. Both teachers addressed grammar and content issues simultaneously in the rough draft feedback. In analyzing the feedback, Hyland categorized which feedback was "usable" or not "in terms of its potential for revision of a draft" (p. 262). In this study feedback that was evaluative, "positive reinforcement, or reader response" was not "usable." (p. 262). Hyland determined that five of the six case studies "acted on" approximately 90% of the usable feedback. Hyland found that all six students in her case study "not only said they valued feedback, but demonstrated this through their actions in response to it" (p. 262). In fact, they all attempted to respond to the feedback, but they admitted to sometimes not knowing why a change was needed. Consequently rather than gaining confidence and learning from the feedback, at least one student reported a loss of confidence and a "greater reliance on her teacher's feedback" (p. 273). Although the students attempted to incorporate the feedback into future drafts, Hyland offers no evidence that students were actually learning to be better writers.

In another study, Ferris and Roberts (2001) focused their study specifically on feedback concerning error correction. They wanted to know specifically what kind of teacher feedback aided students in self-correcting, whether the kind of grammar feedback students preferred corresponded to "their textual data" (p. 163), and to what extent students' own grammar knowledge affected their ability to "process [the grammar] feedback" (p. 163). Ferris and Roberts limited the error correction feedback to errors

involving verbs, nouns, articles, sentence structure and word choice or form (p. 169).

They divided 72 immigrant ESL pre-university students into one of three error feedback

groups: A "codes" group (errors in the five categories were underlined and coded), a "no

codes" group (errors in the five categories where underlined but not coded), and a control

group (no error markings) (p. 168). The study began with students in all three groups

writing a 50 minute in class essay. Two weeks later, students received their essays with

error feedback according to one of the three feedback groups and were given 20 minutes

to self-correct their essays. Ferris and Roberts triangulated the essay data by adding a

grammar pre-test and grammar survey to the study. The pre-test was related to the five

error categories receiving grammar feedback; the survey asked questions about students'

previous grammar instruction, perceptions of their grammar problems, and preferences

for grammar feedback. Ferris and Roberts found "statistical significance" (p. 176)

between the groups that received some form of feedback and the control group, but there

was no statistical difference in ability to self-correct between the coded and uncoded

feedback groups.

   As mentioned earlier, this study was primarily concerned with the effect of

varying error correction feedback, but Ferris and Roberts also found that what students

perceived as most helpful (direct, coded marking of errors) was not shown to be any more

effective than indirect marking of errors. This study offers practical information for

teachers concerned with marking student error in papers in that the time-saving strategy

of indirect error marking may be just as effective as the slightly more time consuming

strategy of direct, coded marking. It also shows that student perception and preference are

not necessarily reliable sources of information.

In an effort to shed more light on student perception, some scholars have added an oral component to the research design. For example, Hyland (2000) continued to examine the effect of rough draft feedback on revisions looking not just at written feedback but oral feedback as well. Her findings revealed a complex relationship between student peers and writing teachers. Although students believed rough draft feedback could help them not only with the current paper but also with their development as writers, students misinterpreted the teacher's feedback or the student sought outside help from family members – feedback that the teacher disapproved of and in fact directed the student to ignore. The study revealed misunderstandings on several levels as students attempted to incorporate rough draft feedback in ways that either the teacher disapproved of or could not understand. For example, one student repeatedly received written feedback from his professor asking him to write simpler sentences and avoid attempts at incorporating idioms and complex vocabulary words. However, the student persisted with this strategy because he saw it as a way to "test out his own knowledge" knowing the feedback from his professor would evaluate his ability (p. 48). As the student continued to ignore the feedback, the professor became increasing frustrated not realizing the student was employing a learning strategy that relied on getting rough draft feedback from the professor. As a result of several mismatches, Hyland (2000) concluded that the professors were focusing on the rough draft as a product while the students saw it as part of the learning process. Additionally, the students were not proceeding with the learning process in a way the professors knew or understood. Her study highlights at least two facts: sometimes students have reasons for ignoring teacher feedback and one-on-one oral feedback can be useful in learning these reasons and reducing misunderstandings

between instructors and students. Many of these misunderstandings could have been prevented had the teacher and student met face-to-face to discuss the student's writing and the teacher's response to it. In this study, the oral feedback came from peers or even family members rather than from the teacher.

Perhaps because of its time consuming nature, oral feedback tends to "come and go" as an element of feedback studies. A decade before Hyland's (2000) study, Goldstein and Conrad (1990) had compared "discourse in the conference" to "successful revision" (p. 446). They defined a successful revision as one in which the writer "improved upon a rhetorical problem discussed in the conference" (p. 449). Goldstein and Conrad focused their study on three students and found that "conferences do not necessarily result in revision" (p. 456) but that successful revision was more likely when the student and teacher both contributed to the discussion of a particular concern (i.e. "negotiated revision" p. 452). This study offers some worthy insights. One is that student/teacher conferences concerning rough drafts do not necessarily result in better final drafts. The act of conferencing itself is not a "magic teaching bullet." Secondly, their study showed that conferences are not naturally interactive. Teachers may inadvertently dominate; students may remain passive. In sum, Goldstein and Conrad concluded that the results of their study did not confirm the typical arguments in favor of conferencing. They suggested that the nature of conferences might be at least part of the reason in that conferences are dynamic interactions that follow no predictable path. Student/teacher conferences are subject to the constraints of context and personality and these constraints affect outcome. A valuable deduction from their study is that teachers may need to be

mindful of getting students to interact in the conference. Teachers cannot assume that the one-on-one set-up of the conference will naturally lead to student engagement.

Nevertheless, Thonus' claim that "metacognitive/ metalinguistic interactions with writers can produce positive outcomes" (n.p.) reflects the intuitive view that meeting one-on-one to discuss a student's draft benefits the student's learning, writing process, and subsequent draft. Consequently, additional oral feedback studies have tried to understand student perception of feedback by focusing on the relationship between writing center interactions and subsequent revisions.. Williams' (2004) study of five international students yielded some of the same results as the Goldstein and Conrad study. For example, Williams also found that student interaction in the session had an impact on the amount and type of revisions made. Just as in the Goldstein and Conrad study, students who were more engaged in the session attempted more revisions than the more passive students. Furthermore, Williams pointed out that explicit feedback especially on sentence level issues was more likely to be addressed in revision than feedback addressing content and organization which Williams speculated was due at least in part to ease of revision. Williams also noted that certain student responses to the oral feedback were "predictive of [the] impact [the feedback would have] on revision" (p. 186). Specifically, students who resisted the feedback or offered minimal reaction were not likely to attempt the revision. In contrast, students who made "a written notation about a problem or change" were more likely to act on the oral feedback and attempt a revision. Therefore, instead of trying to isolate and account for each individual change, Williams examined the "change in quality…for the entire second draft" by looking at the difference in grades. She found that revisions did not necessarily result in significantly higher grades. The students in

Williams' study had their first drafts rated by letter grade and then the second drafts rated again with letter grades. Of the five students, only one moved up a full letter grade (from a C to a B); two students kept the same ratings (B- and C+) and two students moved up half a letter grade (C to C+; B- to B). Grades alone are, of course, not clear indicators of whether students attended to the feedback or not. Williams found that at least one of the cases made "extensive revisions" (p. 182) based on tutor feedback that helped clarify the assignment and organize the analysis. The student rewrote three-quarters of the paper resulting in "numerous new sentence-level errors" (p. 183). Because the students were not interviewed after revising their papers, it is not possible to know why they ignored specific suggestions from the oral feedback. It was also not possible to tie all revisions to the oral feedback because the study did not include teacher commentary.

A slightly different oral feedback study was conducted by Weigle and Nelson (2004), in that they took a case study approach that was not situated in either a writing center or an ESL classroom. Instead the students who acted as tutors in the study were completing graduate coursework in second language writing. Weigle and Nelson describe these tutors as inexperienced and untrained in tutoring. For the study, three graduate student tutors worked with three ESL student volunteers who were also graduate students enrolled in various academic writing programs. The study involved ten hours of tutoring (one hour/week) over the course of a semester. Weigle and Nelson were interested in the relationship that developed between the tutor and student and how this relationship affected what each considered tutoring success. The case study investigated the effect of the tutoring sessions by asking the participants to self-reflect. They found that all the participants felt the sessions were successful, but that each tutor and tutee defined a

successful session differently. For the tutees, success meant having their goals met; these goals ranged from having grammar questions answered, gaining confidence, and getting an A on the final paper. The tutors defined success in terms of their ability to meet the goals of the tutees, their ability to help the tutees become more independent writers, and their own capabilities to answer tutee questions and communicate clearly. Weigle and Nelson's study illustrates the difficulty of operationalizing successful oral feedback. Still they were able to offer conclusions relevant to this study. For one, they found that the amount of tutor talk was related to the level of fluency on the part of the tutee and that directive strategies communicated clearly, saved time, and were welcomed by less proficient students. In fact, Weigle and Nelson concluded that negotiation of roles and strategies to meet expectations of the tutor and tutee was more important than any single tutoring technique. Thus how much the tutor talked or whether the feedback addressed higher order or lower order concerns played a secondary role to the students' perception of a successful tutorial. Also, even though this study was primarily an investigation of oral feedback, for two of the tutees written feedback played an important role. In one case the tutor would email comments to the tutee as a way to supplement the oral feedback. In another case, the tutor wrote comments on the tutee's paper during their tutorial.

. In concluding this section, two studies are especially notable for their effort to look holistically at classroom interactions concerning student perception of and reaction to teacher feedback.

Hiroko Saito (1994) investigated teacher practices and student preferences concerning feedback and found that teacher instructional practices affect student attitudes toward feedback, that students preferred feedback on grammar, and that students often

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did not rewrite papers even when it was assigned as homework. This study consisted of three "experienced ESL writing teachers" (p. 48) and their undergraduate students (N=39) over the course of a semester. The teachers provided rough draft feedback according to their normal feedback practices, which included a mixture of oral and written feedback on content and sentence features. In addition to examining the teacher feedback, Saito administered an end of semester survey which asked students to rate the "usefulness" of the different feedback practices along with their "strategies for handling feedback and their preferences for feedback" (p. 50). Saito found that students overwhelmingly preferred teacher feedback to peer feedback and self-correction. Additionally, they preferred for teachers to focus their feedback on sentence-level errors. This finding alone might not be so surprising except that the majority of students also said they would not revise their papers. This finding, that students want sentence-level feedback but do not want to rewrite based on the sentence-level feedback, may suggest that students see sentence-level feedback as a kind of gauge of their writing ability. In other words, even though this feedback may come on a rough draft and without a grade, students still see it as having an important evaluative role that they find useful. In terms of receiving coded feedback, students were generally favorable, but this finding seemed to tie directly to teacher practices. In a class where the teacher had used the codes inconsistently, the results were mixed. In a class where the teacher had regularly and consistently used the codes, the students listed it as a preferred feedback strategy. In summary, student attitudes toward feedback seemed directly connected to teacher's expectations and practices concerning feedback. All students received some form of oral feedback and rated this feedback strategy highly on the survey. However, Saito does not

clearly explain in each case how the oral feedback was provided. She states that one teacher conferenced with students in class while they were writing. For the other two teachers she just references apparently optional "tutoring sessions" that some students received. Saito's study is useful in showing that instructional practices affect student attitudes toward feedback. Unfortunately it also shows that students often fail to revise rough drafts after having received teacher feedback even when the feedback was what the students preferred. This lack of revision may indicate that some students come to the finish line in an assignment sooner than their teachers or process advocates intend, but this decision not to revise is made irrespective of the rough draft feedback.

The Conrad and Goldstein study (1999) also shows the complexity of student perceptions to feedback in their case study of three ESL students in a university ESL composition course. The study lasted all semester, 16 weeks, and included four essays along with multiple drafts of each essay and recordings of student/teacher conferences. Conrad and Goldstein coded the rough draft feedback according to "intended function…,formal characteristics…, and the type of problem to be revised" (p. 153). They then examined the revised drafts and coded all revisions as "successful, unsuccessful, or no change" (p. 154). They further distinguished between oral and written feedback. They found that one-third of the revisions in response written feedback was not successful and that written feedback concerning higher order content features (e.g.. feedback asking for more analysis) was even less likely to be successfully attended to than written feedback concerning lower order content features (e.g. feedback asking for more examples). They conclude by emphasizing the extent that the student variable plays in whether feedback is attended to or not.

To summarize, the thirteen student perception studies reveal, among other things, student reactions to feedback. Five studies are based on survey or self-reported data by the students and are not designed to compare what students say about feedback to what students do with feedback. (Ferris, 1995; Hedgcock & Lefkowitz, 1994; 1996; Kasper & Petrello, 1998; Radecki & Swales, 1988).

The remaining eight studies attempted to compare student perception of teacher feedback to revision strategies (Conrad & Goldstein, 1999; Ferris & Roberts, 2001; Goldstein & Conrad, 1990; Hyland, 1998; 2000; Saito, 1994; Weigle & Nelson, 2004; Williams, 2004;).. Six of these eight studies report efforts to clarify rough draft feedback by adding an oral dimension. (Hyland, 2000; Goldstein & Conrad, 1990; Conrad & Goldstein, 1999; Saito, 1994; Williams, 2004; Weigle & Nelson, 2004).The oral feedback studies often revealed the complexities of tying revisions and improvement of subsequent drafts directly to the oral feedback sessions. Conferencing has remained a popular feedback choice for students – not necessarily conferencing alone, but in conjunction with written feedback. When it is included in a research design, students invariably prefer oral feedback along with written feedback.

Final Draft Feedback Studies

While most of the research has focused on feedback at the rough draft stage, some scholars are beginning to study feedback on final drafts. These studies are typically designed with a narrow and somewhat limited focus.

Hyland and Hyland (2001) examined final draft feedback from the sociolinguistic angle of praise versus criticism or directness versus indirectness. Specifically, they analyzed the written feedback of two teachers in an EFL setting. They placed each

feedback point into one of three categories: praise - indicating that an "attribute [of the paper] is positively valued", criticism - indicating some level of "dissatisfaction" with the text, and suggestion - indicating "a relatively clear and accomplishable action for improvement" (p. 186). Hyland and Hyland collected data from six university students during a 14-week writing course resulting in 51 student essays. For each student, three of these essays followed "a feedback/revision cycle, consisting of the writing of a draft, followed by written feedback, and then a revised version in response to the feedback" (p. 189). In each case, Hyland and Hyland limited their analysis to end comments ignoring all marginal or in-text feedback. This limitation may have directly influenced the results in that they found the largest category of comments to be ones of praise (44%) followed by criticism (31%) and ending with suggestions (25%). Had they included the in-text feedback "which focused on language inaccuracies and corrections" (p. 190), the percentages would have likely been quite different. Hyland and Hyland also found that the two teachers in their case study incorporated praise mostly to soften criticism or lead into suggestion. Their case study of six ESL university students revealed that teachers and students viewed the value and role of praise and criticism quite differently. While the teachers sought to use praise to build self-esteem among the ESL writers, the ESL writers often found the praise confusing and even "useless" because they were not "serious" comments (p. 202). In terms of final draft feedback, they found that teachers reserve most of their praise for final drafts believing that the praise can "motivate the students in their next writing" (p. 193).

Some researchers are turning their attention to the effect of final draft feedback on future writing. These final draft feedback studies are most often concerned primarily with

the effect of corrective feedback on future writing. In other words, when teachers mark grammatical mistakes on final drafts, do students learn from that feedback and refrain from making the same grammatical errors on future papers? Bitchener, Young, and Cameron (2005) studied whether "the type of corrective feedback on linguistic errors determine[d] accuracy performance in new pieces of writing" (p. 195). The study involved "53 post-intermediate migrant learners" (p. 195). The students were divided almost equally into three different groups. Each group completed the same writing tasks for the study. Bitchener, et al. examined the errors of the first writing task to determine which categories of error were most prevalent for the students. They found that "the greatest difficulty occurred with the use of prepositions (29.23% of all errors) followed by the past simple tense (11.96% of the total errors), and the definite article (11.45% of the total errors)" (p. 197). To investigate whether different types of feedback strategies led to improved accuracy on new writing, each group received a different feedback strategy: written feedback with oral feedback, written feedback only, and no corrective feedback. Although the accuracy of preposition use did not improve with any type of feedback, they found that written feedback combined with oral feedback improved student accuracy in use of the simple past tense and the definite article. While limited to these features of grammatical accuracy, their study supports the notion that feedback is most effective when students receive it in both oral and written form.

In a similarly focused study, Bitchener and Knoch (2008) examined whether written corrective feedback had any effect on grammatical accuracy of new writing. The study was designed around three 30 minute in-class writings in which students were instructed to "describe what was happening in a picture" (p. 420). The three writings

occurred over a period of ten weeks with the first two writings occurring during the first

two weeks. The students (n=144) were "low intermediate" (p. 418) and were more or

less evenly divided between visa holding students and migrant students. Bitchener and

Knoch divided the students into four groups of roughly the same number. For this study,

they focused their research on the indefinite and definite English article and varied the

feedback strategy among the four groups in four ways: no corrective feedback (the

control group), written corrective feedback only (direct correction of the error), written

corrective feedback with written explanations, and written corrective feedback with

written and oral explanations. The written and oral explanations were clearly designed for

this study. The oral explanations involved a "30 minute lesson" to the whole class after

their first marked writings were returned to them (p. 421). The written explanations

included a statement of rules governing article use and an example illustrating the rule.

For the second writings, the control group received no feedback while the other three

groups received notations indicating correct (a tick) or incorrect (a cross) uses of the

English articles. Bitchener and Knoch found that students who received any form of

written corrective feedback performed better in new pieces of writing than the control

group which received no written corrective feedback. Specifically, they reported that the

"students who received written corrective feedback significantly improved their accuracy

in using the targeted functions of the English article system and that they retained this

level of accuracy when writing a new text seven weeks" later (p. 425). Bitchener and

Knoch did not find that one type of corrective feedback strategy was more effective than

the other for improving accuracy of English articles in new writing. It is important to note

that these findings are closely tied to a very specific context and feedback strategy in that

the written feedback was limited and the oral feedback was a grammar lesson. Nevertheless, this study offers some support for the notion that written corrective feedback on final drafts can assist students in developing written accuracy on future writings. It also supports the practice of minimal markings as an effective feedback response to certain surface-level errors such as those involving articles.

Otherwise, little research has focused on the effect of final draft feedback, usually referred to as summative feedback, except to conclude that it has little value apart from justifying a grade and offering encouragement (Ferris 2003; Leki 1992). This assumption, however, has not been substantiated in the literature – quite the contrary. Ferris (1995) reports on survey population (N=155) where "even on final drafts" the students attended to the teacher commentary. Still the attitude that Leki (2007) displays in her reference to final draft feedback as "unsolicited" and "least useful" (210) dominates L2 pedagogy. The prejudice against final draft feedback as a useful pedagogical tool is further illustrated in Underwood and Tregidgo's (2006) recommendation to not include a grade with "detailed feedback" because grades reduce the "impetus to revise" (p. 90). While students may not be allowed to revise a "finished," graded assignment, I would argue that "detailed feedback" could provide information to use or to improve the next paper. It is important to note that Underwood and Tregidgo mix studies from L1 composition research and L2 composition research somewhat randomly without noting the L1/L2 difference in research focus as if the difference does not matter. For example, they state that students view grades and feedback mainly as "grade justification" and that students "tend to ignore specific diagnostic comments when a grade is also included" (p. 75). The two sources they cite to support these claims come from L1 composition research.

However, when they discuss content and surface level feedback, they rely on findings in L2 composition research from Ferris (1995), Cohen and Cavalanti (1990), Hedgcock and Lefkowitz (1994) and Zamel (1985). Certainly this mixture of research studies from different research groups calls into question the recommendations they make at the end of the article.

However, Hyland and Hyland (2006, "Interpersonal aspects…") point out that final draft feedback does "more than justify a grade. [It provides] targeted instruction" (p. 206). In an apparent change of opinion from ealier views, Leki (2006, "You cannot ignore"… in Hyland & Hyland) agrees pointing out that especially across disciplines where feedback on writing may be minimal the teacher's final draft feedback "is likely to have the greatest impact on the writer's developing sense of where to go with the next writing attempt" (p. 267). Leki's claim is not without empirical support. Her case study of graduate students across academic disciplines showed that the students did, in fact, read and pay attention to FDFB (p. 275).

In summary, these five research studies concerning FDFB fall into two groups: studies that ask primarily how students feel about FDFB (Ferris, 1995; Hyland & Hyland 2001; Underwood & Tregidgo, 2006) and studies that investigate whether attention to grammatical error on a final draft affected grammatical accuracy in subsequent writing (Bitchener & Knoch, 2008; Bitchener, Young, & Cameron, 2005). Although each study is a useful additional to the body of L2 feedback literature, the scope of each also reveals a gap in the literature: an examination of teacher practices and student reactions to final draft feedback in multi-draft L2 writing classrooms in which teachers respond fully to student final drafts (content, organization, grammar, and mechanics).

Summary

Ferris (2003), who generally disparages any value to final draft feedback beyond justifying a grade, points out that "written commentary … is a critical instructional opportunity" (p. 123). While the assumption on her part and others is that this "instructional opportunity" only occurs when students have the option to revise according to the written commentary, this assumption is unproven and untested in the broad context of an ESL writer in a first year composition course. Furthermore, appeals to consider final draft feedback from an instructional angle have been ignored. Over a decade ago, Muncie (1999) challenged the practice of teacher rough draft feedback because it "reduc[ed] the necessity of learners having to choose and discriminate" (p. 49). Muncie argued, as do I, that teacher rough draft feedback leads more to teacher dependence than to learner autonomy. He suggested that instructors reserve written feedback for final drafts and that with the return of each graded assignment students refer to those comments and make a list of "how I can improve future compositions" (p. 51). Muncie claimed that this pedagogical strategy taught students to be more critical thinkers and more autonomous writers. However, his support for these claims is limited to a small survey sample (N=29) which asked students how they used peer and teacher feedback on revising. He reported that students were overwhelmingly inclined to be less discriminating with instructor rough draft feedback than they would be with peer rough draft feedback. Despite a small research sample, Muncie's argument has merit and deserves further exploration.

Thus this research study investigates whether final draft feedback can have instructional value for NNESs as they move from one assignment to the next in a

university level composition course. What teachers expect students to do with the feedback they receive and how they hold students accountable for attending to the feedback is as, if not more, important than when and even how teachers provide the feedback. In other words, if teachers want students to pay attention to and incorporate information from the feedback they receive on their graded papers, then they must communicate that expectation explicitly and hold students accountable regardless of when the feedback is provided.

In conclusion, specific findings from this review of the literature that are especially relevant for this study include the following:

Students value final draft feedback (Ferris, 1995).

Students do not compartmentalize feedback into arbitrary dichotomies such as formative or evaluative (Saito, 1994).

Oral feedback combined with written feedback seems to be most effective in promoting student learning (Bitchener, et al., 2005). When given a choice, students prefer oral with written feedback (Hedgcock & Lefkowitz, 1994).

Class context affects students' expectations and perceptions of teacher feedback (Hedgcock & Lefkowitz, 1996).

Finally, scholars are calling attention to the often limited scope of feedback studies and, in Lee's (2009) words, to the need for a "feedback revolution" i.e. not only an understanding of feedback practices but also an awareness of "practical constraints" facing teachers (p 7). Furthermore, a recent article by Danielle Guénette (2007) addressed pedagogical issues concerning teacher feedback. While Guénette's primary concern is with the efficacy of corrective feedback, her underlying premise is that teachers need

guidance for classroom activities. She points out that feedback studies are not just "interesting" from a research perspective. They are either helpful or not for classroom teachers. Guénette writes as a teacher needing answers. Unfortunately, feedback studies may be rich in data and poor in answers. According to Casanave (2004), feedback studies may tell us something about changes made in revising within one assignment, but the studies tell us "nothing about what students have actually learned that might apply to new pieces of writing" (p. 91). One way to provide answers for classroom teachers is to study the classroom. This gap in classroom-based research has been noticed by scholars such as Polio (2003) who notes that "surprisingly" few studies explore what "actually happens in writing classes" (p. 59) and Lee (2008b) who reiterates this need by recently calling on teacher/researchers to "undertake action or classroom based research and to share good feedback practices" (p. 82). In an effort to address this gap, this research study examines the instructor practices and student reaction to various final draft feedback strategies.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I present the methodology used to form two case profiles from a first-year composition (FYC) class. Following a teacher as researcher design, these case studies emerged from my own sections of FYC. The chapter begins with a rationale for the research methodology and continues with details concerning the research setting. In this chapter I also explain the data collection methods and data analysis procedures used to investigate final draft feedback.

The analysis of this study relied on some of these definitions by name specifically the following six terms: *feedback, written feedback, oral feedback, direct feedback, directive feedback,* and *summative feedback*. Even though these are defined and discussed in the literature review, a list of definitions follows:

> *Feedback* includes "all responses that a teacher makes on a student's draft including shorthand symbols, punctuations markers, grade earned, and in-text as well as end comments" (Lee & Schallert, 2008, p. 507)

Written feedback refers to handwritten or typed comments or notations made directly on the papers (Ferris, 1997).

Oral feedback more often described as "conferencing" refers to verbal discussion of a student's text with the student writer (Conrad & Goldstein, 1990).

Direct feedback is explicit and generally refers to written insertions, substitutions, or corrections made by a teacher or peer on a student's paper (Ferris, 2003).

Direct feedback may also be *directive* – telling students exactly what to do or change in their papers (Underwood & Tregidgo, 2006).

Summative feedback evaluates the paper and is usually associated with end comments on final drafts (Hyland & Hyland, 2006, "Contexts…").It is also known as evaluative feedback and includes a final grade (Hedgcock & Lefkowitz, 1996)

Additionally, this study coined three more terms: *content feedback, sentence-level feedback,* and *documentation feedback*.

Content feedback refers to feedback concerning the essay's thesis, support, organization, unity, clarity, and coherence

Sentence-level feedback includes feedback directed at grammar and mechanical issues within the paper.

Documentation feedback refers to feedback addressing manuscript form, in-text citations, and works cited concerns.

These terms describe the focus of the feedback and seek to avoid an often artificial either/or dichotomy as when, for example, global feedback (content) is referenced in

contrast to local feedback (sentences). This study never aimed to contrast different types

of feedback so avoiding implied dichotomies was important.

Rationale for the Study

As illustrated in the literature review of the previous chapter, research studies

investigating feedback and university level ESL writing were first interested primarily in

student preference for and understanding of feedback without considering what students

actually did with the feedback they received. When researchers began investigating what

students did with the feedback they received, they centered the studies on the role of

feedback on writing and revising (or failure to revise) rough drafts.   More recent studies

have begun to explore the role final draft feedback might play in developing L2 writing

skills, but these studies have been narrowly focused on either specific linguistic features

or timed writings of single-drafts. There are no L2 final draft feedback studies situated in

a semester long composition course. Therefore, this study seeks to expand our

understanding of the role of final draft feedback in a multi-assignment, multi-draft first-

year composition class. The research question guiding the study asks how students

respond to final draft feedback (FDFB) on graded compositions in the same class. The

more specific research questions investigate the features of FDFB and how the FDFB

was conveyed to the student. For these questions, I defined features of FDFB as written

notations or oral responses addressing the essay's content, sentences, documentation and

overall evaluation. These questions ask the following:

1.	What features of FDFB did students receive on their graded papers?

2.	Did students attend to these features as they completed subsequent writing
	assignments in the same class?

3.   Did the method of FDFB delivery affect the attention students gave to subsequent writing assignments in the same class?

This research is guided by my own pedagogical practice developed over twenty years of teaching, during which I began to focus instructional efforts on the final draft feedback I provided in the process of grading student papers. That the research questions come from my own current practice is not without merit, as illustrated in Borg's (2009) recent study (N = 505) of "English Language Teachers' Conceptions of Research" which identified "three main reasons for research [including] to find better ways of teaching, to solve problems, and … for professional development" (15). Walvoord and Anderson (1998) define such classroom based research as "a teacher's systematic attempt to investigate the relationship between teaching and learning in his or her classroom and to use that information to improve teaching and learning" (p. xvii).Thus, in an effort to investigate current practice and to address an existing research gap, I adopted an exploratory case study approach investigating what university level students writing in English as a second language did, if anything, with the feedback I provided on their final drafts in a multi-draft, multi-assignment course. Borg (2009) defines "teacher research [as] systematic, rigorous enquiry by teachers into their own professional contexts" and points out that this teacher research is seldom "made public…in ELT" (20). The following information attempts to "make public systematic, rigorous enquiry" into my own professional context – a context representative of many first year composition classes in North America.

As Ferris (2003) has pointed out this "teacher variable" is an important but too often missing variable in existing studies (p. 47), perhaps because conducting classroom research while keeping teaching standards in place is a challenge. However, it is a challenge "worth trying to meet" (Nunan, 1997, p. 367). To that end, this research design

involved data collection and analysis at both the classroom and individual level. Adopting a grounded theory approach, I combined quantitative and qualitative methodologies to collect and analyze the data. Combining both approaches allowed for "mutual verification" (Glaser & Strauss, 1967, p. 18) that would contribute to the thick description necessary for the case profiles.

Research Setting

The study took place in a naturalistic research setting: a private, religiously-based, liberal arts university in North America. Although the university has a small graduate population (N=251), it is largely a residential, undergraduate teaching institution. In 2007 an independent consulting firm evaluated this university as a writing intensive university because writing is required across disciplines at a rate higher than the university's cohorts. *The Princeton Review* rates it among "Best Western Colleges."

During the semester in which the research took place the undergraduate full-time enrollment was 1,972 students. The student population is 75% Caucasian and more or less equally divided between male (52%) and female (48%) students who fit the traditional student age demographic of 18-21. Approximately 12% (N=165) of the undergraduate student body are visa-holding international students who speak English as a foreign language - hereafter referred to as non-native English speakers.

The course from which the research began is housed in the English Department - a medium-sized department on campus that has 65-75 majors and offers three degree programs. Additionally this department oversees the core composition and literature courses required at the university. The eight full-time faculty all teach sections of first and second year composition as part of their 4/4 course load. As is often the case with

small universities, the English Department lacks a composition director and only one of the faculty has a background in composition studies rather than literature. The background of the faculty is relevant to the study in that departmental policies affected the feedback students received because some sentence-level feedback was a direct result of complying with the departmental policies explained later.

The course in which the study is based is the first course in a three-course sequence: First-year Written Communication, First-year Oral Communication, and Second-year Written and Oral Communication[4]. All students with an ACT between 19-27 are required to pass First-year Written Communication with a C or higher before moving on to the next course in the sequence. Students with an ACT below 19 are required to take a three-hour non-credit developmental writing course. Basic Writing is a pass/fail course- requiring students to score 80% or higher on two final essays and a grammar test in order to pass the course. Most visa-holding international students at this university must pass Basic Writing before they are eligible to enroll in the FYC course.

Although individual instructors have considerable autonomy in choosing textbooks and framing assignments, the faculty had agreed upon some guidelines to provide a certain amount of consistency among the different sections of composition offered each semester. These guidelines included specifying what the department referred to as "major mechanical errors" and the grade values associated with these errors. The excerpt from the class syllabus (Figure 3.1) is a required part of each syllabus for First and Second-year Written Communication.

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[4] Course names are pseudonyms

Figure 3.1 Departmental Policy: Syllabus Excerpt

Although students' backgrounds and abilities vary widely, the University student should expect to attain a literate standard in written and spoken communication. In order to assure our students' proficiency in Standard American English, full-length essays will be evaluated according to the following minimum standards.

Two major mechanical errors - no higher than a "B"

Three major errors - no higher than a "C"

Four major errors - no higher than a "D"

A maximum of 4 or 5 misspelled words will be allowed for a passing essay. (Spelling is treated separately from major mechanical errors.)

Major mechanical errors agreed upon by the Department of English are as follows:

AGR	Agreement error
CS	Comma splice
FRAG	Sentence fragment
FS	Fused sentence (Run-on)
CE	Case error

Furthermore, the faculty had agreed that they would not spend class time explaining these errors and how to avoid them. Rather, students were expected to enter the course with a certain level of mechanical awareness. Students lacking such awareness were expected to learn on their own or in private consultation with the professor.

Class Members

The university caps composition classes at 25 students. The two sections of First-year Written Communication from which this research study began totaled 46 students. These were both my classes: one class met in the morning (9:30); the other met in the afternoon (1:00). They were both 75 minute classes that met each Tuesday/Thursday for

15 weeks of a spring semester (2009). As is typical of this university setting, the classes were a mixture of native English speakers (NESs) and non-native English speakers (NNESs). Less typical is the relatively high almost 3:1 ratio of NESs to NNESs (33 NESs/ 13 NNESs) as the university has a 12:1 NES:NNES ratio meaning a FYC class of 24 students would typically have only two NNES. Of the thirteen NNESs, nine were Chinese. The remaining four were from Japan, Rwanda, Honduras, and Norway.

Class Assignments

The students wrote four major assignments: three essays and a report (200 points each). The essays differed in genre but were consistent in specifications such as page length (4- 5 pages/ 1200-1500 words) and research required (2-4 outside sources). Approximately three weeks of class time were devoted to each essay with three weeks for the report. Both classes received the following assignments in this order: Profile Essay, Memoir Essay, Commentary Essay, and Feedback Report. Each essay was to follow MLA documentation style. The purpose of the Feedback Report was to teach the report genre and to encourage students to think about the feedback they had received on each essay. Specifications for these assignments are given in Appendix A. I chose John Trimbur's (2008) textbook *The Call to Write* because of its writing across the curriculum approach and closely followed the writing activities and assignments from the relevant chapters for each of the above assignments. Appendix A provides a copy of the class syllabus which includes the assigned chapter readings.

Course Structure

The following information provides context for the structure and content of the class. This information shows the multi-draft, process approach, feedback rich

environment from which the final draft feedback is studied. In many ways my teaching style followed the dialogic model advocated by Weissberg (2006). When following this model, teachers plan for "social interaction" at "critical moments" when the students are working on assignments (21). For example, in my case during the drafting stage, I created dialogue via open class discussions ("As I take attendance, tell me your working thesis." [then to the whole class] "If that's the thesis, what are we going to expect the writer to 'do' in the paper? "), responses to discussion board postings ("Post the dominant impression you are trying to convey. Now, how can you turn this dominant impression into a thesis statement?"), and over-the-shoulder comments as I walked around the room during in-class writing workshops ("It looks like you are telling a story about a family vacation, but a memoir is more than just a story. Where would you say the 'moment of revelation' is stated?") I repeatedly told students they were welcome to schedule out-of-class conferences with me if they wanted more focused one-on-one feedback during the drafting stage. In this way my teaching strategy was to offer a feedback rich environment at all stages of the writing process. So while I provided feedback to students during the drafting stage, my pedagogical strategy was to reserve formal, class-wide feedback for final drafts. During the course of this study, I varied the final draft feedback (FDFB) by providing it in three ways: in writing (comments on their graded papers), orally (one-on-one conferences about their graded papers), and both in writing and orally (one-on-one conference to discuss the written comments on their graded papers).

As a final assignment and in lieu of a final exam, students looked over all three essays and wrote a report about the feedback they had received over the semester. This type of self-analysis report has been a standard end-of-semester assignment in my classes

for some time. The specific assignment is given in Appendix A. At the final exam time, students turned in these reports. I also asked them to complete the required course evaluation and the feedback survey. The last two were, of course, anonymous, but students received participation points for coming to the final and completing these tasks. The course evaluation was completed online. I distributed the feedback surveys and instructed students to put them in a manila envelope as they left class. I read and compiled descriptive statistics three months after the course ended.

I used process pedagogy to teach the class in that students did prewritings, wrote drafts, and participated in peer reviews with each assignment. Students who missed the in-class peer review had to get an approved peer review of their rough draft. Most students used the writing center to make up a missed in-class peer review; otherwise, writing center visits were optional but encouraged. In class, we also discussed the process of completing a writing assignment, as I encouraged students to consider what they actually do from the day they get an assignment to the day they turn it in and what makes this process effective (or not) for them. I defined an effective process as one in which the writer turns in the assignment on the day it is due and is relatively pleased with and confident of the quality of the assignment. I contrasted this effective process with one in which students turn work in late or incomplete or without any sense of the kind of grade it might receive. On the days assignments were due, I used that class period to show students how to use the Find/Replace feature of Word to assist them with various editing tasks, such as finding contractions or weak sentence structures (e.g. "There is/are…"). In this way, throughout the life of each assignment I called attention to writing and invention strategies, revising and editing tasks, and audience awareness.

Data Collection

Although this is primarily a qualitative exploratory study, blending quantitative and qualitative techniques is recommended as a means of "mutual verification" (Glaser & Strauss, 1967, p. 18). Following a "not uncommon practice," I distributed a survey to all the students in both classes and then selected a smaller number for case study research (Stake, 1995, p. 65). The quantitative procedure of a survey allowed me to supplement and substantiate the qualitative data. Using both quantitative and qualitative methodology provided insights as I moved in data analysis from the larger picture of the class as a whole, to a core group of NNESs, and finally to the specifics of the two cases.

The Whole: Two Sections of First-year Composition

I began the data collection during the semester I was teaching the classes and triangulated the data by recording all the oral feedback sessions, by making copies of all final, graded drafts, and administering a class survey. Additional data came from reviewing my lesson plans with teaching notes and reading the discussion board postings in Blackboard. After the cases were selected, I interviewed the participants and transcribed the recorded interviews. These sources of evidence can be grouped under categories standard for case study research: archival records (teaching notes and lesson plans), physical artifacts (graded papers and discussion board postings), and interviews (transcriptions and notes) (Yin, 1994). Examples are included in Appendix B.

Since the research questions are examining student attention to FDFB along with the methods of FDFB delivery, I needed to maintain records not only of graded papers with written commentary but also of conversations regarding graded papers. As explained

below, I gathered this data by recording all oral feedback sessions and by copying all final, graded papers.

Recorded Sessions

In order to address whether the delivery of the final draft feedback has an effect on student attention to feedback (research question three), I used oral feedback strategies both with and without written feedback as I returned students' graded papers to them. Because I did not know who had signed consent forms and who would be selected for case study research, I recorded all the oral feedback sessions during the semester. Recording the sessions meant I did not have to rely on hastily written notes or run the risk of poor recall. For the two papers that received oral feedback, I started recording at the beginning of the discussion and turned it off at the end. All the oral sessions were recorded using Garage Band. For the two sections, this number totaled eighty oral feedback sessions. These sessions took place in my office and lasted approximately 20 minutes for each student.

Final Draft Feedback

Throughout the semester each final draft was copied immediately after it was graded, totaling three graded final drafts for each student in the course. The final drafts of those students not signing consent forms were later destroyed. Although my strategy for providing the final draft feedback varied with each essay as part of the research design, the process I followed to begin providing feedback did not vary. When an assignment was due, I required students to submit their work in a folder with pockets and brads and to organize it as follows:

The essay that I was to grade should be in the front pocket when I opened the folder.

All the writing related to that essay: prewritings, rough drafts, peer feedback, should be in the pocket behind the 'final' essay.

After an essay was graded and returned to the student, all of the work associated with that assignment should go in the brads.

Having students include all of the written work associated with completing the assignment allowed me to see the prewriting and revision processes that the student applied to the final essay. It also allowed me to see what kind of peer feedback the student received during the course of the assignment. As subsequent assignments were turned in, the current assignment was always in the front pocket and the previous, graded assignments were in the brads. This procedure enabled me to see not only the students' processes from assignment to assignment, but also the students' attention to comments on previous papers. Furthermore, at the end of the semester when I asked students to write their feedback report, all the data they needed for that assignment was organized for them in their assignment folder.

During the semester, each graded final draft was returned to students with an evaluation form. While the efficacy of such forms has been called into question (Broad, 2003), Ferris (2003) points out that evaluation forms can be useful tools that help the teacher focus and prioritize feedback. She further notes that students tend to like forms because they often clarify grading criteria. The evaluation forms I used are shown in Appendix A. I used one type of evaluation form with the profile, commentary, and report assignments and another type of evaluation form for the memoir assignment. I used a different form for the memoir essay because the personal nature of the memoir essay did

not seem to fit with the criteria stated in the other form, which is the one I most commonly use. Because the focus of the study was on feedback strategies and not what kind of form was being used, varying the form did not adversely affect data collection.

As this study investigated various feedback strategies, I completed the evaluation forms in different ways depending on the feedback strategy being used for that essay. For one essay the final draft feedback strategy was primarily oral. I minimally marked the essays using symbols: x's ?'s !'s and underlinings, following Haswell's (1983) minimal marking scheme. Then on the evaluation sheet, I merely checked yes/no boxes in reference to specific questions (e.g. "Does the essay have a supported thesis?"). I used the evaluation sheet to note content issues by checking the appropriate box and underlining phrases from the holistic scoring guide. In the text if a student's word choice did not seem right, I varied the notations. Sometimes I put a ? over the problem word, put a box around it, or drew a squiggly line under it. Then in the face-to-face conference we discussed what these notations meant – whether I was confused as to the student's intended meaning or whether I used these marking strategies to highlight proofreading lapses. After returning these essays to the students, I met with them individually to offer clarification, answer questions, and see to what extent they had understood the markings. I refer to this strategy as Oral Final Draft Feedback (OFDFB). In the morning class this strategy was used on the first paper (the profile essay). In the afternoon class it was used on the last essay (the commentary).

A second strategy was to do what commonly occurs with final drafts: write on student papers, assign a grade, and return the papers. I refer to this strategy as Written Final Draft Feedback (WFDFB). In the afternoon class, this was the first strategy used; in

the morning class it was the last. I made comments in the margins, at the end, and on the evaluation sheet. I did not meet with students to discuss the written feedback.

A third strategy I used was to write comments, grade the papers, return the papers, and meet with students individually to discuss the written feedback making, this strategy a combination of the two other strategies. I refer to this strategy as Oral and Written Final Draft Feedback (O&WFDFB). For both sections, this was the strategy used with the middle essay (the memoir). As with all face-to-face conferences, I allowed 30 minutes for each oral feedback session and recorded each session using Garage Band. In keeping with Ferris' (2003) advice to "explain feedback strategies" (p. 129), I explained this approach to the students at the beginning of the semester both orally and in writing. The written explanation is in Appendix A

Table 3.1: Order of Feedback Strategies

Essay	Morning Class	Afternoon Class
Profile	OFDFB	WFDFB
Memoir	O&WFDFB	O&WFDFB
Commentary	WFDFB	OFDFB

Feedback Survey

On the last day of class, students from the two sections (N=38) completed a feedback survey. With a general focus on questions directed at final draft feedback, learning from feedback, and importance of feedback, I combined parts from two published surveys (Hedgcock & Lefkowitz, 1996; Lee, 2008a) to create the thirty-nine item feedback survey used in this study. The survey included Likert scales, percentage rankings, and open-ended items as well as questions concerning demographics. In addition to providing information from the whole class perspective regarding final draft

feedback, the survey provided a useful framework from which I began the case interviews (Yin, 1994). The full survey is in Appendix B.

Teaching Notes

Throughout the semester, I recorded classroom observations in a research log noting details about assignments, students, and procedures. I also prepared typed lesson plans for each class period. I wrote reflections on these typed lesson plans, both as I was teaching and after the class and referred to these as I began data analysis. These documents, often referred to as field notes or memos in qualitative research (Glasner & Strauss, 1967; Orona, 1997), were available for review and provided insights and reminders concerning class activities.

The Core: Non-native English Speaking Students

Case Selection

At the beginning of the course, students were given the opportunity to sign consent forms agreeing to participate in this research. At the end of the course, I received twenty-four signed consent forms; six were NNESs two male and four female. All were traditional first-year students completing four-year degrees. I selected the two case profiles from these six NNESs. I started the selection process by emailing each of these NNESs with an invitation to meet me and discuss his/her participation as case study informants; five responded. (The email is in Appendix B.). Of the five students, four were female and one was male. Three had earned As in the course, and two had earned Bs. Fuller demographic information appears in Table 3.1.

Table 3.2: Case Selection

Student	Grade	Gender	Language	Classification	Major	Research Participant
Crissy	B	F	Chinese	First-year	English	Case study
Ellen	B	F	Chinese	First-year	English	Focus group
Jessica	B	F	Japanese	First-year	Family Studies	Case study
Martin	A	M	Kinrywandan	First-year	Computer Science	Focus group
Polly	A	F	Chinese	First-year	Interior Design	Focus group

I met with each student individually for two separate interviews. These interviews occurred six months after the course had ended. The first interview was to discuss possible participation in the study and to gather background information. This interview took place in my office and lasted approximately 30 minutes. At the second interview, we met in the classroom to review the feedback from the four written assignments. This interview lasted approximately one hour. After completing these interviews, I chose to focus the case study research on the two female students who had earned Bs in the course: Jessica and Crissy[5]. I selected these two students largely because of their final grade in the course. The other two epitomized top, conscientious A students who might be assumed to pay attention to feedback of all types. While final grades do not provide conclusive evidence of learning, they are indicators of proficiency in a particular setting. Presumably, a B student has more to learn about writing than an A student in the same context; thus, the effect of and attention to feedback might be a variable worth noticing.

---

[5] Pseudonyms

As Stake (2005) has pointed out, "opportunity to learn" is a valid criterion to use in case selection (p. 451). These case study participants not only had their own opportunity to learn from the feedback but their reaction to the FDFB could provide an opportunity for writing teachers to learn about student behavior to feedback.

The Informants: Jessica and Crissy

Fuller descriptions of the participants occur in subsequent chapters, but basic information is as follows: Jessica is Japanese/Irish but identified herself as Japanese. Japanese is her L1. She is an Interior Design major and was completing her first year of studies at the university. Crissy is Chinese. She is majoring in Teaching English as a Foreign Language (TEFL). She had completed one year of university in China before coming to study at this university. She was also finishing her first year at this university.

I transcribed the four recorded sessions with each case participant. As explained previously, two sessions occurred during the spring semester in which the students were enrolled in First-year Written Composition and two sessions were recorded the following fall semester. The first two sessions were part of the oral feedback strategies used in the course with all the students. The third session was an interview in which I explained the set up of the case study and asked questions about family and educational backgrounds. I also discussed their writing processes, habits, and confidence during this interview. The fourth and final interview with Jessica and Crissy was a discussion of their four graded papers for the course. We looked at each paper in the order it was written and discussed the final draft feedback each student had received. The semester previous to the one in which this study took place, Crissy and Jessica had had the same instructor for basic writing. So I interviewed the instructor, too, as part of the data collection. I recorded and

transcribed this 30 minute interview. The purpose of the interview was to get information about each student's writing background coming into the first-year composition course. All interviews were recorded using Garage Band and transcribed using Transana.

Data Analysis

According to Stake (Stake, 1995) "an ongoing interpretive role of the researcher is prominent in qualitative case study" (p. 43); thus, I began the analysis by operationalizing the following terms:

> *Final Draft* – a finished, graded paper that will not be revised nor re-graded
>
> *Feedback* –oral or written response to student writing
>
> *Non-native English Speakers* – visa-holding international students for whom English is not their first or home language
>
> *attending to feedback* - carefully reading all of the FDFB and attempting to understand it in order to apply the information from the FDFB as needed to future writing.

I then turned my attention to the specific instruments of the data collection. I began first with the survey which provided a 'big picture' overview from the class as a whole.

Feedback Survey

Data analysis began by compiling descriptive statistics from the thirty-eight completed surveys. Beginning with the demographic information, I analyzed each survey item by collecting, counting and typing each response depending on what the survey item called for. For example, for the first demographic question asking the student's major, I listed each major and noted the number of students claiming that major. Table 3.3 shows demographic information collected from the survey.

Table 3.3: Survey Demographics

Demographics:	Age	Classification	Gender	Language
	19 & under: 24 20-22: 11 23 & over: 3	First-year: 26 Sophomore: 6 Junior: 5 Senior: 1	Male: 16 Female: 22`	English: 26 Chinese: 8 Japanese: 2 Kinyrwandan: 1 Norwegian: 1
Totals	**38**	**38**	**38**	**38**

After background information, the survey asked for specific information regarding feedback. The first of these questions was open-ended.

