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Written Corrective Feedback: Teacher Approaches Within the Structure of a Pathway Model

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Written Corrective Feedback: Teacher Approaches Within The Structure of a Pathway Model

by

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Abstract

Responding to student writing has been studied in both second language (L2) writing and first language writing. However, the intersection of these two fields, especially with regard to practicing teachers has not been studied thoroughly. This study sought to describe the feedback practices of instructors in an Intensive English Program, English language Bridge program and a First Year Composition program. The data was collected using an online survey, one on one interviews. In addition, the interview participants samples of student work with the participants' commentary, which were then analyzed. The survey portion revealed what may be some differences in how different instructors in a pathway program approach feedback. The interview and teacher comments provided insights the process that each group undertakes when making comments on student work. Along with these results, there is some discussion of the programmatic implications for the pathway program at the host institution.

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Introduction

Teacher feedback has been a topic that has been studied fairly extensively within the realm of second language teaching. The beginning of the written corrective feedback debate stems from arguing for and against the use of corrective grammar feedback (Truscott, 1996; Ferris 1997). Further, other research has shown that perhaps the manner of feedback is less important than the fact that students are receiving feedback at all (Ferris, 1997; Ferris & Roberts, 2001). Interest in this project began when discussing with my fellow graduate assistants about our writing practices. During these conversations I began to notice that we all had different approaches and beliefs about how we respond to student writing. Further discussions with other graduate assistants who were employed in the writing center at the university led me to be curious about the approaches to feedback that teachers in an ESL or traditional first year writing classroom have. These conversations also reminded me of my time as a high school Assistant Language Teacher in rural Japan. During this time, I was asked to mark student writing assignments during summer vacation. I happily complied, breaking out a red pen and underlining errors and giving out coded messages to inform students of their mistakes. The teachers were less than impressed with my codes. They informed me that while it was helpful to correct the errors, the students would benefit more from me simply writing the correct word rather than abbreviating it as “sp”. The teachers also did not know what to make of my use of “awk” for awkward construction, insisting that the sentence I was looking at was grammatical and therefore fine. While anecdotal, this story serves to lead into this project as the focus of the study is how different populations respond to student writing. Particularly, the scope of this project is to

describe the feedback practices ESL writing teachers and first year composition teachers within the structure of an English language pathway program. The fields of second language writing studies and first year writing are related because in the beginning, L2 writing studies took its' cues from composition studies (Ferris, 2003). Leki & Carson (1997) examined the writing tasks posed to ESL students in English language classes and mainstream writing classrooms, with the finding that the two classroom task categories operated at a distinct remove from each other, in separate worlds. These two separate areas have overlap in language pathway programs throughout universities. There have been studies in second language writing that report on the beliefs and practices of L1 and L2 writing teachers (Ferris, 2014; Ferris, 2008). In addition, there have been studies that report on student errors and teacher commentary within composition studies (Connors & Lunsford, 1993; Connors & Lunsford, 1988; Sloan, 1990). Building from Ferris (2014) which described the feedback practices of composition instructors in composition classrooms, this project seeks to describe the feedback practices of both second language teachers and composition instructors within a pathway program. This project aims to provide insights to the path that students take within a pathway program, where the two worlds collide by looking at the teachers in those worlds. Ideally ESL students move along an academic path of scaffolded English language classes to the eventual destination of mainstream first year composition classes. The research question for this project is as follows:

1. How do the written corrective feedback practices of ESL writing teachers and first year composition teachers differ within a pathway model?

The data collection instruments for this study are an online survey and interviews. The survey was distributed to 14 participants and interviews were conducted with three of the participants based on responses to the request for volunteers in the survey. This paper is divided

into five chapters. Chapter 1 is a brief introduction of the thesis topic and rationale for the research. In Chapter 2, background information about the topic will be discussed along with studies relevant to this paper including feedback within teaching, types of written corrective feedback, teacher perspectives of written corrective feedback, student perspectives of written corrective feedback and pathway programs in university settings. Chapter 3 will discuss the methodology of the study, including materials used and the specific procedures of data collection and analysis. In Chapter 4, the results of the data collection will be discussed along with any patterns that emerged from the data coding process. In Chapter 5, the implications from the data will be discussed as well as any limitations on the study along with any other conclusions.

Literature Review

This current chapter provides an overview of relevant terminology and concepts related to this study, along with a discussion of the relevant research studies that relate to Written Corrective Feedback. It has been organized as follows: 1) Pathway Programs in University Setting, 2) Feedback Within Teaching, 3) Written Corrective Feedback ,4) Types of Written Corrective Feedback, and 5) Perception of Written Corrective Feedback.