I typed all of the open-ended responses (N=34) and, as shown in Figure 3.2, noted the following demographic information for each response as well: gender, classification, and native English speaker status. By noting the demographic information, I could consider whether these factors played a role in response patterns. In reading through the responses, I looked for repetition of key words and themes which eventually led me to five groupings: Specific Details, Oral Feedback, Rough Draft Feedback, Polite Feedback, and No Change.

Figure 3.2 Class Survey Excerpt: Open-ended Data Collection

6. Please complete the following statement by listing as many specific suggestions as you can. "I think my writing would show greater improvement if my instructor's feedback and comments ..."

- Were stated a little clearer if there were more meetings (FM/NES/FR
- Were available with a rough draft; were available before the final paper (FM/NS/FR)
- Could meet with me about my writings on every paper (M/NNES/FR)
- Were given to me several times during my papers (M/NNES/FR)
- Everything I did wrong. Everything I did good. What I can do to make it better. (M/NES/FR)
- Gave me ways like strategies to improve in my areas of need (M/NES/FR)
- My writing got better because of my teacher's feedback (M/NES/SO)
- I think the class was good. I don't have any suggestions. (M/NES/SO)

Additionally, I colored coded each response for ease in pattern coding:

Specific Details = green

Oral Feedback = orange

Rough Draft Feedback = blue

Polite Feedback = purple

No Change = pink

In most cases, each response fit solely and neatly into one of the five categories which I labeled Specific Details, Oral Feedback, Rough Draft Feedback, Polite Feedback and No Change. However, I identified some ambiguity and overlap of these categories in four student responses. For example, one student completed the sentence by writing "Both written and oral; however, details [sic] feedback may be more helpful because they help student know what to do." Even though the student mentioned oral feedback, I counted this response in the Specific Details category because the student indicated its importance

over whether the feedback was oral or written by use of the contrast conjunction *however* and the comparison "more helpful" in reference to details.

In another case, a student completed the sentence by writing "Are more clear. If she slows down when she talks." Even though "more clear" could mean more details, I placed this response in the Oral Feedback category because with the follow-up statement the student seemed to tie clarity of content to speed of delivery. Another time a student wrote "Are more vocal." I placed this ambiguous response in the category of Oral Feedback because "vocal" is tied to speaking. Finally a student wrote that her writing would improve if the instructor were "more oral and communicative." I placed this in the Oral Feedback category although one could argue that "more communicative" might also refer to providing more details. In cases of ambiguity such as these, I chose what the student placed first in the statement or otherwise seemed to emphasize by the structure and wording of the response.

The remaining survey items required counting and grouping responses. Figures 3.3 and 3.4 show examples of gathering the data for survey items seven and eight respectively.

Figure 3.3 Survey Item: Choose One

I feel I am <u>most</u> likely to make meaningful and noticeable improvement in my writing when the instructor **(please check only one)**.
___2 _gives me extensive written comments.
___5__explains her comments to me in a writing conference.
__28__gives me written comments *and* meets with me.
  3 surveys showed more than one choice (all three or the last two)

Figure 3.4 Survey Items: Likert Scale Responses

To respond to questions 8- 14 please refer to the following scale:
6 = Strongly agree   4 = Somewhat agree   2 = Disagree
5 = Agree   3 = Somewhat Disagree   1 = Strongly disagree
Generally, I learn the most when my instructor…

comments mainly on the content of my writing.
     6 – 9x   5-14x 4-13x 3-2x   2   1
     36 responses agree/2 responses disagree

I tabulated all of the Likert scale responses in this way: survey items eight through

twenty-seven.

     The last eleven survey items asked students to assign percentages to different

features of feedback. This part of the survey allowed for a variety of response groupings.

To start the analysis, I grouped answers by determining which features had received the

highest percentages from each student. Figure 3.5 shows an example of this data analysis.

Figure 3.5 Survey: Feedback Features

Your instructor may consider various features as she evaluates and comments on your essays. Six of these features are listed below. Once you are sure you understand what each term means, **indicate the relative importance you feel your instructor assigns to each feature**, based on the feedback you are given on your essays. The amount assigned to each feature should be expressed as a percentage (for example, 0%, 10%, 25%, 70%, etc.). The percentages you assign should add up to exactly 100%.

28.   Content (i.e. ideas, evidence, examples, etc.)
                9 indentified content as #1, plus the 4 who tied it with 'org'
                bringing the total to 13

29.   Language use (i.e. grammar) -
                4 people identified this as number 1; (two of them had it tied
                with "mechanics")

30.   Mechanics (i.e., punctuation, capitalization, spelling, indentation, etc.)
                5 identified mechanics as #1 plus the two who tied it with
                'language' (bringing the total to 7)

31.   Organization (i.e., paragraph sequencing, logical development, etc.)
                6 identified organization as #1, plus 4 who tied it with ''content'
                bringing the total to 10.

32.   Style (i.e., expression, tone, etc.)

33.   Vocabulary (i.e., accurate word usage)

Other ties for #1:   Mechanics and vocab
                        Org and vocab
                        Lang, mechanics, and vocab
                        Content, org, and style
                        Content, lang, org, and style
                        Content, org, style, and vocab
                        Content, lang, org, vocab
                        Content, mechanics, org, and vocab

Two students divided everything up evenly

Apart from the class survey, the remaining data analysis focused exclusively on the NNES students who signed consent forms (N=5). This limitation is in keeping with the research focus investigating whether ESL writers pay attention FDFB. I separated these five students into two groups: Focus Group Participants (N=3) and Case Study Participants (N=2). Although my ultimate focus was on the two case studies, referring to the data from the other three NNES students as references increased the potential generalizability of my initial findings with Jessica and Crissy. This additional data offered more information to which I could compare the case study findings. This strategy supported the constant comparative method on which I was basing my study. I was specifically comparing recorded data to written data to classroom observations with an eye toward emerging categories or themes. I began by reviewing the data of the three focus group participants in order to get an overview of their attention to the final draft feedback they received. This overview provided a basis to which I could compare patterns that emerged later from the case study participants.

Focus Group Participants

After reviewing the survey statistics, I listened to the semester recordings of the three focus group participants, listed in Table 3.5, to get a general overview of their reaction to the final draft feedback they had received. Although I did not transcribe the entire sessions, I did attempt to quote each of us at key parts of the recordings where FDFB was directly discussed. I used a chart to record the main points and comments from the interviews. I also noted on this chart information about each essay including the title, final grade, and number of rough drafts along with other details such as the length

and date of the recording. Figure 3.6 is a portion of the chart completed for Martin. It

exemplifies the charts I completed for each focus group participant.

Figure 3.6 Martin: Data Chart

Martin (A)	Recorded Interview Notes	Remarks/Coding
2nd essay: O/WFDFB (Memoir) "Rwandan Social Training Camp" Grade: 195/200 (22 min) 17 FB pts	Discussion of mixing tenses of p. 1 "While analyzing good and bad acts that characterized their background, people learn how they can make positive changes toward the future." Other FB pts from p. 1 are not discussed in the recording. p. 2 – discussion of need for detail – Martin mentions the difficulty of figuring out what the reader will understand/get out of the writing. He mentions the care he made in revising. "good details, good examples, good transitions, good conclusion, good research and doc" Martin clarifies the role a thesis plays. "If I don't have a thesis statement, I don't know where to start. I might take 1 hr to find a good thesis statement. Thesis statement might be the clue to writing a good paper." "did you look back at the old assignment?" It may help some. I look at it (former papers) and decide what is useful for the new paper – he gave the example of using 'and' as an opening transition. "And the amazing story is that I met new friends who made me feel like I was home."	compare Martin's struggle with tense to Crissy's M says he applies the same techniques to all his papers. He also mentions that he does well with writing assignments in all classes. discussion of writing skill in Fr and L1, M says he writes better in Fr than L1 For M, a thesis statement is like an outline.

During this process, I noted whether students attended to the FDFB and whether method

of delivery played a role in their attention to the FDFB. I also read their Feedback

Reports. These reports consisted of the students' own analysis of the feedback they had received during the course. I compared their self-analysis to the recorded sessions and other observations noted in the Figure 3.6 and added to the chart as appropriate. At all times, I watched for dominant themes to emerge from the data. My strategy was to gather the data for each student into one place. This strategy aided in the analysis by following Merriam's advice to make the data "easily retrievable" (2001, p. 195). Therefore after noting recorded and self-analysis data, I tabulated the feedback points for each essay and included that number of the student's data chart. Once the charts were complete, I read through them and highlighted recurring themes related to FDFB. Another example of this coding strategy appears in Appendix B.

Case Study Analysis

After studying the data from the focus group participants, I turned my attention to the graded texts, the transcribed interviews, and the feedback reports of the two case profiles. Yin (1994) notes that there is "no precise way of setting criteria for interpreting … findings" (p. 26). My method for gathering a holistic view that would enable interpretation was to first read through the written final draft feedback and calculate the number of "feedback points" on each essay. Following the procedure explained by Lee (2008b) each unified comment or notation counted as a feedback point. Therefore, not every notation was a separate feedback point. Several notations concerning one item in the paper could combine to count as a single feedback point. I often circled a feedback point when one feedback point consisted of multiple notations. I tabulated the feedback points line by line by making a vertical line in the left margin for each feedback point in that line. I then wrote the total at the bottom of the page. Figure 3.7 illustrates a tabulation

75

of twelve feedback points as well as the highlighting of each. In the original documents

these highlights were colored coded as explained later.

Figure 3.7: Tabulating Feedback Points

After counting the feedback points for each page, I wrote the total number for the entire

essay. I also determined the number of feedback points for each of the evaluation sheets.

An example of an evaluation sheet with the feedback points tabulated in in Figure 3.8.

Figure 3.8: Evaluation Page with Feedback Points

Essay Assessment Rubric

Anna   3/9/09

Focus

5   Focus of piece is easily identifiable and is supported by clear examples, research, or narrative.

(4) 40   Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.

3   Focus of piece is implied, and some elements of the writing are difficult to relate to the focus.

2   Focus of piece is unclear or the connection between the focus and supporting details is loose and hard to follow.

1   Piece lacks focus and many aspects of the writing do not seem related to one another.

Organization

5   Organization of piece is clear, and the piece moves easily from one point to the next with solid transitions.

(4) 40   Organization of piece is clear, but some transitions may be forced or awkward.

30   Organization of piece is implied, but there are little to no transitions to guide the reader.

2   Organization of piece is confusing to the reader with possible repetition of points in several places and virtually no transitions to help the reader.

1   Organization of piece is unclear.

Development

5   Piece explains complex ideas with clear and appropriate examples and definitions.

(4) 40   Piece explains complex ideas well, but some support is too little or too much.

3   Piece explains complex ideas briefly but assumes the reader knows more information than he/she does.

2   Piece presents complex ideas but does not explain them to the reader.

1   Piece makes simple claims with virtually no explanation or support.

Style and Mechanics

5   Piece demonstrates a firm grasp of mechanics and uses a proper tone.

4   Piece demonstrates an adequate grasp of mechanics and uses a proper tone.

(3) 30   Piece demonstrates a fair grasp of mechanics and often employs a proper tone, but parts may be occasionally confusing. The documentation may have some problems.

2   Piece contains many sentence-level errors and/or an inappropriate tone, making it confusing to read at times. The documentation is weak with several problems.

1   Piece is confusing to read because of frequent sentence-level errors, inappropriate tone, or poor documentation.

Overall Score (out of 200):

148/200

150

C = 3
D = 1
S = 1
A = 1

FB - 6 pts

Oklahoma Christian University

After this initial tabulation of feedback points, I started with the first essay and typed all of the written feedback from each of the essays in separate Word documents titling each Word document with the informant's pseudonym, the feedback strategy, and the essay genre: e.g. Jessica OFDFB Commentary. I proceeded page by page noting the sections of the essay that received feedback. Figure 3.9 is an excerpt from this stage of analysis with Jessica's first essay.

Figure 3.9: Jessica: Essay Analysis Worksheet

Jessica -— *WFDFB – Profile essay (First paper/ Her father)*

p. 1 – 6WFDFB points –

I have put a caret over the phrases where words are missing

☐

"..he started to go to university in US to become…"

Until   ☐
"Till now he lived in many countries, …"

 Slang

"They still keep torching each other's" Marginal comment: I have no idea what this means.

"He always loved nature and enjoyed walking, hiking, camping, and fishing. But he enjoyed life very much…"
I have a box around "But" and I have made two comments regarding its use: one comment on each side of the paper in the margin.
Left margin: "But" is a contrast word. "he enjoyed eating, but he hated cooking."
Right margin: "He loved nature…and enjoyed fishing. But he enjoyed life…"
No contrast between the 2 sentences. (again I have a box around 'But'.)

Jessica finishes a paragraph that discusses her father's childhood and starts the next one as follows:
 "⋯..When he was fourteen he left school, and he started his part-time job.
     His first part-time job was delivering groceries…"
I wrote "good connection from one paragraph to the next"

During this process, I reexamined the written feedback points on each page of the essay and noted the number of the feedback points on the worksheet.

After examining the written feedback, I turned my attention to the transcripts. Initially, I read the transcripts in the order they were recorded: March, April, October, and November. This chronological reading allowed me to look for sequential attention to the FDFB and gave me an initial feeling for the attention students might be giving to the FDFB as they moved from one assignment to the next. Then for a different perspective, I read the transcripts in reverse order (November to March) annotating in the margins themes that seemed to be emerging. This shift enabled me to see the data from more of a wide-angle view especially since the November interview was the longest and most encompassing. In the process of this reverse chronological reading, I created a Word document in which I noted contextual details, interview transcripts, and initial observations. An excerpt from Crissy's reverse order transcript is in Figure 3.10.

Figure 3.10: Crissy's Transcripts: Reverse Order

<div style="border:1px solid">

Crissy

STARTING BACKWARDS:

Observations from the last transcript (11/09) which occurred 6 months after the course ended (04/09) – Crissy and I discuss all of her papers from the course; the following themes emerge with excerpts from the actual transcript:
Self-evaluations, continual problems with tense, coherence, punctuation, and comma

splices, the role of affect, work in other classes, and the effect of grades:

We begin with a discussion of graded papers from the current semester, specifically Structures and Lit Crit. She brought these on her own accord. Then we look at her FYC papers in order they were written: Profile essay - 150/200 (), Memoir 140/200 (), Commentary- 180/200 (gun control). At the end, we return to a broader discussion of her writing with a discussion of dev writing.

Self-evaluations: tenses, proofreading, grammar, comma splices, previous instruction

TRANSCRIPT:

At various times, Crissy offers her evaluation of her problems: what they are and why they occur. The transcript below starts with a discussion of a paper she recently received from her Lit Crit professor.

G: So he mentions things like tense shift where you move from 'uses' to 'was'

C: Yeah I'm too careless about such mistakes.

G: so kind of a typo like 'angle' and angel'

C: yeah so I think for CM I I have a lot of tense problems; I try to avoid such problem as much as possible even though I still made it sometimes. Now I think the most difficult part for international student including me is preposition.

G: yeah prepositions are very hard.

</div>

When I finished, I read through all of the documents again and began grouping the feedback points into categories. By this point, the following broad categories had emerged: Content, Sentences, Documentation, and Summative.

The Content and Sentence-level categories are commonly defined types of feedback, and I operationalized them in the standard way they are used. That is, Content Feedback encompassed such global comments as those directed at the essay's thesis, development, organization, and clarity, whereas Sentence-level Feedback included local comments regarding various types of surface-level issues, such as sentence structure, word forms, and tenses. The Documentation and Summative categories are more specific to my research design so I operationalized them uniquely to this study. I counted as Documentation Feedback any comments regarding the students' attention to the MLA style guide. This included, of course, the manner in which sources were documented in the text and in the works cited, but I also put feedback addressing format of the paper in this category. For example, if I pointed out that a student had failed to follow MLA pagination guidelines, I counted that as Documentation Feedback.

In this study, I defined Summative Feedback as the grade, references to the process of completing the assignment, such as completing a rough draft and peer review, and the end comment. The end comment included both the final comment at the end of the essay as well as a final comment on the evaluation sheet.

Table 3.4 shows representative examples of each type of comment that Jessica Crissy received.

Table 3.4: Feedback Examples by Category:

Feedback Category	Crissy	Jessica
Content	Good, interesting, creative introduction	Good connection from one paragraph to the next
Sentences	Too many tense problems	A few places where the sentences are hard to understand but <u>many</u> well-written sentences too!
Documentation	Also include the date you accessed the website	No in-text citations
Summative	Very good. You set the scene & organize your points well	Virtually error free [but] lacks a thesis statement.

My next step was to color code these categories for clear reference. I chose the following

color coding scheme:

Content Feedback	Purple
Sentence level Feedback	Pink
Documentation Feedback	Yellow
Summative	Blue

At this point, I color coded the feedback on the essays and on the worksheets (Figure

3.9). Then I turned my attention back to the transcripts. I read through all the transcripts

again adding annotations in the margins and then color coding the passages that related to

one of the broad feedback categories. Figure 3.11 shows this coding strategy as applied to

Crissy's transcript.

Next, I created a worksheet in which I began organizing the feedback according to

these categories. At all times I noted the feedback points as a control measure to make

sure I did not "lose" a feedback point in the process of analysis. Figure 3.11 is an excerpt from Crissy's worksheet at this stage of analysis.

Figure 3.11: Excerpt from Crissy's Tally Sheet

Crissy: Memoir Essay (2nd paper) – O&WFDFB = 35 FB points

Sentence level feedback (pink)=26

Verb error

STUDENT TEXT:

"This was already become the regular life style for our family, everyone busy with their own work, the distance between each member in the family had becoming farther and farther unconsciously"

FEEDBACK POINT:

"was" is circled and 'had' written above it - a squiggly line is under 'become' (1FBpt)

The markings came from the OFB session (the conference – see 03/09 transcript)

     ORAL TRANSCRIPTION:

G: Look here..see if we can understand what's going on. Here you have "this was already become," but we don't say that in English. So I think you mean 'this HAD become"

C: um hum

After creating this worksheet, I was able to finalize a tally sheet on which I could record the placement of each feedback point. This tally sheet (Figure 3.12) also shows how I operationalized the four categories of feedback.

Figure 3.12: Blank Tally Sheet

Sentence level feedback[6] (pink)=
       Verb errors

       Article errors

       Noun ending errors

       Wrong word

       Sentence structure

Content feedback[7] (purple) =
       Thesis

       Organization/order

       Coherence

       Unity

       Support/Development/Completeness

       Focus

       Clarity

       Ideas

Documentation feedback (yellow)=
       Works cited page

       In text citations

       Essay format

Summative feedback (blue) =
       Grade

       End comment

       Process

---

[6] The subcategories listed in Sentence Feedback come from Ferris and Roberts 2001, p. 169

[7] The subcategories listed in Content Feedback came from references to content on the evaluation sheets.

After I had completed the tally sheets for each essay, I wanted to analyze the data in

reference to feedback strategy, so I further grouped each category according to method of

feedback delivery as shown in the Figure 3.13 excerpt.

Figure 3.13: Data Analysis Chart: Feedback Category and Feedback Strategy

Jessica: Feedback Chart
Summative FB: Grade

FB strategy	Wording	Coding

WFDFB	**Grade and End Comment**
	
	Does the writing fulfill the assignment requirements?
	
	Yes No
	
	☐x ☐
	
	Your paper: 160/200
	     <u>virtually error-free</u>.
	     <u>occasional minor errors,</u>
	     <u>lacks thesis statement and</u>
	     <u>development,</u>.
		At the Nov interview, I asked about her writing process esp attention to invention activities and editing
		
		`G:    When you get ready to write how do you help yourself with these language things? Do you have a strategy to help yourself with these sentences?`
		
		`J:    I'm not strong grammar. I'm not good at grammar. Usually after I write I will check over what I wrote and I will show my friends and I will tell her - like correct my grammars`

OWFDFB	Grade 140/200 – changed to 150/200 after the OFB session	`G: So I mean it wasn't a bad paper, but some of the sentences were confusing to me so I thought your focus was clear 4 out of 5, sometimes it wasn't clear. It's clear that you're writing about meeting your best friend; it's clear what your moment of rev was that you learned to get through difficult times, but some of the other parts weren't so clear um I put 'the organization is implied; there are little to no transitions to guide the reader'.`
OFDFB	Does the writing fulfill the assignment requirements? 180/200 ☐x Displays traits of above average work: clearly supported thesis state ment, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish	`Gail: just a few places where the sentences were hard to understand but many of your sentences were well written, so overall it was a very good paper.`

An additional, longer example of this coding strategy is given in Appendix B.

Once this information was gathered for the three graded essays of each case profile, I used the form in Table 3.5 to summarize the information and provide an overview of the data. Completed tables for each case study are shown in chapter five.

Table 3.5:Case Profile: Data Summary Form

Essay	Profile	Memoir	Commentary
Total FB Points			
Content			
Sentences			
Documentation			
Summative			

In order to examine the sentence-level feedback more carefully I made minor adaptations to the categories and descriptions used by Ferris and Roberts (2001, p. 169) as shown in the following list. The symbols in parentheses, however, are my own. I wrote these symbols on the student drafts after I had highlighted the comment in pink. I then tabulated the sentence-level feedback in the Table 3.6 for each case study. As patterns emerged, I further tracked the number of feedback points within each broad category listed below:

Verb errors(V)	All errors in verb tense or form including subject-verb agreement errors
Article errors(A)	Article or other determiner incorrect, omitted, or unnecessary
Wrong word(WW)	All specific lexical errors in word choice or word form, including preposition, pronoun, and spelling errors as well as incorrect, omitted, or unnecessary plural or possessive noun endings.
Sentence	Errors in sentence/clause boundaries (run-ons, fragments, comma

structure (SS)	splices), word order, omitted words or phrases, unnecessary words or phrases, other unidiomatic sentence construction

Table 3.6: Case Profile: Sentence-level Data Summary

Essay	Profile	Memoir	Commentary
Total Error Feedback Points			
Verb			
Article			
Wrong word			
Sentence structure			

Summary

In this chapter I have presented the mostly qualitative methodology used to research the relationship between final draft feedback and class context with a specific focus on the potential effect of final draft feedback as an instructional tool for developing L2 writing skills. As with any qualitative research, the issue of generalizability is sometimes mentioned as a limitation of the study. I would argue that the importance of generalizability might be overemphasized if only because even in well designed quantitative research, results are not always generalizable if, for example, the research is "highly focused" as in the case of corrective feedback and articles (Sheen, 2007, p. 277). Han (2007) also points out that even studies that are generalizable may be limited especially in pedagogical terms since "pedagogy is largely local" (p. 392). Perhaps more relevant than generalizability is replicability. Below is a summary of the procedures I followed with Crissy and Jessica:

- Copied graded essay (3 essays x 2 students = 6 graded essays)

- Interviewed each participant 4 times (2x during the course + 2x after the course)

- Recorded the interviews using Garage Band.

- Transcribed the interviews using Transana (4 interviews x 2 students = 8 transcripts)

- Typed written FDFB from each paper (3 papers x 2 students = 6 papers)

- Calculated FB points according to Lee's (2008) strategy (each intervention/notation concerning a single point = 1 FB pt)

- Categorized FDFB according to purpose and color coded for easy reference

- Created a tally sheet and organized the FDFB by putting the comments into the categories on the tally sheet

Furthermore, I grouped the data so that for each participant I had

- graded papers,

- typed FDFB from the papers,

- completed tally sheets, and

- interview transcripts.

While qualitative researchers admit to a "subjective research paradigm" unapologetically and see it not as a problem "needing to be eliminated but as an essential element of understanding" (Stake, 1995, p. 47), Nunan (1997) has argued for "teacher research" to operate by the same vigorous standards as "regular research" including meticulous attention to ethics, reliability, and validity (p. 366). This chapter illustrates that attention to detail and describes multiple methods of data collection along with details concerning analysis. The following chapters discuss the findings of this study. Chapter Four covers the results from the larger view of class context and instructional design including data

from the focus group participants whereas Chapters Five and Six focus on the specific

cases: Crissy and Jessica respectively.

CHAPTER IV

RESEARCH FINDINGS

"Teaching multilingual writers is becoming everybody's job."
Dana Ferris, TESOL Presentation, 2007

This chapter presents the findings from a research inquiry concerning final draft feedback on compositions written by first-year university students for whom English is not their first language. In keeping with the research methodological design, the results presented in this chapter begin with the larger picture of the class as a whole then move to the smaller focus group of non-native English speakers (NNESs). Chapters V and VI discuss in the two specific case study participants: Crissy and Jessica.

More specifically, I begin with an analysis of the class context in which instruction took place including the results of an end of semester survey. This analysis adds to the thick description necessary for case study research and includes a discussion of departmental policies, feedback strategies, class assignments, and a survey, all of which contribute to investigating the role of FDFB for the two classes: classes from which the case study participants emerged. I then present data from oral feedback

sessions with a focus group of three NNESs. These data offer preliminary insight into the role that FDFB played for highly motivated, high achieving ESL students as they completed subsequent assignments in their first-year composition class.

One overriding question guided this study. How do first-year composition students respond to final draft feedback (FDFB)? This broad question is addressed by examining the quantitative data from the survey of the two classes and by looking at the qualitative data from the three focus group participants.

As illustrated in the literature review, FDFB has tended to be dismissed for merely justifying grades. No doubt grades are a primary feature of FDFB. However, the assumption seems to be that FDFB related to grade justification plays a limited, if not negative, role in writing development. This study shows that even though grades were not the only feature of FDFB, final grades played a clear role in calling attention to particular feedback points as students learned which feedback points affected their grades. In this study, some of the feedback points were influenced by the instructional context as detailed in the following section.

Instructional Context

The full instructional context is explained in Chapter Three: Methodology. The following section discusses those items relevant to the research focus: response to FDFB.

Teacher Reflections

The following data contributes to describing the context in which the instruction took place. This data includes reflections on departmental policies and class assignments

as well as reflections on the dynamics of the two classes and the variations in feedback strategies.

Departmental policies

As explained more fully in chapter three, these guidelines are required in all composition syllabi and include specifying what the department refers to as "major mechanical errors" which the English department faculty at this university identified as comma splices, sentence fragments, fused sentences, case errors, and agreement errors. The guidelines specify grade values in accordance with a certain number of major mechanical errors in an essay of 300-400 words. For example as stated in the syllabus (Appendix A), "Essays containing two major mechanical errors cannot score higher than a B; three major mechanical errors, no higher than a C; four major mechanical errors no higher than a D. Spelling is treated separately from major mechanical errors." As a member of the faculty I attempted to follow the departmental guidelines. Furthermore, the emphasis on mechanical correctness adopted by other faculty affected the attention I gave to mechanical features of student writing as reflected in feedback on sentence level concerns. Because of this policy, I believed that a failure to address these major mechanical errors could contribute to student difficulty in future composition classes at this university. Thus, in fairness to the students, I needed to alert them to issues of mechanical correctness in their final drafts.

Class sections.

This study began with two sections of First-year Written Composition. Because I did not know at the outset of the semester who would emerge as case study participants, I kept notes on both classes and kept to the same instructional design as much as possible

In other words, I discussed the same textbook readings, incorporated the same prewriting and revision activities, scheduled the same number of conferences, and assigned the same online work with each class. Maintaining this consistency was fairly easy to do because each class was the same size (approximately 24 students) and met on the same days of the week (Tuesday/Thursday). Nevertheless, as is typically the case, each class had its own dynamic and way of responding to class activities which contributed to my general impressions of a class's overall strengths and challenges. Some of these strengths and challenges are revealed in the final grades. The following description of findings includes information concerning final grades for two reasons: Grades are typically a feature of FDFB and therefore relevant to the study, and grades are often omitted in FDFB studies and therefore ripe for examination.

The morning class.

Initially the morning section (9:30-10:45) impressed me as being a more mature and engaged class than the afternoon section. Even though the average age of the class members hovered at nineteen, one student had served in the Iraq war and two had completed a year of college then sat out a year before returning. This additional maturity helped to initially create an engaged class dynamic as we discussed the readings and the features of different genres. However, as the semester continued about one-third of the students stopped attending regularly and eight of the twenty-six students eventually dropped the class. This drop rate was unusually high; according to the university's registrar the average drop rate was two (Banister, 2010). I have attributed the high drop rate to any of the three following reasons:

1. The time of the class - An upperclass student pointed out that "9:30 is early for freshmen."

2. The weight of the assignments – With each assignment worth 200 points, students who missed turning in one assignment seriously jeopardized their grades especially when the minimum pass was 70% (700 points).

3. The spring campus event – Every spring student groups compete in a campus-wide theatrical performance which requires multiple practice times from the students. These practice times adversely affect study and sleep times for the students.

Any combination of these circumstances could have led to a student getting too far behind to catch-up.

The remaining two-thirds appeared to be serious students who consistently made an effort to do well. They attended class, discussed the readings, completed class assignments, wrote drafts, and participated in peer reviews, but as the semester continued they completed these activities with less thoroughness. I attribute at least part of this decline to the physical distance between students in the classroom. Our classroom seated just over forty students. At the beginning of the semester, when the class was full, this offered a comfortable arrangement. However, as the class size diminished by almost a third, the students remained in their usual seats which were spread out over the room giving it a sense of vacancy. By week five of the semester, the average attendance was sixteen; by week eleven it had dropped to fourteen students. During this time, I would often begin class with a "where is everyone today?" observation. It was not until after spring break when I began signing drop slips that I realized the class size had actually

dwindled to a steady group of students. In other words, an average attendance of sixteen out of eighteen students is not a bad average; neither is the end of semester average of fourteen out of eighteen students. However, by this time the group dynamics had negatively affected class engagement overall. Perhaps this change in class room dynamics explains the change in overall grades as the averages moved from 80% on the first essay to 78% on the third. While two percentage points is relatively little change, Table 4.1 shows that the high grades from the three NNES students kept the class average to just above 80%. Their average grade was almost 91%. These students, two male and one female, came from Norway, Rwanda, and China. One was a student athlete who occasionally missed class for golf games, but the other two had perfect attendance. All three came to class prepared for that day's activities. None was particularly gregarious or outspoken, but each participated willingly when called on. Two of the NNESs, whom I refer to as Polly and Martin, agreed to participate in this study and serve as focus group participants.

Table 4.1: Morning class essay averages

Essay	All students (N=18)	NESs (N=15)	NNESs (N=3)
Profile essay	80%	69%	91%
Memoir essay	86%	79%	93%
Commentary essay	78%	68%	87.5%
Essay average	**81%**	**72%**	**90.5%**

These averages accurately reflect the class engagement in that the NNES students remained motivated, engaged students throughout the course; whereas the NESs, as a group, were plagued by low motivation, engagement, and effort. At the end of the

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semester, the final grades for this class included three As, seven Bs, six Cs, and two Fs for the eighteen students completing the class. Two of the focus group participants, Martin and Polly, come from this class. They also represent two of the three As earned in the course.

The afternoon class.

Similar to the morning class, the afternoon class (1:00-2:45) started the semester with a full section of twenty-five students. Four students eventually dropped resulting in a class almost evenly divided between NESs (N=11) and NNESs (N=10). Of these NNESs about half seemed not quite ready for the challenge of First-year Written Composition at this private university. They struggled with vocabulary, comprehension, and just writing complete sentences much less writing whole essays. But even the NESs did not appear to be engaged students and competent writers. Two or three students showed a willingness to discuss the readings and connect the material to their assignments. Most of the NESs gave the impression of not having read the assignments or prepared for class, whereas most of the NNESs gave the impression of not understanding the material and not knowing what to do for class. Therefore the afternoon section did not have a strong overall start to the semester. The highest score on the first essay was 87.5% with no one earning an A. However unlike the morning section, the essay averages for the afternoon class as a whole consistently rose from essay one to essay three as shown in Table 4.2. It is possible that the larger number of ESL students in the afternoon class is one reason the essay averages rose . Even though I initially described many of the NNESs as being underprepared for this level of academic writing, ESL students may be overall more motivated and more inclined to attend to FDFB than NESs. Furthermore, the ESL

students were much less likely to be involved in extracurricular activities, such as the campus-wide spring show, an event that historically has a negative effect on student grades across campus.

Table 4.2: Afternoon class essay averages

Essay	All students (N=21)	NESs (N=11)	NNESs (N=10)
Profile essay	69%	67%	70%
Memoir essay	77%	79%	74%
Commentary essay	80%	76%	84%
Overall average	**75%**	**74%**	**76%**

This section also fared better in terms of attendance with no real variation from the beginning of the semester until the end. At the beginning of the semester, (weeks one to four) the average attendance was twenty students; at the end of the semester (weeks eleven to fifteen), it was nineteen.

So while this class seemed to start more slowly and less impressively, the student progress was more consistent than the morning class. In the end, the final grades totaled one A, twelve Bs, and eight Cs for the twenty-one students completing the course. The two case participants, Crissy and Jessica, came from this section as did a focus group participant: Ellen. Ellen was the only student to earn an A in the class.

Class assignments.

In order to reduce variables and maintain as much consistency as possible among the three essay assignments, I kept the specifications the same for all three essays: follow MLA style guidelines, cite two to four sources in the papers, and submit papers four to five pages (1200-1500 words) long. The length of class time devoted to each essay was

also consistent: three weeks. As detailed below, requiring the same specifications regardless of genre proved somewhat problematic as the course unfolded. My choice of assignments was directly tied to my pedagogical strategies of teaching writing by illustrating features of different genres. I had chosen these genres because they readily exist in published literature I could show students. Thus it would be easy to find 'real' examples of these genres in addition to the textbook examples.

Profile essay.

The Profile Essay was the first assignment, a copy of which appears in Appendix A. Students struggled initially with the problem of choosing someone or someplace famous and then just repeating had already been written; many of them avoided that issue by choosing a personal topic such as a family member. Managing a personal topic well is sometimes too great a challenge for beginning writers, but some students succeeded – writing, for instance, about a grandfather as a man of faith or about the location of an annual family reunion. One student profiled the Great Wall of China as a unifying feature for the country. But many students resorted to broad, safe topics about which they really had nothing new to say, profiling George W. Bush, John Wayne, and Elvis Presley. When I asked them about their reasons for choosing such broad topics for a five page paper, they acknowledged that their content was watered down in that regard, but they expressed a desire to choose a subject they liked and about which they knew they would find plenty of information. For these students the assurance that they could easily find information about their subjects was more important than having something worthwhile to say about their subjects.

Two NES students plagiarized their essays by cutting and pasting large sections of text from websites. When I confronted them about it, they claimed to have forgotten to use quotation marks but they also expressed frustration because "the website already says it clearly so how can I improve on that?" and "This is how I did research in high school; I didn't know you had to use quotation marks from a website." The average grades for the profile essays for both classes was 72.5%; for the NNESs the average was 80.5%; for the NESs the average grade was 67%.

I assigned this essay first because it was an assignment I had made before from the same textbook; therefore, I was familiar with the chapter readings and knew what points to highlight and discuss. I also had student papers from previous classes, so I could show the class examples of student work at various levels of success. Furthermore, this assignment had often led to rich essays as students profiled places and people important to them in some way.

Memoir essay.

In the future, I will give the Memoir Essay first because it is personal and easier to start with. I assigned it second because it was a new assignment for me, and I wanted to have time to carefully read the chapter and prepare for the class meetings over this assignment. I had hesitated to assign the Memoir Essay because I feared that students would simply write a story from their childhood with no focus. I also had wanted to avoid the situation where I was reading a very poorly written paper about a deeply significant event from a student's past.

Despite these concerns, I chose to assign the Memoir Essay for two reasons. First, my teaching strategy is to use the students' textbooks as much as possible. I explain this

to students at the start of class by saying something along the lines of the following: "Because of the high cost of textbooks, I have a one book limit to my classes. I only require one textbook. BUT if I make you buy a book, THEN I use that book extensively. Bring it with you to every class because we will USE it." Following that philosophy, I take all of the assignments and most of the readings directly from the textbook.

The semester in which this study took place was the second semester I had used Trimbur's *The Call to Write, 4th ed* and, as explained above, the semester earlier I had avoided the chapter on memoirs. However, for this study I decided to assign that chapter because, as I have also explained earlier, I wanted to keep the assignment specifics as uniform as possible in an effort to reduce variables. The other chapters in the textbook were not genres conducive to the essay format. They were chapters on writing proposals, letters, or reports; whereas, the Memoir Essay was, in fact, an essay.

Nevertheless, the attempt to standardize the requirements proved somewhat problematic if not artificial. For example, requiring outside research for this assignment was a bit of a challenge for students because of the personal nature of the assignment. When students asked how to incorporate an outside source into a personal recollection I suggested interviews with relevant people – maybe people who could fill in details about the memory – and I suggested researching other facts about that time – maybe weather reports or relevant news – so instead of writing 'it was a warm day' the students could be specific and cite the actual temperature range. I did concede that if they really could not figure out a way to bring in outside sources in a useful, relevant way, they could discuss that with me and I might agree that no outside source was needed. A few students did that, but most found a way to work in outside research quite well.

In the end, students managed the essays much better than I had expected averaging a score of 81% between the two classes with the NNESs once again averaging higher grades (84%) than the NES students (78%).

Commentary essay.

According to departmental guidelines, I had to assign an argumentation essay requiring outside research. However, Trimbur's textbook did not have a single chapter on argumentation. Rather, his textbook illustrates how argument and persuasion exist in various genres, such as reviews, proposals, and commentaries. Again, much like my reasoning for assigning the memoir, I chose the commentary assignment because I thought it could easily fit the essay format and it clearly relied on argumentation. I had not taught this chapter before, so I was not prepared for the difficulty students would have grasping the difference between a commentary and a persuasive essay, with the latter being closer to what many students had learned to write in high school (i.e. a traditional research paper). In many ways the two genres are very similar and the requirements for the essay further blurred that distinction. For example, most newspaper commentaries are fairly short, but in standardizing the assignments, I had required that this be a five page paper. Fortunately commentaries in news magazines were longer and incorporated more references to other sources; these commentaries provided me with examples for class discussion. In the end, those students who had been taught to write a research paper in high school were generally confused about the difference between a research paper and a commentary.

The grades for the Commentary Essay averaged 79% for the two sections. When comparing grades of the NNESs to the NESs, the NNESs averaged a letter grade and a half higher 86% to 72% .

Feedback report.

The last assignment instructed students to look over the feedback they had received throughout the course and write a report that explained "what this says about me as a writer." Students were to refer to all of the feedback they had received including peer feedback, writing center feedback, and instructor feedback. This assignment was completed for a grade, so some of the student analysis could be attributed to trying to please the teacher. Nevertheless as a means of validation with the recorded interviews and graded essays these feedback reports provided some additional information concerning the case study informants and the focus group participants. Furthermore, at least some honest evaluation occurred as two students (both NESs) included critical comments toward the feedback strategies used in class. One wrote about her disappointment with the peer feedback stating, "I honestly didn't like the fact that when my paper came back from a peer review, it barely had any markings on it, and maybe two to three words written on the side of it. I don't understand how that is supposed to help me."

Another student wrote about how she felt she had benefitted most from the OFDFB because when we talked about her paper, she made her own notes on the graded copy, which she said she referred to on the next essay. She was very clear, though, in her displeasure with the WFDFB. She wrote,

I really disliked your written comments. I feel that they were not really explaining

anything to me. When I received my commentary paper back, all I saw were

pencil markings everywhere. It really made me want to just throw the paper away.

I feel that it would have been much easier for me to understand my mistakes if

you were to have conferences and go step by step with me so I can visual [sic] see

them and audibly hear them at the same time. I feel that if I had been helped out a

little bit more one-on-one with the content such as my topics and hearing your

opinion about what you had read before I turned it in then I would have been able

to fix the issues right then in class while you were helping me.

This feedback from a student who eventually ended the course with a B average is

relevant to this study in at least two ways. One, she found the oral feedback useful when

it was combined with written notations: either hers or mine. In the instance of OFDFB

SHE wrote notes on her graded paper during the oral feedback session and these notes

helped her in writing her next paper. This suggests that for her the OFDFB prompted her

to take an active role in learning to improve her writing. She also mentioned the

usefulness of redundancy that occurred with the O&WFDFB because of seeing written

comments and hearing them explained. Secondly, she decried the lack of formal rough

draft feedback from the instructor. On the surface, her criticism might seem like a

justified request for additional feedback from the instructor during the drafting stage. A

deeper look, though, raises questions about student initiative and learner autonomy. Her

statement that she would have been able to "fix the issues" if I had gone "step-by-step"

with her through her rough draft indicates a passive approach to student learning; it is one

reason why I stopped formally providing rough draft feedback. I have found that

providing rough draft feedback to students with this attitude results in a no-win situation. If I do as the student expects and go "step-by-step" through the paper, I finish feeling as if I have written the paper for the student, and I have not helped the student to learn about revising a rough draft. If I respond in a more global manner and provide feedback on content, organization, and process, students like her feel I have not been specific enough because I have not stated exactly what to do. These students are further annoyed when I comment on elements of the final draft that I did not address in the rough draft, such as noting sentence level issues that I did not correct in their rough drafts.

As mentioned earlier, I am a professional child of the Process Movement, and I did not easily abandon the strategy of providing formal rough draft feedback. I spent years trying to help students understand the role of my rough draft feedback – a tool to get my initial response to their writing, a means to get them thinking about revision, but not a means of "fixing" their papers for them. I finally gave up as students communicated their frustration by wondering "what the point is" of rough draft feedback from the teacher if their papers are not corrected. Somewhere along the teaching way, I decided that rough draft feedback from me was creating passive students and did not serve to instruct students on how to become better writers. Consequently, in an effort to foster active learning and student engagement coupled with a sense of responsibility, I keep my office door open to students who requests conferences, but I focus my efforts on group-oriented classroom feedback during the drafting stage and individual final draft feedback on graded papers.

Teacher final draft feedback strategies

Because one of my research questions specifically addressed the effect of how the FDFB was communicated to the student, I varied the means of providing the feedback by using the following three strategies: written only, oral only, written and oral.

Written final draft feedback (WFDFB)

This feedback strategy reflects the common classroom practice of grading student papers and supplying comments along with the grade. It is often equated with evaluative or summative feedback. Figure 4.1 shows an example of the type of content focused WFDFB I provided students. The following excerpt is from the focus group participant I call Ellen. It is from her first essay, a profile of a popular singer in China.

Figure 4.1:Written Final Draft Feedback Excerpt

Jay

It is 25 January, and today is very important in China because it is the Spring Festival Eve. And usually, the Chinese government will hold an annual ceremony at this moment. It is said that the most wonderful performance was the song from a Taiwanese singer, Jay. It was the third time for him to be there in this kind of huge ceremony. Because this ceremony is an anniversary, tons of stars wanted to have a chance to be there. But for Jay, he was the first person who was invited by the organizer of the ceremony. Jay is a singer from Taiwan, who is famous for his talent with music. He just composes music for his great passion, not for money and fame. His hard work also won him high reputation. And what's more, he is the acknowledged good son and loves his mom so much among all the singers. He is so famous because he works hard and devotes every effort to his music. And he influenced me in many ways.

These 2 sentences sound like 2 thesis statements. But you should only have 1 thesis.

I used this strategy first with the afternoon class as I read and graded their profile essays and last with the morning class in response to their commentary essays. After returning these WFDFB essays, I do not recall any students asking for clarification or wanting to discuss the feedback. This lack of communication following the return of graded essays was troubling. First of all, I had no way to know what information the students took from the feedback. The communication was one-way so I could not know what students might have understood, misunderstood, or even read. In the past I have tried to mitigate that situation somewhat by having students write a journal entry reflecting on the WFDFB, but this technique had not been highly successful except to frustrate students who tended to see it as busy work. Secondly, I was especially bewildered by the lack of communication from students who, based on the WFDFB, clearly needed to speak to me. For example, in the afternoon class one student (NNES) failed the essay only scoring 50/200. Another student in the same class, a NES, had issues with plagiarism and received a zero. Neither student attempted to discuss these issues even though both continued attending class. From my perspective with examples like this, WFDFB seemed to encourage passivity in students. This behavior supports the claims that students do not pay attention to final draft feedback.

Of course, the point in the semester that students received the WFDFB could also contribute to their reaction to it. By the time the students in the morning section received only WFDFB, we were nearing the end of the semester. The students were both familiar with my feedback strategies, and they were familiar with me. These two factors may have contributed to more engagement with the WFDFB on the students' part.

Oral final draft feedback (OFDFB).

Whereas, WFDFB might be considered the norm in how teachers comment on student papers, the idea of supplying only oral feedback to final drafts is a new concept in feedback studies. And rightly so, in that this method requires some adjustments to accommodate an entire section of students. In designing the study, I knew that when I received approximately twenty-five papers I would need time to read them before I could meet with the students individually. If I wanted to study the response to OFDFB, I would need to refrain from writing comments on the papers. However, I would also need a way to remember what I had thought when I read the papers as inevitably, some time would elapse between reading the papers and meeting the students.

I met this challenge by using the minimal marking strategy on student papers in places where I intended to provide more detailed oral feedback. In accordance with Haswell's (1983) strategy, minimal marking refers to making simple notations (a dot, a checkmark, a squiggly line) on a student paper rather than writing words or even phrases. As part of my research design, I incorporated it into the OFDFB strategy. I wanted to be able to read the essays closely and carefully before meeting with the students, but I was reading and grading approximately twenty student essays each time I applied this strategy. I had to have some marking system to quickly remind me of those parts of the essay I wanted to discuss with the students. Figure 4.2 illustrates the minimal marking for OFDFB. I have placed an x or a ? next to or over a passage that I intend to discuss with the student. In this way, the minimal marking technique served as a memory tool to help me provide OFDFB.

Figure 4.2: Oral Final Draft Feedback Excerpt

> Every person has a different talent. It may take years of finding out what it may
> ✗ be but once you realize what it is use it to your ability. Many people go to college and
> graduate with one degree but choose a career that has nothing to do with what they
> learned. This person in the paper has taught me that no matter what you do in life just
> make sure you are happy doing it. A multitude of effects can be learned from Mr.
> Campbell and a few of the more important ones I want to touch on are, life in the
> working world, the coexistence of work and family, and the pursuit of happiness.
> ✗ Chad Campbell, age 35 with a wife and four kids owner and operator of The
> Media Force in Keller, Texas. It took him ten years to get started by doing contract jobs
> and trying many different designs that did not work but gained a wealth of experience.
> His college degree was pre-med but later decided he would like to work as a commercial
> film editor and producer. He did not have any influences but watched a lot of movies and

The use of minimal marking and the application of OFDFB are inextricably linked in this study. This linking proved to be problematic on several levels in that it became difficult to discern wherein the subsequent difficulties lay. Were they with the strategy of providing OFDFB or were they with the technique of minimal marking as a tool for providing the OFDFB or were they a result of how I used minimal marking with OFDFB? Perhaps the problems I outline below resulted from how I combined minimal marking with OFDFB and are not problems of the oral feedback strategy itself. In any case, I found the OFDFB sessions to be somewhat ineffective for the following reasons: I sometimes forgot what the notation was for especially when the notation was intended to address a content feature. I ended up focusing mostly on sentence-level concerns, and I dominated the oral feedback session.

First of all as a memory tool, the minimal marking strategy worked with sentence level feedback more effectively than with content feedback. When there was an error with documentation or sentence structure, a simple dot in the margin was enough to locate the trouble spot and discuss it, but when I wanted to provide content feedback, the small notation that I had made hours or days earlier was not always enough to jar my memory. Although this did not happen often, at times I had put a dot by a content feature that I wanted to discuss with the student only at the time of the conference I could not remember what the dot was for. So it was not always an effective memory tool. Furthermore, unless the student wrote comments while we talked, the notations would not carry meaning for the students either. Not surprisingly for oral feedback to instruct for subsequent writing someone has to write something down regardless of whether the oral feedback comes at the rough draft or final draft stage. At my suggestion, some students did make comments on their papers as we talked, but many did not.

A second issue arose with papers that had numerous notations (often simple x's in the margin). The OFDFB sessions with these students became tedious as if proceeding mistake by mistake. I sometimes felt the student was embarrassed because many times these mistakes were careless ones the student understood (or claimed to understand) so explaining the notation was not a teaching moment. This method of feedback seemed most effective when the student realized that everything else in the paper was good, such as strong content and clear organization, but the mechanical mistakes were numerous and distracted from the effectiveness of the overall paper. Samuel, for example, was okay with seeing that. He corrected each 'x' with no problem and did so in a kind of lighthearted manner, shaking his head, smiling and saying "I'm such a goofball" in

reference to the sentence level mistakes. On the other hand, Heather acted somewhat

embarrassed as we addressed each 'x'. She seemed uncomfortable going over each

mistake and quickly apologized for her paper explaining that she had"'never written this

kind of essay before." However, when we started looking at the notations, they did not

indicate problems with genre; they indicated problems of editing or coherence.

At any rate, I ended up not going x by x with some students even though we

clearly had the time. Recordings of the conferences revealed that I tended to skip over

some notations, especially the repeat mistakes – not exactly skipping, but instead of

repeatedly asking "Do you know why that x is there?" as I had intended, I would confirm

the issue at hand with a statement such as "that's spelling again right?" and go on. This

reaction on my part is connected to two facets of minimal final draft marking. First of all,

the x's on the papers were usually in reference to mechanical issues because I found the

evaluation sheet more useful for noting content issues. Secondly because the notations

were quick and easy to make, I could more easily mark all or most mechanical mistakes.

This tendency to mark each error – even minimally – did not prove to be an effective

OFDFB technique.

Nevertheless in keeping with the spirit of minimal marking and relying more on

oral feedback, I also limited the written comments on the evaluation sheet. For example,

if a student had a thesis but failed to support it, I put a ? over 'support' or drew a box

around it. Then in conference, we discussed those issues. In this way, the criteria on the

evaluation sheet served as a useful reminder to me in addressing content concerns.

A further issue with the OFDFB sessions is that I dominated the session. Since I

was the one providing the oral feedback, I was the one talking. Written feedback involves

the same level of domination, but because it is silent with the students reading the

feedback, it feels less domineering though one could argue that it is not. My attempts to

engage the students were not always successful in part because often the students could

see that the notations were a result of careless editing. There was not much to learn from

the notations except that the student should proofread more carefully. When I offered

explanations, students were inclined to listen passively rather than ask for clarification or

take notes for later reference.

I used the OFDFB strategy first with the morning class and last with the afternoon

class. By the time I used it for the second section, I had adapted it somewhat, so that the

notations in the margin, though still minimal were a bit more specific. Also the notations

of the evaluation page were a bit more explicit when I used this strategy the second time.

I did, however, make only minimal notes/ markings on the papers – just enough to help

me remember what I wanted to discuss with the writer. The example in Figure 4.3 shows

this adaptation. I wrote "clearly stated thesis" at the end of the introduction while grading

the paper.

Figure 4.3: OFDFB: Adaptations to Minimal Marking

will be an unsafe work environment." (Ward). Numbers of people agree on this idea,
while some others do not. Many people have already afraid of the existence of guns.
"Hoplophobes are common and should never be involved in setting gun policies. Point
out hoplophobic behavior when noticed, it is dangerous, sufferers deserve pity, and
should seek treatment."(" hoplophobia") Such arguments seem to be endless and so far
there is no exact answer for this question. Should every citizen be allowed to own guns?
That has already been a popular public issue. For me, I do not agree with holding
privately-owned guns.

Another adaptation involved making written comment or notations during the
OFDFB. If the student did not make written notes or if I was concerned that the student
would not remember the point I was making, I would make additional written notations
to accompany the oral feedback. Figure 4.3 shows the word *idea* underlined. I made this
notation during the oral feedback concerning the preposition that should follow *agree*.

In conclusion I found that Haswell's (1983) minimal marking style of feedback
could work effectively with mechanical, grammatical features, which is how he presented
it. It seemed less suited to content features when providing OFDFB. Furthermore, any
lack of effectiveness with OFDFB and minimal marking could lie with how I combined
the two strategies. I could have refrained from marking numerous mechanical errors
especially those errors that were repeated throughout the paper. I could have been more
insistent that students make notes as we conferenced slowing down as I talked and giving
them time to consolidate in their words the oral feedback I was providing. I could have
written notes to myself as I graded the papers so that my oral feedback was more

coherent and global rather than line-by-line through the papers. I also believe that the order in which the OFDFB came in the semester made a difference in its effectiveness. Most of the problems I mention were realized immediately with the morning section: the group of students who received OFDFB as the first feedback strategy. Since it was for their first graded paper, these students were learning something about my grading standards, but since it was "only oral" that information seemed less concrete. I think that the OFDFB strategy could work more effectively as an end of semester feedback strategy when the students and teachers have some graded papers in their history. By the end of a semester, students would have an idea of grading standards and expectations and might be able to interpret and even benefit from the OFDFB in a way that seems less punitive and mechanical.

Despite these failings, the OFDFB strategy still provided some useful information. First, students mostly understood the reason for the notations on the mechanical issues. If not, I explained the reason for the notation. The marking symbols that worked most clearly were to put a ? by passages that were unclear or did not support the thesis or were in some way problematic, an ! by passages I agreed with or that were especially well written or had a great example, a √ by sentences that had repeat concerns, a □ to indicate a missing word(s), and an underline or notation by places where an error first occured, (whether the error was mechanical or grammatical).

As mentioned earlier, the evaluation sheet played a useful role in clarifying the OFDFB for students in part because the questions on the evaluation rubric could guide our discussion towards content as well as sentence-level concerns. Even with the minimal notations of the evaluation rubric, discussing it with the students allowed me to explain

my grading strategy so that at the very least students understood the reasons leading to their grade. Some might see, and criticize, this as mere grade justification, but I see it as grade explanation and believe it provides useful information that students can attend to as them approach future writing task. In this study, for example, each question was worth 10% of the overall grade; the evaluation rubric had nine questions. (The remaining 10% came from having a complete folder with peer reviews, prewritings, and rough drafts.) Thus a 'no' by "Does the writing have a supported thesis?" could be minus 20 points if the thesis was missing entirely or less than that if the thesis was there but not fully supported. Sometimes I clearly checked "yes" or "no" in response to the evaluative question, but often the answer was somewhere in the middle. If that was the case, sometimes I drew a box around 'supported' and put minus 10 to the side. The oral feedback session allowed me to explained in what way the student had partially but not fully met that particular criteria. Figure 4.4 shows an evaluation sheet from a student receiving only OFDFB.

Figure 4.4: OFDFB Evaluation Rubric

Essay Evaluation Form   Nash

Writer's Name:___*Heather*_____   Date:_03/07____

	YES	NO
Does the writing have a supported thesis statement?	☐ ✗	☐ – 5
Does it display adequate unity?	☐ ✗	☐ – 5
Does it have logical order?	☐ ✗	☐ – 5
Does it have adequate completeness?	☑ ✗	☐ – 5
Does it have coherence?	☑	☐
Is the writing free of grammatical errors?	☐	☑ – 10
Is the writing free of mechanical errors?	☐	☐ – 10
Is the writing in the correct manuscript form?	☐ ✗	☐ – 5
Does the writing fulfill the assignment requirements?	☐ ✗	☐ – 5

Your paper:

☐ Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

☐ Displays traits of above average work: supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

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☑ Displays traits of average writing: adequate thesis statement, displays some qualities of good writing, no more than three major errors, occasional minor errors, moderate interest level, does little more than fulfill assignment requirements.

☐ Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

☐ Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations:

Overall during the OFDFB sessions the students seemed clear on the marking scheme and the intent of the marks. I encouraged students to make notes as we talked. Some did; some did not. I recorded all the oral feedback sessions using my laptop which was situated between the student and me but towards the back of the desk. The laptop

proved to be surprisingly non-obtrusive and allowed the feedback sessions to continue

naturally. Neither I nor the student seemed to notice it was recording once we started the

talking. However, thirty minutes was more time than we actually needed. I had allowed

the extra time because I was unfamiliar with the technology (Garage Band), but most of

the feedback sessions did not take more than twenty minutes. This was true regardless of

the quality of the essay. With papers that were well written, we discussed what features

made the paper effective. Often there was very little to discuss further. With papers that

were less effectively completed, a conference longer than twenty minutes began to feel

punitive once we had clarified any misunderstandings about the assignment or

expectations about careful proofreading. In both cases, as time allowed I usually asked

about the student's writing process in an effort to help the student analyze what was

effective or ineffective about his/her process of completing a written assignment.

Oral and written final draft feedback

This was the middle feedback strategy in that I used it with both sections on their

second assignment: the memoir essay. I graded and wrote comments on the final drafts

then met with each student to discuss the written comments. In many ways, this is the

feedback strategy that I preferred. Not surprisingly the knowledge that I would be

discussing the papers with the students affected the written feedback as I did not feel the

need to be as explicit as when I was relying on written feedback alone. On the other hand,

I did not feel restricted as I had with the minimal marking technique I had used with the

OFDFB. Figure 4.5 shows an excerpt with written feedback and the transcript from the

subsequent discussion.

Figure 4.5: Oral and Written FDFB Excerpt

> At the time, I always wanted to be alone because I though that no one wanted to talk to me, and I did not want to talk to whoever did not want to talk to me. Because of that, I did not have any friends in the first grade in elementary school. At the time, I hated everything including school, family and classmates. I did not want to go to school and I just wanted to stay at my house. Most of the time, I complained to my mother because I could not tell that to someone else. I complained about everything such as about my classmates, my teacher and my family; however, I did not see to my personality. — *not sure what you mean?*

G: I have some other places where I was a little be confused what you meant, like ok here, 'Most of the time I complained to my mother because I could not tell that to someone else. I complained about everything such as about my classmates, my teacher, and my family; however, I did not see to my personality." I'm not sure what you mean.

J: I tried to say I was complaining around me, but I didn't see myself like the fault the point I couldn't get along with friend was like I have fault.

G: OK then you might say "I did not consider" instead of the word 'see'. You might put the word 'consider'. "I did not consider my personality" or "I did not consider the role my personality played" you know in this. Alright. But when I first read this I was like "What?" because you cannot see your personality. So that's why I was like "um??"

My tendency with O&WFDFB was to use minimal markings with sentence level issues, such as circling contractions or crossing out unnecessary articles and to write marginal and end comments concerning content issues, sometimes asking for clarification

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or noting inconsistencies. In this case the minimal markings were enough of a reminder because they were limited to sentence level concerns. When I wanted to discuss content issues, I had written comments to refer to. However, they were not necessarily the kind of comments that could stand alone. That is, I wrote the comments with an awareness that I would be discussing the feedback with the students. Consequently, these comments were sometimes in question form reminding me of exactly the question I wanted to ask in conference. Other times the comments were short phrases, again just enough to remind me of the issue.

With each feedback strategy, the students were clear on the grade because I was explicit about the points deducted for each part (-5 thesis, -10 doc, = 185/200). This system of grading may not make the final grade more objective than any other system, but it does make the process of determining the final grade transparent. Overall, I got the impression that students were generally clear as to the intent of the feedback regardless of strategy, at least they thought they were clear. In other words, maybe they knew something was wrong with their documentation, and they thought they knew what it was. So they did not ask for clarification. Sometimes, this discrepancy came out in the oral feedback sessions, but I am not confident it always did.

In summary, findings from the instructional context in which this study took place indicate that departmental policies and feedback strategies had a direct effect on the feedback students received on their final drafts. Concern for following the policy on mechanical errors caused me to focus on sentence-level issues to a degree that may have left students feeling discouraged. Even though I did not use a red pen to grade the papers, a marked up paper is a marked up paper and the negative effect may be the same

regardless of ink color. Additionally I found that trying to isolate the various feedback strategies was somewhat artificial. While written feedback may exist in isolation, oral feedback does not. Even in a writing center context in which oral feedback plays a central role, someone writes something down: a student makes notes on the draft, a tutor writes comments on a peer review sheet. Furthermore the feedback strategy which I felt had the potential to be most useful, O&WFDFB, was negatively affected by the limitations of the study. Students received these papers when they came to my office for the oral feedback session. So they received the written feedback simultaneously with the oral feedback. I believe the oral feedback session would have been more effective if the student had already read the written feedback even if it was only minimally marked. For example, if I had returned the essay with written comments on a Friday and started the oral feedback sessions the following week, students would have had time to read and possibly consider the written comments. This could have resulted in better engagement during the oral feedback sessions.

Further effects of the class context are indicated by additional feedback data.

Feedback Data

The following section begins with data from the end-of-semester survey administered to both classes followed by information from the three focus group participants: Ellen, Martin, and Polly.

Survey Results

The survey functioned as an instrument to triangulate the data and to investigate

the general class disposition toward final draft feedback at the end of the semester. Both sections of First-year Written Communication completed the feedback survey (N=38). Of specific relevance to this study is the timing of the survey (at the end of the semester after students had received feedback on all three essays) and the ratio of NNESs completing the survey (N=12), almost a third of the total.

The full survey is in Appendix B; it consists of thirty-nine survey items including five questions related to demographics. The remaining thirty-four questions feature a mixture of survey instructions including having students complete a sentence, choose an answer, select a number from a six point Likert scale, and indicate relative importance of items with percentage ratings. I specifically compiled the survey to include the variety of question styles hoping that asking questions in a variety of ways would lead to more conclusive information. In the end, the variety led to more difficulty in analysis.

I used descriptive statistics to analyze the data especially as the data related to the research questions. The first survey item was open-ended and asked students to complete a sentence stating the kind of instructor feedback they thought would lead them to "greater improvement" in their writing. Three students (NESs) chose not to answer the question and one student (NNES) copied the survey item but did not complete the sentence resulting in thirty-four statements to analyze. In reading through the thirty-four responses, five themes emerged from students completing the statement "I think my writing would show greater improvement if my instructor's feedback and comments were given orally/ more specific/ given on rough drafts/ more polite/ kept the same."

I have listed these themes in order of preference (the first two themes tied for first with eight responses each), and, except for the last theme, I have included two

representative examples: one from a NES student and one from a NNES student. As for the last theme, "politeness", only two students commented on this theme, and they were both NESs. While the categories clearly represent the groupings from the responses, only the first category specifies the method of the feedback and even then, some ambiguity is involved. In other words, the Oral Feedback category obviously contains responses that reference oral feedback, but these responses do not necessarily exclude written feedback. Thus in terms of the research questions, these responses are less conclusive than preferred. (The specific demographics associated with each theme are given in Table 4.3.)

Oral (possibly with written) feedback

1.   Oral feedback
      "Could meet with me about my writings on every paper." (M/NNS/FR)
      "Were more oral and communicative." (FM/NS/FR)

 Written and/or oral feedback

2.   More specific feedback

      "I think my writing would show greater improvement if my instructor's feedback
      and comments can show more suggestions about how to improve like specific
      ways." (FM/NNS/FR)

      "Were more specific in detail and examples." (FM/NS/FR)

3.   No change in feedback
      "I improve my write skill very much. Thank you." (M/NNS/SR)[8]

      "I actually would not change any of the feedback from my instructor. I feel it was
      very beneficial and has helped me grow tremendously!" (FM/NS/SO)

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[8] This is the only comment from a NNES that I coded for "No change." Although the comment does not explicitly specify no change is needed, I believe it implies no change by its tone of satisfaction.

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4. Rough draft feedback

"Were given to me several times during my papers." (M/NNS/FR)

"Would let us turn it[sic] the rough draft and then let us correct it before we turn in the final paper." (FM/NS/SO)

5. More polite feedback

"Were a bit nicer. Sometimes our teacher can be very blunt and come across as rude. I know she means will [sic] though." (FM/NS/FR)

"Where [sic] of a positive standpoint, direct, and non-bewilderment."

(FM/NS/FR)

What these responses do not say is, perhaps, also worth noting. Although some responses might have implied the need for more written feedback, no response specifically asked for more written feedback in the way that some responses clearly designated a preference for oral feedback. Furthermore, almost a quarter of the responses indicated no need to change the feedback strategy even though the question did not ask whether change was needed; it asked what would help students improve. By stating the need for no change, these students seem to be implying that the mixture of feedback strategies was equally useful. The "no change" responses also indicate that the students answered this question based on their personal experiences with this particular class context in mind. Consequently, I cannot assume that their answers would be the same in reference to all their writing experiences across campus. Finally, the survey question was open ended and did not direct students specifically to final draft feedback. Only four students (just over 10%) gave a time-frame for the feedback by specifically stating a preference for feedback on rough drafts. The other answers did not designate a time when "more specific" or "more oral" feedback would help them improve. If students are basing their answers on

this particular class context, then the other responses are connected to final draft feedback.

Appendix B contains a complete list of student responses grouped by response theme. Table 4.3 illustrates percentages in relation to these patterns.

Table 4.3: Response themes completing the statement

"My writing would show greater improvement if my instructor's feedback...

Response Theme	All Students (N=34		NESs (N=23)		NNESs (N=11)	
Specific details	12	(35.29%)	7	(30.43%)	5	(45.45%)
Oral feedback	8	(23.53%)	5	(21.74%)	3	(27.27%)
No change	8	(23.53%)	7	(30.43%)	1	(9.1%)
Rough drafts	4	(11.76%)	2	(8.70%)	2	(18.18%)
Positive feedback	2	(5.88%)	2	(8.70%)	0	(0(0.0%)
Total	**34**		**23**		**11**	

Even with a small research sample, the data offered from this survey question bear consideration on several levels. First of all, most students stated that more specific feedback from the teacher would help them improve their writing. Assuming they are referring to final drafts as a result of the class context, this response runs counter to commonly held assumptions about final draft feedback all of which were addressed more fully in Chapter Two. One prominent assumption regarding final draft feedback is that students do not read it or they do not pay attention to it. Consequently, writing teachers have been advised to manage the feedback load by minimizing FDFB (Ferris, 2003). Another common assumption is that final draft feedback mostly serves to justify grades, so when students do read it, they are reading it primarily to understand the grade. However, over 1/3 of these students believed that more detailed feedback would assist

them in learning to write; if they are referring to the classroom pedagogy of the course, one can conclude that these students read and attended to FDFB for more than grade justification.

Secondly, while the majority of students, both NESs and NNESs, felt they would improve their writing with more specific instructor feedback, they did not indicate that this feedback would be most useful at a specific point in the writing process (e.g. on rough drafts). In fact only two NNESs indicated that rough draft feedback from the teacher was the key to "greater improvement" in their writing. Again, this result runs counter to pedagogical practices that rely heavily on providing students with instructor directed rough draft feedback. On the other hand, perhaps based on the class context, they considered FDFB from the instructor as the only option because that is what they had received in the course. Unfortunately, the data from this survey question is not as conclusive as hoped for.

As for conferencing with the teacher, three of the NNESs (25%) specifically identified oral feedback as the way to improve their writing. This result is consistent with previous research stating that when given the choice NNESs appreciate the opportunity to conference with the teacher about their writing especially if the oral feedback is supplemented with written commentary (Ferris, 2003).

The next survey item, as shown in Table 4.4, asked students to choose from a list the type of instructor feedback that would help them "make meaningful and noticeable improvements in [their] writing." Even though the survey instructed students to check only one strategy from the list, two students checked all three strategies and two students checked two strategies. One could argue that checking two or more strategies is

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essentially selecting the first strategy which includes both written and oral feedback. However, because of the ambiguity involved from not following the directions, these four surveys were not included in the data below. Nevertheless from a list of three feedback strategies, students overwhelmingly, chose the strategy that provided feedback in both oral and written form.

Table 4.4: Student preferences for feedback strategies

I feel I am most likely to make meaningful and noticeable improvements in my writing when the instructor…	All Ss	NESs	NNESs
Gives me written comments and meets with me	27	19	8
Explains her comments to me in a conference	5	3	2
Gives me extensive written comment	2	1	1
Totals	**34**	**23**	**11**

At first glance this data might seem to contradict the responses from the previous question wherein fewer students stated the importance of oral feedback in helping them become better writers. However, closer inspection reveals that this response actually supports the previous finding that students prefer more specific and detailed feedback as one could certainly argue that one way of obtaining more detailed and specific feedback is to receive it by two means. Unfortunately this survey question is somewhat ambiguous based on what is left out of the wording of the last two feedback options. The middle strategy, "Explains her comments to me in a conference" was intended to reveal a preference for OFDFB; however, the statement does not exclude the presence of written feedback. In the same way the last strategy listed, "Gives me extensive written comments," was intended to determine a preference for WFDFB, but it also fails to

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exclude an oral component. Thus one could argue that the first and second strategies listed in the survey question might be the same. Despite the imprecise wording, I would argue that students seemed to grasp the intended meaning based on the classroom practices they were familiar with.

The remaining data from the survey might be considered inconclusive from a purely quantitative view, but this does not make them entirely less informative. Using two different survey techniques, a Likert scale and percentage ratings, these survey items attempted to elicit what kind of specific details students might find helpful on their final drafts.

First, using a six-point Likert scale students were asked to indicate their agreement as to whether instructors should "always" comment on and evaluate the following aspects of their final drafts: content, organization, style, vocabulary, grammar, and mechanics. Both NESs and NNES overwhelmingly agreed that all of these areas were important. Later in the survey students were instructed to rate the "relative importance which [they] *think* the instructor assigns" to features such as content, language use, mechanics, organization, style, and vocabulary and to rate the importance they think she *should* assign to those features. Rather than ask students to rank order these preferences, the survey questions asked them to indicate importance with a percentage noting that the percentages should total 100%. The results indicated a wide disparity of answers. At first glance, these results seemed too inconclusive to be useful; however, upon closer reflection it became less surprising that a group of 38 students including NNESs and NESs would have a range of views when asked about FDFB

practices. In fact, it seems expected. Thus, in this sense, the variety of student responses gives credence to the survey answers.

At any rate, some trends were evident and are worth mentioning. When asked which features the instructor seemed to focus on with her FDFB, a little over 50% (N=22), of the students chose one feature as primary. Of these twenty-two students, nine identified content as the single feature the instructor gave most importance to followed by organization (N=6), mechanics (N=5), and language (N=2). The remaining seventeen students did not indicate a single feature as most important. These students identified two or more features with equal importance. One student divided up all six features evenly assigning 16.6% to each one. Again, these results are not entirely surprising given the open ended nature of the question and the variety of student perspectives. Perhaps more interesting are the distinct similarities and differences between the two groups of students.

When asked which features are most important *to the instructor* both NESs and NNESs were most likely to identify content as number one with just over 50% of each group either identifying content alone or tying it with another feature. Both groups were most likely to tie content with organization and/or language.

The differences between the two groups were more distinct with the last survey question which asked students to rate the features they felt the instructor *should* give importance to in FDFB. The NNESs rated the features almost identically to the previous question. Seven students again clearly identified content as the most important feature to be addressed by instructor feedback, sometimes choosing organization in a tie for most important. Because of the similarities, I first questioned whether the NNESs had

understood the difference in the two questions, but closer inspection indicated that they did answer the questions separately. For one, there were fewer ties for highest percentage with the second question; seven students clearly designated one feature the highest weight of importance. Three chose content; two chose organization; two chose language as the *single* primary feature that instructors should comment on. When there was a tie for most important, content was most likely to be tied with organization. On the other hand, the NESs chose different answers for this question than they had for the first with sixteen placing organization as the most important feature the instructor should comment on although organization was usually grouped with another feature: content, vocabulary, style, or mechanics. Apart from any ties with organization, eight students identified mechanics or grammar as the feature the instructor should comment on in final drafts

The data from the survey are not intended to be generalizable, not just because of the small sample size, but also because of the variety in student responses. Even so, they do serve to describe the end-of- semester beliefs of these particular students in this particular classroom context - the context from which the case study informants come.

The teaching reflections and the survey analysis provide context and data from which this study explores further the role of final draft feedback in a multi-draft composition classroom. Up to this point, I have discussed data from both NES and NNES students. The rest of this chapter examines FDFB as it relates exclusively to NNES students.

Focus Group Participants: Non-native English Speakers

As explained in Chapter Three and represented in Table 3.2, five NNESs signed consent forms for this study, and I invited two of these students to participate as case

study informants. Interview data from the remaining three were available for analysis and useful for validating information gained from the class survey and the case study informants. In gathering data from these students, I listened to the interviews and noted recurring themes concerning final draft feedback especially as this information related to the research questions and the survey findings: the preference for specific details, oral feedback, and rough draft feedback. I refer to these three students as "focus group participants," and using pseudonyms I describe each one below along with the research findings:

Martin

Martin attended the morning class and made one of the three As in that section. He submitted beautifully written essays once earning full credit (200/200). His other papers earned 190/200 and 195/200 respectively. The quality of Martin's writing astounded me, but this quality came with great effort. Martin worked extremely hard on his papers: writing several drafts, conducting research, and visiting the writing center. He was a serious, determined student who excelled in his writing.

Martin was a first-year student from Rwanda. English is his third language after Kinyrwandan and French. He was chosen from the top ten in the nation of Rwanda to study on a scholarship at this university. All three of his papers centered on some aspect of Rwanda from his profile of President Kagame to his memoir of a Rwandan youth camp to his commentary on a strategic plan to rebuild Rwanda.

Martin had come to the university the semester before the study began, and I had taught him that semester in Basic Writing. He was a serious and diligent student in that course too. At this university, Basic Writing is a pass/fail course and students have to

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pass two essays as well as a grammar test to pass the course. They have five essays/opportunities to pass the essay portion. The first essay is written in class during the first week of the semester. Not surprisingly, most students do not pass the first in-class essay. It functions more as a diagnostic essay. Martin actually commented in writing that he thought it was not fair to count the first essay because students did not have the chance to revise.

Because of the time constraints of the in-class essay, I write very little on the graded essay. Martin commented (in writing) on this practice also saying he did not find it helpful that the feedback on this first essay was not detailed and did not explain why he had failed. Very few basic writing students write a passing in-class essay the first week of the semester. From my point of view, I had refrained from going into detail on the reason for a no-pass because most students fail and detailed feedback on an essay they had 40 minutes to write seemed more punitive than helpful. I mention this because it illustrates how seriously Martin approached writing tasks and instructor feedback.

In Basic Writing Martin had sat at the front of a U shaped classroom near me to the left. In First-year Written Communication, he sat in the first seat by the aisle in the back row (three rows in front of me). He appeared to be somewhat of a loner in class – very quiet and keeping to himself. However, when asked to do group work, he did so willingly. Martin came to the morning class which met at 9:30 on Tuesday and Thursday. He was always present and never late; he always came prepared.

Martin's graded essays received relatively few feedback points because they were so well written. In fact, he received an average of twenty feedback points per essay with just over half of those occurring on the evaluation page leaving an average of nine

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feedback points for the text. With each essay being five to six pages long, the feedback

points averaged fewer than two per page. Even so, Martin's penchant for detail led him to

attend to the FDFB. In his feedback report, Martin wrote about looking back from one

graded paper to the next assignment to see what concerns he needed to address. He

specifically mentioned paying attention to vocabulary more in order to strengthen his

already strong writing style. In comparing his memoir essay grade (195/200) to his

profile essay (190/200) grade, he wrote "the grade on this assignment was better than

what I got on the profile essay, and the reason was efforts I put on my vocabulary."

Martin also mentioned referring to previous feedback concerning the use of *and* as an

opening transition of a new paragraph. In his profile essay he had started a middle

paragraph with the following sentence: "And Kagame believes that good governance

must be based on …" Following the minimal marking feedback style, I had placed a dot

by this sentence and we discussed it in the oral feedback session where I told him I had

not counted off for this use of *and* as an opening transition. However I cautioned him that

it was unusual style that some readers might find informal or even incorrect. In his

second essay, he again used *and* as the opening transition for a middle paragraph when he

wrote, "And the amazing story is that I met new friends who made me feel like I was

home." I did not mark this usage at all on his paper, but in our oral feedback session we

again discussed it. Martin stated that our previous discussion had helped him decide to

once again use *and* in this way. He knew that it was unusual and might not be well

received for other audiences, but in this case he felt it was the right style for what he

wanted to say and how he wanted to say it.

In Martin's case, the feedback was scant due to the strength of his writing; thus, no specific features of the feedback stood out as needing special attention in subsequent drafts. In terms of feedback delivery, Martin mentioned in the interview that WFDFB alone told him the writer needed more information but that WFDFB alone "can be confusing." He stated that OFDFB with minimal marking was mostly useful for sentence level mistakes; otherwise, he might not know how to incorporate the feedback into his future papers. Martin preferred O&WFDFB because it "can clarify" what is needed.

Polly

Polly also attended the morning class. She earned another one of the three As in the morning class. Polly was the only female NNES in the morning class. She sat on the front row directly in front of me. She worked very hard in the course and did exceptional work. Not only were her papers mechanically correct, but she strove for depth in her topics as well. For her first essay, she profiled Shanghai by contrasting two suburbs of the city: Pudong and Puxi. For the memoir essay, she wrote about a birthday party she had planned for a friend, and for the commentary, she argued against the practice of polygamy in Malaysia. Polly earned A's on each paper scoring 190/200, 190/200, and 180/200 respectively. She smiled often and was a likable student. Polly was somewhat quiet in the class, but she intermingled with the other students easily. She described herself as "friendly and outgoing." She attributed her low key classroom behavior to being a NNES, afraid of making mistakes and thus hesitant to speak in class.

Polly is Chinese. She told me that she had graduated in the top 3% of her high school class. She was a first-year student majoring in interior design. She had completed Basic Writing the semester before. Her Basic Writing instructor described her as

"delightful" and noted that although Polly was quiet in class, when called on "she always had an answer and it was well thought out." The Basic Writing teacher also noted Polly's perfect attendance, high work ethic, and willingness to "step out of her comfort zone" by taking an active role in the classroom. The Basic Writing course at this university is designed so that students can complete the course early once they have demonstrated beginning first-year composition skills. For most NNES students, this takes approximately twelve weeks to achieve; Polly satisfactorily met the requirements by week eight.

Not surprisingly, Polly brought her work ethic and high standards to First-year Written Composition. At the OFDFB session for her first paper, Polly asked "how can I develop this more?" even though she had received 190/200 and the paper would not be revised. This question indicated Polly's desire, not just to make As in the class, but to grow as a writer and to understand academic writing at this level. She told me that she had about four people give her feedback on her rough drafts. She stated that when she got papers back from any class she always read the professor's comments carefully to note where the "weak point[s]" are.

In each of her papers Polly received corrective feedback on her works cited page, and it was not always evident that she was attending to this feedback. For example, in her first paper, I noted with an arrow (→) that she failed to indent the second line of the source. On her third paper, she was still making this mistake. Although she showed some improvement, she also struggled with recording the complete date of the source. In her first two papers, she neglected to put the day before the month. I mentioned this in the OFDFB session (the first paper) and the O&WFDFB session (the second paper). By her

third paper, she had the date in the right order, but she failed to include the date of access for her online sources - a point I had addressed in the OFDFB session of her first paper.

More confusing was when she moved from getting a feature of the documentation correct to getting it incorrect. On her second paper, she put "Citation Page" as the heading; whereas, she had correctly labeled it "Works Cited" on the first essay. When I asked about this in the O&WFDFB session, she explained that for the first paper, she had looked in the textbook, but for the second paper, she was going from memory. In the follow-up interview after the course had ended, I asked about her lack of uptake with the documentation feedback. Polly gave two reasons for her continued problems with the works cited page. First, the information in the book was confusing to her, and secondly each paper relied on different types of sources and she could not always figure out what was required. Also, she mentioned that she always saved the works cited page for last and sometimes she ran out of time or "was lazy." Although I would never describe Polly as lazy, her last reason indicates a lack of attention to this particular feature of FDFB in writing new papers, particularly since the changes were relatively easy to make: indent the second and subsequent lines of a source and include the date of access for online sources. In sum, her failure to attend to FDFB concerning documentation was not due to the way in which the FDFB was delivered; it was due to her strategy of saving documentation for last and either running out of time or lacking the will to attend to it.

Ellen

Ellen was a student in the afternoon class; she made the only A in the class. She worked hard on each essay: writing multiple drafts and visiting the writing center for each assignment. She set high expectations for herself stating that she desired to "do a

good job on every professional aspect of writing." She sat on the front row almost directly in front of me.

Ellen is from China where she had completed one year of university studies before transferring to this university. She was majoring in Teaching English as a Foreign Language (TEFL). In her Feedback Report, she stated that her identity as an English major motivated her to strive for excellence in her papers. Her first paper received a B (165/200), but her subsequent papers earned strong As (190/200 and 195/200 respectively). However, her academic writing experience had not begun on a positive note. In her Feedback Report, she described taking Basic Writing the semester before this course. "Before I took [Basic Writing], I thought that I was good at writing because I always did a good job back in China. However, it took me a whole semester to finish the course as others finished it in only half a semester. I began to realize the problem: I have a lot to study more than others." Ellen clearly applied a high work ethic to the first-year composition course. For each assignment, she wrote at least three rough drafts, visited the writing center at least once, and received in-class peer feedback. Additionally she sought feedback from native English speaking friends.

As with Martin and Polly, Ellen received relatively few feedback points due to the strength of her essays. The three essays received sixty-four feedback points with almost half (N=27) coming on the evaluation page. The remaining feedback points (N=37) average to just over 12 in-text feedback points per essay. Ellen's essays were on the low end of the page requirement averaging just under four pages each resulting in an average of three feedback points per page. Ellen's papers showed some evidence of attending to FDFB from one paper to the next especially in the content and documentation features of

her essays. However, there is no clear indication that the method of delivery affected the attention she gave to the FDFB.

In the first essay, the profile, Ellen initially received only WFDFB. Of the twenty-four feedback points, over one-third (N=9) were content related. The one content feature I addressed the most concerned some aspect of organization (five feedback points). This feedback came both on the evaluation page and in the text. On the evaluation page I wrote the following comments with point deductions regarding unity ("most paragraphs are unified well – not all though" -5), order (the order is a little confusing to me" -15), and coherence (use transitions to tie paragraphs together" -5). On page three of her text, I wrote two additional comments regarding organization and coherence. First, I drew a bracket around the top paragraph and wrote in the margin: "Lots of various bits of info in this paragraph. What point ties this paragraph together? What unifies it?" In the second paragraph I underlined the first three words ("Seven years passed…") and wrote "from when? I am confused by the timeline. 7 years after visiting the boy in the hospital? After writing 100 songs in one week?" As indicated from her later essays and the oral feedback sessions, Ellen attended to the FDFB from this essay suggesting that she needed to work on organization.

Her second essay, the memoir, received a 5/5 rating for organization. When we discussed this in the conference she said that after the first essay, she knew she needed help with organization so she had specifically asked NES students to help her organize her paper "like a NES." Similarly, her last essay, the commentary, received full points for all aspects of organization (unity, order, and coherence). In her Feedback Report, she

listed "organization" as one of the principle features about writing that she had learned in the course.

Even though the initial feedback that Ellen received concerning organization was WFDFB, I am not convinced that the method of the feedback had the greatest impact. Rather, the effect on her grade led her to pay attention to the organizational features of her essays. As noted earlier, the two features most commented on in her first essay concerned organization (five feedback points) and documentation (three feedback points). However, she lost twenty-five points to concerns with organization and only ten points to documentation mistakes. While she attended to problems of organization, there is less evidence that she did the same with the documentation feedback, at least initially.

In the oral feedback session concerning her second essay, I also looked at the WFDFB of the first essay. In both papers she listed sources in her works cited, but failed to put those sources in the text. In other words, the sources in the works cited were not cited in her paper. On her first essay, I had written "Where are they cited?" under the "Works Cited" heading and on the evaluation sheet next to the statement about correct manuscript form, I had written "in-text citations are missing" -10. When she made the same mistake on her second essay, we looked back at the comments on the first essay and I explained it to her. She nodded and said "I understand it now," but I got the impression that she had not tried to understand it before. So while the WFDFB may have effectively led her to focus on organizing her paper more clearly, it did not lead her to address documentation concerns. She attended to documentation after we discussed it in the O&WFDFB session.

By her final essay, the commentary, Ellen received mostly positive feedback concerning her essay. In fact, of the twenty feedback points, sixteen were positive comments, such as "very well written," "clear thesis," "good way to establish credibility," "good research," and "well done!" I made two feedback points on the documentation page: one with an arrow showing that she had one source out of alphabetical order and one with a comment about citing a translation. She still had some trouble with the in-text citations, but she did have parenthetical in-text citations. In the OFDFB session she mentioned that she looked in the book, but it was confusing to her.

These three focus group participants come from three different countries to pursue three different degrees. Each one made an A in the First-year Written Composition course outscoring and outperforming most of their NES peers. The data analysis suggests that overall, regardless of feedback strategy, they attended to the FDFB they received.

Conclusion

In bringing this chapter to a close several points are worth making. First of all it appears that the class as a whole, NESs and NNESs, want FDFB to do more than justify grades. From the survey, the results indicated that the students claimed to want feedback that addressed the content and organization as well as the mechanics and grammar of their final drafts. They also stated a desire for more specific FDFB as a way to improve their writing. From the focus group participants, interview data showed students who engaged with the FDFB so as to continue writing strong papers throughout the course.

Secondly, each feedback strategy was hampered in some way. WFDFB is restricted by its one-way communication; OFDFB is restricted by a lack of written detail; O&WFDFB is restricted by the time needed to apply the strategy. Furthermore, each

strategy was affected by the order in which it came in the semester. Students who received OFDFB on their last paper received a different kind of OFDFB than the students who had received it on their first paper. Because of the adaptations I made along the way, Crissy, Jessica, and Ellen received a different kind of OFDFB than Martin and Polly. Although I did not alter how I did WFDFB, students who received WFDFB on their last paper might have been better able to interpret the feedback than those students who had received it on their first paper simply because it was their third paper. The students and I would have had a FDFB feedback history.

These conclusions have relevance as this study moves into an analysis of the cases. Crissy and Jessica were both in the afternoon class so they received WFDFB first and OFDFB last.

Following this initial examination of response to FDFB, this study broke down the overriding question into three more specific research questions and applied these questions to data from NNES case study participants Crissy and Jessica:

1.   What were the features of FDFB that students received on their graded papers?

2.   Did students attend to these features as they completed subsequent writing assignments in the same class?

3.   Did method of feedback delivery affect the attention students gave to the features of FDFB?

The following chapters begin with an overview of the case study participants before focusing specifically on the research questions

CHAPTER V

RESEARCH FINDINGS: CASE ONE

Case Study Informants: Crissy and Jessica

Even though they came from different countries of origin, Crissy and Jessica had some similarities personally and academically. On a personal level, they were both traditional first-year students; each had recently completed their secondary education in their home countries. At the time of the study, Crissy was 19 years old; Jessica was 18. In terms of academics, the two case study informants both came from the afternoon section; thus, they received WFDFB first on the profile essay, O&WFDFB on the memoir essay and OFDFB on the last essay, the commentary. Additionally, they both turned in a Feedback Report as the final written assignment in the course. They were also both diligent students who came to class prepared. In fact, one of my teaching practices is to give a five point book bonus for students who have the textbook with them on the first day of class. Both Crissy and Jessica received these bonus points. In the end, they each earned a B in the course.

Crissy and Jessica ended the course with same final grade and they both worked diligently on their papers, but they faced different challenges which are reflected in the FDFB.

In the following section, I discuss each participant and the related findings in detail. For the sake of consistency, I have organized each section in the same way. I begin with background information before moving on to the research questions. As detailed in Chapter Three, in order to address the research questions I grouped the FDFB into four broad categories of feedback: content, sentences, documentation, and summative.

Some might argue that all feedback on a final draft is summative or evaluative, and they would have a point as this is how it is commonly defined in feedback studies. However, my research was looking at FDFB from a global perspective, i.e. all feedback on all final drafts. In order to address questions concerning attention to FDFB, I needed a way to compare like features: apples to apples in a sense. As explained in Chapter Three, I grouped each feedback point according to particular features of the feedback. Content feedback included comments concerning thesis, development, unity, coherence, and organization. Sentence-level feedback included comments and notations concerning mechanics and grammar most often associated with corrective feedback. Documentation feedback was limited to comments and markings associated with the works cited page and in-text citations. Finally, I limited summative feedback to include only the final grade, the end comment (oral or written or both), and one question on the grading rubric that asked whether the writer had completed the assignment.

These limitations might explain some of the similarities in feedback points for Crissy and Jessica. The data in Tables 5.1 (Crissy) and 6.1 (Jessica) show that the

documentation and summative feedback points remained consistent across essay types and feedback delivery. Some of this consistency is due to the nature of the feedback category. For example, the nature of summative feedback is to conclude, so the number of summative feedback points would be limited and would be relatively the same from essay to essay.

Finally, the specifications of the assignment affected the number of feedback points connected to documentation because each paper had to have two to four outside sources. This requirement for a certain amount of outside research explained the relative consistency of documentation FDFB points across essay type. In other words, the fact that research was required meant that there could be feedback addressing it, but because the type of research tended to vary with the assignment, students sometimes had to learn to document different kinds of sources with each paper. Thus, the documentation FDFB might have addressed documenting interviews with the profile essay, websites for the memoir, and newsmagazines for the commentary. Although such variation was not specified in the assignments, students often found themselves turning to different types of sources for the different assignments. The variation in sources from assignment to assignment could mean that even though the FDFB addressed documentation, the specific documentation concerns were different each time.

Crissy: "Always the grammar"

Crissy is Chinese. She is an only child in an apparently close-knit family as she often wrote and spoke about the love and support of her parents and grandparents – none of whom speak a foreign language. She is from the People's Republic of China, and her

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home language is Mandarin Chinese. Her formal instruction in English began in grade school where she described learning basics such as greetings, simple sentences, and vocabulary. This less formal structure continued through middle school; Crissy remembered memorizing phrases without analyzing sentence structure. The curriculum became more formal in high school. Crissy described the English lessons as grammar and text-focused saying that they studied English to pass the exams and "not to communicate" in part because the classes were so large. During high school she had one hour of English each school day.

Crissy was majoring in English language teaching with plans to pursue graduate studies in the same field. She had completed one year of university courses in China before coming to this university. She arrived in summer 2008 and completed language classes at the intensive language school on campus before enrolling in Basic Writing in Fall 2008. She took my First-year Written Communication class in Spring 2009 and followed it with the intensive (three-week) Second-year Written Communication class in May 2009. She was quiet but serious and determined. Her fluency seemed somewhat low and at times she was hard to understand, but that was partly because she spoke so softly.

Nevertheless, Crissy was an engaged student who demonstrated a proactive stance toward her education. She sat on the first row almost directly in front of me and next to Ellen (focus participant). She had perfect attendance for the course and my attendance notes indicate that not only did she always arrive to class on time but also that she was always prepared for class with that day's assignment completed, the textbook in hand, and her laptop ready as needed. With such a serious and studious nature, it is not

surprising that Crissy would indeed pay attention to the teacher commentary on her papers.

Research Question 1: What were the features of final draft feedback that students received on their graded papers?

Crissy's final draft feedback features: An overview

This section addresses the type of feedback Crissy received. Table 5.1 shows the number of FDFB points Crissy received on each of her essays and the categories the feedback points represented. In many ways the data in Table 5.1 show a consistency across essay and feedback types. As mentioned earlier, the nature of the feedback, the specifications of the assignment, and the evaluation sheet played a role in the number of feedback points per category. The number of feedback points itself is neither a negative nor positive feature. It merely represents the number of comments or notations associated with that category.

Table 5.1: FDFB Point Totals for Crissy

Essays: FB Points, Delivery, & Final grade	Profile (WFDFB) 150/200	Memoir (O/WFDFB) 140/200	Commentary (OFDFB) 180/200	Cumulative FB Points	Average FB Points
Content	10	5	8	23	7.6
Sentences	58	26	20	104	34.6
Documentation	3	3	4	10	3.3
Summative	3	4	3	10	3.3
Total FB Points	**74**	**38**	**35**	**147**	**48.8**

The greatest distinction in these numbers has to do with the total number of feedback points for her first essay, which received almost twice as many FDFB points as

the other two. This difference could be due to the lack of an oral component with the FDFB of the first essay. In other words, I may have had less of a tendency to "mark everything" when I knew I would be discussing the essay with her. In fact, the presence of an oral component with the FDFB appeared to influence the number of FDFB points more than the quality of the essay itself. According to the data in Table 5.1, the essay receiving the lowest grade had just three more FDFB points than the essay receiving the highest grade, but both of these essays received oral feedback either with or without a written component.

Even so, regardless of the total number of feedback points for each essay, the sentence-level feedback consistently received the highest number of feedback points by a wide-margin. However it is possible that the decrease in sentence-level feedback points in the last essay could account for the proportional increase in content feedback points. These data show that in the first essay ¾ of the total feedback points were directed at sentence-level features with only 1/7 of the feedback addressing content features. By the last essay the distance between these features had decreased. Even though Crissy received only eight content feedback points on the commentary essay, that number represents over ¼ of the total feedback points. Furthermore, while sentence-level feedback remained in the lead, its lead was just over half by essay three as opposed to 75% in essay one.

In sum, these data show that Crissy received final draft feedback primarily at sentence-level features of her paper but that as her papers improved at the sentence-level she began to receive proportionately more content feedback on her last paper than on her earlier ones. From the wide-angle view of the first research question, the next research

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question focuses more specifically on Crissy's response to the specific features of FDFB in the categories listed in Table 5.1: Content, Sentences, Documentation, and Summative.

Research Question 2: Did students attend to features of FDFB as they completed subsequent writing assignments in the same class?

Crissy's attention to feedback features

In this question, I define *attend to* somewhat literally and broadly to mean carefully reading all of the FDFB and attempting to understand it in order to apply the information from the FDFB as needed to future writing. A student who quickly looks at the final grade and puts the paper away without a second look is not attending to FDFB neither is the student who only looks at a portion of the FDFB, such as the grading rubric, while ignoring the rest, such as textual comments. On the other hand, a student who reads all of the FDFB and seeks to understand it in order to apply it as necessary to future writing would be attending to FDFB. In other words, *attend to* implies making a conscious effort to understand the markings on the paper and carefully reading the feedback for the purpose of writing good or better papers. In theory students could attend to positive as well as negative feedback. Attending to positive feedback would serve as encouragement and even reinforcement to continue in a certain way, whereas, attending to negative feedback would include addressing the concerns raised in the feedback. With this definition in mind, I examined Crissy's attention to FDFB. Did she read all of it? Did she try to understand it? Interview and textual data indicate that Crissy did attend to FDFB as she moved from one assignment to the next but that she focused more on the negative FDFB than the positive.

Content feedback: Consistently positive

Despite the variation in final grades, Crissy consistently received positive feedback concerning the content of her paper. At the bottom of page one of Crissy's profile essay I wrote "good, interesting, creative introduction." The same is true for her second essay, the memoir, where I noted on the evaluation sheet concerning focus, organization, and development "Very good. You set the scene to organize your points well." On her final essay, I wrote "well done" on the evaluation sheet next to thesis, unity, order, and completeness. I also praised her for having a "clearly stated thesis" and for providing "good background summary." When we met to discuss the OFDFB of her third essay, I said

```
G:    You have a very clearly stated thesis…and then you give good
      background information which I thought that's really good because
      the reader needs to know that your opinion comes from a knowledge
      of our background so that was really good that you established
      included that....
```

I then continued the feedback moving on through the essay, and while there were pauses as I read silently or turned pages, the transcript shows that I did not specifically invite Crissy to respond to these comments of praise. Nor did she indicate an inclination to do so. Furthermore, although I did not consciously plan the feedback in this way, the positive content feedback was often a precursor to sentence level issues. For example, in the following conversation we have just begun the O&WFDFB session concerning her second essay.

```
G:    From the evaluation sheet you can see that you did everything
      well except for the sentence issues.
C:    um hum This is terrible.
```

```
G:      …the content and the organization and your point that was all
        great, but the actual sentences need a lot of work because the
        mistakes make it distracting for the reader.
```

In this essay, Crissy had included dialog between her family members as they were experiencing a sudden power failure. At the oral feedback session I praised her use of language saying

```
G:      The examples are great. I mean the examples of the language and
        words.
```

However, this positive comment regarding the content of her paper is overshadowed by the sentence-level issues that I immediately launch into. Sometimes, I was trying to balance the negative sentence-level feedback by showing Crissy how she had succeeded in capturing the essence of the family's conversation as they sat in the dark. Yet, Crissy's response "This is terrible" reveals her attention to the negative feedback over the positive. From the interview data, Crissy showed that she had developed strategies to ensure strong content for her papers stating that she tried to get topics that were "fresh." She also described using prewriting techniques and blamed failing to do so for a paper's low grade stating that she had done poorly on a paper because `I did not brainstorm...this is not a good paper.` Certainly it is possible that the praise regarding her content affirmed her strategy and in that way encouraged her, but I did not confirm this possibility.