Pathway Programs in University Settings

It is important to put the context to this discussion of feedback and feedback practices. There is one area where ESL writing instructors, first year writing instructors and students interact with each other: a language pathway program. Miller (2015) defines language pathway programs as “university affiliated programs with a prescribed set of courses, all of which integrate intensive English language training and preparation for undergraduate and/or graduate

courses" (p. 355). Some universities offer these programs in-house, within the structure of the university, but there has been a rise in private partnerships with companies such as INTO and Shorelight that offer pathways to partner universities. As the students enrolled in these programs typically come from outside of the native English-speaking world a brief overview of World English is necessary to provide a broad context. Typical pathway programs recruit students who have graduated from secondary education in their home countries and who seek to go abroad, either for career, education, or cultural enrichment. With regard to English worldwide, there are three distinct categories of English-speaking countries: inner circle, outer circle, and expanding circle countries (Kachru, 1996). Inner circle countries are countries where English is the main language of communication and education, such as the United States, Britain, Canada, and Australia. Outer circle countries are countries where English was introduced through colonialism and has remained the language of education, such as South Africa, Singapore, and Kenya (Kachru, 1996). Expanding circle countries are countries where English is taught as a foreign language (Kachru, 1996). An example country in this category would be Japan, where English is taught as a foreign language in school and is a necessary examinable subject in school.

Within expanding circle countries, there are several ways that English language learners can improve their English skills by studying in an inner circle country. The first of these is studying abroad for a limited time such as one or two semesters. The second manner in which students come to study is through a university or college English language pathway program. Typically, a pathway program allows international students who have English as an additional language, and who need to meet minimum English proficiency requirements, as demonstrated on a standardized assessment such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), with the goal of improving their

English ability while enrolled in mainstream classes. A comparison of an English bridge program's cutoff for degree seeking students, taken from a public university in the Midwest, can be seen in Table 1:

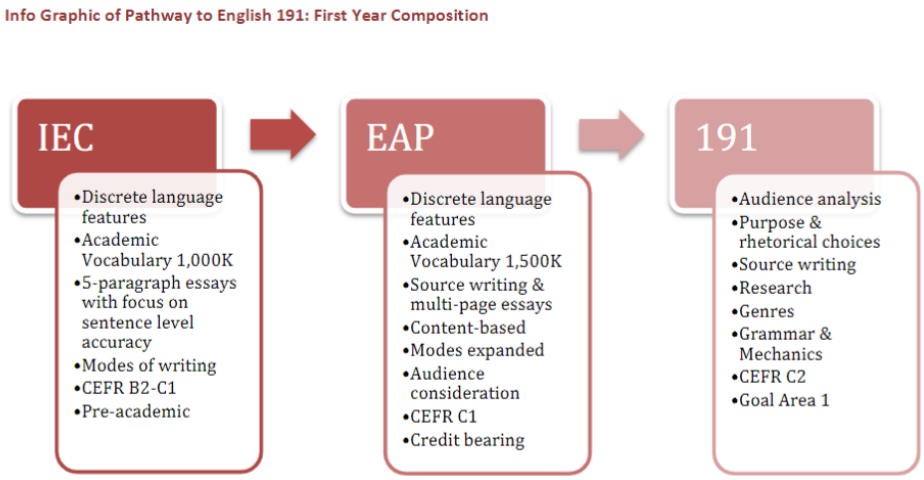
Table 1
English Bridge Program Cutoff Scores

Test	Admission to University	Exempt from EAP placement
Degree Seeking Student		
TOEFL	61 (internet based) 500 (paper based)	100 (internet based) 600 (paper based)
IELTS	5.5	7.5
Michigan Test	50	96
Pearson PTE Academic test	44	---
SAT Reading	20	---
SAT evidence-based reading and writing	370	480
ACT English	11	18
Duolingo English exam	90	---
Short Term Exchange Student		
TOEFL	---	80 (internet based) 550 (paper based)
IELTS	---	

Table 1 (English For Academic Purposes (EAP), n.d.; International Admissions (n.d.))

Figure 1

Info Graphic of Pathway to English 191: First Year Composition



(IEC Handbook, 2018, 9)

These courses may be credit bearing or noncredit bearing depending on the type of program. At the university where this project is taking place, there are two programs: an English bridge program and an Intensive English Program. The English Bridge program is focused on students who are admitted to the university and the courses taken are counted towards a student's graduation requirements. The Intensive English Center provides courses that are not credit bearing and is designed for students who do not meet the minimum requirements to enter EAP or be fully admitted to the university. However, after successful completion of the IEP, the student enters EAP. During this time, the student enrolls in one or two mainstream classes while also taking academic English courses. Then after completion of the EAP program, the student is then able to enroll in first year composition, thus creating a path of courses that students can navigate to enter the university as full-time students. Figure 1 describes the academic path that an international student who is admitted to the university and does not meet the English language proficiency requirements can take in order to enter the university as a mainstream student.