Sentence feedback: Comma splices and verb tenses

At our last interview six months after the course had ended, Crissy and I looked over all three graded papers.

```
G:      Commentary was the last paper; memoir was the second paper;
        here's your first paper….Let's look at this and see the
        difference: 150/200 on the first, the second one went down
        140/200, and the third  was back up  180/200. Let's look at that
        and the difference in grades.
C:      Always the grammar part.
G:      It is always the grammar part, isn't it? So here I put too many
        comma splices, tense problems,…
```

Indeed two sentence level issues that plagued Crissy's final drafts included comma splices and tense problems.

Although Crissy received what many composition teachers might feel is an inordinate number of negative feedback points on her first papers, she did not give up trying to improve. The high number of corrective feedback points might have discouraged her, but they did not derail her from her goal of succeeding as an English major at this North American university. In an effort to focus this discussion, I examined the sentence-level feedback that received the most feedback points. For Crissy, this feedback concerned comma splices and verb usage.

Comma splices

In Crissy's first essay, I identified seven comma splices in the first three pages of her paper before I stopped marking the paper. The comma spliced sentences are listed in Figure 5.1.

Figure 5.1: Profile Essay: Comma Splices

> "Then the corridor became uproar, I used my fastest speed in my life to put up my clothes and rush out of the door, because we lived in the tallest floor."
>
> "She always has endless energy and is optimistic all the time, I seldom find her worried about something, sometimes even the exam will coming tomorrow she still goes to bed on time without prepare for the exam."
>
> "Today, she still seemed too exciting and optimistic in this incident, she already began to make a plan for her dreaming vacation."
>
> "We were deeply frightened by this news, no one want to believe that."
>
> " 'How come? Not any predication to say that will have such a big earthquake these days' Xin said in a angry voice, she no longer sat there to wait for announce but seriously to paid attention to this earthquake."
>
> "Rong seemed more worried than before after heard this sad news, all she wanted to do at that moment is to make a phone call to her family and let them told her, they were all safety but the line still couldn't go through successfully."
>
> "The only information about her was that she went to the class early at noon, but such a long time had passed, she still not appeared into our view."

Although I marked these seven comma splices in her first essay, she had fourteen additional comma splices that I did not mark, for a total of twenty-one comma splices in a paper under five pages.

A cursory glance at the FDFB of her second essay might suggest that Crissy did not attend to issues related to comma splices in that comma splices continued to riddle her paper. However, the comma splices in the two essays differ in the context of the offending sentence. In the first essay the comma splices tended to occur in long sentences as if Crissy were using commas to pause the sentence before moving on, whereas, in the

second essay the comma splices were more likely to occur in the dialogs that Crissy was recording among family members as noted in the following unmarked excerpt:

Figure 5.2: Memoir Essay: Comma Splices and Dialog

'I have been to a fish tool store couple days before, all the staff is unbelievably expensive, I . . .' 'Dad, why did you go out alone, you are not feel comfortable these days!' My mum interrupted the grandpa's talk in an angry voice. 'I am sorry,' my grandfather suddenly changed his voice into a child like who had just made something wrong, 'but all of you are busy ever day, I do not want to disturb you, so I went alone, but you see, I am all right here, don't worry about me. I am still a strong old man.'

An indication that Crissy was attempting to address comma splices shows in her use of semi-colons to separate long sentences in her second essay. In Figure 5.3, Crissy accurately punctuated sentence boundaries in a variety of ways. One might argue that the semicolons are not used correctly in the strictest sense because the connection between the two independent clauses is not close enough to warrant a semicolon, but I would argue that the semicolons indicate Crissy's increased awareness of sentence boundaries and the role that punctuation plays in identifying these boundaries. At the very least, she has shown an awareness that commas should not splice independent clauses together. The following unmarked excerpt is from the introduction. I have boldfaced the two semi colons Crissy uses to join the independent clauses.

Figure 5.3: Memoir Essay Introduction

> That was a peaceful Sunday night**;** all members of my family were doing their own work in the house. My mother was watching her favorite TV shows and seemed really involved in it. My father was searching the Internet, paying close attention to the changeable stock market, in case his money would disappear in a few second. The man who was sitting in the reading room was my grandfather**;** he was reading the latest magazine about fishing skills. He was a fishing enthusiast and enjoyed a lot of it. My grandmother was knitting the sweater for the coming winter, even though it was just summer during that time. And I was busying with my weekend homework and preparing for the coming exam.

This passage is not an isolated incident of Crissy's strategy of using semi colons to avoid comma splices. The next excerpt comes from midway in her second paper. I have again boldfaced the semi colon.

Figure 5.4:Memoir Essay Semi-colons vs Comma Splices

> That was my first time to realize my grandfather was really an old man now. He was no longer that man who could hold me up with one hand, who ran after me in our running game. All that had become our memory. Now, he was just an old man**;** all he wanted was just the care and love from his family. Such a simple wish, but we did not realize that until this time.

In her second essay, Crissy used semi-colons five times. Four of the five times, she correctly used them to separate two independent clauses. Even though Crissy may not have understood the grammar of comma splices as evidenced in Figure 5.2, her use of semi-colons in these passages (Figures 5.3 and 5.4) could indicate attention to the FDFB

of the previous essay in that the use of semi-colons represented her means of avoiding comma splices. However, the reason she chose semi-colons as the "de facto" means of avoiding comma splices is not tied to the written comments of the first essay as they were in no way indicated in the WFDFB. As shown in Figure 5.15, the comma splices were merely identified with the WFDFB.

Nevertheless, the comma splice problems indicated in that first essay caught Crissy's attention so that she sought her own means of figuring out how to avoid them. Crissy's third essay contained no comma splices. It also contained no dialog, which had been the trouble spot for her before. In a similar fashion to her second essay, she used a semi-colon to separate two independent clauses, but she only used this technique twice in the whole essay. The first instance is boldfaced in the passage below. Instead, she marked sentence boundaries with periods, but she in doing so she also varied her use of sentence structure and style as reflected in Figure 5.5, an unmarked excerpt from early on in her third essay.

Figure 5.5:Commentary Essay Excerpt

In any event, it has been a long time since the American Revolutionary War**;** the society today is totally different from that of the previous era. America has become a developed country. Having busy lives, and making satisfying incomes, people are enjoying their high-standard existences. However, some negative phenomena also have unavoidably appeared in our society. Someone can burgle a house or plunder all the valuable stuff with a person in the dark street. Such situations are no longer strange for us. When something bad has happened which puts a person in a dangerous place, he or she may have no time to call the police for help. The only measure people can take is to protect themselves in their own way. At this moment, a weapon should be the best way to save one out of danger. So now, people across the country are feeding into their fears by purchasing firearms.

In her final writing assignment, the Feedback Report, Crissy again had no comma splices and continued to show a more correct understanding of how to use commas and semi-colons in her sentences. In Figure 5.6, an unmarked excerpt, she has avoided comma splices while still writing complex sentences and maintaining a close connection between her ideas.

Figure 5.6: Feedback Report Excerpt

> At first, I wanted to write about a famous person, so I decided to write about Nixon, because I thought I could easily get some information about him since he was a famous president in the United States. But after consideration, I gave up writing about Nixon; because the information that I knew about his was so limited, I had not enough passion to write about a person I was not really familiar with.

While some might challenge the correctness of these sentences, I would argue that each sentence boundary is punctuated correctly although the style might be somewhat unconventional. Furthermore, this paragraph shows that rather than "sprinkling" commas throughout her essay to indicate pauses, Crissy has learned something about punctuating after complete thoughts and within sentences even if she has to some extent over-generalized the use of semicolons. These examples offer evidence that Crissy had attended to the FDFB regarding comma splices and sought to avoid them in future writing.

The second feature of Crissy's writing that received repeated corrective feedback concerned her use of verbs.

Verb Problems

Crissy's first essay received thirty feedback points concerning verb usage. I identified just over half (N=16) as verb problems connected to using and marking tense. Sometimes these were straightforward mistakes of slipping into the present tense while recording a past event. For example, Crissy was describing her experience with an earthquake, clearly a past event, yet she would intermingle present with past tenses as in the following sentences listed in Figure 5.7. For easy reference, I have highlighted the verb forms.

Figure 5.7: Profile Essay Tense Mingling

"After we **run** to the third floor, I suddenly **realized** Rong **didn't stay** with me."

"Finally, we **got** out of the building within a few minutes and **gather** on the square. All the people **were talking** loudly with each other. And then we **got** exact news that **is** really the earthquake **happened** just now. We **feel** really scared, and thank goodness we **are** safe now."

"We all **tried** our best to say some happy things to comfort her, but **seem** not so effective as we **expect**."

"…all she **wanted** to do at that moment **is** to make a phone call to her family and **let** them **told** her, they **were** all safety but the line still **couldn't go** through successfully."

In addition to tenses, Crissy's struggle with correct verb form also showed up in multiple ways as highlighted in the sentences of Figure 5.8:

Figure 5.8: Profile Essay: Verb Form Errors

> "After she finished a satisfied plan, she went to the store **to bought** a magazine and a ice cream, then found a shady resting place to sit down, **look** like she **is** really **enjoyed** and **waited** for the announcement from the radio **to told** us a two-day break **will coming.**"
>
> "…she no longer sat there to wait for announce but serious **to paid** attention to this earthquake. Rong seemed more worried than before **after heard** this sad news."

No doubt some of the verb problems could have simply been the result of careless editing in that Crissy wrote other sentences in the same essay that correctly used infinitives and participles. For example, she used the infinitive form correctly as in the following sentence excerpts highlighted in Figure 5.9.

Figure 5.9: Profile Essay: Infinitives

> "…all she wanted **to do** at that moment is **to make** a phone call to her family…"
>
> "After we four carefully checked she is OK, she began **to explain** why she is so late…"
>
> "All of my roommates began **to worry** again since we found a serious matter – where is Jiao?"

In other words, Crissy's errors with tense and form were not consistent throughout her essay, but they were numerous. The one feature that was most consistently incorrect throughout Crissy's first essay included failing to use the past tense form to discuss a past event. This failure to consistently write in the past tense when she was clearly describing a past event was distracting and perhaps called attention to these other weaknesses. The

WFDFB called attention to the number of errors because so many were marked. These markings and the point deductions seem to have caused Crissy to pay attention to issues of verb use in her subsequent papers.

In the second essay, I identified only four verb errors, two of which are shown in Figure 5.10.

Figure 5.10: Memoir Essay: Verb Errors
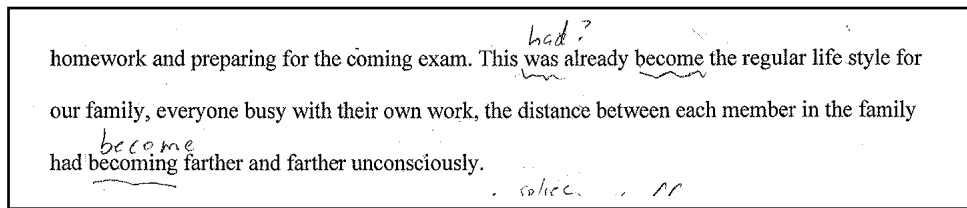
As with her first essay this one, a memoir, was also situated in a past event; unlike her first essay, Crissy consistently wrote in the past tense for her memoir when she was describing past events. She moved into the present tense as needed for her own analysis and commentary, but she did not switch back and forth in a seemingly haphazard way as she had in the previous essay. The paragraph in Figure 5.11 from mid way in her paper shows more careful attention to issues of verb form and tense.

We continued our walk; it seemed that it was the first I knew that so many people lived in the same community with us. The strong feeling came to my mind, "Why we feel so far away with the people lived around us?" I sat in the garden alone and fell into my own mind. With the development of our society, the distance between people had become further and further, people only paid attention to their own stuff because they need to adapt to their speed of society. No time for them to consider whether they need to spend some time to make some for their own life. All of people's minds were focused on how to change our society from "developing" to "developed". It seemed that we indeed love the society which we always call that as "big family". But have you ever thought about your real family?

Even though something of a foreign accent existed in parts, such as Crissy's statement that in the garden she "fell into her own mind," overall the result was a coherent essay that reflected a more accurate awareness of tense by correctly incorporating different aspects of present and past tenses. Consequently, none of the FDFB in the second essay was connected to problems of tense. This improvement suggests that Crissy was attending to the tense problems indentified in the WFDFB of the previous essay.

In the next essay, Crissy's struggle with verb tenses seemed to return, but these mistakes occurred in a specific and limited context unlike the careless, randomness of her first essay. In this essay, the commentary, she received four feedback points concerning problems of tense, three of which came in the context of using a quotation. Crissy had cited statistics from 1993/94 but had written with a mixture of present and past verb tenses. In the OFDFB session we discussed using brackets and ellipses within a quote to

make it coherent with the rest of the passage. These feedback points show not just simple problems with verb usage, but the complexity of managing verb tenses within a quote so as not to disrupt the flow of the paper.

In fact, a closer analysis of the third essay revealed Crissy was actually managing many verb forms in a somewhat complex manner. For example, in the following passage she moved smoothly from discussing her own analysis in the present tense to recording events in the past tense. She also incorporated passive voice, a structurally more complex sentence pattern.

Figure 5.12: Commentary Essay: Tense Management

> Each public problem that occurs has its own social background. The beginning of American gun culture can be traced back to the American Revolutionary War. During that time, guns could be used in various ways. They were used in wars, of course, but they were also used for other purposes, such as hunting for food, sporting as an entertainment, etc. People who were good at shooting were actually highly respected at that time.

Furthermore, Crissy showed an ability to use various aspects of tense as in the following paragraph: Figure 5.13. In this unmarked excerpt, she uses present tense in both active and passive forms and moves from present tense to the perfect aspect and future time. She also uses the infinitive form correctly.

Figure 5.13: Commentary Essay: Tense Facility

> Many states' governments **allow** the residents **to have** privately-owned guns. In Washington D.C., gun-control bills **are carried out** in order **to regulate** the number of privately-owned guns. For example, people who **have** guns **must keep** their guns at home and **make** sure that the guns **have been locked** without loading. The purpose of the law **is to make** sure that privately-owned guns **will not do** any damage to society.

This facility with tense and aspect was not present in her first essay in which she randomly moved from present to past tense. On a smaller scale there was a repeat mistake of marking tense with the infinitive when Crissy wrote, "Resultantly, common people started to became familiar with guns…." Any recurring mistakes could be the result of careless proofreading as Crissy stated in an interview that by the time the essay was due she was tired of thinking about it and just wanted to turn it in.

```
C:      I spend a lot of time to think about that and I just 'finish it,
        finish it, over'
```

She felt somewhat confident that she could self-correct many of these mistakes if she took the time to do some final editing.

```
C:      I remember that maybe mistakes some of the mistakes I can figure
        out. I'm just too lazy to read it.
```

Crissy's last writing assignment was the Feedback Report. She made no tense errors. In fact it was almost error-free. Even though she only had one week to work on this assignment, Crissy maintained her commitment to strong content and wrote a four page report: the same length of her essays and twice as long as was required. She ended her report with the following self-analysis:

> From my three assignments, I found that I always focus on some problems
> and then correct them, but I always forget other requirement for writing. It
> shows that I still did not grasp the knowledge very well and need more
> practice. In these ways, I hope my writing skill will get better and better.

Crissy was a regular visitor to the university's writing center so any reduction in sentence-level errors could be due to the extra help she sought on her own. This behavior is relevant to the study in that it is possible the FDFB raised Crissy's awareness of her

difficulties so that she sought a means for improving her paper, such as scheduling regular writing center appointments. This behavior was also evident in the focus group participants adding further evidence that FDFB can guide students to be proactive in achieving success in future papers.

Documentation feedback: Limited

Crissy generally managed the documentation of her essays well both in the text and on the works cited page. In her first essay I made three feedback points concerning documentation: two on her works cited page and one on the evaluation sheet.

On the works cited page I wrote "Spacing?" in between her works cited heading and the first citation because of the two inch space between them. In the margin I noted the following "also include the date you accessed these websites. " On the evaluation page I gave her full credit for "correct manuscript form" and wrote "just a couple of points." Following these three comments on her first paper, Crissy made no further mistakes with her works cited. On her following essays, I simply noted "good research and documentation" (memoir) or "good research and form" (commentary). There is almost no mention of this feature in the oral feedback sessions except in the form of praise as in the statement below from the OFDFB of her last paper:

G: Your research was really good. Good job.

Crissy managed the in-text documentation correctly for her first essay, but in her second she neglected to put quotation marks around the title of the article cited parenthetically, and she included the first name of the author in the parenthetical in-text citation. Because our O&WFDFB session was dominated by sentence-level concerns, we did not discuss either of these feedback points. I had simply put quotation marks around

the article title and drawn two lines under the letters needing capitalization. By the author's name, I marked out the first name as indicated in Figure 5.14.

Figure 5.14 Memoir Essay: Documentation Feedback

office workers began emailing colleagues sitting next to them rather than speaking to them." (has technology). As so many new electric gadgets have been invented, like MP3, MP4, PSP, people use them to spend their boring time, it is not difficult to see someone sit along in the corner listen music or play games along, why do not they talk to the friend sat beside him? Who knows? People find so many reasons maybe just excuse or not to prove they are busy all day. The social ability became weaker and weaker under this environment. People are more sensitive and apartness than before, "Damien Tudehope, a lawyer and NSW spokesman for the Australian Family Association, has seen marriages break up because of internet infidelity."I have got one [case] where a previously pretty happily married couple is now divorced because she found someone else on the internet," he said." (Baker Joda). Is this really they want to have as an

Her third essay, the commentary, contained none of these mistakes even though the research for this paper was more extensive in that she cited four sources, whereas for the other essays she had only cited two sources. As with the sentence-level feedback, I suspect that her accuracy with MLA documentation had more to do with her writing center visits than with any particular feedback she received from me although I did not ask her this directly. In an interview, she had stated she "went twice for every paper," so it is not unreasonable to assume that at least one of these visits might concern documentation. Also the feedback I supplied was extremely limited – just a few notations on each paper. Finally, documentation can be complex with feedback connected

exclusively to the type of source being cited. Thus the application of the FDFB might be limited or at least the ability to transfer it to the next assignment might be limited.

Even so, after having a few mistakes marked on her first two papers, Crissy's attended to issues of documentation so that her last two essays contained no documentation mistakes either in the text or on the works cited page.

Summative feedback: Encouraging.

The summative written feedback, handwritten on the last page of Crissy's first essay, offered her affirmation and encouragement[9].

> Crissy,
> Your essay organization and content were so good, but the language issues made it difficult to read. You got good feedback from the writing center, maybe you can plan to go more than once for your next essay. Don't be discouraged. Keep working on your language development and the writing will get better.

The following transcript shows that the summative oral feedback validated Crissy's strong content but addressed concerns about the continued sentence-level issues.

```
G:    …So you're doing this part really well. I put 'very good you set
      the scene and organize your points well' I mean the focus, the
      organization, the examples are very good, and I understand your
      point, but these kinds of language things – you cannot do this in
      lit crit or in your junior and senior English classes and so
      obviously for me in [this class] I want to see that you're
      learning something. So my concern was that you're not learning to
      edit.
C:    Maybe when I finish it I need to pay attention on the comma is
```

---

[9] To my embarrassment, it also contains a comma splice. I offer this as an example of how easily that "major mechanical error" can slip into one's writing when the writer is heavily focused on content.

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            used correct or not and to read it myself maybe more than one

            time to find maybe like 'exciting' I need to change that to

            'excited.'

G:          Your ideas are so good and your organization and your point. I

            mean that's so good um that it's a shame that this part is

            pulling it down

C:          Yeah
```

The oral summative feedback for Crissy's second paper was quite extensive in that it

addressed not only the concerns of the memoir essay but also Crissy's plan to finish her

academic program a year early. Since I was her advisor she had discussed this with me

earlier. In order to finish early, she needed to substitute the specialized second year

composition course for English majors for the general Second-year Written Composition

course. In the following transcript, I express my concern that based on her writing, she

would not succeed in her upper level English classes if she continued with this

accelerated plan of study and missed the disciplinary-specific class Written

Communication for English majors.

```
G:          You can't take Second-year Written Communication if you still

            have these problems. Do you understand what I'm saying?

C:          Yeah CS

G:          Well the language, I mean, this is really good, and this is

            really good, but this has got to be worked on. It was the same

            with this [the first] paper. Right? Your thesis, the content is

            very good, but it's the same thing: too many CSs, tense problems,

            and unclear sentences. And you want to finish in 2 years so you

            want to go faster. You want to take [the general]Second-year

            Written Communication in the summer so that you can take Lit Crit

            in the fall, which is an upper level English class, but your
```

```
         writing has got to be there. Right? You can't be making these

         kinds of mistakes in those classes. So I'm concerned about your

         degree plan where you are trying to finish in two years - two

         more years so you won't have time to take Written Communication

         for English majors, and you know I'm concerned about that.
```

At this point，the summative feedback turned to a discussion of grades with Crissy's

comment:

```
C:      Yeah if I finish my First-year Written Communication with a C…

G:      …if you're making a C in First-year Written Communication, I am

        concerned that you will make an F in Lit Crit because it's a big

        jump.
```

I then explained to Crissy the higher expectations in upper level English classes, but she

expressed confidence that she could "overcome this problem." She then returned to the

topic of grades.

```
C:      So maybe I have no chance to got a B in this class right?

G:      Well I don't know; it depends on your next two papers. Right now

        you have a C; this is a C and this is a C-. It depends on your

        next two papers and your participation grade. I mean your next

        two papers would have to be A's to pull up to a B.

C:      If I change such like grammar problem maybe I don't get a higher

        score because I still think my organization and my story…

G:      It's great! This would be an A paper it would be an A without the

        Comma splices and the little things. It would be an A because

        this is all really good - 4 out of 5, 5 out of 5, 4 out of 5,and

        this was all very good. So that's why I want to encourage you to

        continue what you're doing with the content but take it the next
```

```
step further.     And then you can make As. You can make As in your
papers because    you've got  the idea; you've got the organization.
```
By the time of our last interview, she was well into her third semester of university

studies and had successfully completed the three required composition courses with a B

or higher. In this follow-up interview, I asked about her development as a writer as she

looked back over her writing classes. Of particular interest to this study is the role that

grades played in this development in that grades are a standard feature of FDFB.

```
C:     I think I always learn different writing skill from different
       writing professors. Like for [the Basic Writing class] it was
       early. I learn some basic things like how to format, be specific,
       don't use thing. I think the most helpful was First-year Written
       Communication because in Basic Writing I got a P so I didn't pay
       attention, but for First-year Written Communication I got a grade
       so I could see obviously what I did from this part. [emphasis
       added] So I think most of student take First-year Written
       Composition with me in your class sometimes they feel [it] is
       kind of tough but after that class they feel like indeed they
       learned a lot for me the same.
```

In other words, Crissy claimed that the pass/fail feature of Basic Writing caused her to

pay less attention to her instructor's feedback, whereas, the grade in the first-year

composition course led her to attend to the feedback. In fact, the data from this analysis

show that Crissy attended to features of FDFB that had the greatest effect on her final

grade.

Nevertheless according to Crissy, the grade was not the only part of FDFB that

drove her awareness to improving her writing skill. For example, in our last interview,

Crissy's comments offered additional evidence that she saw final draft feedback in its

larger role - relevant to her growth as a writer. At this interview she voluntarily brought

graded papers from her current English courses so that we could discuss that feedback as

well as the feedback from her First-year Written Communication papers. In the following

conversation I have asked about the teacher commentary from a class she was currently

taking in the English department:

G: What about the markings on here? When you got this did you read
      these? Did they make sense to you?

C: Yeah, I have read it just to learn cause at the beginning of this
      semester I got this paper. So I read it. **I keep all the papers
      with marks on them to read. [emphasis added]**

This statement is evidence that Crissy attended to final draft feedback perhaps as an

instructional tool for her writing development.

The following question addresses whether the manner in which the FDFB was

delivered played a role in Crissy's efforts to attend to it.

**Research Question Three: Did the method of delivery affect the attention students
gave to the FDFB?**

Crissy and feedback delivery

Addressing this research question with the data from Crissy proved to be quite

complex because in actual practice the different methods of feedback were not greatly

distinguishable. First of all, when the feedback addressed sentence-level concerns, as was

often the case with Crissy, I tended to rely on minimal textual notations whether the

primary feedback strategy was oral or written or both. Second, when we met for an oral

conference, I tended to write notations on her draft as we discussed it. Nevertheless the

following section discusses the method of feedback and the data associated with it. As

explained earlier in chapter one, I had intended to use FDFB as an means of instruction. In practice, this was not always the case.

Crissy: Attention to WFDFB

I did not write extensive comments on Crissy's final draft even when I was using the WFDFB strategy presumably because so many of Crissy's issues were sentence level concerns. Just as with the other feedback strategies, I used squiggly lines, question marks, and circles to indicate the location of sentence-level mistakes, but I seldom wrote explanations with the feedback. I refrained from written explanations concerning the sentence level issues because I thought they were mostly typographical errors or careless editing, neither of which I felt called for detailed explanations. Instead, I used the multiple notations to call her attention to the number of sentence level problems in her paper. Because of this lack of written explanation, it initially appeared that the WFDFB Crissy received was not substantially different from the other types of FDFB. However, closer analysis indicated some distinctions after all.

Of the seventy-four feedback points associated with Crissy's first essay, just over half (N=38) involved written words, comments, or letters. The other thirty-six feedback points came in the form of notations such as check marks, squiggly lines, and carets. Of the thirty-eight written phrases or inflections, twenty-nine addressed sentence-level issues. Of the twenty-nine sentence level feedback points, twenty addressed tense problems or comma splices directly. One of the feedback points jointly addressed these two problems when I wrote on her evaluation form "too many comma splices; tense problems -25."

As to the individual comments regarding these concerns, I made a written notation referencing comma splices seven times: the first two times I wrote "comma splice" in the margin and circled the incorrect comma. I added (CS) to the second comma splice comment and then simply wrote CS in the margin the remaining five times without circling the comma. Figure 5.15 illustrates this strategy.

Figure 5.15: Crissy: WFDFB and Comma Splices
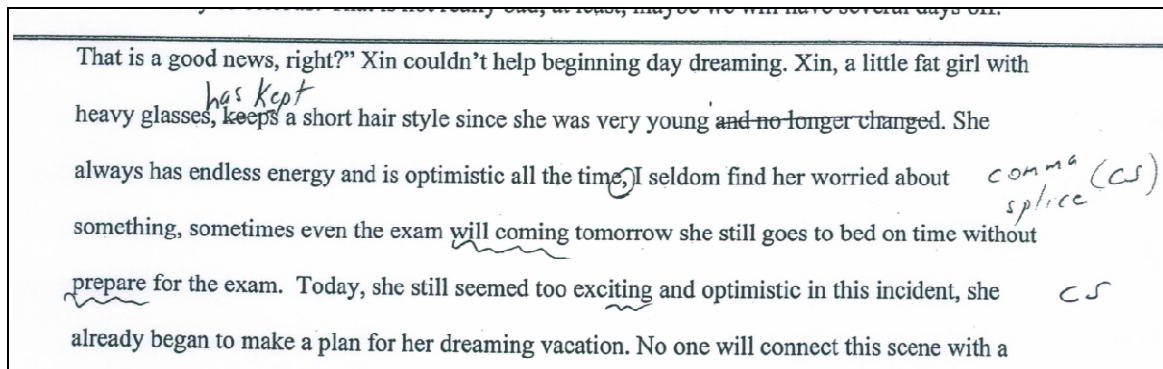
 I did not attempt to explain the rule with the WFDFB. Thus the WFDFB Crissy received concerning comma splices was minimal at best. Crissy's continued problem with comma splices is perhaps not surprising even though as earlier noted the comma splices of the second essay came in a different context (dialogs) than those of the first essay. At any rate, the WFDFB may have raised Crissy's awareness that this was a problem for her, leading her to seek her own means for addressing this problem.

The written feedback concerning verb tense issues numbered twelve and were a bit more varied than the comma splice comments. I questioned Crissy's tense choice six times with marginal or in-text comments: twice I asked "why present tense?"; once I elaborated by asking "why use the present tense to discuss a past event?"; once I circled the verb and wrote "tense?" above it; and two other times I wrote "tense" in the margin without any in-text notation. The remaining six feedback points concerning tense were

really notations that came in the form of adding "-ed" to the verb three times and three times crossing out the incorrect verb tense and writing in the correct one. Figure 5.16 illustrates the WFDFB Crissy received concerning verb usage.

Figure 5.16: Crissy: WFDFB and Verbs
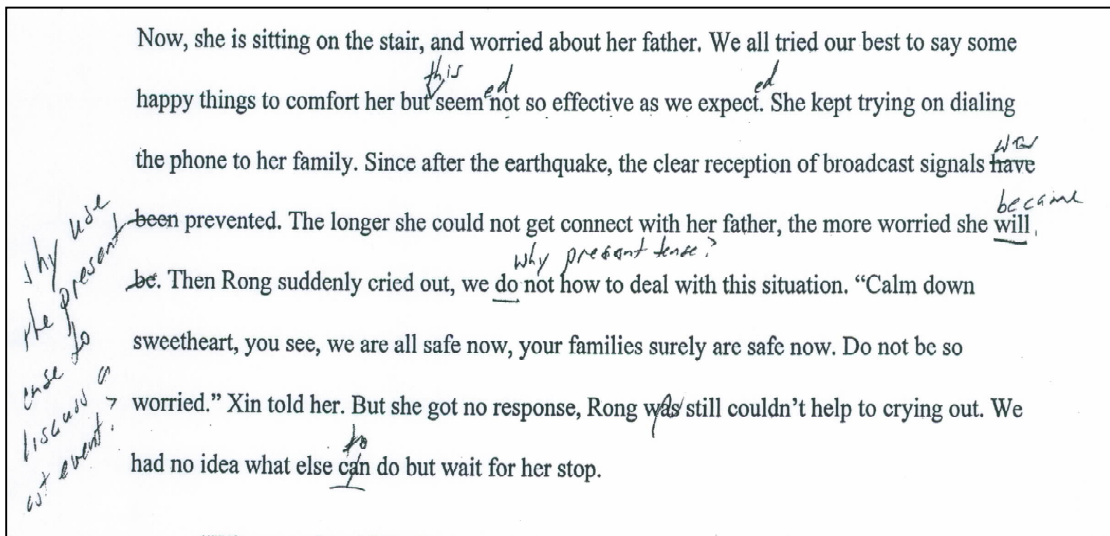
This manner of WFDFB concerning her use of verbs was perhaps instructive in a way that the comma splice feedback was not. Whereas, there was no attempt to explain the comma splice mistakes, the questions and corrections associated with Crissy's use of tense may have indirectly offered her some clues as to why the tense was incorrect. At any rate, verb form errors are more varied and complex than comma splices. In Crissy's second essay, I identified four verb form errors, but she had no tense errors in the memoir essay. Therefore, it is reasonable to assume that she attended to the WFDB concerning tense.

The previous section established that Crissy did attend to FDFB starting with her first essay, which received WFDFB. While the wording of the feedback may have been a factor in some cases (e.g. tenses), the large number of markings (74 feedback points) and

the effect on her final grade (C) seem to be the primary features that led her to attend to the feedback.

Crissy: Attention to O&WFDFB

Crissy's second essay received half as many feedback points as her first even though this essay received feedback by two means, oral and written; it also received the lowest grade of all three essays. This is somewhat counterintuitive for at least two reasons: First of all, one might expect that an essay receiving feedback in two ways would lead to more overall feedback than an essay receiving just one form of feedback. Secondly, if FDFB serves primarily to justify grades, then a lower graded essay could be expected to receive more feedback than an essay receiving a higher grade.

Otherwise there are several similarities between the first two essays. Once again, over two-thirds of the feedback points addressed sentence level concerns. Just as with Crissy's first essay, I stopped marking sentence-level mistakes half-way through her second paper. Even so, on the first two pages I made twenty-six written feedback points. In a similar way and for similar reasons as with the first essay, these written notations offered minimal feedback in the form of squiggly lines, circled errors, and single-word comments. Figure 5.17 illustrates these markings from the second paragraph.

Figure 5.17: Memoir Essay: Written Feedback
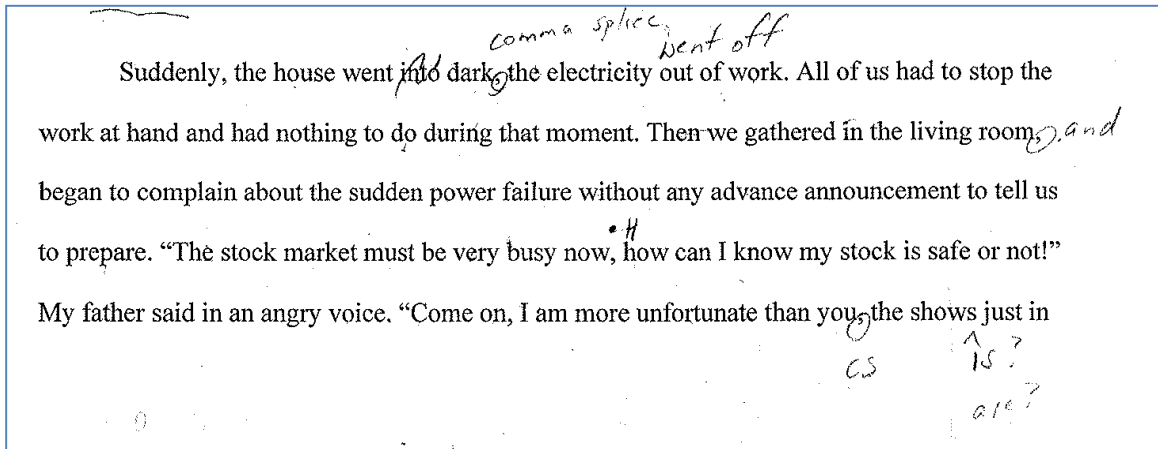
Apart from these types of minimal written notations, Crissy only received two written

comments: a content comment and a documentation comment both of which are

mentioned previously in research question one. Otherwise all of the written feedback

consisted of minimal notations.

The oral feedback session for her second essay was nineteen minutes long and

was not minimal in the area of sentence-level and summative feedback. In fact over 90%

of the oral feedback consisted of sentence-level and summative feedback. In the nineteen

minute conference I made two comments regarding the content of Crissy's paper and one

comment regarding her documentation. The following transcript is from the beginning of

the oral feedback session with Crissy. The opening and closing content feedback frame

several sentence level comments in reference to the passage in Figure 5.18. Although

Crissy continued to struggle with comma splices, she seemed to have resolved her issues

with verb tense for the most part. In her second essay, the verb problems were often

problems of form rather than straight problems of tense. As with Crissy's first essay, I

noted these problems on the essays by drawing squiggly lines under the incorrect verb

form and writing the correct form above it. Then we discussed in it the conference.

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"Discussed" is perhaps too generous a term to describe the oral feedback. The transcript below shows that for the most part I read the sentences and corrected them for Crissy.

Figure 5.18: Memoir Essay: Oral Feedback

My father was searching the Internet, paying close attention to the changeable stock market, in case his money would disappear in a few second. The man who was sitting in the reading room was my grandfather; he was reading the latest magazine about fishing skills. He was a fishing enthusiast and enjoyed a lot of it. My grandmother was knitting the sweater for the coming winter, even though it was just summer during that time. And I was busying with my weekend homework and preparing for the coming exam. This was already become the regular life style for our family, everyone busy with their own work, the distance between each member in the family had becoming farther and farther unconsciously.

Suddenly, the house went into dark, the electricity out of work. All of us had to stop the work at hand and had nothing to do during that moment. Then we gathered in the living room, began to complain about the sudden power failure without any advance announcement to tell us to prepare. "The stock market must be very busy now, how can I know my stock is safe or not!" My father said in an angry voice. "Come on, I am more unfortunate than you, the shows just in

G: From the evaluation sheet you can see that you did everything well except for the sentence issues

C: um hum this is terrible!

G: Well and so let's look at those because the content and the organization and your point that was all great. But the actual sentences need a lot of work because the mistakes make it distracting for the reader or sometimes it's not clear exactly what you're trying to say so do you have your...look here..see if we can understand what's going on. Here you have "this was

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            already become" but we don't say that in English, so I think you

            mean 'this HAD become"

C:          um hum

G:          and then at the end 'each member in the family had become farther

            and farther' right 'unconsciously' 'suddenly the house went dark'

            um and I have 'comma splice' written over that. Do you know what

a           comma splice is?

C:          Yeah I know.

G:          And do you see? So how would correct? You have 'the house went

            dark' that's a sentence. "The electricity went off" or "out of

            work". How would you correct that then?

C:          Use a...period or semi..

G:          semi colon

C:          yeah semi colon

G:          Alright. Well you have several comma splices, right, cause here's

            another one "come on, I am more unfortunate than you" That's a

            sentence.

C:          um hum

G:          "the show" I don't know if you want to say, "the shows are just

            coming" or 'the show is' I'm not sure if you want singular or

            plural. But here's another one. I didn't mark it but I mean I

            didn't mark it CS but 'the stock market must be very busy now'

            that's a sentence 'how can I know?' OK, you need to watch for

            that. So the examples are great. I mean the examples of the

            language and words so we're just kind of looking at the sentences

            [pages turning].
```

In this way, the oral feedback was extensive in reference to sentence level issues

especially those concerning comma splices. This is perhaps not surprising considering

that her essay was again riddled with this "major mechanical error." Even with just marking two pages of a four page paper, I identified seven comma splices; an additional twelve comma splices were present in her paper but not marked. The OFDFB was neither necessarily instructive nor collaborative, but I did attempt to at least show Crissy what made the sentences comma splices and I did ask questions trying to elicit self-correction from her. Nevertheless, the oral sentence-level feedback was not just concerned with comma splices. As Figure 5.19 and the accompanying transcript show the OFDFB regarding verb problems was even less collaborative and more directive.

Figure 5.19: Memoir Essay: Directive Oral Feedback


```
G:    'I have been looking forward to see the ending for a long time'
C:    um hum see?
G:    yeah, [indicating that's where the problem is] seeing here's a
      pencil if you want to make a change, but  it'd be seeing 'said my
      mother. Both of my grandparents were sitting on the couch
      quietly' comma 'maybe they thought it was a good time to have a
      rest' Ok so I have a checkmark here. Do you have an idea what the
      problem is in that sentence?
C:    um ••••••••••••um I have no idea
G:    It's another CS.
```

```
C:    oh.

G:    I mean there's…almost everywhere in this paper Crissy are comma
      splices actually.

C:    ••••• [heavy sigh]

G:    OK so 'everything needs to stop now my grandfather said in an
      exciting voice' but it's not excit**ing**.

C:    Excited

G:    Yeah but then you have 'my grandfather said in an excited voice
      sounded like he was pretty eager to do that' There's a problem
      with the form of the word

C:    *sound* just *a sound*

G:    Actually I think you want to switch the forms here. This should
      be 'excited.' This is an adjective that describes "voice"
      'sound**ing** like he was pretty eager to do that.'
```

The O&WFDFB Crissy received for her second essay may have been slightly

more instructive especially in reference to comma splices, but even then I did not

explicitly instruct by explaining the rule governing comma splices in part because in our

conference Crissy told me she knew what comma splices were so I again assumed a lack

of careful editing on her part rather than a lack of knowledge. Instead, I used a variety of

written and oral techniques to identify the comma splices and discuss correcting them.

During our discussion, on the first page of her essay I wrote in ways to correct the comma

splices. I also used the same technique as I had with the WFDFB by writing "comma

splice" or CS and circling the comma. The remaining feedback points on the following

pages were given orally as recorded in these excerpts from the oral feedback conference

where we have just looked at the following passage which is the third paragraph of her

essay: Figure 5.20

Figure 5.20: Crissy's Second Essay: Directive Feedback

> At the beginning of this sudden family meeting, we all had no idea about what to say, but after a while, we found several interesting topics, and we all involved in them. We exchanged the latest news we just got. The happy atmosphere made us so excited that we all forgot the power failure. While that time, nobody realized why we had 'so much' latest news, nobody realized maybe this means something. "I have been to a fish tool store couple days before, all the staff is unbelievably expensive, I…" "Dad, why did you go out alone, you are not feel comfortable these days!" My mum interrupted the grandpa's talk in an angry voice. "I am sorry," my grandfather suddenly changed his voice into a child like who had just made something wrong, "but all of you are busy everyday, I do not want to disturb you, so I went alone, but you see, I am all right here, don't worry about me. I am still a strong old man." My grandfather laughed in a happy voice. No

G: Alright so what about – what's missing here? "at the beginning of this sudden family meeting we all had no idea about what to say but after a while we found several interesting topics and we all'

C: 'were'

G: OK. Yeah you can say 'were involved in them'

C: um hum

G: 'The happy atmosphere made us so excited that we all forgot the power failure while that time' 'while's not the right word here'

C: um ••• 'd during'

G: 'During' would work "During that time nobody realized why we had so much latest news, nobody realized maybe this means something" That's actually another CS, right?

C: um hum

G: you need a semicolon there

C: •

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```
G:    "I have been to a fish tools store couple days before" there are
      words missing there. Do you know what they are?

C:    [silence]'a a couple days'

G:    'a couple of days •••• before' Then you have a comma 'all the
      staff is unbelievably' Oh I think you mean 'stuff' not 'staff'

C:    oh sorry

G:    'Cause 'staff' are people. People wouldn't be expensive

C:    [light laughter] oh I know

G:    OK um "I am sorry, my grandfather suddenly changed his voice into
      a child like who had just made something wrong" There's a problem
      here. uh in this part of the sentence 'suddenly changed his voice
      into a child'

C:    'into a child's ••• '

G:    You can take out the 'like' and just 'into a child who had just '
      and it's not 'made' It's the wrong verb

C:    •••• °°°° make

G:    'who had just done'

C     done oh•••

G:    'something wrong' and there's a comma "but all of you are busy
      every day" comma "I do not want to disturb you" comma Do you see?
      These are ALLLL comma splices, Crissy

C:    yeah

G:    um 'So..' [looking at the text]What you're doing is you're
      putting    commas in between sentences right and you can't do
      that in English. I didn't mark the rest, but those were the kinds
      of problems throughout your paper.
```

The oral feedback continued and moved away from specific discussions of sentence-level

problems and into summative features of her writing overall. This transcript is given in

research question two. Towards the end of our conference Crissy brought the conversation back to the subject of comma splices. During this discussion, the subject of semicolons arose for the second time. In subsequent papers, semicolons became Crissy's punctuation of choice for marking independent clauses suggesting that oral feedback had a noticeable impact on Crissy's writing. The following transcript illustrates this distinctive feature of oral feedback: the possibility of addressing the writer's questions and of offering extended comments in answer to such questions. This type of interaction is not possible when the feedback is only written, when it lacks an oral component.

```
C:    Am I the only one to make such big problem with comma splice?
G:    No, no you're not the only one. It's really easy to do the CSs
      when you're quoting people; when you're doing conversations
      because you're not thinking about punctuation and that's where
      almost all of yours happen you know inside the quotations. So you
      just kind of have to stop and see where each sentence is 'I sat
      beside my father' comma 'I held his hand what an aged hand it
      was' I mean the language is good. It's just this is a sentence;
      this is a sentence; you know these  are three sentences. [joined
      by commas]
C:    In China we never put pay attention like in English the exact
      difference between comma and semi-colon…
G:    There is a difference because a semi colon functions like a
      period. It comes after a full sentence.
C:    I have take Basic Writing, but he is never tell me I have
      such  big problem. So maybe that's a reason I never pay
      attention to that.
G:    I don't know. In our dept we have a policy about those kinds of
      mechanical errors and it can really affect your grade. You're
```

supposed to learn that or get some help with it in Basic Writing.

While some might question the effectiveness and sufficiency of this feedback, Crissy eliminated comma splices from her final two papers. Thus there is no discussion of comma splices in the OFDFB for her commentary essay. This may be evidence that the O&WFDFB directed Crissy's attention to the problem in a more thorough way than the WFDFB alone at least when Crissy participated in the oral feedback in an effort to negotiate meaning from the feedback.

Without this negotiation, the presence of an oral feedback component was not a guarantee that a student's troublesome areas would be attended to. In Crissy's case, her problems with verbs continued into her third essay. However, a review of Figures 5.18 and 5.19 and the transcripts following show that the O&WFDFB Crissy received is mostly directive and non-collaborative. The absence of interaction between us could be explained for a couple of reasons. One, when I offered Crissy the opportunity to participate, she was not able to self-correct which may have influenced my directive behavior. I may have felt I was helping Crissy to save face when I ended the awkward silence and supplied the correct answer. Second, the nature of the verb problems may have also affected the O&WFDFB. In the first essay, the verb problems were largely ones of tense so that simply writing "why use present tense to discuss a past event?" was enough to raise her awareness of tense issues. In the second essay the verb problems did not fit neatly into a single category. They did not lend themselves to simple explanations. It was unclear to me whether these mistakes were the result of careless proofreading or a lack of acquisition. In either case, I would argue that pointing out the mistake and correcting it raises awareness and may be as helpful as giving lengthy explanations. In

any case, Crissy's third essay contained a number of verb errors although not as many as her first essay.

Crissy: Attention to OFDFB

The oral feedback session with Crissy lasted almost 18 minutes. Following the minimal marking procedure described in Chapter Three, I had identified thirty-five feedback points, the lowest of all her papers – perhaps not surprising considering this paper received the highest grade of the three: a full two letter grades above her previous essay. Consequently, the OFDFB addressed a variety of topics not just sentence-level issues, and even then the sentence-level concerns were different from those of past papers. For example, the oral feedback session started with an extended discussion of the correct preposition to follow *agree.* Crissy had written on the topic of gun control and stated early on: "Numbers of people agree on this idea, while some others do not."

```
G:    'agree with'

C:    I have asked my Chinese teacher and she told me 'agree with'
      always with someone and

G:    Let's see, what is it you say....'agree'..

C:    I was confused..

G:    "numbers of people agree on this idea"

C:    She told me I need to use 'on' I was confused and she told me
      need to use 'on' instead of 'with' cause that something not
      someone

G:    Yeah that's similar, when would you say agree on - agree on a
      solution.. interesting "I would have said 'with'" but umm I can
      understand the ... I mean typically that's true. You agree with
      people…

C:    Yeah and agree on some ideas/opinions
```

```
G:      You agree on a solution

C:      yeah

G:      I think the word 'idea' though…see I wouldn't say I agree on an

        idea. I would agree with an idea because typically an idea is

        connected to a person. You know it's kind of back there in the

        background and idea comes from someone so maybe that's the reason

        with the word 'idea' I would agree with an idea but you agree on

        a solution, you agree on a plan. That's true. That's weird.

        Prepositions are so weird…umm and you just don't need the word

        'some'. "while others do not..." "
```
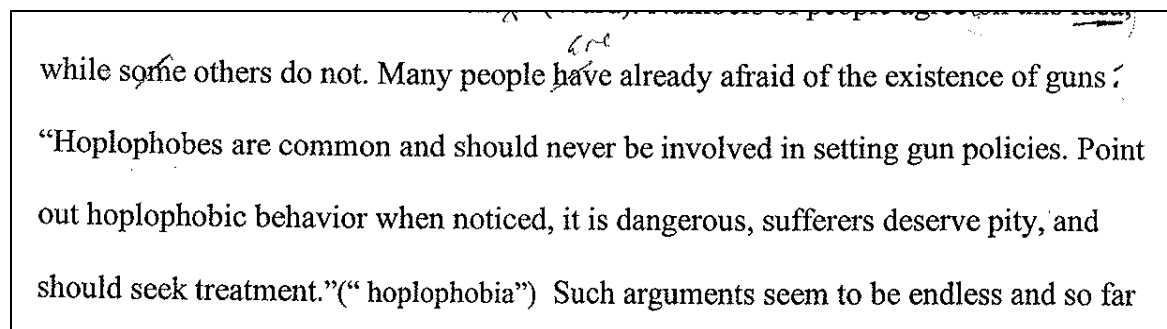
Unlike the previous conference over the second essay, in this conference Crissy

participated more at least by explaining the reasons for the language choices she has

made. In addition to the oral feedback, I made some notations on the page as we spoke,

and the oral feedback continued regarding her opening paragraph shown in Figure 5.21.

Figure 5.21: Crissy's Third Essay: Oral Feedback


```
G:      And now I put a colon here because now you're going to give a

        quote and you're giving a quote that talks about being afraid of

        guns so if you have a colon, it kind of keeps this connection...

        Like I've never heard of this before, hap, haplaphobe? How do you

        say this? 'Haplaphobes are people afraid of guns?"

C:      Yes it means.. I have checked this word on internet ... in
```

In the oral feedback session, I did not address orally every notation. When I identified an error as a result of carelessness, I acted on my pedagogical belief that a clear correction would sufficiently raise awareness as in the opening sentence of Figure 5.21 when Crissy had written "Many people have already afraid…" On the other hand, some notations were meant to be instructive as when I added the colon in Figure 5.21. Admittedly my explanation is minimal at best and Crissy did not use quotations in her final assignment, so I could not determine whether the oral feedback was sufficient.

At a later point, I moved into an extended discussion with Crissy concerning ways to integrate a quote within a paper. The discussion centered on the passage in Figure 5.22.

Figure 5.22: Crissy: Integrating Quotes

G: I'm still confused the "the number of private firearm ownership

        was **was** big in the US in '93,'94 the percentage of household..

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```
            household**s** with a gun **is** 49% and the total number of guns **was**..".

            Do you see how that's weird? How that kind of..
C:      I mean °°°
G:      I think something's missing or...
C:      I mean the number °°°° you mean here need to use 'were' not
G:      **No**, no, I mean the **tense** to go past tense, present tense, past

            tense
C:      ahhh
G:      Like what's…?
C:      ahh, ahh, ahh
G:      That's weird that you want to talk about '93, '94 and then you

            suddenly go to the present tense so are there... and then you go

            back  to the past tense so is is…all of these numbers all from

            '93 '94 or are you talking about '93 '94 here but now you're

            talking about currently but then now it's back in the past again.

            See how I'm.. the confusion?
C:      uh, uh, I °°°°  I figure out that.
```

At this point in the conference, it occurred to me that there was more than a mishandling

of tense going on with Crissy's writing. Crissy has made these errors in the context of a

quote, so she had obviously failed to retype the quote accurately. I decided she had

perhaps pieced together a quote and so I moved to address the proper use of ellipses.

```
G:      I'm wondering if, when you looked at the quote you took out part

            of it, like in the original there's more information..
C:      uh...
G:      Do you see what I'm saying?
C:      um
G:      So if you do that, there's two things you have to do. I mean,

            when you put it in here like this, you're telling the reader °
```

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        that these words are exactly this way exactly this order here.

        That's what you're telling the reader. If you didn't need the big

        long quote, you just needed part of this and part of this and

        part of that and you want to blend it together in one sentence

        then you want to use three dots, like    let's say you have

        quoted material 'blah blah blah, you know blah... blah... blah'

        and you don't need this information so you put three dots and

        then you start 'blah blah blah' again
C:      ah, ah, ah ok
G:      That tells the reader that there were some extra words in here

        that you didn't need and you took them out
C:      ok
G:      Ok, so I'm wondering if that's what happened that it's confusing

        the way it is.. You see that? You see what I'm talking about?
C:      Yeah
```

This conversation illustrates a primary advantage of OFDFB in that it offers flexibility to

elaborate as the opportunity arises. Interestingly we never return to the topic of tense in

this passage. Even if Crissy pieced together the quotation, she still misused tense. I added

the handwritten notations during the oral conference (circling the mixture of tenses) as a

means of illustration, but according to the transcript we actually never returned to the

misuse of tense. I seemed to have gotten carried away with the explanation of using

ellipses perhaps because this discussion offered me a teaching opportunity that I do not

often get to in feedback sessions.

Later during the oral feedback session, I returned to the topic of using quotations.

Crissy had ended a paragraph with a quote. I had not made a note of this in her paper, but

during the conference, I decided it was something worth mentioning to Crissy.

```
G:      OK and I didn't say anything about this on your paper, but

        usually whenever you have a quote here at the end of a paragraph,

        you don't want to end a paragraph with a quote you want to follow

        a quote with your words.[slowly in order to write what I am

        saying on her paper]

C:      oh,

G:      so you don't generally, this is generally,

C:      ok

G:      You don't begin or end a paragraph with a quote. **Generally**, you

        put the quote in the middle, and you put your words - your words

        kind of introduce it and you give the quote, then your words kind

        of follow it. °°°°°•••••

C:      my opinion

G:      um hum, um hum

C:      ok
```
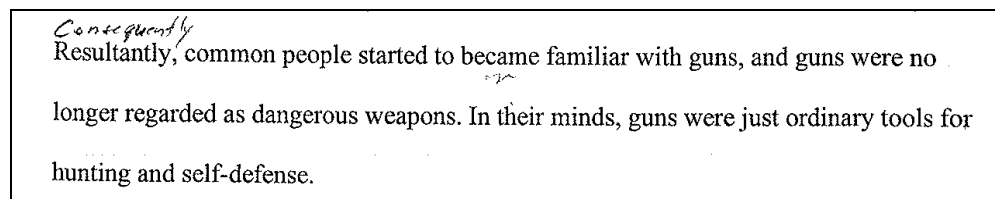
The previous transcript illustrates that the OFDFB sessions were not entirely driven by the minimal markings I had made while grading the paper. In fact, it illustrates the dynamic nature of the oral feedback sessions. Probably because of the relatively low number of sentence-level issues in this paper, I felt I could address the content concerns in the FDFB.

Appendix B contains another example of extended OFDFB with Crissy concerning coherence. It is worth noting that apparently I felt I could address these content issues with Crissy only after she had displayed a certain command of sentence-level accuracy. This strategy is in directly reverse order to that which is commonly proposed in feedback studies. I offer the following explanation. The practice of addressing what is often referred to as higher order concerns, such as thesis support and

development, before addressing sentence-level problems, often designated as lower order

concerns, almost always happens in the context of providing rough draft feedback. Since

I was providing feedback on final drafts, addressing the sentence-level issues allowed me

to focus first of all on issues that have in previous studies been identified as "treatable,"

that is, rule-governed (Ferris, 2002, p. 23). My feedback behavior illustrates that as a

professor, I believed that students, such as Crissy, had to be able to manage the "easy,"

concrete parts of writing before they could address the more difficult abstract issues.

As with previous essays, Crissy continued to struggle somewhat with using the

correct verb form. Unlike previous feedback sessions, the OFDFB regarding verbs came

embedded in a discussion of other points as in the discussion of integrating quotes above

or the discussion of word choice below following Figure 5.23.

Figure 5.23: Commentary Essay: Verbs et al.

> *Consequently*
> Resultantly, common people started to became familiar with guns, and guns were no
> longer regarded as dangerous weapons. In their minds, guns were just ordinary tools for
> hunting and self-defense.

G: I don't think 'resultantly' is a word. Did you find that in the
     dictionary? Did you find this word in the dictionary? I've never
     seen that word.

C: I asked my roommate, she told me to.. I'd better change with it.
     I think the first I write maybe 'as a result' such kind of ...
     and it...she told me to change it to that way - much better -

G: I've never heard that word, but I would say 'consequently'...
     'started to become' right..(silent reading)... and here, you have
     a quote...but I'm confused because there's this mixture of
     tenses, so I'm just wondering if you really got the quote right.

Once again Crissy engaged in the discussion somewhat at least to explain her strategy. There were times, however, where the feedback concerning verb forms was both directive and minimal as in the following transcripts:

The three essay excerpts that follow reflect the minimal marking strategy I used with OFDFB. In the first one as a reminder to myself, I have a dot to the side of a sentence containing the phrase "…shooting was happened..." with *was* marked out as shown in Figure 5.24

Figure 5.24: Commentary Essay: Minimal Marking Excerpt I


```
G:    But I marked out 'was happened' did you see that?
C:    [reading it to herself but outloud] 'was happened' uhhh
G:    yeah we don't say 'was happened' right? °°°•••
C:    uh
G:    'the shooting happened'[pages turning]
```

In other passages, I simply wrote in the changes and read them to Crissy during the OFDFB. Figure 5.25 shows the squiggly line that I used as a minimal marking strategy during the grading process, in this case to indicate an incorrect verb form.

Figure 5.25: Commentary Essay: Minimal Marking Excerpt II


```
G:    ...[reading from text] 'most people know that the only
      reason for keeping guns is to prevent.. prevent ourselves
```

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```
              from being

C:      ah, from °°

G:      'from being' If you need to, you can write things down

C:      ah, ok °°°
```

The last sentence of the essay states: "I think it is a better way to achieve the goal of less gun crimes and provided people an indeed peaceful life."I crossed out the 'd' of *provided* as shown in Figure 5.26.

Figure 5.26: Commentary Essay: Minimal Marking Excerpt III


```
G:      right because you're saying um 'to achieve and provide' so  the
'to'  kind of goes with that,
```

 In these ways, the OFDFB was again largely directive and non-collaborative especially with "small" errors such as leaving out words or letters or using the incorrect verb form. In other ways, the OFDFB was somewhat interactive as Crissy took an active role in explaining some of her choices. Even so, Crissy's final paper, the Feedback Report, had strong content and was almost error free. In fact, the only errors came in the following sentences of her conclusion. I have highlighted them for easy reference.

> Through the analysis of the previous essays, I learned that I still **need do more works** to make my writing better. Now, I think I have no problems with works cited and logical order. But if I want to achieve the goal **that** writing free of grammatical and mechanical errors, I still need to **do more endeavors**. As a writer,   I must grasp the comprehensive writing skills and use them in a flexible way. I   need to find some native-speaking friends to discuss with them my writing problems; they can always help me find out the different grammar mistakes and teach me how to make my paper better. Trying to read some English articles and

becoming familiar with the structure of sentences is also a good way to improve my writing skill.

This self-analysis reflects Crissy's determination to develop her writing skills - a determination that probably existed outside of feedback timing or strategy. Nevertheless it appears that Crissy benefitted most from final draft feedback that was both oral and written. The written feedback gave her a written record that she could return to and re read, a strategy she claimed to practice, and the oral feedback gave her an opportunity to ask questions or receive instruction about issues for which she needed more clarification.

Crissy: Conclusions

Crissy was a tenacious and determined student. At our last interview she remarked how she had been caught off guard by the corrective feedback on her essays.

```
C:    In China my grammar's good. I didn't get a lot of marks on my
      paper, but here 'ah!' Now I need to pay attention to my writing.
```

At the close of the oral feedback for her third essay, I complimented Crissy on the quality of her paper, which she acknowledged while also commenting on her negative reaction to earlier feedback.

```
C: Thank you much better than last one. I was so depressed the last
      one.
G:    Oh?
C:    I call my mom and my mother told me maybe I need to change my
      plan…my schedule for my major class, but I told her don't worry
      I'll do good job on next one…try my best
```

Rather than be discouraged and give up, Crissy was determined to address her

weaknesses. Given Crissy's determination then, it is not surprising that the data show that

she attended to the FDFB she received.

Specifically in reference to the research questions I offer the following

conclusions based on the data from Crissy.

What were the features of FDFB that students received on their graded papers?

Crissy received mostly sentence-level feedback on all three essays although by

the third essay the ratio of sentence-level feedback to content feedback had decreased. As

Crissy's sentence-level issues decreased, she received more content focused feedback.

**Did students attend to features of FDFB as they completed subsequent writing
assignments in the same class?**

Crissy attended first of all to those features that had the greatest negative effect on

her grade. Then she attended to those features about which she received elaborated,

negotiated feedback.

Did method of feedback delivery affect the attention students gave to the FDFB?

Crissy benefitted most from FDFB that had both written and oral components.

The oral component allowed for discussion and interaction, whereas, the written

component served as a more permanent form of feedback.

Because most of the feedback Crissy received was at the sentence level, the

WFDFB did not look much different from the O&WFDFB. In each case I relied heavily

on notations rather than extended discourse. The sentence-level nature of the feedback

also affected the oral feedback in that it was often directive and non-collaborative in both

the O&WFDFB and the OFDFB. Yet, the oral feedback sessions did allow for some non-

directive, collaborative exchanges which were not possible with the WFDFB. The main

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advantage of the oral feedback sessions, with or without the written component, was its dynamic nature, which allowed for negotiation of understanding and elaboration of corrections. The data from Crissy show that she attended to the FDFB that affected her grade, starting with the WFDFB, but that she perhaps benefitted most when there was an oral element to the FDFB. However, for Crissy, the oral element was most effective when it was combined with a written element: the best of both worlds.

Crissy's writing strategy also involved a strong oral component as she stated that talking about her writing was an important part of learning to write for her. Without my prompting, she mentioned that she went to the writing center "twice for every paper." But she also mentioned talking about her ideas to friends to find out if they thought her topic was interesting. She also turned to friends in dealing with negative affective factors resulting from FDFB.

```
C:    Sometimes I when I write papers I told my friends  I do not feel
      I really improve a lot, but they say "You did. You can compare
      your paper." That's obvious I have not many problems I had
      before. But with all these papers I still feel I have a lot of
      problems with my paper, but indeed I improved.
```

At any rate, Crissy claimed not only to learn from FDFB but to rely on it. She mentioned (without any prompting) that a full semester later she continued to review the FDFB from her composition classes to help her in her effort to learn how to write successfully in her other university classes. Table 5.1 illustrates that Crissy initially struggled to succeed at the level to which she aspired – earning Cs (75% and 70% respectively) on her first two papers: the profile - 150/200 and the memoir 140/200. By her last paper, the commentary essay, she earned the grade she had been working for - 180/200 (90%). The data in this

chapter show that Crissy's strategy of paying attention to the FDFB is, at least in part,

responsible for her improved grades and success in the course.

The following chapter looks at the data concerning FDFB and Jessica, a similarly

determined Japanese student who faced some different writing challenges from those of

Crissy.

CHAPTER VI

RESEARCH FINDINGS: JESSICA

Jessica: "Talk makes it serious"

Jessica is Japanese/Irish. She has grown up in Japan and considers Japanese to be her L1. Her father is Irish and she is "trying to" speak English to him now, but growing up she spoke only Japanese to him. In fact, she describes a linguistic relationship where she spoke Japanese to her father and he spoke English to her with the mixing of the two languages when necessary; she and her mother communicated exclusively in Japanese. Her formal instruction in English began in junior high school. Because of her home background she found the conversational side of English class easy but stated that in school "the grammar was hard for me."

Jessica is a Family Studies major. At the time of the study (spring 2009), she was an eighteen year old, first-year student taking a full load of classes. Jessica is tall and light skinned from her father's heritage. She wrote about this once, how her physical features keep her from "looking Japanese" although she considers herself Japanese. She

is quiet but friendly and has an easy smile. She speaks hesitantly and her accented English is a little hard to understand sometimes, partly because she speaks so softly.

In terms of learning to write, Jessica described her writing skill in Japanese by saying "I can write, but I'm not good at writing." She claimed that she was not good at writing in Japanese because she was "not creative in writing." As for learning to write in English, Jessica described it as "so hard" because "I need to learn a lot of grammar and Japanese sentence structure and English is opposite. So I need to change everything." She described a process in which she first translated everything in her head, but claimed that "now I can think in English and I can write" in English. Her formal writing instruction in English began the summer before she started university classes. She attended the language school on campus and completed a 14 week English for Academic Purposes (EAP) course before enrolling in Basic Writing in the fall of 2008 at this university. She felt that the summer course was when she really started learning to write in English.

Jessica's behavior in class was consistent with a student who is engaged in class and determined to succeed. She sat on the second row almost directly in front of me. She had one absence all semester; otherwise, she came to class prepared with her textbook and laptop ready. She usually arrived early. The interview and research data indicate that Jessica read and attended to the feedback regarding her final drafts although she is less explicit than Crissy in her claim of doing so.

Research Question 1: What were the features of final draft feedback that students received on their graded papers?

Jessica: An overview of final draft feedback.

In the following section I discuss the FDFB Jessica received on each essay according to feedback points and category. In Jessica's case, the number of feedback points remained fairly consistent in all categories from essay to essay. In fact essays one and three are almost identical in this regard. Somewhat paradoxically, the middle essay, which received the lowest grade, also received the fewest feedback points even though it received feedback by two means: oral and written. This perceived paradox actually illustrates the neutrality of the feedback points themselves in that they are merely tabulations of feedback, and as such they are starting points from which further data analysis can proceed. Table 6.1 shows the summary of feedback points that Jessica received on her essays.

Table 6.1 : Feedback Points for Jessica

Essays:Feedback Points, Categories, & Final Grades	Profile (WFDFB) 160/200	Memoir (O/WFDFB) 150/200	Commentary (OFDFB) 180/200	Cumulative Feedback Points	Average Feedback Points
Content	10	8	8	26	8.6
Sentences	14	11	15	40	13.3
Documentation	4	2	5	11	3.6
Summative	4	2	5	10	3.3
Total FB Points	**32**	**23**	**33**	**87**	**29**

Jessica and Crissy both received the most feedback points at the sentence level and the second most feedback points at the content level. Additionally, their final grades were about the same. Overall though, Jessica received fewer feedback points than Crissy. In

fact, Jessica's highest total of feedback points on a single essay (Commentary: 33) is still less than Crissy's lowest total for a single essay (Commentary: 35). This difference is due to the different struggles each faced as they completed their essays. These differences are not reflected in the Table 6.1 data alone.

For example, the feedback points could and sometimes did represent positive feedback especially in categories of content, summative, and even documentation. On the other hand, sentence-level feedback tended to be negative in that it was generally corrective. This distinction is important because Jessica and Crissy have the same number of content feedback points, but Crissy's content feedback was often positive, whereas Jessica's content feedback was generally negative as she especially struggled with issues of thesis and coherence.

In sum the data in Table 6.1 do not reflect Jessica's effort to address issues related to content. Nor do they show that that she attended to complex and diverse sentence-level issues. Therefore, the feedback points alone, as mere numbers on a table, might obscure, rather than illuminate, the findings.

As detailed in Chapter Three, the feedback points were a way to organize and keep track of the data, and to that end they have some value if only to show what and how much feedback a student received. The data for Jessica appear to show the results of a student receiving balanced feedback. Table 6.1 reflects that I commented on content and sentence-level issues in more or less equal number, and that other aspects of feedback, such as providing an end comment or addressing adherence to documentation styles, were present as well as.

From this overview perspective, I address the next research question and examine the FDFB Jessica received in the categories listed in Table 6.1: Content, Sentences, Documentation, and Summative feedback

Research Question 2: Did students attend to features of FDFB as they completed subsequent writing assignments in the same class?

Jessica : Attention to feedback features

As explained more fully in Chapter Five, I defined *attend to* as a student's effort to understand the feedback on a paper with the intention of applying that feedback to future writing. In a strategy similar to Crissy, Jessica chose to focus her attention in future papers on the feedback that was directly affecting her grade.

Content feedback: Thesis and coherence.

Even though Jessica received more sentence-level feedback than any other kind, issues with thesis cost her the most points on her first paper, leading her to attend to thesis in each following paper.

Attending to Thesis FDFB.

An analysis of FDFB revealed that after being heavily penalized in her first essay for not having a thesis, Jessica attended to thesis development in her subsequent papers. For example, on her first essay for which she received only WFDFB, I addressed the aspect of thesis on the evaluation page as illustrated next:

	Yes			No
Does the writing have a supported thesis statement? □	□	□	□x -20
You discuss your father's cultural background, but I don't know what your thesis is or where it's stated.			

This 20 point deduction represented 10% of her final grade.

Figure 6.1 shows the opening paragraphs from Jessica's first essay.

Figure 6.1: Jessica: Profile essay introduction

My father was born 17th February 1945 on his grandfather's farm on the Dublin Road, Lilburn, County Down, Northern Ireland. When he was a baby he moved to Bangor and he spent his childhood there. He had part time jobs. After several years, he started to go to university in US to become a preacher. At the time, he found a girl who would become my mother. After university, they married and they lived in Ireland for five years and they moved to Japan. Now my father has lived in Japan for twenty years. Till now he lived in many countries, and he had so many hard times to adapt to others. They still keep torching each other's.

In childhood, he did not enjoy the time in junior school and high school because his teachers were strict. He always loved nature and enjoyed walking, hiking, camping, and fishing. But he enjoyed life very much: he was a member of the local brass band and soccer team, and he also enjoyed Sunday school in the local Brethren hall twice every Sunday. When he was fourteen he left school, and he started his part-time job.

The paragraphs show that Jessica has, somewhat randomly, begun an essay about her father, but she does not have a sentence, here or anywhere in the essay, that would represent a thesis statement.

Apart from this written feedback on the evaluation page, Jessica received no further feedback regarding her lack of thesis until we met to discuss her second essay. In that essay, the memoir, Jessica received more positive feedback regarding her development of a thesis. On the evaluation sheet for the memoir essay she received a 4 out of 5 rating.

4	Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.

This rating led to only a 10 point deduction representing 5% of the overall grade since each essay was worth 200 points. At the oral feedback session when we discussed the graded memoir essay as well as the first essay, I specifically asked about Jessica's attention to FDFB, and she explicitly stated her attention to thesis this time.

```
G:    Anything else that you did from the feedback on this [first]
      paper that you thought about when you wrote [the second] paper?
J:    I thought I would put thesis statement more clearly so for this
      [second] paper I tried to put thesis sentence be more clearly.
G:    Good that was clear.
```

In fact for the second paper Jessica had written the plan of development thesis that follows. (See also Figure 6.3)

"The time was hard to go through, but the experience made me realize how communication, friendship, and learning from the past are important for living life."

This type of statement was missing from Jessica's first paper, in which she had profiled her father.

As illustrated by the positive written and oral feedback on her second essay, Jessica did attend to the need for a thesis when she wrote the memoir essay. After the second essay, she continued to receive positive feedback regarding her use of thesis. On the evaluation page for the third essay I noted the following:

		Yes	No
Does the writing have a supported thesis statement? ☐	X-5	☐	☐
You state a thesis clearly, but you discuss more than just their rights.			

Jessica's thesis was

> "Refusing gay marriages does not mean that we take away a citizen right from them."

While clearly a controversial topic, the essay assignment was to write a commentary. I judged Jessica's support for her thesis to be sufficient given the nature of commentary combined with a respectful tone. For example, she wrote,

> "All the people in this world have the right to live in happiness even gay people."

And,

> "No one can destroy other people's life just because they are gay."

To support her argument, she distinguished between refusing and limiting a person's rights, and she pointed out the existing right of common law marriage that is available to all. Rather than address the morality of her thesis, I chose, as I always do, to address the focus and development of it. Consequently, in the oral feedback session, I express the following concern about supporting her thesis:

```
G:   You don't just talk about the rights in your paper. You actually
     talk  about how it is in Japan. So you had a thesis, but you kind
     of went off the thesis a little bit. You want to be careful with
     that because you can be wandering off topic when you  do that.
```

In looking at the progress Jessica made from assignment to assignment, her attention to stating a thesis shows not just in the thesis statements themselves, but in the evaluation of them. She moved from losing 10% (-20) of her final grade to 2.5% (-5) in connection

to her use of thesis. In her final assignment, the Feedback Report, Jessica clearly stated the focus of her report at the conclusion of her introduction:

"Through these mistakes and feedback, I have learned how to write a paper in university and have also learned about grammar, organization, transitions, and citations."

The attention she gave to learning to write a thesis statement seems evident when comparing these latter thesis statements to her first essay which not only lacked a thesis statement but also lacked clarity and coherence.

Attending to Coherence

A second area of focus in the final draft content feedback of Jessica's writing concerned coherence. In her first essay, she received both positive and negative feedback points concerning coherence in the essay. The following excerpt along with the written final draft feedback is from her first essay, the second and third paragraphs. Initially I addressed the lack of clarity from choosing the wrong word as a coordinating conjunction, but I also complimented her transition from one paragraph to the next[10].

Figure 6.2: Jessica: Essay 1 Coherence Feedback

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[10] The exact wording of the feedback is reproduced more clearly in Table 6.2.

In a similar way to the example above, Jessica continued to achieve a sense of coherence on the following page where she ended paragraphs by leading into a subject then picking up that subject in the following paragraph. However, she abandoned this technique about half-way through her essay. Consequently, on the evaluation page I noted the following:

	Yes		No
Does it have coherence?	☐	x-8	☐

In the beginning yes, but by page 3 each paragraph is separate, not connected with transitions

Although I could have easily written more in the margins of her paper regarding this topic, these three elaborated feedback points are the only ones Jessica received regarding the coherence of her first essay. For the sake of clarity, they are reproduced in Table 6.2.

Table 6.2: Jessica's Profile Essay & Coherence Feedback

Coherence Feedback Point 1 page 1	A question mark over *but* with comments in the left margin ("But" is a contrast word. "He enjoyed eating, but he hated cooking.") and right margin ("He loved nature…and enjoyed fishing. But he enjoyed life…" No contrast between the 2 sentences.)
Coherence Feedback Point 2 page 1	A line connecting repeated key words *part-time job* with the comment "good connection from one paragraph to the next"
Coherence Feedback Point 3 evaluation page	In answer to the coherence question, "In the beginning yes, but by page 3 ea paragraph is separate, not connected with transitions -8"

In her second essay, I addressed coherence with both written and oral feedback. The written feedback was fairly minimal consisting of only two comments: one in the text and one on the evaluation page. As shown in the Figure 6.3 excerpt, I indicated a lack of coherence between two sentences in her introduction:

Figure 6.3:Jessica:Memoir Essay Coherence Feedback
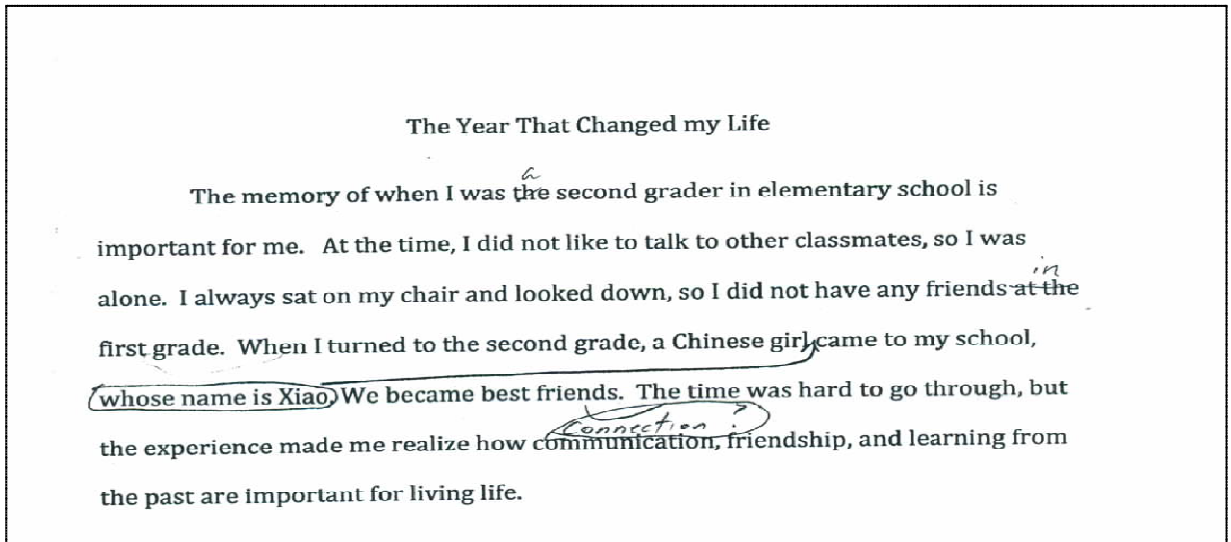
At the oral feedback session we discussed this comment and the lack of coherence. I began by reading from her paper:

G: "We became best friends." Alright. And then you have "The time was hard to go through" and my question is the connection between "you became best friends" and "the time was hard to go through." It seems like you jump. What were you thinking here? What was your meaning?

J: Ah before she came to my school, it was hard to get know me.

G: Right.

J: After Xiao came we became good friends. After that I tried to be friends with others.

G: Right, but when you say here "We became best friends" and the next sentence "The time was hard to go through," it seems to me that you're jumping from the time you became best friends and the time it was hard. That's my question here about the connection. It seems like you jump here from the information. But the end is clear, "but the experience made me realize how communication,

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         friendship, and learning from the past are important." That

         part's clear, but it just seems like you jump from being best

         friends to hard times
J:       um hum [silence]
```

From Jessica's silence, I was not sure she understood what I was trying to say about the

lack of connection. However, I was also not sure how I could have further elaborated on

this point. We returned to the topic of coherence at the end of the O&WFDFB session

when we discussed the evaluation page. I had initially rated the coherence a 3 out of 5,

but after discussing the paper with her, I changed the rating to a 4 out of 5 because the

oral feedback session had helped me see her organization more clearly than I had before

as the following transcript shows:

```
G:       I put 'the organization is implied; there are few to no

         transitions to guide the reader'. Let's look at the transitions.
```

At this point I read aloud the opening and closing sentences of her paragraphs and

stated,

```
G:       I'm looking for the connections between paragraphs and also

         inside the  paragraphs. Yeah I think that's actually better. I'm

         going to move that up to a four here. Make that a 40. I think

         this is all 4 out of 5.
```

The rating change added 10 points to her overall grade bringing her total from a 140/200

to a 150/200. The holistic descriptions for each rating are as follows:

4	Organization of piece is clear, but some transitions may be forced or awkward.
3	Organization of piece is implied, but there are few to no transitions to guide the reader.

Nevertheless, coherence remained a topic of some concern in her third essay. On the evaluation page I put the following:

	Yes				No
Does it have coherence?	□	x-5 □	□	□	
Transitions between paragraphs would help.					

At the OFDFB session I used her paper to try and illustrate the role of coherence in tying points together:

```
G:    Transitions between paragraphs would help because if you look
      back over your paper you've got your thesis and then you move
      into [inaudibly reading from the paper]. So you have these
      individual  paragraphs, but you don't have words that link them
      together and that's what you want. You want to try to have some
      kind of connection to help your reader see how this paragraph
      moves to this paragraph; how this moves to that. What's the link
      all throughout? So that's what transitions do. Words like
      furthermore, or in addition to.
```

In fact, within paragraphs Jessica had attended to the need for coherence as she used transitional phrases and repeated key words. However, these cohesive devices were sometimes, though not always, missing between paragraphs and that is what I was trying to show her. The full essay is in Appendix C.

Sentence feedback: Word choice and Sentence structure

Unlike Crissy, Jessica's sentence level issues were not centered around one or two narrowly focused two areas. Instead her struggles were more scattered and perhaps more typical of L2 struggles in written English, such as missing or incorrect articles, incorrect word usage or tense, and missing words or plural forms (Ferris, 2002, p.53).

As described in Chapter Three, I adopted the categories and descriptions used by Ferris and Roberts (2001, p. 169) in my analysis of sentence-level feedback.

Verb errors(V)   All errors in verb tense or form

Article errors(A)   Article or other determiner incorrect, omitted, or unnecessary

Wrong word(WW)   All specific lexical errors in word choice or word form including preposition, noun, pronoun, and spelling errors.

Sentence   Errors in sentence/clause boundaries (run-ons, fragments, comma
structure (SS)   splices), subject-verb agreement, and word order, omitted words
                   or phrases, unnecessary words or phrases, other unidiomatic
                   sentence constructions

According to this classification, Jessica's sentence level challenges included using the correct word or word form (WW) and determining when to omit and when to include words within a given sentence structure (SS). Table 6.2 shows the sentence-level feedback (S-LFB) points that Jessica received on each paper.

Table 6.3: Jessica: Sentence-level feedback

Essay	Profile	Memoir	Commentary	Total S-LFB by category
Verb	1	1	1	**3**
Article	1	3	3	**7**
Wrong word	7	1	3	**11**
Sentence structure	5	5	8	**18**
Total S-LFB points by essay	**14**	**10**	**15**	

Because the number of sentence-level feedback points decreased from essay one (Profile) to essay two (Memoir), it appears that Jessica attended to these features of

sentence-level feedback. However, these broad categories encompass a wide range of possibilities for error. For example, Jessica's "wrong word" errors were often morphological errors where she failed to add an 's' as needed. Other times, it was difficult to categorize the result of choosing the wrong word since incorrect word choice can affect clarity and coherence which I have categorized as content issues. Even so, there were fewer sentence-level errors noted on her second paper. While a direct causality cannot be established, the decrease could be evidence that she attended to the negative feedback from the first essay especially with reference to word choice.

I acknowledge that these categories are at times artificially constrained. Nevertheless, as I have explained earlier, in an effort to track attention to feedback, I needed to classify all the feedback into categories that seemed most plausible. In Jessica's case, I placed the feedback point in the category that had the most global significance. For example, as discussed under Content Feedback in one instance Jessica's mistake in word choice led to an extended discussion regarding coherence. It is true she used the wrong word as illustrated in Figure 6.2, but it seemed from our discussion later that she had failed to understand the meaning of the sentences and this is what led to her choosing the wrong word. In other words, the mistake seemed to stem from a larger issue of not fully understanding the context of what she intended to say rather than a "simple" mistake of choosing the wrong vocabulary word. At any rate, except for the first essay, the sentence-level feedback that Jessica received most on her essays fell in the category of "Sentence Structure." Rather than decrease, this category of feedback grew as Jessica progressed from one paper to another.

Sentence structure

In her first essay, Jessica received four feedback points concerning sentence structure. Two of these came on the evaluation form as I categorized the last two questions as ones globally regarding sentence structure. The feedback Jessica received on the evaluation sheet for her first essay is shown below.

	Yes				No
Is the writing free of grammatical errors? -good	☐x	☐	☐	☐	☐
Is the writing free of mechanical errors? A few problems but generally well done.	☐x -2 ☐	☐	☐	☐

In the text, Jessica only received two additional sentence structure feedback points and both involved leaving out words. For example, she had written "Their mission is train people…" and "…he can understand how it difficult…" In each case, I placed a ☐ in the space above the missing word and wrote in the word.

In Jessica's second essay I noted five sentence structure errors. As explained in Chapter Three, I used a different evaluation form for the memoir essay. With this essay, only one sentence structure feedback point came on the evaluation sheet shown below

Style and Mechanics

5   Piece demonstrates a firm grasp of mechanics and uses a proper tone.

4   Piece demonstrates an adequate grasp of mechanics and uses a proper tone.

(3) 𝒥𝒪   Piece demonstrates a fair grasp of mechanics and often employs a proper tone, but parts may be occasionally confusing. The documentation may have some problems.

2   Piece contains many sentence-level errors and/or an inappropriate tone, making it confusing to read at times. The documentation is weak with several problems.

1   Piece is confusing to read because of frequent sentence-level errors, inappropriate tone, or poor documentation.

The other four sentence structure feedback points came in the text. In a similar example from the first essay, one of these feedback points involved omitting the word *to* as part

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of an infinitive phrase. This example is illustrated in Figure 6.4 along with another sentence structure feedback point involving unnecessary words.

Figure 6.4: Jessica's Memoir Essay: Sentence Structure Written Feedback

several languages" ("Multilingual"). She could speak three languages: Japanese,

Chinese and English. However, it was hard for us get in to the normal Japanese

people's group because we were a little different from normal Japanese students. I

am a half Irish, so I looked different, and Xiao looked like Japanese, but her Japanese

Unexplainably there is no discussion of these sentence-level notations[11] in the oral feedback session except for the following brief comment:

G: OK [reading the paper] so just some words here that need to be
       changed.

At the time, I believed that my notations were clear enough to convey the meaning behind them without additional elaboration on my part.

The remaining two sentence structure feedback points came in the passage shown in Figure 6.5

---

[11] Figure 6.4 contains four FB points (3 S-L, 1C). Two counted as SS feedback. The crossed out article counted as article feedback. The marked out *and* counted as content feedback because I thought the clarity (i.e. content) of the sentence was enhanced by making the compound sentence two separate sentences.

Figure 6.5: Jessica's Memoir Essay: Sentence Structure Written & Oral Feedback

thought his or her help was useless.   However, now I can understand that my

family, my friends and my teacher who supported me at that time.

Before I got friends, I always felt alone. I could not realize who always helped me like teachers, family, and a few classmates. At the time, I thought that everyone around me was discriminating against me because of my nationality. Lower grade students in elementary school, they have not seen many foreigners; they are curious

Just as before, in each case I marked out the unnecessary words. The transcripts of the oral feedback sessions that accompanied the memoir essay reveal that I again simply read the corrected sentences.

```
G:     'However now I can understand that ...[reading the paper]' So
       this is like your moment of revelation, right?
```

In this case the oral feedback addressed a content issue: where I thought Jessica had led up to the moment of revelation we had discussed in class as being a feature of the memoir essay. There is no discussion of why I marked out the word *who*. Instead, I continued reading the paper out loud and making minimal comments regarding the notations.

```
G:     [reading the paper aloud] 'Lower grade students in elementary
       school have not seen many foreigners.' So all I did I was
       just…taking this out and taking this out to pull the two
       together, so your subject would be students and have not seen
       would be your verb instead of having they and some extra words
```

None of these passages in the transcript record an attempt on my part to engage Jessica in the discussion. I seem to have believed that the notations were self-explanatory.

Based on the lack of explanation and engagement regarding the sentence-level feedback, it might not be surprising that Jessica's sentence-level issues increased in the third essay. Actually, Jessica received her highest number of sentence-level feedback points in the third essay. In fact, she received more negative feedback in every category except "verb." (Table 6.3) This increase could be the cumulative result of my having assumed incorrectly that the sentence-level notations were clear to Jessica. In any case of the fifteen sentence-level feedback points, almost half (N=6) were in the category of 'sentence structure.' As in the previous essays, these errors were a mixture of omitting words (two feedback points), including an unnecessary word (one feedback point), having a comma splice (one feedback point), and feedback on the evaluation page (two feedback points).

Word choice

The other sentence-level category that most troubled Jessica was in "wrong word" which included lexical errors of word choice or form. Jessica received seven "wrong word" feedback points on her first paper. Of these seven, two were instances of choosing an incorrect word. The first instance, shown in Figure 6.6, was one of using slang or informal register when Jessica wrote "Till now…" and I indicated she should use the full form of the word and write "Until.."

Figure 6.6: Jessica's Profile Essay & Feedback Concerning Slang

> in Japan for twenty years. Till now he lived in many countries, and he had so many

The other time she seemed to have gotten confused and written the wrong word when discussing the school system in Ireland as shown in Figure 6.7

Figure 6.7: Jessica's Profile Essay & Wrong Word Feedback

> For example, schools in Ireland have an intermediate school both junior high and high school. In Ireland, kids are not forced by parents to get into high-level school as in Japan. In Ireland, their parents and teachers according to their hopes and abilities guide parents. Children in Japan have a lot of work to do after school, for example homework, cram school and club activities. On weekends, they do not have much time to spend with their Family.

Because it seemed unlikely that the parents and teachers joined forces to guide the parents, I wrote in what I thought she intended, but added a question mark to show my uncertaintly.

The remaining five feedback points in this category were all ones related to incorrect word form. Three of these errors had to do with failing to use the plural form when needed as shown in Figure 6.8.

Figure 6.8: Jessica's Profile Essay & Missing Plurals

> The hardest part of his job was in Church because it is moving
>
> individual to see themselves as individual members of the body of Christ--with
>
> My father is social for example he likes to play with children. When he was
>
> working in elementary school, he was always playing with kids. However, he is
>
> sometime strict about manners. In Japan, manners are important, so my father
>
> and tradition. These experience made my father more international and he learned
>
> the culture's good and bad points, so now he can understand how it difficult to adapt
>
> to other culture. He can be helpful to foreigners who have a hard time to adapt their

As Figure 6.8 shows, in each of these cases I simply wrote in the missing "s." (I also failed to write in the missing plural form as shown in the preceding sentence: "These experience…".) However, when I did correct word form errors, I wrote in the correction sometimes adding a squiggly line under an incorrect form with the correction above it as illustrated in Figure 6.9.

Figure 6.9: Jessica's Profile Essay & Incorrect Word Form

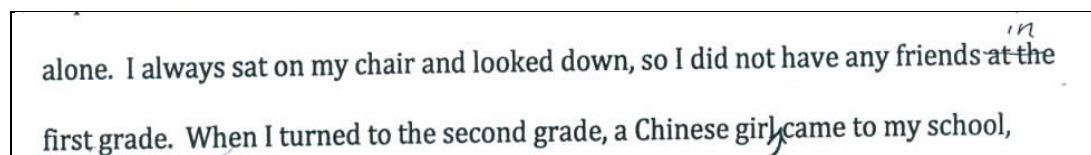> When he went to school in America, he felt a lot of culture difference from his

The last feedback point in this category represents the challenge of classifying sentence-level feedback. It was a capitalization error when Jessica had written "On weekends, they do not have much time to spend with their Family." Here I had simply

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drawn two lines under the "F." (See Figure 6.7) The schema I adopted from Ferris and Roberts (2001) does not clearly account for these types of mistakes in that the failure to capitalize might not be considered a lexical error. Nevertheless, it could be considered an error in word form and in another context capitalizing *family* could affect the meaning of the sentence.

"Wrong word" is a broad category of error in that numerous examples of error could fall into this category. In Jessica's first essay, I counted seven errors as wrong word errors. These included three errors of missing the plural s form, one capitalization error, two word choice errors, and one missing apostrophe error.

Even though the written feedback concerning word form and word choice errors was minimal, it seemed to call Jessica's attention to the need for more careful editing before turning in her final essays. In her second essay, Jessica received only one 'wrong word' error and it was an error in preposition choice as shown in Figure 6.10

Figure 6.10: Jessica's Memoir Essay & Wrong Word Error

> alone. I always sat on my chair and looked down, so I did not have any friends at the first grade. When I turned to the second grade, a Chinese girl came to my school,

There was no discussion of this change at the oral feedback session other than my change in emphasis as I read the corrected version aloud to her.

```
G:     "I always sat on my chair and looked down, so I didn't have any
       friends in first grade."
```

This strategy of recasting the error and providing non-elaborated feedback continued in the oral feedback session of Jessica's last paper.

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In her third essay, Jessica received three "wrong word" feedback points. These were all classified as errors of word form. The first two came early on in the first paragraph shown in Figure 6.11.

Figure 6.11: Jessica's Commentary Essay & Wrong Word Feedback

people identify a gay couple as a real family. From a Japanese person's perspective, gay marriage is not a marriage and does not fit into the Japanese culture. Because it is against tradition, they have a different union from ~~our one~~ *ours*. In addition, it is

Marriage means not only live *ing* together happily ever after, but marriage *married ?* couples

I started the OFDFB by reading the corrections to her.

```
G:    Let's see what questions you might have. I didn't make a lot
      of comments on the paper because I wanted to see if you could
      figure out what I'm talking about. So like here 'because it
      is against tradition they have a different union from OURS'
      not 'our one' but 'ours,' and 'Marriage means not only living
      together happily ever after but" you have "marriage couples"
      do you mean 'married couples' the adjective?
J:    ummm
G:    "Marriage couples" doesn't make sense to me.
J:    Yeah "married"
```

The last word form error came on page three of her paper. On Jessica's paper, I had made pencil notations. During the OFB session I wrote in the words on her draft as indicated in Figure 6.12 and once again read the corrected version to her.

Figure 6.12: Jessica's Commentary Essay & Wrong Word Feedback II

> However, if majorities of people do not like the law, they can change it by election.

```
G:      'if the majority of people'
```

Even though I had begun the OFDFB session by stating that I wanted to "see what questions" she had and "wanted to see if [she] could figure out" my comments. The transcripts show that I never really gave her the chance to do so.

Jessica's sentence-level feedback fell into two broad categories of error. Unlike Crissy, Jessica's errors were more context specific to each essay and therefore more difficult to trace in terms of monitoring her development as a writer. That difficulty illustrates the complexity of "simple" yet "typical" sentence-level errors that NNES students struggle with in achieving fluency in academic writing.

Documentation feedback:Minimal

Table 6.1 shows that Jessica received four documentation feedback points on her first essay: one in the margin of the essay, two on the works cited page, and one on the evaluation page.

On page two of her essay I made the marginal comment shown in Figure 6.13

*Figure 6.13: Jessica: Profile Essay In-text Documentation Feedback*

> (Sunset International Bible Institute) in Lubbock, Texas. Their mission is "train people of God to do the work of God, wholly to please God. We serve to do His will and not our own. To Him be the glory, both now and for eternity." He met his future wife there who became my mother. The school was very interesting, but he needed
>
> *in-text citation?*

From the context and the use of quotations marks, it appeared that Jessica was quoting a portion of the mission statement from the preaching school her father had attended. Yet she failed to correctly document the source of the quote although she did have the source listed on her works cited page as shown in Figure 6.14

Figure 6.14: Jessica: Profile Essay Works Cited Page
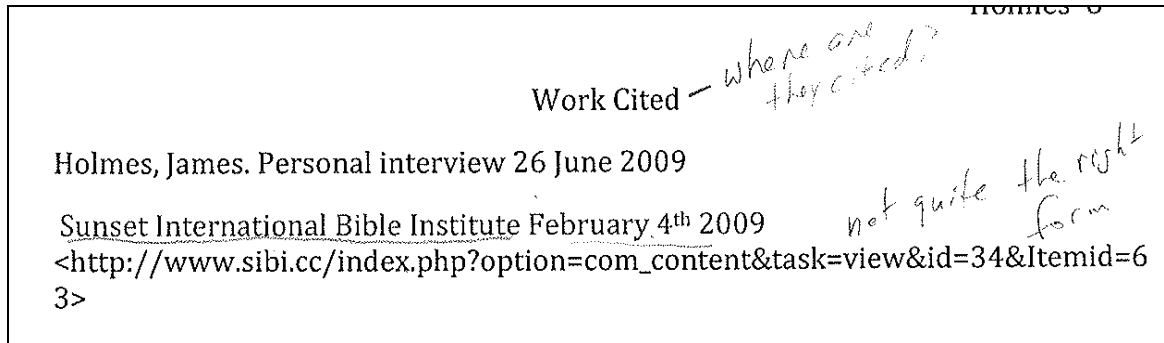
The written feedback "Where are they cited?" was intended to draw Jessica's attention to the fact that these references should be cited in the text even though the comment is clearly a non-elaborated, indirect strategy for doing so. The second written feedback point on this page "not quite the right form" was intended to inform Jessica that she is on the right track but not quite there yet in terms of citing a website correctly.

The evaluation page on Jessica's first essay shows that I deducted ten points for problems with documentation.

	Yes				No
Is the writing in the correct manuscript form?	□	□	□-10	□	□
		No in-text citations			

At the follow-up interview, nine months later, Jessica indicated some continued confusion with preparing a works cited page.

```
G:      So when you got this paper back and you read 'where are they
        cited? Not quite the right form.' What did you understand from
        this comment?
```

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```
J:      I thought like here I was a little bit confused about it. I got

        the information from this page. [pointing to the source]

G:      Yeah, so you put it there. [pointing to the works cited page]

J:      I still don't know what is wrong.
```

Jessica has indicated that she got information from this source and put that information

in her paper so she thought she had cited correctly. She had not fully understood the

connection between the works cited and in-text citations. I was surprised that Jessica

was still somewhat confused by the documentation feedback. Her continued confusion

indicates that not only was the WFDFB inadequate but also the oral feedback she had

received over the course of the semester from writing center tutors, librarians, and others

to whom she turned for feedback. Perhaps their feedback had helped at the moment, but

Jessica had not yet grasped some basics of MLA documentation.

```
G:      What is wrong with that? If you look in your book, there's a

        couple of things: one, the date is never like this; the date is

        always going to be day month year. This is the  homepage, so

        you're probably going to underline that, and you're   going to

        put the date there. That's the minimum. I don't know  if there's

        additional information. That's why I have 'not quite the right

        form' And then here I have 'where are they cited?'. So when you

        read that question what did you understand? What was your

        reaction? Do you remember?

J:      I just look back at this word. [Jessica indicated that she looked

        back at the in-text documentation feedback where I had indicated

        the need for an in-text citation.]
```

This exchange illustrates the complex and confusing task that students find in citing

sources. Even after the classroom instruction, other papers, and writing center visits,

Jessica still had not fully understood what documentation mistakes she had made on the works cited page of her first essay. The interview data, however, show that she did accurately interpret the in-text documentation feedback:

```
G:    And did that make sense to you - the little parentheses and "in
      text citation?".
J:    Yeah I understand this before I write this, but I forgot.
G:    Did you? So you knew to do it? You just forgot it.
J:    Yeah
G:    Did you learn that in Basic Writing or did you just learn it from
      looking it up?
J:    I learned it from textbook - the class
G:    Alright. So you knew to do it. That was just an oversight.
```

The data show that Jessica, indeed, attended more carefully to the in-text citations of her next essay although the works cited page remained a small source of difficulty

Jessica's second essay received only two documentation feedback points: one on the evaluation page and one on the works cited page. Figure 6.15 illustrates the written feedback; the oral feedback follows.