Pathway programs are designed to lead students through an academic path that prepares them linguistically and culturally for their eventual destination, their undergraduate or graduate degree programs. Often these programs prepare students with not only language skills but also with study and life skills for their careers as university students (Dooey, 2010). Additionally, the start and end of an English language pathway program are very different. English language usage within ESL classrooms is different than that of a mainstream classroom (Harklau, 1994). While Harklau focused on the difference between domestic high school ESL classrooms and mainstream language arts classrooms in the United States, some aspects of her work can be extrapolated and applied to a university setting, with recent graduates from various high schools around the world. For instance, the main difference that Harklau found between the classroom situations was that the ESL classroom typically focused on explicit grammar instruction and the mechanics of the language while the mainstream language classroom focused on grammar with regard to a native speaker's intuition (Harklau, 1994). An example from Harklau's observation is that a mainstream classroom teacher explained the difference between possessive nouns (using an apostrophe) and possessive pronouns (mine, yours) so that students could learn apostrophe placement. According to Harklau's observation, this activity provided no explanation as to how the two forms differed grammatically or where that grammatical usage fits into the explicit grammar rules of English. When providing written corrective feedback to second language students, Harklau found that many teachers would give feedback that assumed native speaker intuition and comments which could be interpreted as cryptic or difficult to understand by nonnative speaker writing students (Harklau, 1994). For example, from my time in Japan, I found that my comments about students' arguments in their speeches and their pathos, ethos and logos appeals did much more to confuse students than to clarify the rhetorical strength of their

writing. I then negotiated my meaning with the student down from rhetorical heights to somewhere closer to "eye level" where students were more able to grasp my meaning.

Within a higher education setting, a study by Matsuda et al. aimed to identify L1 composition teachers' awareness of L2 writing students' needs (2013). The findings of this study, from a survey distributed to composition teachers at a large public university in the American southwest, indicated that the first year composition teachers were aware of L2 learners in the classroom but were constrained in meeting the needs of their students due to program policies and a lack of professional preparation opportunities. This study looked at teacher beliefs about L2 students within mainstream writing classrooms using an online survey as the data collection instrument. While this study did look at L1 and L2 first year composition teachers' beliefs about and awareness of student needs, it was not explicitly situated in an English language pathway program, rather it was conducted after students had exited a pathway program or had not been enrolled in a pathway program. It is these two populations, ESL writing teachers who reside within the pathway program, and first year compositing teachers who are at the "exit" of the program, that are of interest in this study. Now that the location has been established, it is necessary to look at feedback within teaching and as it applies to writing.

Feedback Within Teaching

Feedback is a fundamental aspect of teaching. This is due to the fact that when a student receives feedback there are, according to William (2012), two situations for the feedback: that the student's performance has met a stated goal or has not met a stated goal. A student's journey through education can be as a continuous loop of meeting goals and not yet meeting goals. Feedback itself has been a much-studied area of teaching, as every educational field, whether in

the hard sciences or liberal arts, still involves the relationship of novice and expert, with the educator providing response feedback to students within his or her academic domain. This includes studies such as one by Mirador (2000) which looked at written feedback across disciplines in higher education. She described feedback choices by instructors and writing tutors as a series of moves to be undertaken. These moves are seen as strategies that serve a specific purpose and are labeled as such. For example, with written feedback a comment that takes the form of a suggestion would be labeled a suggesting improvement move, a comment that reaffirms that the student is moving in the right direction would be labeled a "general impression move" (Mirador, 2000, p.47).

A definition of feedback that can be applied across disciplines is that feedback is "information provided by an agent…regarding aspects of one's performance" (Hattie & Timperly, 2007, p. 81). Further, feedback must be given to students at a level that allows them to understand and grow (Hattie & Timperly, 2007). When a student meets a goal that they were not able to meet before, growth has happened (Hattie & Timplerly, 2007). Hattie and Timperly offer a framework for feedback in the form of three questions:

1. Where am I going?
2. How am I going
3. Where to next?

All three questions relate to a student's journey through learning, with the first question describing the goals for the student, the second question describing the progress towards the stated goal, and the third question describing the next steps along the learning journey (Hattie & Timperly, 2007). Feedback's function, according to Timperly and Hattie is crucial as it enables

students and teachers to "set further appropriately challenging goals, as the previous ones are attained, thus establishing the conditions for ongoing learning" (Hattie & Timperly, 2007, p. 88). That is, identifying what your students need to learn now, how well they have learned the concept and the teacher needs to do in order to continue student learning.

Feedback in general, takes three forms: feedback during a performance, feedback after a performance and feedback once removed from a performance (Celce-Murcia et al., 2014).This is a general category of feedback, and for the purposes of this paper, the focus will narrow to a focus on written corrective feedback. In second language teaching, corrective feedback is "an indication to a learner that his or her use of the target language is incorrect" (Lightbrown & Spada, 2013, p. 216). Viewed this way, corrective feedback both can provide correction and indicate that correction is necessary.