Figure 6.15: Jessica's: Memoir Essay & Works Cited Feedback
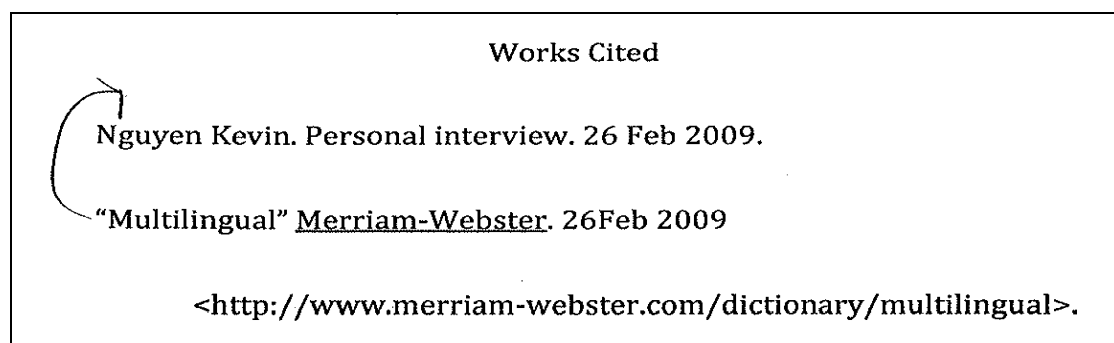

```
G:    This is good. [Referring to the works cited page]. You just need
      to move it up here because it's alphabetical.
```

Jessica had gotten the works cited in alphabetical order on the first paper, so this seemed

like a step backwards. I asked her about it pointing specifically to the documentation

feedback of her first essay.

```
G:    What did you think about the feedback on this [first] paper? What
      did you understand from this paper?
J:    This paper I miss like two or small words.
G:    The in-text citations - you had works cited, so you did that
      correct this time (the profile paper). That was something that
      you didn't do [correct this time with the memoir]- so did you pay
      attention to that-to the works cited and the in text citations?
J:    yeah, this time [first paper] I check the textbook but I'm not
      pretty sure, but this time [second paper] I check textbook and I
      ask writing center people.
```

Her in-text citations are correct this time.

```
G:    You did? You went to the writing center with the [first paper]
      but not the [second] one.
J:    I went to there but I did the citations last minute so I was not
      sure.
```

Jessica said she had feedback on the citations from the writing center for the second

paper; the first paper she went to the writing center but not for feedback on the citations.

She explained that she did not have the documentation ready when she went to the

writing center with her first paper. I would argue that the documentation feedback of her

first paper motivated Jessica to seek writing center feedback in managing the

documentation of her second essay. In the second essay she cited both of her sources

correctly in the text and only made one mistake on the works cited page – a relatively

common oversight by first-year composition ESL students of failing to put the sources in alphabetical order.

Jessica relied more on outside research for her commentary essay – citing twice as many sources (four) in this paper as in the two previous papers. As I explained more fully in Chapter Three the requirements for each essay included two to four outside sources. Jessica also received more documentation feedback on this essay than on the other two, but as I have mentioned earlier, the number of feedback points is itself not a negative or positive factor. In Jessica's case two of these feedback points were positive statements. On the evaluation page she received full points and a "yes" by the question concerning "correct manuscript form" and on the works cited page I wrote "good research!" at the bottom of the page during the oral feedback session. Figure 6.16 shows Jessica's works cited page from her third essay and the notations I made during our oral FDFB session.

The following transcript is from our last interview after the course had ended.

G: This is much better.. just a few little things - but you've
        got the topic inside this, the date you read it, you've got the
        dates right. So what made the difference between this page and
        well actually I think you said you went to the writing center is
        that it? Cause here you've got everything right; it just needs to
        be alphabetical.

J: You put on the comment there, [previous essay] so I was like very
        focused on the works citations. I review a lot before I hand in.

G: You did?

J: And I very focused on this.

G: Because I commented on it here. It brought your attention to the
        fact that you really needed to pay attention to the works cited.

```
        So you did?

J:      yeah

G:      You paid attention to it because of the comment. OK. Good to

        know.
```

In this way, Jessica confirmed her attention to the O&WFDFB concerning the

documentation of her memoir essay.

Figure 6.16: Jessica's Commentary Essay & Works Cited Feedback

Work Cited

Bradley, Ann. "Lesbian Justice Votes Against Gay Marriage Rights." Lesbian News

June 2008: 16. Academic Search Premier. EBSCO. Oklahoma Christian

University, Oklahoma, OK. 5 Apr. 2009

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=36788483

&site=ehost-live>.

"Common Law Marriage." National Conference on State. 2009. 6th April 2009

< http://www.ncsl.org/programs/cyf/commonlaw.htm >.

"Michigan DOMA law ends domestic partner benefits." Contemporary Sexuality 41.3

(Mar. 2007): 16. Academic Search Premier. EBSCO. Oklahoma Christian

University, Oklahoma, OK. 6 Apr. 2009

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=24775453

&site=ehost-live>.

" The Constitution of Japan" The Solon Law Archive. 18 February 2006. 6 April 2009

<http://www.solon.org/Constitutions/Japan/English/english-Constitution.html>.

Good

research

The transcript of the OFDFB shows that I discussed the questions I had about the

length of her sources as indicated by her citation and her failure to indent the final

source – clearly an oversight as she had accurately indented the other sources.

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```
G:    One thing to keep in mind-this line is indented the second line.
      Here you have '16' which means it's only one page long, and I'm
      wondering if that's correct. If you use the automatic citation
      thing from EBSCO….
J:    They told me 16-16.
G:    okay so it really is only one page?
J:    Yeah.
G:    Ok. Good. And this one is more than one page?
J:    That was only one page [too].
```

During this discussion, I made notations on the paper – marking out the + symbol, but we did not discuss why the + symbol is wrong or even the coincidence that two of her four sources are on page 16.

In summary, Jessica appears to have attended to the FDFB concerning documentation. The mistakes of her first essay, not citing all the sources listed in Works Cited, are not repeated in the remaining essays and her failure to list the sources in alphabetical order in the second essay is not repeated in her last essay. Apparently, the minimal feedback I provided her, both oral and written, was sufficient in terms of raising her awareness of the need to attend to this aspect of academic writing before submitting her final essays for a grade. However, as indicated in the follow-up interview, it was not fully sufficient in terms of clearly up all confusion. It may have raised her awareness that she needs to attend carefully to this aspect of writing, but it was not always detailed enough to show her exactly why something about her documentation needed further attention.

Summative feedback: Positive but Minimal

Jessica received summative feedback that was fairly positive if somewhat limited. For example, even though Jessica's first essay was targeted to receive WFDFB, I did not include an end comment on the essay; all four summative feedback points came on the evaluation page of her first essay:

	Yes	No
Does the writing fulfill the assignment requirements?	□x	□

Your paper: 160/200
<u>virtually error-free, occasional minor errors, lacks thesis statement</u>

Rough Drafts and Peer Evaluations: 'good'

The three underlined comments are holistic descriptions on the evaluation page. Together they counted as one summative feedback point. I underlined each one to indicate my agreement with that comment. There was no other written elaboration.

Her second essay received slightly more elaborated, summative feedback, but I only noted two actual feedback points: one on the evaluation page stating her grade and one during the oral FDFB.

```
G:    So I mean it wasn't a bad paper, but some of the sentences were
      confusing to me. So I thought your focus was mostly clear 4 out
      of 5, but sometimes it wasn't clear. It's clear that you're
      writing about meeting your best friend; it's clear what your
      moment of revelation was -that you learned to get through
      difficult times, but some of the other parts weren't so clear um
      I put 'the organization is implied; there are little to no
      transitions to guide the reader'. Let's look at the transitions.
```

At this point, I began looking back over the essay with Jessica paying particular attention to the focus of each paragraph and the words Jessica used to show that focus. During this activity, I realized her organizational strategy. Each paragraph was well unified around a point that she had stated in her thesis. Because she lacked transitional words and sentences I had failed to see the link before. In the transcript that follows I am reading aloud from her paper and explaining to her my perceptions as I go.

```
G:     'At that time' that means I guess 'second grade' I'm looking for
       the connections between paragraphs and also inside the
       paragraphs. Now you're talking about 'My feeling changed a lot'
       [pages turning] 'However now I can understand that my family, my
       friends, my teachers supported me at that time before.' [reading
       lightly - key words and first sentences of paragraphs] Yeah I
       think that's actually better. I'm going to move that up to a four
       here. Make that a 40. I think this is all 4 out of 5. This would
       be a little more support at the beginning. Probably the weakest
       part would be some of the language issues.
```

Figure 6.17 shows the change that took place during the summative feedback on Jessica's second essay. This change raised her grade ten points giving her 150/200.

Figure 6.17: Jessica's Memoir Essay & Grade Change
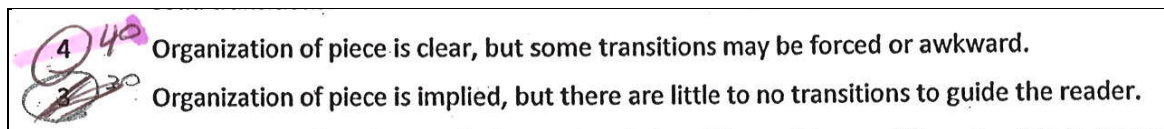
This oral FDFB session ended as I discussed future strategies with Jessica especially in relation to making the coherence of her papers clear.

```
G:     So I think in your future papers when you get to the end after
       you've done the thesis, the organization and examples and all
```

that, then we need to focus on helping to connect the paragraphs

to each other. I think there is a tendency to have a good

paragraph but they're not connected. It can be hard. It can be a

challenge to do that. Maybe in the future we can look at the

examples in the book and see how they do it. Do you have any

questions about either of these papers or the coursework or your

grade?

Jessica had no questions as we concluded the summative feedback for her second paper.

Jessica's last essay, the commentary, received the most summative feedback

points (5) and the highest grade (180/200). As has typically been the case, most of the

summative feedback points came on the evaluation page. The following excerpt shows

four summative feedback points from Jessica's commentary essay.

	Yes				No
Does the writing fulfill the assignment requirements?☐X	☐	☐	☐	☐
Your paper:180/200					
☐　　Displays traits of above average work: clearly supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks　some depth and polish.					
Rough drafts and peer reviews √					

The fifth summative feedback point came during the OFDFB session and is a brief

statement about the overall quality of her paper.

G:　　Here just a few places where the sentences were hard to

understand but many of your sentences were well written, so

overall it was a very good paper.

Overall, the textual and interview evidence suggest that Jessica attended to the

features of FDFB that were addressed in her essays.

Research Question 3: Did the method of FDFB delivery affect the attention students gave to the FDFB?

Jessica: Feedback Delivery

Just as with Crissy, addressing this research question proved to be complex because of the overlap between the different methods of feedback delivery. In practice the distinctions were not very distinct.

Jessica: Attention to WFDFB

In contrast to Crissy, Jessica received fewer written feedback points, but more elaborated feedback overall. Of the thirty-two WFDFB points Jessica received on her first paper, twenty-one consisted of actual comments or individual words. Of these twenty-one written comments, fourteen consisted of two or more words; six of these came on the evaluation page represented in Table 6.4.

*Table 6.4: Jessica's Evaluation Page & Elaborated WFDFB*

Evaluation Page	Written Comment
Thesis	You discuss your father's cultural background, but I don't know what your thesis is or where it's stated
Unity	Some paragraphs wander a bit, but most are clearly unified around a single topic
Completeness	Good details
Coherence	In the beginning yes, but by page 3 each paragraph is separate, not connected with transitions
Mechanics	A few problems, but generally well done
Form	No in-text citations

The remaining eight are sprinkled throughout her essay and are specific to the context of the essay. Many of these comments are illustrated in Figures 6.2, 6.7, 6.13, and 6.14. The complete graded essay is in Appendix C.

Eleven of the WFDFB points were simply notations such as carets or

underlinings. Each of the eleven notations are concerned with sentence-level issues. In

Jessica's case, where sentence-level issues were the concern I supplied minimal

feedback as I had with Crissy, but because Jessica's sentences were overall stronger than

Crissy's I felt I could address content issues too. It appears that with content issues I was

more likely to provide at least slightly elaborated written feedback than I was with

sentence-level issues. However, at times I was also brief in the written content feedback.

For example, once when I was unsure of Jessica's meaning, I simply indicated that

uncertainty by drawing a squiggly line under the phrase and writing "unclear" in the

margins as shown in Figure 6.18.

Figure 6.18: Jessica's WFDFB & Lack of Clarity
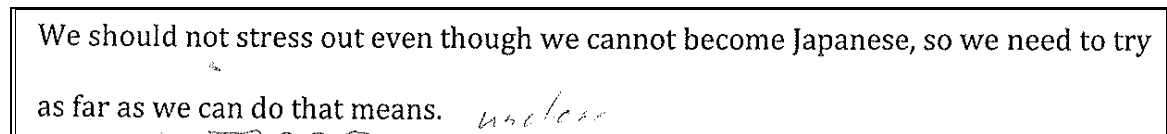
Overall Jessica received more elaborated WFDFB than Crissy, and the previous section

established that she attended to the FDFB she received. There is less evidence that the

elaborated written feedback was any more effective than the non-elaborated WFDFB in

leading her to attend to the feedback. For example, at the follow-up interview six months

after the course had ended, I discussed with Jessica her lack of thesis in her first paper.

The following transcript reveals that her lack of thesis stemmed from misunderstanding

the nature of the assignment.

```
G:    I didn't see that you had a thesis to your paper. When you think
      about this, do you think you had a thesis? Or not?
J:    I guess if I understand homework a lot I will make thesis
      statement first, but this time I was like I couldn't understand
```

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```
                 this homework properly, so I was just writing.
G:       About your father.
J:       Yeah. I interviewed my father and I put information myself, and I
         just put it in the paper; that's kind of mix up everything
G:       So if you understand the assignment clearly, you put your thesis
         first or you start with your thesis, but here you didn't really
         understand the assignment or it was confusing or something?
J:       Yeah it was a little bit confusing for me.
G:       So you understood you're going to write a paper about your
         father, so you interviewed him and you just wrote about him
         without a clear focus.
J:       umm [indicating agreement]
```

As mentioned in Chapter Four, several students had struggled somewhat to
conceptualize the profile essay assignment. At one point Jessica explained that part of
her misunderstanding the assignment and the need for a thesis was that she thought she
could just write about her father, "not like a real essay" because "my father is just my
father."

```
G:       Can you remember before you wrote this paper, this first paper,
         did you know what a thesis was? Did you know that papers - that
         you should have a thesis and all that?
J:       Yeah I knew it but I forgot. Before I wrote this I forgot about
         thesis statement and I just thought I need to write.
```

Consequently, Jessica's attention to thesis in her following assignments can not be
directly tied to the method of feedback delivery. It can be tied to raising her awareness
of her need to understand the assignment.

At other times, Jessica indicated that she understood the meaning of the WFDFB,
but she did not understand how to accomplish what the written feedback suggested as

illustrated in the excerpt below from the last interview when we discussed comments regarding coherence:

```
G:     So tell me what is it you understand that means. What does it
       mean when a teacher says [writes]'you need more transitions'
J:     I need to have a connection from the this paragraph like this
       part to this part and next sentence to next sentence but I'm
       still confused like each part has a different topic. I was
       confused how I can connect this part to this part.
```

These excerpts combined with the data from the previous research question suggest that for Jessica WFDFB raised her awareness that something in her final written product was lacking. The WFDFB alone, elaborated or not, could call her attention to those features of writing, but to effectively address these issues, Jessica sought outside help in the form of oral feedback.

Jessica: Attention to O&WFDFB

For her second essay, Jessica received twenty-two feedback points, the least of all three essays. In this case, only eight of the feedback points consisted of written comments or words. Fourteen of the twenty-two feedback points were simple notations: circles, underlinings, and carets. One reason for this difference had to do with the different evaluation sheet used for the second essay. Unlike the evaluation sheet used for essays one and three, the evaluation sheet for the memoir essay came with holistic descriptions for each category. So, for example, instead of writing my own comment concerning her organization, I merely underlined the holistic description that seemed to fit her paper.

Two of the written notations came during the oral feedback sessions. In both cases I had indicated a failure to understand what Jessica was trying to say. During the oral feedback session when she explained her meaning, I wrote in Jessica's words as illustrated in Figure 6.19

Figure 6.19: Jessica's Memoir Essay O&WFDFB

> Because of that, I did not have any friends in the first grade in elementary school. At the time, I hated everything including school, family and classmates. I did not want to go to school and I just wanted to stay at my house. Most of the time, I complained to my mother because I could not tell that to someone else. I complained about everything such as about my classmates, my teacher and my family; however, I did not see to my personality. — *not sure what you mean?*
>
> *consider the role*

G: I have some other places where I was a little bit confused what you meant, like ok here, 'Most of the time I complained to my mother because I could not tell that to someone else. I complained about everything such as about my classmates, my teacher, and my family; however, I did not see to my personality.' I'm not sure what you mean.

J: I tried to say I was complaining around me, but I didn't see myself like the fault the point I couldn't get along with friend was like I have fault.

G: OK then you might say "I did not consider' instead of the word 'see'. You might put the word 'consider'. "I did not consider my personality." Or, "I did not consider the role my personality

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```
             played" you know in this. Alright. But when I first read this I

             was like 'what?' because you cannot see your personality. So

             that's why I was  like um??
```

Figure 6.20 also illustrates the written feedback that accompanied the oral

feedback. I had written the marginal comment while I was grading the essay. I wrote

Jessica's words, her explanation, during the discussion of the written feedback.

Figure 6.20: Jessica's Memoir Essay & Clarification with O&WFDFB
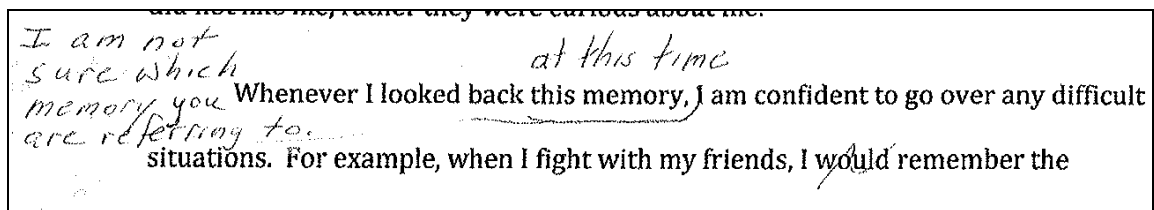

```
G:      Here I have a question. I'm not sure which memory you are

        referring to, whenever you say 'Whenever I look back on this

        memory I am confident to go over any difficult situation' but

        which memory?

J:      When Xiao came in second grade.

G:      Second grade, right - the whole year It's not one event, but

        whenever you look back over this year, right? I think that would

        be a little bit clearer because normally this sounds like one

        thing  like you remember the first day you came to school or you

        remember a time when kids were mean to you or something, 'So

        whenever I look back at this time' or 'at my second grade year'

        something like that. 'I'm confident [reading the paper]' I

        wouldn't use 'would' here because that's hypothetical 'but when I

        fight, I remember' [pages turning] that's okay.
```

In sum, the oral feedback session for Jessica's second paper was 17 ½ minutes long. It

addressed all four FDFB features: content, sentences, documentation, and summative,

but most of the transcript reveals discussion of content issues especially that of clarity and coherence.

Jessica: Attention to OFDFB

The OFDFB session with Jessica lasted 14 ½ minutes. Following the minimal marking scheme described in Chapter Three, I had identified thirty-one feedback points. An additional feedback point was not noted on her paper but came up orally in the oral feedback session giving Jessica a total of thirty-two feedback points for her last essay – an identical number to what she received on her first essay. (See Table 6.1). The consistency of this number could serve as an example of balanced final draft feedback. It also shows that the number of feedback points are not tied to the evaluation of the essay since Jessica's last essay was a full letter grade higher than her first one.

As explained in Chapter Three, I had adapted the OFDFB strategy somewhat by the time I graded this third set of papers; therefore, some of the final draft feedback on this third paper was actually written. In fact, this paper received five elaborated written feedback points as shown in Table 6.5.

Table 6.5: *Commentary Essay and Written Feedback*

Location of Comment	Category of Comment	Written Comment
Evaluation page	Content:	You state a thesis clearly, but you discuss more than just their rights.
Evaluation page	Content:	Transitions between paragraphs would help
Evaluation page	Sentences:	A few places where sentences are hard to understand, but many well written sentences too!
Essay page 4	Content:	Excellent sentence and point
Works Cited page	Documentation:	Good research

As Table 6.5 shows, three of these elaborated written feedback points came on the evaluation page, whereas two came in the text. It is also worth noting that four of the five are generally positive comments although two contain a negative point as well. Finally, three of the five address content feedback which is very similar to the kind of written feedback that Jessica received for her second essay.

At any rate, of the thirty-two feedback points, fourteen had an oral component including four of the written feedback points in Table 6.5. The remaining eighteen feedback points lacked an oral component although one received elaborated written feedback, (see Table 6.5, Essay page four), but the other seventeen were just notations in alignment with the minimal marking strategy. Seven of the seventeen feedback points that lacked an oral component were sentence-level errors coded as sentence structure Figure 6.21 shows the coding and the lack of oral feedback.

Figure 6.21: Coding OFDFB

Jessica: Commentary Essay
OFDFB: Corrective Feedback (Sentence structure - 7 FB pts)

Wording	Remarks/coding
"Some people think refusing gay marriage is refusing their rights, however , that is actually.."	Unnec word – just marked through – the OFB focused on the meaning of 'refusing' over the structure of the sentence
☐ and this law is one of the best ways to live this society."	no OFB discussion
"For example, polygamy is illegal in America, but argument it is easy to use the "rights". However, if you start ☐ to use the "right", polygamists can say, "we love each other" or "this is our family".	Omitted words – no OFB – notations made on the text
We should be careful whenever we use this word; otherwise, we will destroy our life by rights"	notations made on paper – no OFB recorded
Is the writing free of grammatical errors? Is the writing free of mechanical errors? A few places where sentences are hard to understand, but many well written sentences too!	From the Eval Sheet Yes No ☐x ☐ ☐ ☐ ☐ ☐ ☐ ☐x ☐ ☐-10

Figure 6.22 shows an example of OFDFB that Jessica received on a content issue in her

paper. I have put a question mark over a word that is part of a confusing passage.

Figure 6:22: Elaborated OFDFB: Content


```
G:     'need to share their fortune and others'??

J:     fortune and like if they get kids; it's not share, but like I

       guess everything will be included like

G:     What do you mean by fortune do you mean their income, their
```

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```
                material items? What exactly do you mean by 'fortune'

J:      Normally its money like income or everything they got themselves.

G:      Yeah like material items so like their money but also their

        household things, right? And are you saying they need to share

        their material items and when you say 'others' you're talking

        about people like the friends you bring to the marriage you bring

        your relatives to the marriage, you have kids, is that what you

        mean?

        [Jessica shakes her head, but doesn't clarify. So I continue.]

G:      No, ok. Well I was confused. I'm not sure what you mean here so

        that is confusing.
```

The transcript shows Jessica's continued struggle in this essay, at times, to write clear sentences. In some cases, she cannot even explain what she intended as illustrated in the transcript following Figure 6.23.

Figure 6.23: More Elaborated OFDFB: Content


```
G:      So here I'm confused again 'if they married [reading softly

        outloud]

J:      Writing center people also say confusing.

G:      [laughter] Did they?

J:      I saw an article saying same sex couple cannot adopt kids.

G:      They can't in some places. In some places they can.

J:      yeah
```

```
G:      So that's what you mean. It's not that they are refusing their
        rights, but they have limited rights. So refusing is maybe that's
        part of the problem. THEY aren't refusing; they want them. Refuse
        means that somebody gives you something and you say 'no I don't
        want it' So maybe that's part of the problem. They're not
        refusing; they're limiting
```

Unfortunately there is no strong evidence that these elaborated responses resulted in clarity on Jessica's part. For the most part she remained silent after my explanation, and I tended to fill the silence by moving on to the next feedback point on her paper.

To summarize this section, the FDFB, regardless of delivery, raised Jessica's awareness of issues in her papers that needed attention. The FDFB itself was not always clear enough to instruct Jessica, but she sought clarification on her own in an attempt to apply the FDFB to future essays.

Jessica: Conclusions

Table 6.1 illustrates that Jessica's final grades fluctuated from earning a B- (160/ 200) to a C (150/200) to an A-(180/200). Rather than be discouraged by going down a letter grade from her first to her second essay, Jessica seemed determined to improve. When I asked her about this at our last interview, she credited choosing a difficult topic with forcing her to focus on her writing. In the transcript below I have just shown her the graded Feedback Report for which she had received an A-.

```
G:      Do you have anything else to say about what you think made the
        difference in these last two papers and getting the grade you got
        and the quality and the first two papers? Anything else you think
        made the difference in the papers [anything] you did?
J:      I guess the Gay Marriage paper I still remember how I focus on
```

the paper. I talk to a lot of people and I look up many website, so I guess how I the time how long I take to the paper affect the

G: the end result: the time and the focus. And you mentioned you talked to people. Did you talk to people at these other assignments. Do you remember?

J: No. Because my father is just my father and my experience is my experience

G: That's true

J: So I didn't have any topic to talk to other people. But gay marriage everyone has their opinions, so everyone that's kind of interesting for me.

G: So when you talked about it you were really trying to find out what people thought and…

J: Cause I started from nothing. So I tried to learn more. The other one[s] I started from knowledge

G: So [with the first two]you weren't starting from nothing. You already had a point or a knowledge of it. Right. That's interesting. So it made a difference in the quality of your paper

In fact the interview data repeatedly showed that Jessica took an active approach to developing her writing skills. They further revealed that oral feedback played an important role in her writing process. She described a process that relied heavily on oral rough draft feedback and was influenced by what she described as a lack of confidence.

J: The first step I feel like "ah I cannot do this paper." Or "I don't know how to deal with this paper," but whenever I cannot think about anything and I need advice I will go to the librarian and I will talk to them and they always say like what you need to do and I can be more competent.

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G:      So talk is very important for you in the writing process in
        learning to write. Talk is a very important factor.

J:      Yeah
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She sought this feedback first from staff in the library and then from the writing center as she described how she would take her first draft and the assignment sheet to a librarian.

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J:      Whenever I write a paper I don't have confidence. So I always
        go to the library, and I always talk to the librarian. I will say
        this is the assignment. Is that okay? They will tell me grammar
        mistake or I'm not following the assignment or after that I will
        go to writing center and they will fix my paper. After that I
        will turn in my paper.
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Jessica stated that she usually made Bs on her written work, so the lack of confidence did not stem from doing poorly; nevertheless, she was concerned about her grammar mistakes and felt the need to have someone confirm her understanding of and approach to the assignment:

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J:      I have a lot of grammar mistake, and I don't know whether I'm
        following assignment even though I check; I need somebody to
        check for me so I can be confident about my paper.
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Part of Jessica's lack of confidence may have stemmed from an idealized view of the ease with which other students could successfully accomplish a writing assignment.

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J:      I thought other people… they would just write a paper and turn
        in. I'm like "oh I cannot do it." I would be so scared. Of course
        I have a lot of mistake and I cannot do it.
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Jessica felt that talking about her paper increased her confidence. For both rough drafts and final drafts, she preferred oral feedback strategies. She stated that she was too "lazy"

to pay careful attention to written feedback, but claimed "if I talk, I will take it very seriously."

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J:    If you write down what you say that will be helpful, but I guess
      only talking is like helpful because if that student know she
      [the  teacher] is only [going to] talk, we will listen very
      carefully. I will try to understand what you're talking about.
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In other words, Jessica felt that oral feedback forced her to pay attention in a way that written feedback alone did not. Specifically in reference to the research questions I offer the following conclusions based on the data from Jessica.

What were the features of FDFB that students received on their graded papers?

Jessica received some negative content feedback on her first essay regarding thesis and coherence. In subsequent essays, she received more positive feedback on content and more negative feedback on sentence-level issues. Her sentence-level feedback came mostly in the category of sentence structure errors.

Did students attend to features of FDFB as they completed subsequent writing assignments in the same class?

Jessica attended to those features of FDFB that most negatively affected her grade. After her first essay, she attended to the need for a clearly stated thesis. There is less evidence that she attended to sentence-level issues but that is partly due to the scattered nature of her sentence-level struggles.

Did method of feedback delivery affect the attention students gave to the FDFB?

There is little evidence that method of feedback delivery greatly affected the attention that Jessica gave to the FDFB she received. Although Jessica described a preference for oral feedback, she attended to the WFDFB successfully. Her preference

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for an oral component may be in line with her writing process, but this preference did not prevent her from attending to written feedback as well.

As with Crissy, the sentence-level feedback that Jessica received from essay to essay did not vary greatly in terms of explicitness. Regardless of feedback strategy, I used minimal markings and notations to indicate problems at the sentence level. Otherwise, the oral feedback sessions allowed for extended discussions of issues that would have been somewhat onerous to discuss in writing, such as the discussion of using ellipses in a quotation or the extended discussion of achieving coherence in a paper. The dynamic nature of the oral feedback session is perhaps nowhere more evident than when it resulted in an increase to Jessica's final grade. When I first read through her second paper to grade it, I failed to see her organizational scheme, but when I began to show her the lack of organization in her paper, I, too, saw the pattern she was following.

The fact that much of the elaborated feedback Jessica received had to do with issues of coherence might say something about the overall quality of her writing. Coherence is a higher order challenge for writers. A course like first-year composition can treat coherence at a more concrete level by framing it as the presence or absence of transitions, but true coherence is more than that. Because Jessica's sentences were relatively strong, I felt I could address these types of higher order concerns with her. It is true that she would have in each essay one or two sentences that made no sense and that she could not explain, but those were the exception.

For the most part, Jessica's sentence-level problems fell into the "untreatable" category identified by Ferris (2002, p. 23). The oral feedback sessions show that I

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reacted to the untreatable nature of these errors by ignoring them. Whether that was a useful strategy or not is unclear. Fortunately, Jessica had a high level of self – efficacy that led her to adopt effective revision strategies as she moved from one assignment to the next.

The following chapter concludes this study and offers pedagogical implications along with suggestions for future research.

CHAPTER VII

CONCLUSION

As a phenomenological interpretative case study (Denzin & Lincoln, 2000), this

dissertation has examined the phenomenon of student attention to FDFB. This study was

based on two primary assumptions: first that many students in first-year composition read

the comments on their final drafts with the intent of understanding what they have done

well and where they need to improve and second that international visa-holding students

are especially motivated to succeed in university and this motivation leads them to

carefully read the comments of their final drafts with the intent of applying that feedback

to future writing assignments. The study began as an inquiry into my own classroom

practices – to investigate my abandonment of formal, written, class-wide rough draft

feedback. It has ended with an understanding of my own grading patterns and my

students' responses to them. If I started out with any kind of an agenda, I have ended with

a humble view of the complexity of responding to final drafts of student writing.

Using an instrumental research design (Denzin & Lincoln, 2005), the purpose of

this research was to "provide insight into an issue" (p. 437) that issue being FDFB in

first-year composition. On the surface, this dissertation may look like a study of the effect

of grading on future writing, and in some ways it is although it did not begin with that

intent. The conclusion, that students attend to that which affects their grades, might seem obvious. Yet, it is a conclusion that had been unexplored in both L1 and L2 composition research as if there were no pedagogical value to grades and the comments surrounding them.

Janesick (1994) has stated that "questions pertaining to teachers' implicit theories about teaching and curriculum" are appropriate research questions for case studies (p. 210). My research questions were clearly guided by my own teaching theories and practices. Therefore, the purpose of this study was to explore what students, primarily NNES students, do with final draft feedback. It started with that broad, overriding question before zooming in on three more specific questions. To that end, this study was designed to investigate (1) the features of final draft feedback that students received on their graded papers, (2) whether students attended to those features as they faced subsequent writing assignments in the same class, and (3) whether the way the feedback was delivered had an effect on the attention students gave to the feedback.

I investigated the broad research question using quantitative data from a survey of two first-year composition classes (N=38) I was teaching and combined that with qualitative data from four interviews with three NNES focus group participants from those classes along with my own teaching notes and observations. I then addressed the more specific research questions by examining case study data from two other first-year NNES students. The case study data included interviews, transcripts, essays, teaching notes, and observations. Specifically for each of the case study participants I analyzed four interviews and transcripts and four graded papers. The data collection for study

began in January 2009 during a 15 week spring semester and ended with the fourth interview in November 2009.

Whereas the overriding research question provided the backdrop for the study, the specific research questions considered the meaningfulness in the variations between the case studies and essentially addressed the ultimate question of whether final draft feedback matters at all. In this chapter I present a summary of the research findings along with a discussion of pedagogical implications before concluding with complications to the study and suggestions for future research.

Summary of Findings

The results of this study have some implications for L2 writing research especially with regard to transfer. Stake (2005) has accurately pointed out that "knowledge transfer remains difficult to understand" (p. 456). This complexity has, perhaps, led other researchers to examine transfer from more complex angles, some of which are evident in this study.

First of all James (2006) distinguishes between high-road and low-road learning transfer. His definition of high-road transfer as "a conscious process that can occur between two situations that lack obvious similarities" (p. 152) could apply to student attention to FDFB. The findings from both the quantitative and qualitative data indicate that students appreciated and attended to FDFB. The quantitative data for the two sections indicated that as far as final grades were concerned the classes as a whole struggled somewhat with the assignments; the cumulative average for both classes was just under 79%.

The other quantitative data came from the end-of-semester survey administered on the day of the final exam. Thirty-eight students completed the survey including twelve NNESs. The survey instrument used a variety of techniques to elicit information regarding students' beliefs concerning final draft feedback which included completing an open-ended question, selecting a Likert scale response, and assigning a percentage of importance to FDFB features. I used descriptive statistics to interpret the survey. In this survey, students indicated that they preferred detailed feedback on their papers and they preferred the feedback in both oral and written form. Students also preferred global feedback on all features of their final drafts including content, organization, style, vocabulary, grammar, and mechanics. Most students also felt that I, as the instructor, had focused on content over mechanics when providing FDFB.

In addition to the quantitative data, I also used qualitative data in answering the larger research question by interviewing three NNES students whom I referred to as focus participants: Ellen, Martin, and Polly. Although they were all traditional students in terms of age, they each came from different countries and were pursuing different degrees. They were highly engaged students with high work ethics. Each one wrote multiple drafts of each assignment and voluntarily visited the writing center at least once for every essay. Each of these students reported attending to the FDFB of each essay even

though in most cases there was little to attend to because their papers were so well written. In fact, out of the four papers for the class, only one student (Ellen) made one B (Profile Essay: 165/200). Otherwise, the final grades for these focus group participants were 180/200 or higher. One student, Martin, earned a perfect score on the third essay.

As mentioned earlier, grades alone do not reflect attention to FDFB, but the role of grades should not be diminished either. Writing in the context of L1 composition assessment, Walvoord and Anderson (1998) point out that "grading must be integral to the entire process of teaching and learning" (p. xviii). In an L2 context, James (2006) claims that attention to grades "can have a positive impact on learning transfer" in that it enables students to become " aware of their own learning and performance" (p. 157). This awareness can assist students in "finding ways to use what they have learned" (p. 157).

As for the focus group participants, the interview data and analysis of their essays indicate that these students did attend to the FDFB they received regardless of whether it came in written or oral form. For example, Martin stated that he preferred O&WFDFB because it allowed for clarification of the written feedback. He also pointed out that the OFDFB alone was primarily useful for surface level mistakes, but he felt it was too minimal to be useful for other types of feedback. In any case, Martin reported looking back at the graded papers as he revised for the next assignment.

Polly did not state a preference for one feedback strategy over another, perhaps because she was so proactive in her learning style. On her first paper she earned a near perfect score (190/200), yet at the OFDFB session she specifically asked what she could do to improve. Polly said that she read teacher comments on her papers in order to know

what areas to work on. This was her strategy for all her classes whether the feedback came on rough drafts or final drafts. In this study, the only FDFB that Polly repeatedly received corrective feedback on was with regard to documentation. At the follow-up interview, she explained that even though she read the FDFB and looked in the book documentation remained a source of confusion. She was careful to attempt some form of documentation and to avoid plagiarism, but the smaller details of documentation style eluded her. It is possible that on some level, she decided that these details were less important than the overall content of her paper.

Ellen also did not state a preference for feedback strategy. Unlike Martin and Polly whose first feedback was OFDFB, Ellen was in the afternoon section and received WFDFB on her first paper. Of this FDFB over one-third addressed content features (N=9), and over half of those (N=5) were directed specifically at concerns with organization. In the end, I deducted twenty-five points from her total grade because of some weakness I had identified with her organization. In a similar manner to other students, Ellen attended to the features of FDFB that most affected her grade. Her subsequent essays received full points for organization. In the interview, she confirmed that the feedback from her first essay raised her awareness of the need to attend to this feature of her writing.

No doubt each of these focus group participants was a highly motivated, detail-oriented student. In many cases they outscored and outperformed their NES peers. Martin, Polly, and Ellen provide some evidence in support of DePalma and Ringer's claim for "adaptive transfer," which they define as the "ability to reuse and reshape prior writing knowledge to fit new contexts" (p. 135). The data from these students combined

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with the survey data were intended to answer the overriding research question of whether or not students attend to FDFB. These data indicate that regardless of native speaker status and initial writing ability, students say they read and value the comments and notations on their final drafts.

In order to answer the more specific research questions, I turned to the two case participants, Crissy and Jessica. Crissy and Jessica were both young, traditional-age second semester university students. Crissy came from China and had learned English only as a school subject, a subject in which she had always excelled. She came to the US to pursue a degree in English. Jessica came from Japan and had a bit of a mixed language background in that her father was Irish and spoke English at home. However, the children were encouraged to focus on developing Japanese fluency. She did not describe her home as bilingual. She studied English formally in school and had come to the US to pursue a degree in Interior Design. Crissy and Jessica had different language backgrounds, but they both identified themselves clearly as NNESs.

I began this part of the data analysis by determining the number of feedback points for each graded paper. I calculated the number of feedback points Crissy and Jessica received on each essay in order to analyze their attention to FDFB. In calculating feedback points, I considered comments or notations concerning a single issue to equal a feedback point (Lee, 2008b).Tables 5.1 and 6.1, respectively, show the number of feedback points that Crissy and Jessica received on each essay.In addition to calculating feedback points, the first research question required analysis of the feedback points. Following this analysis, four categories of FDFB emerged: content, sentences, documentation, and summative.

What were the features of FDFB that students received on their graded papers?

Within each category, I further identified certain features of feedback. Content Feedback included comments addressing the essay's thesis, development, organization, and clarity. Sentences Feedback included comments regarding various types of surface-level issues, such as sentence structure, word forms, and tenses. I counted as Documentation Feedback any comments regarding the students' attention to the MLA style guide. Finally features of Summative Feedback included the grade, references to the process of completing the assignment, and the end comment. Not surprisingly their different language backgrounds resulted in slightly different struggles when they wrote essays in English.

As mentioned previously, the number of feedback points alone was not necessarily indicative of a paper's strength or weakness in that feedback points could be positive as well as negative. However, most sentence-level feedback points were corrective and in that sense negative feedback so a high number of sentence-level feedback points indicated a weaker paper. However, in the other categories feedback points were as likely to be positive as negative so just counting feedback points was not a sufficient method for determining attention to feedback. In order to do that I had to look at the feedback points by category from essay to essay.

Crissy and Jessica both received more sentence-level feedback than any other kind, but Crissy received a proportionately higher number of sentence-level feedback points than Jessica. Jessica received more balanced feedback in that the number of feedback points remained fairly consistent from essay to essay despite the difference in final grades.

Did students attend to these features as they completed subsequent writing assignments in the same class?

Both Crissy and Jessica attended to those FDFB points that had the greatest effect of their grades. The evidence that Crissy attended to this feedback shows in the decrease of sentence-level feedback points which resulted in a decrease in points deducted and a subsequent increase in her grade from her first two papers to her final ones. For Crissy this meant that she attended to issues with comma splices and verb tenses as she moved from one essay to the next. Jessica attended to thesis in her subsequent papers after not having stated a thesis in her first paper. Interestingly as she attended more to content, her sentence-level issues increased suggesting that time and fatigue also play a role in student attention to feedback. For example, Jessica's commentary essay covered a highly sensitive topic (Gay Marriage). She offered evidence that focusing on her topic left her less time to consider sentence-level concerns before turning in her paper. In contrast but for related reasons, Crissy confessed that she had chosen what she thought would be an easy commentary topic (Gun Control) because she wanted to be able to focus on the sentence-level issues over the content. In other words, rather than having to spend time getting the content right, she wanted to be able to spend time getting the sentences right. This strategy represents a break from her earlier pattern when she sought to write about unique and creative topics.

This behavior indicates that attention to certain features of FDFB comes with a cost to other features. To a certain extent this strategy corroborates the finding that accuracy and fluency are inversely correlated for beginning L2 writers (Hartshorn, Evans, Merrill, Sudweeks, Strong-Krause, & Anderson, 2010). In other words students tend to sacrifice one for the other. For Crissy and Jessica, attention to content was inversely

correlated to attention to sentences. If they focused more on one, they focused less on the other. This strategy may explain why students seem to regress in certain features of their writing as they move from one assignment to another in a composition class. The "regression" may not be a result of failing to attend to previous FDFB; it may be the result of choosing to attend to different features of the FDFB.

Did method of feedback delivery affect the attention students gave to the FDFB?

Initially, the results appeared to show that method of feedback delivery had little effect as a means of getting students to attend to FDFB. I came to this conclusion in part because of the overlap between the feedback delivery methods. In reality the distinctions were relatively minimal. For example with OFDFB I learned that someone has to write something down so OFDFB does not really exist separately from O&WFDFB. The only difference came in terms of when the feedback was written down. When I was applying OFDFB as a strategy, I refrained from making written comments while I was grading but found that during the conference I inevitably wrote on the paper as we discussed it. Thus the student left the conference with O&WFDFB on the paper just as she did when I applied the O&WFDFB grading strategy. Some distinction came with the WFDFB because I was more likely to write elaborated comments when I knew there would be no oral feedback, but that was mostly when I was providing content, documentation, or summative feedback. The sentence-level feedback was basically the same regardless of which strategy I was applying at the time. With sentence-level feedback, I was most likely to make notations or non-elaborated comments on student errors regardless of the feedback strategy I was using. This overlap made it difficult to tease out any effect of

changing the feedback strategies. Closer inspection, however, has led to some additional conclusions regarding FDFB and method of delivery.

First of all, the dynamic nature of the oral feedback sessions cannot be replicated with WFDFB, a fact that should not be minimized. The context of providing oral feedback allows the instructor to highlight details and focus the session to a depth not possible with written comments alone. It also presents an opportunity to tailor the feedback to specific individual needs, some of which might only come to light in the context of the feedback conference. The discussion with Crissy of using ellipses in a quotation is one example. The extended discussion of coherence with Jessica is another. No doubt the transcripts from the three focus group participants and the two case studies would reveal different topics of focus to an extent that is missing from the written feedback. Furthermore, it is possible that the WFDFB was guided, and even limited, by the grading rubrics in a way that the oral feedback sessions were not. Finally, the dynamic nature of the oral feedback sessions is evident by its potential effect on the instructor. It was only through the oral feedback sessions that I realized Jessica was not fully grasping issues of coherence or that she was following an organizational strategy that was not explicitly clear but was clearly present.

Secondly, even though instructors might appreciate the benefits of giving oral feedback, they might consider it too time consuming as a feedback strategy. No doubt, the time factor makes oral feedback somewhat impractical as the de facto means of providing FDFB. However, as a result of this study I believe that offering O&WFDFB as the first feedback strategy of a course might enable the instructor and students to reap benefits that would last throughout the course. Writing comments on a final draft and

then meeting face-to-face to discuss the first graded paper could help to establish a relationship of "caring and trust", an important factor in attending to feedback as identified by Lee and Schallert (2008). Oral explanations of FDFB can serve to clarify written comments, which by themselves can be unclear or seem harsh. In fact, a recent study aimed specifically at first-year students, found that "summative feedback … and personal tutoring can be successfully merged" (Cramp, 2011, p. 121). Cramp found that O&WFDFB served to "engage students more fully in their use of written feedback" (p. 122). In that regard, I would suggest that following an initial O&WFDFB session, it is possible that students would be better able to interpret only WFDFB of subsequent papers or if not, the students would feel more comfortable approaching the teacher for additional feedback.

In Borg's (2009) study, "teachers…rated highly the need for research to provide results they could use, signaling a concern with the practical application of research findings" (17). This dissertation presents results that are rich in terms of practical application in the classroom.

Pedagogical Implications

This study has attempted to provide teachers with research evidence that will enhance their pedagogical practices concerning final draft feedback in first-year composition. McIntyre (2005) has pointed out research-based suggestions of best practices for teachers tend to be "formulated in generalized terms," whereas, classroom teaching is highly complex and "fundamentally personalized" (p. 360). To that end, I will refrain from offering suggestions to other teachers whose contexts would differ from mine. Instead, I will speak from the "highly personalized" context of my own teaching,

state the pedagogical implications this research has had on my feedback practices, and leave others to glean from my experience that which they may take into their classrooms. Therefore, I offer the following results-to-pedagogy: lessons learned.

First, simply marking up a paper would not lead to the same results as marking sentence-level issues and noting that specifically on the grade sheet as I did with Crissy. Although grading rubrics have been criticized (Broad 2003), in this study the rubrics served to draw student attention to those features of writing that were affecting their grades – both positively and negatively. Both students in this case study attended to those features that were negatively affecting their grades. This has important applications for writing teachers. It suggests that teachers should explicitly identify the point values associated with features of student writing and that once students know the point values they can determine whether to address these issues.

Second, other studies have described the effect of teacher beliefs on pedagogy (Lee, 2008b) as well as the difficulty of having teachers actually follow a set of feedback guidelines that they agree to at the start of the study (Ferris, 2006). This dissertation adds to the evidence that context and belief dictate practice. Even though I had framed this study myself and even though it was a high stakes dissertation study and even though I was the lone teacher giving the feedback, even under those conditions I could not follow study guidelines that in practice seemed unhelpful to the student and impractical for me. This is especially evident at the part of the study where I had intended to provide only OFDFB. In the end, I could not abide by my own restrictions because I felt they negatively affected the quality of interaction I had with the students.

Finally, putting a point value to features forced me to consider what each feature was worth and to make that decision transparent in grading student papers. In reference to rough draft feedback, Ferris has argued persuasively that "When it is done purposefully and thoughtfully, teacher feedback can be an amazingly powerful and effective pedagogical tool"(2003, p. 131). By studying attention to FDFB I had to "purposefully and thoughtfully" consider the way I arrived at grades on student papers. By making each feature on the grading rubric worth equal value, I was forced to acknowledge that in theory a student who received only one No would receive and A- (180/200). What if the one No was for mechanical correctness? Could I give a paper an A- if it were riddled with mechanical errors? What if the one No was for lack of thesis? Would it still be an A-paper? In reality I knew that these scenarios were not likely, as one failing in a paper often affects other aspects. A paper riddled with mechanical errors would often be lacking in clarity as well. A paper lacking a thesis might also be poorly organized. Nevertheless, before I made the point values explicit, I had to decide if I could live with the consequences. In the end I decided I could.

Conclusions: Complications and Suggestions

This dissertation lays out my grading practices: for better and worse. Some might question the legitimacy of improved grades as evidence of attention to FDFB feeling that grades represent somewhat subjective values attached to written work. Certainly, this point is valid. Nevertheless grading is a reality of academic practices. Yet, to my knowledge there are no studies in L1 or L2 composition investigating the effect of grades on future work. Instead, final grade feedback is referred to as grade justification. No doubt that can be the case. However, this study shows FDFB in a role that extends

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beyond mere grade justification. By standardizing the grading point system, I gave students a concrete framework for interpreting their final grades. Students in this study not only knew what their final grades were but also which features of the essay had cost them points. By knowing these features and the point values associated with them, they could choose to focus their attention in certain ways for future papers.

Writing in the context of L1 composition, Edward White (2007) suggests that teachers "use the power of grades to support the improvement of student writing" (p. 73) a suggestion that has not been explored empirically in L1 or L2 composition research. I suspect this lack of research is due in part to the distastefulness of assigning grades: the bane of most teachers, especially in higher ed where, as the name states, professors like to be about the business of teaching content matter and critical thinking skills. Grading is, in a sense, the dirty work of teaching. Faculty in some disciplines farm out this task by hiring graders. Those of us in composition have not figured out a way to do this successfully and ethically. Although I have no doubt that if we could, many would. In short, grading is considered, to borrow terminology from writing center theory, a lower order concern. Faculty in higher education want to be about higher order concerns.

Some might see my grading standards and style as harsh and unsympathetic to the challenges ESL students face in acquiring academic writing skills. As someone who, as an adult, lived abroad for over ten years and worked professionally in two foreign countries, one in which I attended university as a foreign student myself, I sympathize greatly with the challenge of achieving academic writing skills suitable for a higher educational setting in a student's L2. This study, however, took place in a first-year composition course designed for all students at this university. Therefore, I would argue

that once a student enrolls in this type of first-year composition class, that student is first of all a university student and secondly an ESL student. In other words, I would expect that the student had attained a certain level of competency. Students requiring a slower pace and more directed ESL instruction belong in EAP classes designed specifically for that purpose.

In addition to the lack of grade effect studies, the demands of the teacher are rarely noted in feedback studies (Ferris, Brown, Liu, & Stine, 2011), yet the time consuming nature of providing feedback is real and the effect more influential than scholars and researchers have, perhaps, been willing to acknowledge. At first glance, it was surprising to me that both case studies received the least number of feedback points on their second essays. This was surprising for two reasons: one the second essays received feedback by two means: oral and written, and both essays received Cs, the lowest grade of the three essays. One might assume that an essay receiving feedback by two means would receive more feedback than an essay receiving only one type of feedback, and one might assume that a C essay would receive more feedback than a B or A essay. Yet this was not the case with either Jessica or Crissy. Upon reflection, the reason seems directly tied to context. This study began with two sections of first-year composition totaling 50 students. The second essay was the only essay where both sections received oral feedback during the same week. Therefore, during the time that I was providing O&WFDFB I was doing so within a one week period with a large number of students. I was rushed, tired, and overwhelmed. Even though I knew the feedback I provided would constitute my doctoral research, in the heat of grading what mattered was just getting through the stack of papers, getting through the oral feedback sessions. I

believe I subconsciously limited the feedback as a survival technique. This reality is overlooked in feedback studies, but it is the reality that frames what teachers do.

Many factors complicated this study. One of which was using two different evaluation forms. As explained in Chapter Three, I felt that the memoir essay did not fit the standard evaluation form. So even though I knew at the outset of this study that using the same form for each essay would be ideal in terms of analysis, I could not in good conscience use a form that seemed less suited for the student. In other words, this is another example of the reigning influence of a teacher's beliefs on pedagogy.

Initially the greatest challenge was coding the FDFB in a way that separated it out since FDFB is evaluative and evaluative feedback is usually thought of a summative. Once I had determined how I would meet that challenge, I started applying this coding scheme to the WFDFB of the first essay. Soon after, I realized the next challenge came with coding the oral feedback of essays two and three since the transcripts did not always flow neatly from category to category. For example, determining the start of summative feedback during oral feedback sessions was a challenge as I had to decide at what point the oral feedback constituted an "end comment."

Despite the complications, this study was worth doing although if I had to do it over again, I would do some things differently.

First of all, I would tailor the survey more closely to the research questions and limit the response types. As a junior scholar I was too ready to credit published surveys with more usefulness to this study than they perhaps deserved. Secondly, I would organize the class so that for the oral feedback sessions, I could give the graded essays to students at least one class period before we met to discuss the essays. Finally, I would

examine the FDFB of the case study participants more carefully before completing their interviews so that in writing the data analysis there would be fewer assumptions that I did not confirm.

This dissertation has been a long time coming, not just in terms of my own completion of this particular study, but also in terms of answering continued calls for classroom-based, longitudinal, feedback studies (Ferris & Roberts, 2001). Such research is complicated to carry out, time-consuming to analyze, and difficult to operationalize. It is in this way "messy," but the mess is worth sorting through and cleaning up so that results emerge. These results are not just rich in data for the sake of data; they are rich with pedagogical implications for the classroom.

While a direct causality cannot be established and while the FDFB reported here was not directly instructional, both students were judged to have written better essays at the end of the course than at the beginning. I believe students and teachers would agree that such an end result is a goal of both parties. Both students clearly relied on outside help as they progressed from essay to essay. I would argue that this strategy is also in alignment with at least an underlying objective of many FYC classes in that the teachers want the students to develop autonomous, ethical strategies for improving their writing ability. I believe this dissertation shows that Jessica and Crissy did this.

Years ago, Silva (1997) called for an ethical treatment of ESL writers that respected them by seeking to understand them as writers, providing them with "suitable learning contexts,… appropriate instruction, and evaluat[ing them] fairly" (359). In this study I have sought to live up to this standard. Thus, I conclude with a call for further classroom based research that examines final draft feedback, including grades, studies

that examine the complexities of grading as more than grade justification, and studies that

lay bare the realities of teachers and the reactions of students.

first-year composition. On the surface, this dissertation may look like a study of the effect

of grading on future writing, and in some ways it is although it did not begin with that

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Appendices

APPENDIX A: CLASS MATERIALS

A. Class Syllabus

Instructor: Gail Nash   Classroom: LC 249
Office Hours: T/Th 9-9:30, 11:30-1; W 9:30-11, 11:30-4   Office   LC 238
Textbook and Course Materials:
Trimbur, *The Call to Write 4*th *ed*,   Folder with pockets and brads

Catalog Description and Prerequisites
The first course in college-level writing using contemporary technology. The course emphasizes the composing process, analytical thinking, various types of writing, basic research methods and documentation. Students in First-year Written Communication must make a C or better to enroll in First-year Oral Communication.

Course Objectives
To succeed, college-educated people must communicate effectively both in speech and in writing. They must read with understanding, think clearly, and use appropriate means to present their ideas. In the Communication Core courses at ------- --------- University, students practice and improve these skills they will need throughout college and later life – reading, thinking, and communicating. At the course's conclusion, students should be able to respond to readings and discussion topics with logical and clear analysis and to communicate ideas with clarity, organization, originality, and correctness. To support their writing, they should be able to use the University's library resources.

Each student will
1.   Know and practice the writing process: (1) establish a purpose (2) develop a subject (3) generate a thesis (4) recognize an audience (5) determine a voice (6) plan a suitable form (5) produce a draft (6) revise thoroughly (7) edit, type, proofread
2.   **Produce various types of writing** including analytical essays (4500 words total) that require research.
3.   **Use the computer** effectively to present the writing.
4.   **Demonstrate appropriate English** usage, spelling, and mechanics in finished writing.
 5.   **Use the library resources** including electronic media to find supporting material writing.
6.   **Correctly document** according to MLA standards all sources used in writing.
7.   **Read** the writing of others **and analyze** both the form and the ideas.
8.   Through readings and discussions, increase awareness and tolerance of divergent points of view, other cultures, and minority values.
9.   Through observation, reading, discussion, research and writing, **clarify and sharpen the thinking process.**

Assignments	Points	Due Date[12]
Essay #1	200	02/05/09
Essay #2	200	03/05/09
Essay #3	200	04/09/09
Research Report	200	04/30/09
Participation	200	on going

Formatting Requirements
At least 15 pages of finished work (about 4500 words) will be required. "Finished work,'' means writing that has been revised, edited and turned in to the professor for evaluation. The 15-page requirement will be distributed over a series of short assignments (e.g., 3 five-page papers). In addition, the student will write many informal, early-draft assignments.

Specifications for the essays:
1.   All finished compositions should be typewritten on white paper with 1-inch margins on all sides of each page.
2.   Print must be clear and easily readable. I suggest size 12 Times New Roman font (the one used in this syllabus).
3.   Essays should have appropriate titles and should follow the rules of indentation, punctuation, etc.

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[12] Except for the research report, all assignments are due by 3:30 pm on the date below

4.   The following information should appear **double-spaced** in the upper left-hand corner of the manuscript: student's name, professor's name, course number (including section number), and the date. For example:

Name
Professor
EN 1123-07
23 October 2008
5.   Students should keep all compositions in a folder to be submitted according to the professor's instructions. Students should save their work electronically in two places. Final Exam

In-class essays and out-of-class essays count as final and mid-term exams.

Writing Center

The University provides free services for students seeking feedback on their writing. Occasionally you may be required to visit the writing center as part of an assignment. However, most of the time, writing center visits are voluntary. You can schedule appointments and check out other features of the writing center by going to

Plagiarism

Plagiarism is using the thoughts, ideas or materials of another as if they are your own. It is amajor infraction that may lead to (1) failure on the assignment, (2) failure in the course, and (3)discipline by the dean of Student Services. University policy requires teachers to report all incidences of plagiarism to the Office of Student Development. Forgetting to document is still plagiarism and will be treated as such. Take care in your research and document accurately.

Grading Standards and Calculation

Although students' backgrounds and abilities vary widely, the Univeristy student should expect to attain a literate standard in written and spoken communication. In order to assure our students' proficiency in Standard American English, full-length essays will be evaluated according to the following minimum standards.

A.   Two major mechanical errors - no higher than a "B"
B.   Three major errors - no higher than a "C"
C.   Four major errors - no higher than a "D"
D.   A maximum of 4 or 5 misspelled words will be allowed for a passing essay.
(Spelling is treated separately from major mechanical errors.)

Major mechanical errors agreed upon by the Department of English are as follows:

AGR   Agreement error
CA   Case error
CS   Comma splice
FRAG   Sentence fragment
FS   Fused sentence (Run-on)
CE   Case error
1000-900=A   899-800=B   799-700=C   699-600=D   599-0=F

Attendance and Participation
Regular attendance is required**.** If you must miss class, it is your responsibility to find out from another student what lecture notes or assignments you may have missed. I also expect you to arrive on time. Students who are consistently late for class will be counted absent. Students who miss class on peer review days will have to go to the writing center for their peer review. As a rule, **I do not accept assignments from students who inexplicably miss class.** Your participation grade comes from your preparation for and attendance at class and conference sessions.

Assignments
All assignments, essays, research exercises, etc. must be handed in personally on the due date. Unless we have made prior arrangements, I don't accept final papers via email or slipped under my door. All rough drafts, prewritings, and notes are due with each final draft of each paper.

Late Work
I am not under obligation to accept late work, except in extreme circumstances. Planned school activities do not qualify as extreme circumstances. If you must miss class, you should make an effort to turn in work early or by the due date.

Electronic Devices and Communication with the Teacher
Students should be prepared to use their laptops regularly in this course, especially Word, Blackboard, and email. I suggest you consider the following:
I check email every weekday but may need 1-2 days to respond to student requests especially on weekends. Your emails should look and sound "professional". Although email is an informal means of communicating, it is not a "chat room". Think of email as a business telephone call. If you need a more timely response from me, you may call me at home.I use Blackboard (Bb)for gradebook, email, and class work. Thus students are responsible for checking their -- email account on a regular basis.**Technology is a privilege that may be taken away**. Students should turn off cell phones and before class begins. Students who use their laptops inappropriately (personal emails, IM, games, etc) during class will not be allowed to bring their laptops to class. They will have to do the class work by hand and type it later, or they will have to schedule "make up" times in the writing center.Furthermore, I ask that students bring hard copies of course related materials to class, so that you only need your laptop for taking notes. **Discussion concerning assignments,** readings, and the syllabus should take place with the hard copies I provide you.

The Department of Language and Literature Mission:
The word is central to divine and human interaction. Words are inseparable from ideas, and in the university, language carries the ideas of every academic discipline. Because its primary concerns are language and ideas, the Department of Language and Literature sees its task as leading the university to excellence in its liberal arts mission. The Department of Language and Literature seeks to foster in its students, particularly its majors, the qualities essential to a Christian liberal arts education: the ability to read, write, and think critically; the curiosity to explore the world of ideas; the appreciation of the value of languages and literature; and the faith to integrate these various language experiences into a Christian world view.

Christian Worldview and Teaching Philosophy
The University Mission Statement implies that this course should not only flow from the catalog description, it should also contribute to continual examination of student's sense of purpose (their vocation) more deeply, that it should touch on their ethical and moral development. In addition, the course may also help develop students' ability to serve others, and their ability to lead other people toward good ends.
The academic perspective demands that we acknowledge the value of divergent perspectives on knowledge and ways of knowing and that we recognize that much of what passes for truth is, indeed, often passing (transient). This does not deny the possibility of absolute truth, good and evil, right and wrong and should, in fact, encourage the critical examination of knowledge and information. There will be recognition in this class that there may be a diversity of backgrounds and worldviews and that there is a level of freedom to express those diversities. At the same time, it should be expected that a specifically Christian worldview may be expressed freely, as well, and that it is the stance from which the professors try to view reality and shape their own behavior and discourse. These high goals also suggest a certain "work ethic" that supports a goal of academic excellence: it is the professor's job to call out the best students can supply and it is the students' job to accept responsibility for offering the best they can supply. This is expressed through performance in specific assignments.
University Mission:
------- -------- University is a higher learning community which transforms lives for Christian faith, leadership, and service.

*Class Schedule: Use the schedule below to prepare for class. Read the chapters before class.

Wk	Dates	Topic	Classwork and Assignments
1	1/13-15	Starting the course	Chapter 17
2	1/20-22	Starting Essay #1	Chapter 7
3	1/27-29	Writing Essay #1	Rough draft due 1/29
4	2/3-5	Revising Essay #1	Final draft due 2/5
5	2/10-12	Conferences	
6	2/17-19	Starting Essay #2	Chapter 5
7	2/24-26	Writing Essay #2	Rough draft due 2/26
8	3/3-5	Rewriting Essay #2	Final draft due 3/5
9	3/10-12	Conferences	
10	3/17-19	SPRING BREAK! Have fun, relax, and be safe.	
11	3/24-26	Starting Essay #3	Chapter 9
12	3/31-4/2	Writing Essay #3	Rough draft due 4/2
13	4/7-9	Rewriting Essay #3	Final draft due 4/9
14	4/14-16	Conferences	
15	4/21-23	Starting Feedback Report	Chapter 8

Final Exam 4/30 1:00-2:50   Feedback Report due by end of exam period
*The schedule above serves as a guideline and is subject to change depending on extenuating circumstances.

B. Evaluation Sheet: Memoir Essay

Focus

5 Focus of piece is easily identifiable and is supported by clear examples, research, or narrative.

4 Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.

3 Focus of piece is implied; some elements of the writing are difficult to relate to the focus.

2 Focus of piece is unclear or the connection between the focus and supporting details is loose and hard to follow.

1 Piece lacks focus and many aspects of the writing do not seem related to one another.

Organization

5 Organization of piece is clear, and the piece moves easily from one point to the next with solid transitions.

4 Organization of piece is clear, but some transitions may be forced or awkward.

3 Organization of piece is implied, but there are few to no transitions to guide the reader.

2 Organization of piece is confusing to the reader with possible repetition of points in several places and virtually no transitions to help the reader.

1 Organization of piece is unclear.

Development

5 Piece explains complex ideas with clear and appropriate examples and definitions.

4 Piece explains complex ideas well, but some support is too little or too much.

3 Piece explains complex ideas briefly but assumes the reader knows more information than he/she does.

2 Piece presents complex ideas but does not explain them to the reader.

1 Piece makes simple claims with virtually no explanation or support.

Style and Mechanics

5 Piece demonstrates a firm grasp of mechanics and uses a proper tone.

4 Piece demonstrates an adequate grasp of mechanics and uses a proper tone.

3 Piece demonstrates a fair grasp of mechanics and often employs a proper tone, but parts may be occasionally confusing. The documentation may have some problems.

2 Piece contains many sentence-level errors and/or an inappropriate tone, making it confusing to read at times. The documentation is weak with several problems.

1 Piece is confusing to read because of frequent sentence-level errors, inappropriate tone, or poor documentation.

Overall Score (out of 200):

C. Evaluation Sheet: Profile and Commentary Essays

Writer's Name:_____ Date:_____

	Yes				No
Does the writing have a supported thesis statement?	☐	☐	☐	☐	☐
Does it display adequate unity?	☐	☐	☐	☐	☐
Does it have logical order?	☐	☐	☐	☐	☐
Does it have adequate completeness?	☐	☐	☐	☐	☐
Does it have coherence?	☐	☐	☐	☐	☐
Is the writing free of grammatical errors?	☐	☐	☐	☐	☐
Is the writing free of mechanical errors?	☐	☐	☐	☐	☐
Is the writing in the correct manuscript form?	☐	☐	☐	☐	☐
Does the writing fulfill the assignment requirements?	☐	☐	☐	☐	☐

Your paper:

☐ Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

☐ Displays traits of above average work: clearly supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

☐ Displays traits of average writing: adequate thesis statement, displays some qualities of good writing, no more than three major errors, occasional minor errors, moderate interest level, does little more than fulfill assignment requirements.

☐ Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

☐ Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations:

D. Class Assignments

Profile Essay

This assignment comes from chapter 7 of your text:

> Choose a person, a group of people, or a place to write a profile about. The point of this assignment is to bring that person or place to life in writing so that you can learn more about your subject while helping your readers to see and understand what makes your subject worth reading about.
> The subject you choose for your profile may teach you something about yourself; for instance, you may be able to clarify why this person or place has had an influence on your life and the culture around you. Likewise, you may find that a particular group of readers may have an interest in learning about a subject that interests you; in that case, your call to write a profile can grow from your readers' need to know (Trimbur 231).

Your textbook gives you several examples of possible profile subjects as well as information about writing the profile (Trimbur 232-238). In addition to that information, consider the following requirements:

- The essay should be approximately four pages (1200 words) long
- The essay should refer to a minimum of two outside sources.
- All sources should be documented according to MLA documentation guidelines.

Additional information regarding the essays in on page 2 of your syllabus.

Note the following due dates:

- Rough draft due 1/29
- Peer review due 2/3 (in class)
- Final draft due 2/5 (end of class)

By 'rough draft' I mean a completed draft of this assignment including documentation both in the text and in the works cited. Remember to turn your final draft in with your rough draft(s), peer reviews, prewritings, etc. You must also submit you final draft to turnitin.com.

Memoir Essay

This assignment comes from chapter 5 of your text:

> Recall a person, place, or event from your past and write a memoir…Remember that the point of a memoir…is to reveal the meaning of the past so that readers can understand the significance your memories hold for the present. Since memoirs function to help both writers and their readers understand the past, this assignment can be a good time for you to probe significant times in your life, revisiting them now that you have some distance from them (Trimbur 157-158).

Your textbook gives you several examples of places to look for topics and ways to get started on this assignment (Trimbur 158-164). Although outside research is not required for this assignment, you might find that doing some enriches the content of your paper.

Although outside sources are not required for this assignment, research can often strengthen a paper's content by providing specific, objective details. Outside sources for this assignment might include interviews, other memoirs (see p. 159), newspapers and newsmagazines from the time period of your memoir (see p. 161), and reference works available in the library and online.

Below is a partial list:
- Chronicle of the World   D11 .C56 1990
- Chronicle of America   E1 74.5 C5 1993
- Chronicle of the 20th Century   D410 C44 1992
- Facts on File Yearbook   D410 F3 1942
- Facts.Com (listed on the library's website under DATABASES)
- dMarie Time Capsule   http://dmarie.com/timecap/
- The History of Today http://www.on-this-day.com/onthisday/onthisday.htm
- Today in History Sources   http://lcweb2.loc.gov/ammem/today/sources.html

Additional information regarding the essays in on page 2 of your syllabus. Note the following timeline and due dates for this assignment:

2/17-19: read chapter 5, prewrite - WRITE A WORKING DRAFT
2/24-26: research and revise as needed - FINISH A ROUGH DRAFT FOR PEER REVIEW

> 2/24: print your working draft and answer questions on p. 164 – REVISE YOUR DRAFT
> 2/26: print the new draft for peer review and answer questions on p. 165 – REVISE

3/3: print your rough draft and complete the questions on p. 165 – REVISE AS NEEDED
3/5: complete in class editing, assemble your folder, and -TURN IN YOUR PAPER

Commentary Essay

This assignment comes from chapter 9 of your textbook:
> For this assignment, write a commentary that addresses a topic of interest to you…writing a commentary involves making an argument about an issue circulating in   your culture (304).

Your textbook gives you several examples of places to look for topics (304-305). Additionally, you should consider the requirements:
- The essay should be approximately three pages (900 words) long
- The essay should refer to a minimum of four outside sources.
- All sources should be documented according to MLA documentation guidelines.

Additional information regarding the essays in on page 2 of your syllabus. Note the following timeline and due dates for this assignment:

- 3/24 – start the assignment, discuss chapter, prewrite/brainstorm
- 3/31 – research and write
    - *Your first draft (discovery draft/ working draft) will be due this week.
- 4/7 – Bring a completed rough draft to class for peer review
    - *Your completed rough draft includes the works cited page
- 4/9- complete in class editing, assemble your folder, and TURN IN YOUR PAPER

*Students who are not in class or not prepared for these classes will need to go to the writing center (or get an approved peer review) with a completed assignment within 24 hours of the missed date; otherwise, I will not accept the final draft.

Trimbur, John. *A Call to Write*. 4th ed. Boston: Houghton Mifflin Co, 2008.

Feedback Report

For your final assignment in ENGL 1123 (yeah!!☺), you will write a report that reflects your work as a writer in this course. This report is due by the end of the final exam period. (See the final exam schedule.)

The Assignment:
Specifically your assignment is to write a short report (approx 3 pages) that discusses your work as a writer in this course. As you look over all the writings for this course (rough drafts, peer reviews, teacher comments, class notes, prewritings, etc.), ask yourself "What does all of this say about me as a writer?" The answer to that question could form the thesis of your report. Then you could refer to your own writing as well as peer/teacher comments to support your thesis. You could also refer to information in the textbook. You should also consider the writing background you brought to this course and to what extent you have grown as a writer.

Getting Started:
To get an overview of your work, look over the course syllabus at the assignments you have completed. Write a paragraph about each one. Without looking back over the graded assignment, just write from memory what comes to mind when you think about that assignment: strengths, weaknesses, difficulties, feedback, etc. Now, look at each assignment and write about the grade you received. Was it justified? Why or why not? What does each finished assignment say about you as a writer? You might also compare an early draft with a late one. What changes occurred between the first and final drafts of each assignment? Finally, look at the information in the relevant chapters of your textbook. How did you use the textbook to assist you with the assignments? What information was particularly (or not) useful?

After you have completed some of these steps, you should have an answer to the assignment question: "What does this work say about me as a writer?" Revise appropriately until you have a final draft that has a clear thesis, main points, examples, etc.

A Possible Outline:
    Introduction: your background as a writer coming into the course (provide context and lead into your thesis)
    Body: discussion and analysis of each assignment (use headings to show organization)
    Conclusion: recommendations/summary/concluding thoughts (typical report endings)
As with all your assignments, I will grade according to how well you follow the assignment, organize your paper, support your thesis, and write the sentences.

E.Feedback Strategies: Class Handout

The purpose of feedback on your final drafts is twofold: to make sure you understand why you got the grade you did and to help you understand what to do in future papers to either make better grades or maintain your current standing as a writer. Because students learn differently, no one feedback strategy works best for all students; therefore, I vary the feedback strategies I use when returning graded papers. I use three feedback strategies (not necessarily in this order):

1. Primarily Oral Feedback

    In this strategy, I return your paper to you with minimal markings and comments. We meet one-on-one to discuss your paper, the markings, and the grade. You may make notes as we talk and you should consider before our meeting what you think the markings indicate. This strategy is particularly useful for aural learners.

2. Primarily Written Feedback

    In this strategy, I write comments on your paper and the evaluation sheet. I try to make my comments clear so that you understand what I mean. If you have a question you are welcome to ask me in or outside of class. This strategy is the one commonly used by teachers, so you are probably familiar with it.

3. Both Written and Oral Feedback

    This strategy combines the other two. I write comments on your paper and the evaluation sheet and return the paper to you. Then we meet to discuss the intent and clarity of the comments, the direction of your future writing, your paper and the grade.

Section 03 – 9:30-10:45

Profile Essay – Oral Feedback Only

Memoir Essay – Oral and Written Feedback

Review Essay – Written Feedback Only

To complete the oral feedback strategy for the profile essay, we'll follow the schedule below:

2/10:   meet as a class, start memoir essay, return profile essay, sign up for conferences (write your meeting time on the assignment sheet)

2/12:   no class meeting, meet individually to discuss profile essay (bring folder; be sure to include prewritings from pp 232-235), prewrite for memoir essay (pp 159-162 on your own)

2/17:   no class meeting, meet individually to discuss profile essay, start writing essay (on your own)

2/19:   meet in the library for onsite research (I'll take attendance in the foyer at 9:30.)

APPENDIX B: DATA COLLECTION

A.   First-year Written Communication: Feedback Survey

<u>Background Information.</u>
What is your major? _____
What is your classification? _____
What is your age?_____
What is your first or native language?_____
Are you male or female?_____

<u>Feedback on writing.</u>
Please complete the following statement by listing as many specific suggestions as you can. "I think my writing would show greater improvement if my instructor's feedback and comments . ."

I feel I am <u>most</u> likely to make meaningful and noticeable improvements in my writing when the instructor **(please check only one)**.
_____gives me extensive written comments.
_____explains her comments to me in a writing conference.
_____gives me written comments *and* meets with me.

To respond to questions 8- 14 please refer to the following scale:
6 = Strongly agree   4 = Somewhat agree   2 = Disagree
5 = Agree   3 = Somewhat Disagree   1 = Strongly disagree

Generally, I learn the most when my instructor
8.   comments mainly on the content of my writing.
       6   5   4   3   2   1
9.   comments mainly on the organization of my essays.
       6   5   4   3   2   1
       comments mainly on my writing style.
       6   5   4   3   2   1
11.   checks my vocabulary.
       6   5   4   3   2   1
12.   highlights grammatical mistakes.
       6   5   4   3   2   1
13.   highlights mechanical mistakes (i.e., punctuation, spelling, etc.).
       6   5   4   3   2   1
14.   identifies errors with correction symbols
       6   5   4   3   2   1

To respond to questions 15-21 please refer to the following scale:
6 = Strongly agree   4 = Somewhat agree   2 = Disagree
5 = Agree   3 = Somewhat Disagree   1 = Strongly disagree

In a <u>final draft</u> (that is, an essay that will not be rewritten and will receive a grade), I think the instructor should *always*

15.   comment on my ideas and how they are developed.
       6   5   4   3   2   1
16.   evaluate the way I have organized the ideas in my essay.
       6   5   4   3   2   1
17.   evaluate the way I express my thoughts and arguments (that is, my writing style).
       6   5   4   3   2   1
18.   evaluate my use of vocabulary and make corrections.
       6   5   4   3   2   1
19.   correct my grammatical errors.
       6   5   4   3   2   1
20.   correct punctuation, capitalization, spelling, indentation, etc.
       6   5   4   3   2   1
21.   use a set of correction, or proof-reading, symbols.
       6   5   4   3   2   1

To respond to questions 22-27 please refer to the following scale:

6 = Strongly agree   4 = Somewhat agree   2 = Disagree
5 = Agree   3 = Somewhat Disagree   1 = Strongly disagree

22.   I find the writing I do in my CMI class challenging.
       6   5   4   3   2   1
23.   I feel I am developing academic skills that I will use even after I complete the course.
       6   5   4   3   2   1
24.   When faced with a writing task, I felt confident in my ability to manage the task.
       6   5   4   3   2   1
25.   Compared to my classmates, I am a highly competent writer.
       6   5   4   3   2   1
26.   After reading my teacher's **written** feedback (marking, corrections and comments), I understood the feedback/the problem indicated (if any).
              6   5   4   3   2   1
                 totally   some   not at all
27.   I found my teacher's written feedback (marking, corrections and comments) useful.
              6   5   4   3   2   1
                 totally   some   not at all

Your instructor may consider various features as she evaluates and comments on your essays. Six of these features are listed below. Once you are sure you understand what each term means, indicate the relative importance you feel your instructor assigns to each feature, based on the feedback you are given on your essays. The amount assigned to each feature should be expressed as a percentage (for example, 0%, 10%, 25%, 70%, etc.). The percentages you assign should add up to exactly 100%.

28.   Content (i.e. ideas, evidence, examples, etc.)   _____

29.   Language use (i.e. grammar)   _____

30.   Mechanics (i.e.punctuation, capitalization, spelling, indentation, etc.)_____

31.   Organization (i.e., paragraph sequencing, logical development, etc.)_____

32.   Style (i.e., expression, tone, etc.)   _____

33.   Vocabulary (i.e., accurate word usage)   _____

Please check your figures to make sure they add up to 100%!

Consider again the features listed above, this time indicating the relative importance which **you** feel should be assigned to each feature when your instructor offers feedback to writing students. Again, be sure that your percentages add to 100%.

34.   Content (i.e. ideas, evidence, examples, etc.)   _____

35.   Language use (i.e. grammar)   _____

36.   Mechanics (i.e., punctuation, capitalization, spelling, indentation, etc.)_____

37.   Organization (i.e., paragraph sequencing, logical development, etc.)_____

38.   Style (i.e., expression, tone, etc.)   _____

39.   Vocabulary (i.e., accurate word usage)   _____

***Please check your figures to make sure they add up to 100%!**

References:

Hedgcock, J. & Lefkowitz, N. (1996). Some input on input: two analyses of student response to expert feedback in L2 writing. *The Modern Language Journal,* 80, 288-308.

Lee, I. (2008). Student reactions to teacher feedback in two Hong Kong secondary classrooms. Journal of Second Language Writing, 17, 144-164.

B. Survey Content and Coding: Five Patterns

The answers to the following survey question are grouped below according to recurrent themes: specific details, no change, rough draft feedback, oral feedback, and positive feedback.

Please complete the following statement by listing as many specific suggestions as you can. "I think my writing would show greater improvement if my instructor's feedback and comments..."

Specific Details
- More specific (FM/NS/FR)
- Were more specific in detail and examples (FM/NS/FR)
- Were more in details (FM/NS/FR)
- I think my writing would show greater improvement if my instructor teaches me more skills and more style of writing. Introduce any useful websites and magazines to read (FM/NNS/JR)
- I think my writing would show greater improvement if my instructor's feedback and comments about my organizations, grammar and vocabulary (FM/NNS/FR)
- I think my writing would show greater improvement if my instructor's feedback and comments more specific, and give me some correct examples to help me overcome my writing weaknesses (FM/NNS/JR)
- I think my writing would show greater improvement if my instructor's feedback and comments can show more suggestions about how to improve like specific ways. (FM/NNS/FR)
- Both written and oral; however, details feedback may be more helpful because they help student know what to do (M/NNS/FR)
- Would tell me exactly what is wrong and where I need to improve (M/NS/FR)
- Were more specific (M/NS/FR)
- Everything I did wrong. Everything I did good. What I can do to make it better. (M/NS/FR)
- Gave me ways like strategies to improve in my areas of need (M/NS/FR)

Rough Draft Feedback
- Would let us turn it[sic] the rough draft and then let us correct it before we turn in the final paper (FM/NS/SO)
- Were available with a rough draft; were available before the final paper (FM/NS/FR)
- After I turned in rufe drate [sic], I wanted to have feedback from you (FM/NNS/FR)
- Were given to me several times during my papers (M/NNS/FR)

No Change

- I actually would not change any of the feedback from my instructor. I feel it was very beneficial and has helped me grow tremendously! (FM/NS/SO)
- I believe I have improved greatly this semester in my writing skills (FM/NS/FR)
- Mrs. Nash does an excellent job(FM/NS/FR)
- I improve my write skill very much. Thank you Nash (M/NNS/SR)
- My instructor's feedback was ample and I feel she made improved my writing my writing skills (M/NS/FR)
- I was pleased with the feedback and comments (M/NS/FR)
- My writing got better because of my teacher's feedback (M/NS/SO)
- I think the class was good. I don't have any suggestions. (M/NS/SO)

Oral Feedback

- I liked how we meet one on one in a meeting after I turned in each paper. That helped me with my writing (FM/NS/FR)
- Were more oral and communicative (FM/NS/FR)
- I think the conversion [sic] is very helpful for my essays (FM/NNS/JR)
- The oral feedback is helper [sic] for me. If we can see some examples from other student's essay. Maybe will help us a lot. (FM/NNS/JR)
- Could meet with me about my writings on every paper (M/NNS/FR)
- More vocal (M/NS/SO)
- Were stated a little clearer if there were more meetings (FM/NS/FR)
- Are more clear. If she slows down when she talks (M/NS/FR)

Positive Feedback

- Were a bit nicer. Sometimes our teacher can be very blunt and come across as rude. I know she means will [sic] though (FM/NS/FR)
- Where [sic] of a positive standpoint, direct, and non-bewilderment(FM/NS/FR)
- Incomplete
- I think my writing have show a greater improvement if my instructor's feedback (M/NNS/JR)

C. Coding Sample: Focus Participant

Martin (A)	Recorded Interviews	Remarks/Coding
Nov Interview 40 min	M makes several drafts of ea assignment b/c he prints ea draft and revises the hard copies. 1st paper (OFDFB) – 5 full drafts: the min markings are clear for him b/c they indicate sentence level issues. I had put a single dot indicating usage comments which we discussed in conference. He comments on the min marking system: "If it's a mistake probably the mark is okay, but if it's something else – not a mistake, I wouldn't know" In in 2nd paper he changed his topic after writing one draft and realizing he didn't have an audience; he still wrote 5 full drafts (of the new topic). WFB told him the reader needed more info. M is okay with brief "good" comments bit it would be more helpful to be told why it is good; however, he agreed that most of the time it was obvious why it was good. I asked how high grades on one assignment affected his future writing. B/c he knew how hard he worked for the grade, he was still motivated to work hard. The high grades did not make him lazy.	M consistently scored very high grade: 190, 195, 200/200. (The content was so strong that I didn't take off any for the few sentence level issues.) Note that he had written 8 full drafts of the last paper – 5 w/ substantial changes.

D. Email Invitation

Five months after the course had ended, I sent the following email to the six NNES students who had signed consent forms: four responded and set up interviews with me.

Subject: A chance to be part of dissertation research

Hi
I am writing, because last spring in First-year Written Communication (I know it seems so long ago!) you indicated a willingness to be part of the research I am gathering for my dissertation.

I would really like to meet with you to ask you a few questions. So this email is first just to ask if you are still willing to be part of this research (no mention of names in the research, I am just asking questions and gathering data). If so, please let me know which days/times during the week are best for you.

I know you are busy, and I will try to be very respectful of your time. I enjoyed having you in class, and I think that what you have to say about writing can be very useful to others, so I hope we can find a time to meet.

I hope your semester is going well.

Gail Nash

E. Coding Worksheet: Tabulating Feedback Categories

<u>Crissy: Profile Essay - 1st Paper – WFDFB = 74 FB pts</u>

The highlighted areas all have squiggly lines under them. My marginal and end comments are noted in red with the track changes feature of Word as are any deletions or cross outs in the text.

- **Sentence level comments = 58**
  <u>Verb tense</u>

  - The lower half of the sheet I have checked 'no' and written -25 by two questions relating to 'grammatical errors' and mechanical errors. To the side I have written "too many … tense problems, …" (1 FB pt).

  - "After we run to the .." a squiggly line is under 'run' and 'tense?' is written above it. (1FBpt)

  - "Finally, we got out of the building within a few minutes and gather on the …" 'ed' is written at the end of 'gather' (1 FB pt)

  - "We <u>feel</u> really scared, and thank goodness we <u>are</u> safe now" - the verbs are underlined and 'why present tense? is written in the margin. (1 FB pt)

  - "We all tried our best to say some happy things to comfort her but
        ed
        □   ed
    seem not so effective as we expect."   (2 FB pts

                                                                          was

  - "Since after the earthquake, the clear reception of broadcast signals prevented."(1 FB pt)

F. Coding Worksheet: Feedback Categories and Feedback Strategies

Jessica: FDFB Chart

Content FB: Thesis

FB strategy	Wording	Coding
WFDFB	You discuss your father's cultural background, but I don't know what your thesis is or where it's stated.	Written on eval page w/ -20 = loss of full points (20% of the grade)
O/WFDFB	G: Anything else that you did from the FB on this [first] paper that you thought about when you wrote [the second] paper. J: I thought I would put thesis statement more clearly so for this [second] paper I tried to put thesis sentence be more clearly. G: OK is that your thesis? J: yeah G: Good that was clear. 'but the experience made me realize how communication, friendship, and learning from the past are important' that part's clear, "The time was hard to go through, but the experience made me realize how communication, friendship, and learning from the past are important for living life."	At the OFB session (Mar 09) for the 2nd paper(Memoir), we compared the O&WFDFB of the Memoir essay with the WFDFB of the first paper (Profile). 40/50 for thesis -10 = 5% of the full grade Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.
OFDFB	You state a thesis clearly, but you discuss more than just their rights. Gail: So on here [the eval sheet]I put "you state the thesis clearly but you discuss more than just their rights' your thesis is 'refusing it does not take away their rights', but then you talk about other things you don't just talk about that one thesis. So that was a little...not the best...ok you kind of want to be careful with that because you can be wandering off topic when you do that.	-5 for thesis = 2.5% of the total grade Uptake: from losing 10% of the final grade to 2.5%. Jessica's attention to thesis showed.

G.   Extended Feedback: Coherence

Following is the transcript and page from the essay under discussion

Many states' governments allow the residents to have privately-owned guns. In Washington D.C, gun-control bills are carried out in order to regulate the number of privately-owned guns. For example, people who have guns must keep their guns at home and make sure that the guns have been locked without loading. The purpose of the law is to make sure that privately-owned guns will not do any damage to society.

I focus on describing the gun control issue in America because America is the country with the largest number of private- owned guns. In China, the law expresses clearly that no citizen can have guns except the police. If someone is found kept a gun *keepings* with him or her, he or she will be sent to prison. People who sell guns to others will be sent to prison for at least ten years. In this way, *the* Chinese government tries to reduce the gun crimes, and these measures indeed work quite well in China. Through the newspapers and other media, that is pretty difficult to find any news about Chinese shootings. Weapons, such as guns, can only be kept for military purposes and for the police. Shooting accidents rarely happened in China .In America though, the situation is somewhat different.

Most people know that the only reason for keeping guns is to prevent ourselves from been *being* injured in bad situations. But surely they would not use guns to do evil crimes. However, if one day, you find your gun was stolen, do you know the person who stole your gun or what he or she will do with that gun? All the results are unpredictable for us. There are some well-known bad shooting events. One robber used a stolen gun to shoot at other people, and many people died, including some children. If anyone can get a gun *not discussed – (no mention in / concept)* easily, it would not be hard for those who want to commit gun crimes. "Hand guns make up a large proportion of the stolen guns, and since 1992 nearly 40,000 guns have been

G: My only confusion was on page three where I wondered how it all

       fit together with your thesis. So if your thesis is that you

       don't think there should be privately owned guns, but then you

       talk about what governments do and you compare America to China

       and   you talk about the reason I mean **one** I'm not sure how all

       these tie together. It's kind of like you're talking about three

       separate things without tying them together, so that's why I put

       that the coherence **coherence** means that it's all tied together

       there's like a link. It's clear to the reader. To me this page

       was not coherent. It felt it felt like three different things and

       I wasn't sure how it connected to your opinion anyway.

C: Yeah because you you have leave a message on Blackboard to tell

       that I'm an international student so I need to add some

       information about **my** country.

G: yeah,

C: so

G: **that one** I felt. That one I could see.

C: um hum

G: but this one and this one... I mean they're, they're true.

       They're true statements. The information is true. But I couldn't

       see how it all fit to your thesis for the fact that you're

       against it. What's that got to do with the fact that states allow

       it? Or the reasons why people {pause}

C: umm maybe because I want to show a clear opinion about true

       person someone agree with them and disagree and I want to

       °°°°tran,   tran

G: transition?

C: Transition to the thesis part - maybe not so successful but

G: Maybe. I think all that's missing is a clear transition sentence

to make that clear. Like umm what do you say on the page before
[turning pages and starting to read] 'people choose to have
weapons to protect themselves rather than rely on the police
while this is a good news to know, some people defend themselves
successfully with their own powers the bad consequences still
exist' So you need some kind of transition sentence to tie the
paragraphs together [speaking slowly while writing the comment on
the paper]. to tie them, so you need something a sentence that
leads into this point

C: ok

G: um I'm not sure what it would be [turning pages...silence...]or I
wonder if, I mean you're not going to revise the paper, but I
wonder if um this would work better up here where it talks about
your perspective

C: um hum

G: and this, this, because see then you could say 'in America though
the situation is somewhat different

C: um hum

G: 'in fact, many states allow ..'

C: ah

C: and then you could also say.. I think this could go with this
'the purpose of the law is to make sure that privately owned
guns will not do any damage to society. Furthermore you know
people want to protect themselves.." so I think this could go
together but this here in the middle makes it kind of weird -
from my point as a reader from my point of view.

C: oh, uh huh hum

H. IRB Approval Letter

Oklahoma State University Institutional Review Board

Date	Monday, September 26, 2011	Protocol Expires:	9/25/2012
IRB Application No:	AS0891		
Proposal Title:	Instructional Final Draft Feedback: Practices and Potential		

Reviewed and
Processed as: **Exempt**
Continuation

Status Recommended by Reviewer(s)   **Approved**

Principal
Investigator(s)

Gail Nash   Carol Moder
2900 Mustang Trail   205 Morrill
Edmond, OK 73003   Stillwater, OK 74078

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

[x] The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

Protocol continuation is approved for continued interaction with currently enrolled participants and analysis of data. Protocol is closed to new enrollments. Should additional enrollment of participants be necessary or desired, a modification request must be submitted for IRB review and approval prior to implementation.

Signature:

Sheila Kennison, Chair, Institutional Review Board

Monday, September 26, 2011
Date

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APPENDIX C: CASE STUDY ESSAYS

Crissy Profile:

Crissy Memoir

Crissy Commentary

Crissy Report

Jessica Profile

Jessica Memoir

Jessica Commentary

Jessica Report

1st paper   *[FINAL?]*

Essay Evaluation Form   Nash

Writer's Name: _____ Casey _____   Date: 04/05

	YES	NO
Does the writing have a supported thesis statement?	☑	☐
Does it display adequate unity?	☑	☐
Does it have logical order?	☑	☐
Does it have adequate completeness?	☑	☐
Does it have coherence?	☑	☐
Is the writing free of grammatical errors?	☐	☑ –.5
Is the writing free of mechanical errors?	☐	☑ –.5
Is the writing in the correct manuscript form?	☑	☐
Does the writing fulfill the assignment requirements?	☑	☐

very good!

too many comma splices / fused

problems w/ unclear sentences

just a couple it.

points

Your paper: *19 / 20*

☐   Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

☐   Displays traits of above average work: supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

☐   Displays traits of average writing: adequate thesis statement, displays some qualities of good writing, no more than three major errors, occasional minor errors, moderate interest level, does little more than fulfill assignment requirements.

☐   Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

☐   Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations: -- *good*

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Luo

Essay#1

EN-1123-07

Professor Nash

28 January 2009

Small family, big family

"Come on, stop shaking my bed. Rong." I got a little angry because she disturbed my nap. "It is not me! What is happening?" she said in a terrified voice, sounding like she really didn't play joke on me. I began to sober up. "It's earthquake! Get out of the bed immediately!!!" One of my roommates screamed loudly. Then the corridor became uproar. I used my fastest speed in my life to put up my clothes and rush out of the door, because we lived in the tallest floor. After we run to the third floor, I suddenly recognized Rong didn't stay with me. "Where is she?" I asked in a crazy voice, but nobody answered me. I rushed back to the dorm and found she was still sitting on bed with a shuddered face. "What on earth you are doing here?" I said to her while I caught her arm and pulled her out of the room. She did not say even a single word to me. Finally, we got out of the building within a few minutes and gather on the square. All the people were talking loudly with each other. And then we got exact news that is really the earthquake happened just now. We feel really scared, and thank goodness we are safe now. --- This is a significant moment for our dorm, through this matter, I want to introduce my lovely roommates in China.

Rong the girl just too frightened to move in our dorm. She comes from a small

countryside in HuBei Province. Studying occupies all her college life. She regards the library as

the other home. Almost all the English teachers in our university know her and speak highly of

her score all the time, and she keeps the highest scholarship every semester. Rong is a pretty

simple girl, but she is easy to feel worried, since her mother was died when she just born. That is

really a big shock for a little girl. So she is very sensitive to tragedy, even some small sad matters.

Now, she is sitting on the stair, and worried about her father. We all tried our best to say some

happy things to comfort her but seem not so effective as we expect. She kept trying on dialing

the phone to her family. Since after the earthquake, the clear reception of broadcast signals have

been prevented. The longer she could not get connect with her father, the more worried she will

be. Then Rong suddenly cried out, we do not how to deal with this situation. "Calm down

sweetheart, you see, we are all safe now, your families surely are safe now. Do not be so

worried." Xin told her. But she got no response, Rong was still couldn't help to crying out. We

had no idea what else can do but wait for her stop.

"Why so serious! That is not really bad; at least, maybe we will have several days off.

That is a good news, right?" Xin couldn't help beginning day dreaming. Xin, a little fat girl with

heavy glasses, keeps a short hair style since she was very young and no longer changed. She

always has endless energy and is optimistic all the time. I seldom find her worried about

something, sometimes even the exam will coming tomorrow she still goes to bed on time without

prepare for the exam. Today, she still seemed too exciting and optimistic in this incident, she

already began to make a plan for her dreaming vacation. No one will connect this scene with a

horrible earthquake. After she finished a satisfied plan, she went to the store to bought a

magazine and a ice cream, then found a shady resting place to sit down, look like she is really enjoyed and waited for the announcement from the radio to told us a two-day break will coming.

After a while, someone brought us a small radio, and try to search for the signal to listen some latest news about this earthquake. Finally, we found the broadcasting stations and heard the reports about this affair. This earthquake made really terrible casualties and losses than anyone expected, "A 7.9M earthquake struck Sichuan Province on Monday, May 12, 2008 ; Aftershocks have been felt from Beijing, China to Bangkok, Thailand; Most damaging earthquake since the 1976 Tangshan disaster"("China Earthquake"). We were deeply frightened by this news, no one want to believe that, "How come? Not any predication to say that will have such a big earthquake these days" Xin said in a angry voice, she no longer sat there to wait for announce but serious to paid attention to this earthquake. Reng seemed more worried than before after heard this sad news, all she wanted to do at that moment is to make a phone call to her family and let them told her, they were all safely but the line still couldn't go through successfully.

Then, the resident assistants called out names to make sure everyone was gathered together, and told us to get some clothing and items for daily use from our dorm and gathered again at the same place within 15 minutes. Because before we got exact message about the earthquake, we can only stayed on the playground where have enough open spaces to contain all the staff in the school. All of my roommates began to worry again since we found a serious matter—where is Jiao? The only information about her was that she went to the class early at noon, but such a long time had passed, she still not appeared into our view.

A few minutes later, I saw several of her classmates, she seemed nothing happen to her. After we four carefully checked she is OK, she began to explain why she come here so late—

I'm going to stop marking after this page.

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While the earthquake happen, they were taking language laboratory practice, suddenly she found the fans and lights begin to shaking without turn them on or any wind. As soon as they recognized that was earthquake, all the people begin to rush out of the classroom but because the building was shaking too heavily during that time .Then she shouted to the class "go back to the classroom and hide under the table." They followed her and did what she said, they didn't leave the room again until someone make sure it is no longer shake.

This is a Jiao, a beautiful Chinese girl from Xinjiang, she always have the wonderful solution when face the problem and fresh ideas to surprise us. She also plays a role as a leader in our dormitory. Even on the class, she still considered about how to arrange the procedure for the coming party. As teacher told her: "why you seem come to life only when I want to get some plan about the activities?" Teachers have no idea about how to deal with this girl after tried countless times.

After we got ready for all the preparation, we stayed on the playground the whole night. The earthquake happened again but not as big as that one at noon. We all kept a close look on the news about this disaster, because it is the first time we suffer such a terrible moment since we born.

The next morning, we got many sad news about this earthquake. "By 7:00 am Tuesday, the death toll from the 7.8-magnitude earthquake has climbed to 9,219, according to the Ministry of Civil Affairs. Of the killed, 8,993 were in Sichuan. Wenchuan County, the epicenter, has reported 57 confirmed deaths, and about 60,000 locals were still out of reach"("China race") We couldn't believe such a peace and quiet province after one day need to bear and accept this horrible truth. In face of nature disaster, we can do nothing but pray for the people in Sichuan

Province. We four hugged with each other and then we cried, cried for survive for us, cried for the victims during the earthquake.

One week later, Jiao made a plan for the college that to turn off all the light on campus to pray for the victims in this catastrophe. All the students agreed with this idea. At10:00pm, the campus turn to dark as the bell ring. A moving scene happened in the school, thousands of people, without any deal, without ant appoint, the staff gathered together on the playground, classmates, friends, strangers, at that moment, we all have one same identify—Chinese, we were all in a big family, we love each other. Hand in hand, without any word, but everyone had the same mind---pray for our family, pray for country, pray for China.

Now, I am studying in America, I still miss them so much. These girls, who share the happiness and sorrow with me all the time. They teach me how to make the relationship with people, how to deal with difficult problems, and the most important is, how to use you love to warm others.

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also include the date you accessed these web sites

Yujun,
  Your essay organization & content were so good, but the language issues made it difficult to read.
  ~~You got good feedback from the~~ writing center, maybe you can plan to go more than once for your next essay.
  Don't be discouraged. Keep working on your language development & the writing will get better.

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Essay Assessment Rubric

Focus

(5) Focus of piece is easily identifiable and is supported by clear examples, research, or narrative.

4 Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.

3 Focus of piece is implied, and some elements of the writing are difficult to relate to the focus.

2 Focus of piece is unclear or the connection between the focus and supporting details is loose and hard to follow.

1 Piece lacks focus and many aspects of the writing do not seem related to one another.

Organization

5 Organization of piece is clear, and the piece moves easily from one point to the next with solid transitions.

(4) Organization of piece is clear, but some transitions may be forced or awkward.

3 Organization of piece is implied, but there are little to no transitions to guide the reader.

2 Organization of piece is confusing to the reader with possible repetition of points in several places and virtually no transitions to help the reader.

1 Organization of piece is unclear.

Development

5 Piece explains complex ideas with clear and appropriate examples and definitions.

4 Piece explains complex ideas well, but some support is too little or too much.

3 Piece explains complex ideas briefly but assumes the reader knows more information than he/she does.

2 Piece presents complex ideas but does not explain them to the reader.

1 Piece makes simple claims with virtually no explanation or support.

Style and Mechanics

5 Piece demonstrates a firm grasp of mechanics and uses a proper tone.

4 Piece demonstrates an adequate grasp of mechanics and uses a proper tone.

3 Piece demonstrates a fair grasp of mechanics and often employs a proper tone, but parts may be occasionally confusing. The documentation may have some problems.

2 Piece contains many sentence-level errors and/or an inappropriate tone, making it confusing to read at times. The documentation is weak with several problems.

(1) Piece is confusing to read because of frequent sentence-level errors, inappropriate tone, or poor documentation.

Overall Score (out of 200):

180/200

Oklahoma Christian University

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Essay#2

ENGL 1123-04

Professor Nash

February 26.2009

The distance of love

That was a peaceful Sunday night: all members of my family were doing their own work in the house. My mother was watching her favorite TV shows and seemed really involved in it. My father was searching the Internet, paying close attention to the changeable stock market, in case his money would disappear in a few second. The man who was sitting in the reading room was my grandfather; he was reading the latest magazine about fishing skills. He was a fishing enthusiast and enjoyed a lot of it. My grandmother was knitting the sweater for the coming winter, even though it was just summer during that time. And I was busying with my weekend homework and preparing for the coming exam. This was already become the regular life style for our family, everyone busy with their own work, the distance between each member in the family had becoming farther and farther unconsciously.

Suddenly, the house went into dark, the electricity out of work. All of us had to stop the work at hand and had nothing to do during that moment. Then we gathered in the living room, and began to complain about the sudden power failure without any advance announcement to tell us to prepare. "The stock market must be very busy now, how can I know my stock is safe or not!" My father said in an angry voice. "Come on. I am more unfortunate than you, the shows just in

...the climax, I have been looking forward to see the ending for a long time," said my mother. Both of my grandparents were sitting on the coach quietly, maybe they thought it was a good time to have a rest. After the complaint, the room went back to silence. "So what can we do now, without television, without computer, everything need to stop now," I asked. "We can just sit together and have a chat. That sounds good, right?" My grandfather said in an exciting voice, sounded like he was pretty eager to do that. "Ok, except this, we really have no other choice."

At the beginning of this sudden family meeting, we all had no idea about what to say, but after a while, we found several interesting topics, and we all involved in them. We exchanged the latest news we just got. The happy atmosphere made us so excited that we all forgot the power failure. While that time, nobody realized why we had 'so much' latest news, nobody realized maybe this means something. "I have been to a fish food store couple days before, all the staff is unbelievably expensive, I..." "Dad, why did you go out alone, you are not feel comfortable these days!" My mum interrupted the grandpa's talk in an angry voice. "I am sorry," my grandfather suddenly changed his voice into a child like who had just made something wrong. "but all of you are busy everyday, I do not want to disturb you, so I went alone, but you see, I am all right here, don't worry about me. I am still a strong old man." My grandfather laughed in a happy voice. No one said even a single word during that moment. A strong feeling touched each one of us with grandpa's words. "Sorry Dad, I..." No one could see my father's face in the dark during that moment, but it was not hard to guess. I sat beside my grandfather, I held his hand, what an aged hand it was! That was my first time to realize my grandfather was really an old man now. He was no longer that man who could hold me up with one hand, who ran after me in our running game. All that had become our memory. Now, he was just an old man, all he wanted was just the care and love from his family. Such a simple wish, but we did not realize that until this time.

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"Come on, what is wrong with you guys, you all become so quiet, because I go out alone, without announcing, I am sorry about that, OK? Let us go out, the house becoming hotter and hotter without the air-condition," my grandpa said while he was going to open the door. A few minutes later, we went out of the house and walked in our community. "Hey, Mr. Zhang long time no see, What is new?" "I am pretty good, thank you. I hate the power failure, hope it will recover soon." Said by a man but I forgot where I had seen him before. "Who's that man?" My father asked my mum stealthily, seemed he was also confused like me. "He is our neighbor, why you forgot him?" My mother said amazingly. The answer also surprised us too, we did not even know who was out lived in the next door to us, this was embarrassing. But we indeed had long time did not see each other. We continued our walk; it seemed that it was the first I knew that so many people lived in the same community with us. The strong feeling came to my mind, "Why we feel so far away with the people lived around us?" I sat in the garden alone and fell into my own mind. With the development of our society, the distance between people had become further and further, people only paid attention to their own stuff because they need to adapt to their speed of society. No time for them to consider whether they need to spend some time to make some for their own life. All of people's minds were focused on how to change our society from "developing" to "developed". It seemed that we indeed love the society which we always call that as "big family". But have you ever thought about your real family?

As the society is changing rapidly everyday, people are always searching for a way which will help them work more effectively, with the help of the technological equipments, they found a way that they feel satisfied. As time flew, people began to rely on the technology more and more seriously. Technology reached almost all parts of our daily life, and with the development of technology, people's distance became farther and farther. "Personal mobile phones outsold

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house phones; text messaging abbreviations crept into standard language; emails replaced 'snail mail' and then replaced telephone calls; and finally, face-to-face conversations diminished as office workers began emailing colleagues sitting next to them rather than speaking to them." (has technology). As so many new electric gadgets have been invented, like MP3, MP4, PSP, people use them to spend their boring time, it is not difficult to see someone sit along in the corner listen music or play games along, why do not they talk to the friend sat beside him? Who knows? People find so many reasons maybe just excuse or not to prove they are busy all day. The social ability became weaker and weaker under this environment. People are more sensitive and apartness than before. "Damien Tudehope, a lawyer and NSW spokesman for the Australian Family Association, has seen marriages break up because of internet infidelity. "I have got one [case] where a previously pretty happily married couple is now divorced because she found someone else on the internet," he said." (Baker Jada). Is this really they want to have as an ending? Of course not. But they indeed got this sad result, just because the Internet made their distance farther and farther day after day.

So now, let us change our life style, it is not too late for us to change our mind and use a new view to observe the life we indeed want to have; to use more time to care about the people living surround us. Like now, our family always has a small family meeting every weekend, we enjoy this feeling that we are living together and loving each other. The feeling that the technology can never provide us no matter how powerful it is. "I love you" became a common short sentence in our home. Always remember to tell yourself that the technology can only provide us a better material living, but can not give us the most important one that people indeed need---Love.

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Essay Evaluation Form

Name: _____Crissy_____   Date: 9/14/09

	Yes				No
Does the writing have a supported thesis statement?	☑	☐	☐	☐	☐
Does it display adequate unity?	☑	☐	☐	☐	☐
Does it have logical order?	☑	☐	☐	☐	☐
Does it have adequate completeness?	☑	☐	☐	☐	☐
Does it have coherence?	☐	☐	☑	☐	☐
Is the writing free of grammatical errors?	☑	☐	☐	☐	☐
Is the writing free of mechanical errors?	☐	☑	☐	☐	☐
Is the writing in the correct manuscript form?	☑	☐	☐	☐	☐
Does the writing fulfill the assignment requirements?	☑	☐	☐	☐	☐

Your paper:

☐ Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

☑ Displays traits of above average work: clearly supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

☐ Displays traits of average writing: adequate thesis statement, displays some qualities of good writing, no more than three major errors, occasional minor errors, moderate interest level, does little more than fulfill assignment requirements.

☐ Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

☐ Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations:

Nash

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Essay#3

EN-1123-04

Professor Nash

April 3, 2009

<div align="center">Gun Control</div>

Recently, a new gun control bill has been passed in Texas. The bill says that the Texan can go to work with a gun in their cars. Based on this, a series of debates about this issue have appeared. "State Sen. Glenn Hegar, R-Katy, the author of Senate Bill 730, said that despite the opposition, 'having a weapon locked in your car does not mean it will be an unsafe work environment'" (Ward). Numbers of people agree on this idea, while some others do not. Many people have already afraid of the existence of guns ("Hoplophobes are common and should never be involved in setting gun policies. Point out, hoplophobic behavior when noticed, it is dangerous, sufferers deserve pity, and should seek treatment."(" hoplophobia") Such arguments seem to be endless and so far there is no exact answer for this question. Should every citizen be allowed to own guns? That has already been a popular public issue. For me, I do not agree with holding privately-owned guns.

Each public problem that occurs has its own social background. The beginning of American gun culture can be traced back to the American Revolutionary War. During that time, guns could be used in various ways. They were used in wars, of course, but

<div align="center">318</div>

they were also used for other purposes, such as hunting for food, sporting as an entertainment, etc. People who were good at shooting were actually highly respected at that time. Numerous weapons were included in movements along American history. *Consequently* Resultantly, common people started to became familiar with guns, and guns were no longer regarded as dangerous weapons. In their minds, guns were just ordinary tools for hunting and self-defense.

In any event, it has been a long time since the American Revolutionary War; the society today is totally different from that of the previous era. America has become a developed country. Having busy lives, and making satisfying incomes, people are enjoying their high-standard existences. However, some negative phenomena also have unavoidably appeared in our society. Someone can burgle a house or plunder all the valuable stuff with a person in the dark street. Such situations are no longer strange for us. When something bad has happened which puts a person in a dangerous place, he or she may have no time to call the police for help. The only measure people can take is to protect themselves in their own way. At this moment, a weapon should be the best way to save one out of danger. So now, people across the country are feeding into their fears by purchasing firearms. "The number of private firearm ownership was indeed big in U.S. in 1993/1994, the percentage of household with a gun is 49%, and the total number of guns was 47,600,000." (Agresti) This number will continue to increase while the country is growing and while people feel that society is more and more unsafe than before. People choose to have weapons to protect themselves rather than only relying on the police. While that is a good news to know some people defend themselves successfully with their own powers, the bad consequences still exist.

[handwritten note, illegible]

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Many states' governments allow the residents to have privately-owned guns. In Washington D.C, gun-control bills are carried out in order to regulate the number of privately-owned guns. For example, people who have guns must keep their guns at home and make sure that the guns have been locked without loading. The purpose of the law is to make sure that privately-owned guns will not do any damage to society.

I focus on describing the gun control issue in America because America is the country with the largest number of private-owned guns. In China, the law expresses clearly that no citizen can have guns except the police. If someone is found kept a gun with him or her, he or she will be sent to prison. People who sell guns to others will be sent to prison for at least ten years. In this way, Chinese government tries to reduce the gun crimes, and these measures indeed work quite well in China. Through the newspapers and other media, that is pretty difficult to find any news about Chinese shootings. Weapons, such as guns, can only be kept for military purposes and for the police. Shooting accidents rarely happened in China. In America though, the situation is somewhat different.

Most people know that the only reason for keeping guns is to prevent ourselves from been injured in bad situations. But surely they would not use guns to do evil crimes. However, if one day, you find your gun was stolen, do you know the person who stole your gun or what he or she will do with that gun? All the results are unpredictable for us. There are some well-known bad shooting events. One robber used a stolen gun to shoot at other people, and many people died, including some children. If anyone can get a gun easily, it would not be hard for those who want to commit gun crimes. Hand guns make up a large proportion of the stolen guns, and since 1992 nearly 40,000 guns have been

misappropriated. Nevertheless, however powerful the weapon, its misappropriation suggests that, more likely than not, it is intended for use in criminal activity."("stolen guns")

Other serious problems for families keeping guns at their houses are that guns could be dangerous for their children. Some children are too young to realize how dangerous the gun is. I have heard that some kids are fans of gunfight films. They believe that holding guns in their hands is a symbol of heroism. So these children find guns in the house without telling their parents and then play with other friends with real guns. That sounds really crazy. Nobody wants to see the tragedy actually happened to his or her family in real life. Some young adults think they are already mature enough to have their own guns, and even take guns to school. As we know, the campus shooting incidents have already become a serious social crisis. Since 1994, the number of campus shootings has been increasing, and numbers of teachers and students have died. The most famous shooting was happened in 1999, where a high school called Columbine High School in America suffered the serious gunshot incident; 14 people died and 23 people were injured in this accident. No one could believe that such a terrible and bloody event had been initiated by two teenagers who were only 17years old.

In my opinion, people would be better if they did not keep and use guns in their daily life. I can understand that some people just try to make themselves enjoy a safe life. But through my research, the evidences show the negative parts of owning a gun are obvious more than the positive aspects. We can not imaging the situation that one day, we say "hello" on the street with other people who all have a gun in the pocket. That sounds really strange. The situation can also expand the psychological distance between

people unconsciously. The government should consider taking some measure to restrict the number of personal guns. In this way, people will change their minds and concepts about guns and not always regard guns just like a normal tool. People will view the existence of guns in a new way, and consider them more seriously. I think it is a better way to achieve the goal of less gun crimes and provided people an indeed peaceful life.

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Essay#4

ENGL 123-04

Professor Nash

April 20, 2009

A

Report

I have already finished three assignments for the Comm1 course; the grade for each essay was different. Whether the final grade for this course is good or bad, I indeed learned a lot. The most obvious one is the different culture about writing. In China, Chinese students always have at least one English class in school every day; but since English is not our first language, the requirement for the skill of English is not as strict as in America. Most English classes in China combine all the skills of English together in one class. We needed to learn the reading skill, the oral skill, the listening skill and the writing skill. In one class, we needed to learn the comprehensive knowledge about English; so it is hard to grasp each part of English very well. For example, the requirements for English writing assignments are different from the Comm 1 course in America. In China, we always focus on the main idea for the assignment, since we have the same mother tongue. Even though we made some mistakes in the assignment, it is still not so hard for us to understand the assignment. Through this Comm 1 course, the most important lessons for me to realize are the different education styles and the need to adapt to American education.

Profile Paper: "small family, big family"

Since this was the first essay for the Comm 1 class, I considered a lot about how to write about this topic. The first impression for the word "profile" was to describe a person using my own words. I have written such kind of papers in high school. But I am

not sure what I need to improve since it is a college course assignment. At first, I wanted to write about a famous person, so I decided to write about Nixon, because I thought I can easily get some information about him since he was a famous president in the United States. But after further consideration, I gave up writing about Nixon; because the information that I knew about him was so limited. I had not enough passion to write about a person I was not really familiar with. In order to make my essay more lively, I decided to pay attention to the ordinary people who were always appearing in my daily life. Through reading the central textbook, I learned that I need to keep one theory in mind throughout my writing--the dominant impression. I focused on the coherence and logical order of my essay so that people would be willing to read my assignment. I wanted to show my roommates different personalities through the description of the Wenchuan earthquake. I thought it would be an attractive topic. I thought I did a good job on this part, but I neglected other important parts that would have made my essay better. I got 150 for this essay, because I made too many grammatical errors and mechanical errors, like comma splices and misused punctuation, and the format of the work cited was also not correct. This was the first time that I realized I indeed needed to improve my English comprehensive skills and no longer use the way that I learned English in China.

Memoir Essay: "the distance of love"

The second essay for Commu 1 was to write a memoir essay. After the profile essay, I had already found some weaknesses in my writing; I needed to focus on these problems and solve them in the second essay. But I still kept a wrong concept in mind. I still regard the coherence and logical order as most important; the other requirements came after them. After I chose my topic--people's distance with the development of

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technology, I wrote the essay like the first one. Then I went to the writing center to ask them to help find the comma splices, since I had never heard this grammar mistake before. They helped me find the several comma splices and explain the concept of it to me. Then I reviewed my essay in a pretty quick way and found out several comma splices. I also read some related information about citation, to make sure I did it correctly for this assignment since it was the easiest part for the essay. The textbook told us that memoir writers often focus on details and reveal deeper meanings to themselves and to readers. I changed a little in my essay based on this concept. But the grade for this essay was terrible, and the worst part was that I made the same mistakes that I made in the profile essay. I got the suggestion from my advisor that I have to improve my English skills, or I might fail in the Comm 3 course. I realized I need to better my writing habit as soon as possible.

Commentary essay: "gun control"

This was the third essay for Comm 1, because of the not-so-good grades for the previous essays. The third essay gave me much more pressure than before. I made sure I understood the different between commentary and argument. I chose gun control as my topic, since it was a popular topic in society these years. This was the first time I chose a topic and stuck with it. I did a lot of research about gun control. Through reading the textbook, I knew the most important element for a good commentary essay was a clear purpose and to make the purpose visible. After two essays, I knew my advantages and disadvantages of writing, basically. This time, I paid close attention to the grammar and other weaknesses; also I made sure I did not make careless mistakes. I checked my paper more than one time to find the grammar mistakes like comma splices. The peer-review

and self-analysis also helped me a lot. Then I got a satisfactory grade for this one, with only a little coherence mistake with two paragraphs. Even though it was a not-so-perfect grade, through this grade, I knew my endeavor finally came true.

Through the analysis of the previous essays, I learned that I still need do more works to make my writing better. Now, I think I have no problem with works cited and logical order. But if I want to achieve the goal that writing free of grammatical and mechanical errors, I still need to do more endeavors. As a writer, I must grasp the comprehensive writing skills and use them in a flexible way. I need to find some native-speaking friends to discuss with them my writing problems; they can always help me find out the different grammar mistakes and teach me how to make my paper better. Trying to read some English articles and becoming familiar with the structure of sentences is also a good way to improve my writing skill. From my three assignments, I found that I always focus on some problems and then correct them, but I always forget other requirements for writing. It shows that I still did not grasp the knowledge very well and need more practice. In these ways, I hope my writing skill will get better and better.

Essay#4

ENGL 123-04

Professor Nash

April 20, 2009

<p style="text-align:center">Report</p>

I have already finished three assignments for the Comm1 course; the grade for each essay was different. Whether the final grade for this course is good or bad, I indeed learned a lot. The most obvious one is the different culture about writing. In China, Chinese students always have at least one English class in school every day; but since English is not our first language, the requirement for the skill of English is not as strict as in America. Most English classes in China combine all the skills of English together in one class. We needed to learn the reading skill, the oral skill, the listening skill and the writing skill. In one class, we needed to learn the comprehensive knowledge about English; so it is hard to grasp each part of English very well. For example, the requirements for English writing assignments are different from the Comm 1 course in America. In China, we always focus on the main idea for the assignment, since we have the same mother tongue. Even though we made some mistakes in the assignment, it is still not so hard for us to understand the assignment. Through this Comm 1 course, the most important lessons for me to realize are the different education styles and the need to adapt to American education.

Profile Paper: "small family, big family"

Since this was the first essay for the Comm 1 class, I considered a lot about how to write about this topic. The first impression for the word "profile" was to describe a person using my own words. I have written such kind of papers in high school. But I am

<p style="text-align:center">328</p>

not sure what I need to improve since it is a college course assignment. At first, I wanted to write about a famous person, so I decided to write about Nixon, because I thought I can easily get some information about him since he was a famous president in the United States. But after further consideration, I gave up writing about Nixon: because the information that I knew about him was so limited. I had not enough passion to write about a person I was not really familiar with. In order to make my essay more lively, I decided to pay attention to the ordinary people who were always appearing in my daily life. Through reading the central textbook, I learned that I need to keep one theory in mind throughout my writing--the dominant impression. I focused on the coherence and logical order of my essay so that people would be willing to read my assignment. I wanted to show my roommates different personalities through the description of the Wenchuan earthquake. I thought it would be an attractive topic. I thought I did a good job on this part, but I neglected other important parts that would have made my essay better. I got 150 for this essay, because I made too many grammatical errors and mechanical errors, like comma splices and misused punctuation, and the format of the work cited was also not correct. This was the first time that I realized I indeed needed to improve my English comprehensive skills and no longer use the way that I learned English in China.

Memoir Essay: "the distance of love"

The second essay for Comm 1 was to write a memoir essay. After the profile essay, I had already found some weaknesses in my writing; I needed to focus on these problems and solve them in the second essay. But I still kept a wrong concept in mind. I still regard the coherence and logical order as most important; the other requirements came after them. After I chose my topic--people's distance with the development of

329

technology, I wrote the essay like the first one. Then I went to the writing center to ask them to help find the comma splices, since I had never heard this grammar mistake before. They helped me find the several comma splices and explain the concept of it to me. Then I reviewed my essay in a pretty quick way and found out several comma splices. I also read some related information about citation, to make sure I did it correctly for this assignment since it was the easiest part for the essay. The textbook told us that memoir writers often focus on details and reveal deeper meanings to themselves and to readers. I changed a little in my essay based on this concept. But the grade for this essay was terrible, and the worst part was that I made the same mistakes that I made in the profile essay. I got the suggestion from my advisor that I have to improve my English skills, or I might fail in the Comm 3 course. I realized I need to better my writing habit as soon as possible.

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and self-analysis also helped me a lot. Then I got a satisfactory grade for this one, with only a little coherence mistake with two paragraphs. Even though it was a not-so-perfect grade, through this grade, I knew my endeavor finally came true.

Through the analysis of the previous essays, I learned that I still need do more works to make my writing better. Now, I think I have no problem with works cited and logical order. But if I want to achieve the goal that writing free of grammatical and mechanical errors, I still need to do more endeavors. As a writer, I must grasp the comprehensive writing skills and use them in a flexible way. I need to find some native-speaking friends to discuss with them my writing problems; they can always help me find out the different grammar mistakes and teach me how to make my paper better. Trying to read some English articles and becoming familiar with the structure of sentences is also a good way to improve my writing skill. From my three assignments, I found that I always focus on some problems and then correct them, but I always forget other requirements for writing. It shows that I still did not grasp the knowledge very well and need more practice. In these ways, I hope my writing skill will get better and better.

Essay Evaluation Form
Nash

Writer's Name: _____ *Jessica* _____   Date: _____

	YES	NO
Does the writing have a supported thesis statement?	☐	☑
Does it display adequate unity?	☑	☐
Does it have logical order?	☑	☐
Does it have adequate completeness?	☑	☐
Does it have coherence?	☐	☑
Is the writing free of grammatical errors?	☑	☐
Is the writing free of mechanical errors?	☑	☐
Is the writing in the correct manuscript form?	☐	☑
Does the writing fulfill the assignment requirements?	☑	☐

Your paper:

☐ Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

☐ Displays traits of above average work: supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

☐ Displays traits of average writing: adequate thesis statement, displays some qualities of good writing, no more than three major errors, occasional minor errors, moderate interest level, does little more than fulfill assignment requirements.

☐ Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

☐ Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations:

Goil Nash

ENGL-1123-04

5 February 2009

My Father

My father was born 17th February 1945 on his grandfather's farm on the Dublin Road, Lilburn, County Down, Northern Ireland. When he was a baby he moved to Bangor and he spent his childhood there. He had part time jobs. After several years, he started to go to university in US to become a preacher. At the time, he found the girl who would become my mother. After university, they married and they lived in Ireland for five years and they moved to Japan. Now my father has lived in Japan for twenty years. Till now he lived in many countries, and he had so many hard times to adapt to others. They still keep torching each other's.

In childhood, he did not enjoy the time in junior school and high school because his teachers were strict. He always loved nature and enjoyed walking, hiking, camping, and fishing. But he enjoyed life very much: he was a member of the local brass band and soccer team, and he also enjoyed Sunday school in the local Brethren hall twice every Sunday. When he was fourteen he left school, and he started his part-time job.

His first part-time job was delivering groceries on a carrier bicycle. The store was on a big hill, so he always had to push heavy loads up the hills. He enjoyed the job, as he felt independent; he had his own money so he could spend that any way he wanted. Later, he worked for a local garage on the main street in Bangor. The

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owners were two brothers who were Christians. He liked them a lot, and they often talked together as good friends.

During the time he was working in an oil company he was also a volunteer youth minister in a local a church of Christ. He taught Sunday school for children. Sometimes he took them for field trips. He was asked to become a full-time evangelist and be supported by the Church so he thought about that and decided that he would like to become a full-time minister. He was sent to Sunset school (Sunset International Bible Institute) in Lubbock, Texas. Their mission is "train people of God to do the work of God, wholly to please God. We serve to do His will and not our own. To Him be the glory, both now and for eternity." He met his future wife there who became my mother. The school was very interesting, but he needed to use his brain a lot, because professors there always expect students to answer questions not only "Yes or No", but also logically answers. After he graduated from the school, he married my mother. In addition, they went to Ireland where he worked as a minister for six years.

When he went to school in America, he felt a lot of culture difference from his country, so he had a hard time to understand American culture. For example, he thought that people in the States speak out very straight (frankly) compared with people in Ireland. He sometimes felt too frankly.

After he worked for a minister in Ireland for six years, he moved to Japan, because my mother wanted to go back to Japan, so he became an English teacher in Japan. Because of this, he also decided to get a degree in Education. He told me,

"They have a lot of similar culture and different culture between Japan and Ireland. For example, schools in Ireland have an intermediate school both junior high and high school. In Ireland, kids are not forced by parents to get into high-level school as in Japan. In Ireland, their parents and teachers according to their hopes and abilities guide parents. Children in Japan have a lot of work to do after school, for example homework, cram school and club activities. On weekends, they do not have much time to spend with their Family.

He had a hard time to understand Japanese culture; for example, some of top people in authority are so inflexible. He did not like how many Japanese people are coerced into staying in their workplace for long hours and not being paid overtime. He loves to make effort to work, which has benefit not only money but also contentment. Japan is an island so Japanese people normally see only Japanese. Of course, Japan is getting more international but still Japanese people are not used to seeing foreigners. It is hard for Japanese to accept foreigners as Japanese. Because of that, my father always feels like he is foreigner even though he has lived in Japan for 20 years.

The hardest part of his job was in Church because it is moving individual to see themselves as individual members of the body of Christ—with responsibility. For Non Christians it is seeing them come to the Bible classes in my father's church each week, and for years, yet not giving themselves to Christ. Many Japanese people will listen to God's word but not act on it. Older Christians in the

Church tend to be ritualistic and go though a rigid pattern of service and do not want it to change.

He traveled and lived many places, so he learned many cultures, and now he realizes the most important points to living in Japan. First, try to experience what Japanese people are doing because without trying you cannot learn anything. Second, we should realize that it is impossible for foreigners to become Japanese. We should not stress out even though we cannot become Japanese, so we need to try as far as we can do that means.

My father is social for example he likes to play with children. When he was working in elementary school, he was always playing with kids. However, he is sometime strict about manners. In Japan, manners are important, so my father always teaches me how I should treat people. For example, whenever I talk to my grandparents he always corrects my behavior. In addition, he likes to take care of the people. Because he has lived in Japan for 20 years, so many foreigners count on him. He can advise them how to understand Japanese culture.

Now my father is living in Japan and he is still teaching. Since he was born in Dublin Road, Lilburn, County Down, Northern Ireland he moved to Bangor, US and Japan. He got many cultural experiences; for example food, the country's behavior and tradition. These experience made my father more international and he learned the culture's good and bad points, so now he can understand how it difficult to adapt to other culture. He can be helpful to foreigners who have a hard time to adapt their

culture. For example he knows how to solve problems; also, he can tell the culture's

good points to them. Because of these points, I am proud of my father.

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3>

Essay Assessment Rubric

3/8/09

Jessica

Focus

5 Focus of piece is easily identifiable and is supported by clear examples, research, or narrative.

(4) 40 Focus of piece is clear and is supported by examples, though some examples might not be explicitly related to the focus.

3 Focus of piece is implied, and some elements of the writing are difficult to relate to the focus.

2 Focus of piece is unclear or the connection between the focus and supporting details is loose and hard to follow.

1 Piece lacks focus and many aspects of the writing do not seem related to one another.

Organization

5 Organization of piece is clear, and the piece moves easily from one point to the next with solid transitions.

(4) 40 Organization of piece is clear, but some transitions may be forced or awkward.

 Organization of piece is implied, but there are little to no transitions to guide the reader.

2 Organization of piece is confusing to the reader with possible repetition of points in several places and virtually no transitions to help the reader.

1 Organization of piece is unclear.

Development

5 Piece explains complex ideas with clear and appropriate examples and definitions.

(4) 40 Piece explains complex ideas well, but some support is too little or too much.

3 Piece explains complex ideas briefly but assumes the reader knows more information than he/she does.

2 Piece presents complex ideas but does not explain them to the reader.

1 Piece makes simple claims with virtually no explanation or support.

Style and Mechanics

5 Piece demonstrates a firm grasp of mechanics and uses a proper tone.

4 Piece demonstrates an adequate grasp of mechanics and uses a proper tone.

(3) 30 Piece demonstrates a fair grasp of mechanics and often employs a proper tone, but parts may be occasionally confusing. The documentation may have some problems.

2 Piece contains many sentence-level errors and/or an inappropriate tone, making it confusing to read at times. The documentation is weak with several problems.

1 Piece is confusing to read because of frequent sentence-level errors, inappropriate tone, or poor documentation.

Overall Score (out of 200):

140/200

150

FB - 6 pts

Gail Nash

Comm. 1

3-8-09

<center>The Year That Changed my Life</center>

The memory of when I was the second grader in elementary school is important for me. At the time, I did not like to talk to other classmates, so I was alone. I always sat on my chair and looked down, so I did not have any friends at the first grade. When I turned to the second grade, a Chinese girl came to my school, whose name is Xiao. We became best friends. The time was hard to go through, but the experience made me realize how communication, friendship, and learning from the past are important for living life.

At the time, I always wanted to be alone because I though that no one wanted to talk to me, and I did not want to talk to whoever did not want to talk to me. Because of that, I did not have any friends in the first grade in elementary school. At the time, I hated everything including school, family and classmates. I did not want to go to school and I just wanted to stay at my house. Most of the time, I complained to my mother because I could not tell that to someone else. I complained about everything such as about my classmates, my teacher and my family; however, I did not see my personality.

<center>340</center>

When I turned to the second grader, the Chinese girl came to my school. Her name is Xiao, and she is multilingual, which means, "Of, having, or expressed in several languages"("Multilingual"). She could speak three languages: Japanese, Chinese and English. However, it was hard for us get in to the normal Japanese people's group because we were a little different from normal Japanese students. I am a half Irish, so I looked different, and Xiao looked like Japanese, but her Japanese accent was a little different from normal Japanese people. We became best friends soon, but I could not get any friends except her. I was giving up on getting any friends, but she did not. She tried hard at getting friends. For example, she tried to communicate with our classmates, not only by talking but getting in to a sports club, and tried to make time with our classmates. One time I told her all my feelings about being around her and she told me," If you do not smile, no one wants to talk to you." At this moment, I realized that no one refused me, but I did.

Even though Xiao came to my school, it was still hard for us to make friends. My teacher tried to help me get along with my classmates. She organized some recreation time to play basketball, volleyball and soccer together; however, it did not work for me. It just made us more isolated than before. The teacher did not know how to solve these kinds of problems because the reason I could not get along with my classmates was not only human relations, but also cultural differences. Japanese people try to become similar to other Japanese, for instance in fashion, especially younger people. If a person is a little different from other Japanese, it is hard to get in to normal Japanese people's groups. In Xiao's case, that was one of the reasons why she could not get friends.

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My feeling changed a lot from that time because I went through that period, and now I have experienced a lot of situations at many places, for example in the high school in Japan and university in America. Those situations were very different depending on the schools and countries. I asked someone who is Asian, but who went to schools in America. He said, "I went to school in US, but I did not feel strange about being in school because there were a lot of nationals" (Nguyen). I felt out place when I went to Japanese schools because they do not have many nationalities in Japan. I realized that I did not go over the situations by myself, but many people supported me. At the time, I knew that everyone tried to help me, but I thought his or her help was useless. However, now I can understand that my family, my friends and my teacher who supported me at that time.

Before I got friends, I always felt alone. I could not realize who always helped me like teachers, family, and a few classmates. At the time, I thought that everyone around me was discriminating against me because of my nationality. Lower grade students in elementary school, they have not seen many foreigners; they are curious about foreigners. Usually in that age, they do not care about other people's feeling, just say whatever they want to, and they are interested in everything. When I was that age, many boys in my class made fun of me about whatever was different from normal Japanese people. However, the reason they did that was not because they did not like me, rather they were curious about me.

Whenever I looked back this memory, I am confident to go over any difficult situations. For example, when I fight with my friends, I would remember the

memory because now I know how important friends are for me. I think that the time was worth in my life because the period changed my personality and philosophy. If the same situation comes again, I will try to communicate with the people. I will communicate by not only talking but also using other materials like playing sports together, such as basketball, volleyball and soccer.

This memory is very important for my life because that is the basis for my personality and philosophy. I did not have any friends when I was a first grader. This period changed my life, and after this time I am confident about everything. After Xiao came to my school, it was still hard for me to get friends, but we tried hard to get new friends. The first few months were hard for me to try to get friends, but many people encouraged me to be friends. For example, I used to think none of my family, Xiao and teacher were helpful to me; however, they actually helped me a lot. Whenever I have a hard time, this memory encourages me to go over the situation. Now I review the memory and I reorganize many points that I could not see at the time, such as the reasons I could not get friends. Till now I have experienced many hard situations. I am able to get over the situations because I know how to solve the kind of problems from my experience. In addition, I know how important friends are for me and this period is beneficial for me.

343

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FB #5

Totals ☒ 21   WFB

Works Cited

Nguyen Kevin. Personal interview. 26 Feb 2009.

"Multilingual" Merriam-Webster. 26 Feb 2009

<http://www.merriam-webster.com/dictionary/multilingual>.

FB #5

Total # 21   wFB

Essay Evaluation Form

Writer's Name: _Jessica_   Date: 4/14/09

	Yes				No
Does the writing have a supported thesis statement?	☐	☑	☐	☐	☐ −5

you state a thesis clearly, but you discuss more than just their rights

| Does it display adequate unity? | ☑ | ☐ | ☐ | ☐ | ☐ |

| Does it have logical order? | ☑ | ☐ | ☐ | ☐ | ☐ |

| Does it have adequate completeness? | ☑ | ☐ | ☐ | ☐ | ☐ |

| Does it have coherence? | ☐ | ☑ | ☐ | ☐ | ☐ −5 |

− *Transitions between ¶s would help*

| Is the writing free of grammatical errors? | ☑ | ☐ | ☐ | ☐ | ☐ |

| Is the writing free of mechanical errors? | ☐ | ☐ | ☑ | ☐ | ☐ −10 |

A few __ sentences are hard to understand, but many well written sentences too!

| Is the writing in the correct manuscript form? | ☑ | ☐ | ☐ | ☐ | ☐ |

| Does the writing fulfill the assignment requirements? | ☑ | ☐ | ☐ | ☐ | ☐ |

Your paper:

- ☐ Displays traits of excellence: strongly supported thesis statement, clear organization, strongly displays qualities of good writing, high interest level, virtually error-free.

180/200 ☑ Displays traits of above average work: clearly supported thesis statement, clear organization, displays qualities of good writing, no more than two major errors, lacks some depth and polish.

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- ☐ Displays traits of struggling writing: unfocused or unsupported thesis statement, attempted order, inadequate completeness, no more than four major errors, frequent minor errors, effort made with partial success.

- ☐ Displays traits of unprepared or inexperienced writing: lacks thesis statement and development, poor organization, awkward wording, frequent minor errors, fails to communicate adequately, fails to meet assignment requirements.

Rough Drafts and Peer Evaluations: ✓

9#/12 FB pts

Anna Holmes

Gail Nash

ENGL 1123-04

4-09-09

The Right of Gay Marriage

Does refusing gay marriage mean that we are refusing their rights? Many countries allow gay marriage for example, in America, Belgium, Spain, Canada, South Africa, Norway and Sweden. Now even though those countries do have the law to marry same-sex people, many other countries are still debating the topic. This is not only for the law to allow such marriage but also the rights of gay people. These rights are mostly the same as for a regular marriage; for example, gay marriage people identify a gay couple as a real family. From a Japanese person's perspective, gay marriage is not a marriage and does not fit into the Japanese culture. Because it is against tradition, they have a different union from marriage. In addition, it is against God's will. Refusing gay marriages does not mean that we take away a citizen right from them.

In Japan, gay marriage is illegal, and that will not happen. The Japanese constitution says,

> Marriage shall be based only on the mutual consent of both sexes and it shall be maintained through cooperation with the equal rights of husband and wife as a basis... With regard to choice of spouse, property rights, inheritance,

choice of domicile, divorce and other matters pertaining to marriage and the family, laws shall be enacted from the standpoint of individual dignity and the essential equality of the sexes. (THE CONSTITUTION OF JAPAN).

Marriage means not only live together happily ever after, but marriage couples need to share their fortune and others. When I was in Japan, I could not find any gay people around me. Not so many gay people live in Japan. So from a Japanese person's point of view gay marriage is hard to understand. In Japan, marriage is for one man and one woman. This is not simply a cultural difference. I think that many American people agree with our constitution.

All the people in this world have the right to live in happiness even gay people. God created humans, and He loves each person. God's love will not change forever and this right is the most important right that we have. No one can destroy other people's life just because they are gay. Some people think refusing gay marriage is refusing their rights, however actually, that is actually different because if you marry same sex-people, they will lose some rights to live. If they married same sex people, they are refusing their rights and the happiness of their lives.

Gay people and straight people have different unions. Depending on those unions, they have different ideas, and none of the people in this world can destroy their ideas. I think that gay people have unions, but there are different rules than straight people. That is not strange at all because in this world we are all different. It is not normal for people to have different ideas. However, when we think gay people's union is normal, that will be a problem. Gay marriage is not right because

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from the ancient times marriage means a woman for a man. However, gay marriage changes that normal union. Ann Bradley said, "people are entitled to preserve this traditional understanding in the terminology of the law, opposite-sex unions are different" (Lesbian Justice Votes Against Gay Marriage Rights). Gay union is trying to be seen as normal and that will become a big problem.

When the Supreme Court allowed gay marriage, I was watching the news on TV in Japan. The news was all over in Japan, but the majority of people in Japan were against the law because Japanese people like to follow their natural laws. I think that gay marriage is against natural law. Even though this world has had many gay people from a long time ago, countries did not allow marrying same-sex people in their laws. Gay people are claiming their rights for marriage. but other side is that they are refusing to obey the natural law of a man for a woman.

However, even though gay people cannot be allowed to marry, they can have a Common Law Marriage or relationship. Common Law Marriage is "a positive mutual agreement, permanent and exclusive of all others, to enter into a marriage relationship, cohabitation sufficient to warrant a fulfillment of necessary relationship of man and wife, and an assumption of marital duties and obligations" (Common Law Marriage). This law is the one of the best ways to reconcile gay marriage and anti gay marriage, and this law is one of the best ways to live this society.

Since the "Bill of Rights" was passed, the law has guaranteed our rights. However, if majorities of people do not like the law, they can change it by election. For example" A Michigan appeals court has ruled the state can't offer health

insurance benefits to same-sex couples because of the 2004 anti-gay marriage amendment approved by voters."(Quick Hits: Sex in the News)   If we do not want to make a particular kind of law, we can deny it. In addition, if we allow gay people's rights to marry, then people also have the right to do anything. For example, polygamy is illegal in America, but it is easy to use the "rights". However, if you start to use the "rights", polygamists can say, "we love each other" or "this is our family". We should be careful whenever we use this word, otherwise we will destroy our life by rights. *Excellent sentence + point!*

   I do not think that refusing gay marriage means we are taking away their citizen rights from them. First, from Japanese peoples' point of view, gay marriage is illegal and not accepted, and it is hard to think of a person's rights. Second, God created this world and men and women, so all rights came from God. God did not create men and women to do gay marriage. Third, gay people and straight people have different unions so these unions should not mix or all will be corrupt. Forth, gay marriage is against the natural law. However, there might be reconciliation with those who agree with same-sex marriage through a common law marriage. In addition, rights are based on the majority. If we think the law is wrong, we can change it. We should always think what is best for our society and try to find the best way to live with gay people and straight people.

4 FB pts

1 content
3 sentences

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Ms. Gail Nash

ENGL 123-04

April 23, 2009

<div align="center">Report</div>

I am taking comm1 class now, and my lecturer is Gail Nash. We have done three essays. The first essay was the profile essay and my topic was "My Father." The second essay was a memoir Essay and my topic was a memory when I was in second grade in elementary school. The third was a Commentary Essay and my topic was "Gay Marriage." In these essays, I made many mistakes and got a lot of feedback. Through these mistakes and feedback, I have learned how to write a paper in university and have also learned about grammar, organization, transitions, and citations.

First essay- profile essay My first essay's topic was "My Father." From a long time ago, I wanted to know about my father because I had not known how he grew up until now, so I interviewed my father. After I interviewed my father, I could come to realize not only my father's childhood, but also how my father feels about his decisions at those times. In this essay, I had trouble with citation. I had many grammar mistakes and I used many pronouns in my paper. In addition, I learned how outline and realized that brainstorming before I write the paper is important because these help to organize my paer.

Second essay - The Year That Changed my Life

The second essay was the Memoir Essay and my topic was " The Year that Changed My Life." In this essay, my thesis was "experiences made me realize how communication, friendship, and learning from the past are important for living life." I could not support my thesis well, so all the information in my paper was mixed up, and my paper became hard to understand. Through this essay, I learned how to stick to my thesis and that made my paper clearer and easier to understand. In addition, I used too many pronouns in my paper; sometimes these words do not connect to the front of the sentence. Through this, I leaned that I should check the subject whenever I use pronouns.

Third essay· Gay marriage The third essay was the Commentary essay, and my topic was " gay marriage." This essay's thesis was "Refusing gay marriages does not mean that we take away a citizen's right." I have been interested in the topic since I was in Japan because we do not allow gay marriage Japan. From a Japanese perspective, it is hard to understand, but I found that it is also hard for Americans to understand gay marriage. From the essay, I learned that I should not have prejudice about those topics before I write, because the prejudices are not always right. I tried to pay attention to pronouns, and I tried not to use those words Citation feedback was most helpful for me because I did not have any idea about this. Of course, I checked the textbook; however, I did not know that I needed to change to alphabetical order. I tried not making the same mistake as last time.

What kind of writer do I want to be? I want to write papers that readers can get some sort of feeling from that will make people want to read them again. First, if I

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put a clear thesis it will be easier to understand what I want to say. Because without understanding my thesis, readers will not be able to make sense of my supporting paragraphs. Second, I will try to write my opinion from different aspects. For example in my paper about gay marriage, I cited an article that a lesbian wrote because I thought that lesbians have different opinions from me. In future classes I will try not to make the same mistakes, which I made in this class. For example, I will watch out for grammar, citation, transitions and pronouns. In addition, I want to think more about the readers, because depending on the readers I need to change what I am going to write. For example, when I wrote my paper about gay marriage, I wrote the paper for those support gay marriage. In future papers, I want to take what I have learned and do my best to write papers that readers will enjoy reading.

VITA

J. Gail Nash

Candidate for the Degree of

Doctor of Philosophy

Thesis: FINAL DRAFT FEEDBACK IN FIRST-YEAR COMPOSITION: A

CASE STUDY OF NON-NATIVE ENGLISH SPEAKING UNIVERSITY STUDENTS

Major Field: English

Education:

Completed the requirements for the Doctor of Philosophy in English at Oklahoma State University, Stillwater, Oklahoma in May, 2011.

Completed the requirements for the Master of Arts in English at Oklahoma State University, Stillwater, Oklahoma in 1988.

Completed the requirements for the Bachelor of Arts in English at Oklahoma Christian University Oklahoma City, OK in 1982.

Experience:

1998-Present   Assistant Professor of English
Oklahoma Christian University Oklahoma City, OK

2000-Present   Writing Center Director
Oklahoma Christian University Oklahoma City, OK

1991-1998   Educational Director for a private language school
 ABC English in Chemnitz, Germany

Professional Memberships:

TESOL
OKTESOL
IWCA
SCWCA

Name: J. Gail Nash   Date of Degree: May, 2012

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: FINAL DRAFT FEEDBACK IN FIRST-YEAR COMPOSITION: A
                CASE STUDY OF NON-NATIVE ENGLISH SPEAKING STUDENTS
                IN NORTH AMERICA

Pages in Study: 357   Candidate for the Degree of Doctor of Philosophy/Education

Major Field: English

Scope and Method of Study: This dissertation examines final draft feedback in a first-year composition class consisting of both native and non-native speakers of English (NES & NNES). The research was carried out by the instructor who employed both quantitative and qualitative methodologies.

Findings and Conclusions: The survey results indicate that students value teacher commentary on their final drafts and believe that more specific commentary would be useful to them. The results from the case studies offer evidence that they paid attention to the teacher's responses to their final drafts regardless of whether the response came in oral or written form. This study reveals that students attended to those features of final draft feedback that had the greatest effect on their final grades. This study has pedagogical and research implications. It suggests that more research needs to examine the effect of grades on future writing. It also suggests that if teachers want their feedback on final drafts to have an effect on future drafts they should consider making their grade calculations specific. This specificity motivates students to attend to the final draft feedback.