Oral feedback is another area of feedback that has been subject to much study, both within the field of TESL and education in general. Oral feedback is used during class, i. e. during a performance, when the expert and novice are interacting. Oral feedback would focus on giving feedback in real time rather than providing the novice with static and fixed feedback such as an audio recording. Recasting is when a teacher, upon observing an error, will repeat the error back to the student but with the incorrect form corrected, sometimes in the form of a confirmation question (Ellis et al., 2006). A more detailed description is provided by Lightbrown and Spada: "To repeat a learner's incorrect utterance, making changes that convert it to a correct phrase or sentence" (Lightbrown & Spada, 2013, p. 222). An example of recasting, from Lightbrown & Spada, would be as follows:

Figure 2

Recasting

S: Why you don't like Marc?

T: Why don't you like Marc?

S2: I don't know, I don't like him.

Figure 2 (Lightbrown & Spada, 2013, p. 141)

Recasting is one of several forms of oral corrective feedback given to students by teachers in second language classrooms. Others include clarification requests, elicitation, and repetition (Lightbrown & Spada, 2013). These indicate to the learner that an incorrect error has occurred. For instance, in Figure 2, the student, S1, produces an utterance which contains an error, in this case failing to invert the subject and modal verb in a wh-question. Afterwards, the teacher recasts the utterance by providing the correct phrase. In this particular example, S2 provides an answer but, ideally S1 would correct their error on their own.

Written Corrective Feedback

Written Corrective Feedback (WCF) is a sub-area of language teaching that is sometimes referred to as error correction or also as grammar correction (Truscott, 1996). This sub-area is situated within the larger field of teacher feedback as a form of corrective feedback that takes a written mode. This field began with not a small amount of controversy (Truscott, 1996). Truscott stated, after reviewing the field at the time, that "grammar correction should be abandoned" and that writing teachers should do "anything but error correction" (1996, p.360). Truscott's argument focuses on the issue of correcting grammar errors specifically and argues that "teaching processes that rely on the transfer of knowledge, without any concern for the process underlying the development of the language system, are not promising" (Truscott, 1996, p.343).

Truscott further states that it “makes no sense” to view grammar as a collection of items that a learner can learn in sequence (Truscott, 1996, p.344). Truscott argues that different lexical items rely on connections and relationships with other lexical items to understand that term’s meaning (Truscott, 1996). Additionally, Truscott argues that the idea of developmental sequencing in how learners acquire language prevents learners from taking advantage of grammar correction and if these developmental sequences are not fully understood by in classroom educators, then those teachers may provide corrections that the learners are not developmentally ready for. A few years after these claims, Ferris published an article criticizing Truscott’s claims about error correction but does agree that more error correction studies were needed at the time (Ferris, 1999). Truscott’s criticism of written error correction sparked an increase in WCF studies, leading to an increased focus on feedback types and the effectiveness of WCF (Ferris, 2010; Bitchener, 2008). More recent studies have shown the benefits of WCF, including in the area of linguistic accuracy (Bitchener, 2008). WCF has also been shown to be effective in the treatment of grammatical errors in student writing over time (Bitchener, 2008). Sachs and Polio (2007) note that WCF is also helpful for learners to notice grammar gaps between the target language and their own interlanguage. A key element of WCF is not only what kinds of errors are corrected but also specifically how a student reacts or responds to corrections given by the instructor (Ellis, 2009). For instance, students may be given feedback frequently but may ignore the feedback entirely or respond in unexpected or incorrect ways (Ellis, 2009).

Types of Written Corrective Feedback in TESOL

One of the primary duties of an instructor is to provide feedback to students. Specifically, the scope of this project is to look at the feedback practices as they can be applied to writing. There are several strategies that instructors use when providing feedback. According to Bitchener (2008), these strategies fall into two different categories: implicit and explicit feedback. In addition, Ellis describes feedback in two additional binaries: focused and unfocused (Ellis, 2009). Both sets of binaries will be discussed further but it is important to note that when describing feedback practices, explicit and implicit feedback are mutually exclusive, as are focused and unfocused feedback. There is overlap between the two sets of feedback types, where feedback can be focused and implicit or unfocused and explicit. This can be visualized as two sets of axes, with the focused and unfocused feedback perpendicular to the implicit/explicit distinction as seen in Figure 4.

Figure 3
Relationship of Feedback Types

	Implicit	Explicit
Focused	Focused/Implicit	Focused/Explicit
Unfocused	Unfocused/Implicit	Unfocused/Explicit

Implicit & Explicit

Writing instructors engage in the act of providing feedback to their students about their writing. There are many strategies used by educators, with nuances that most likely differ based on the individual. However, for the purposes of this project, there should be some generalization

into categories that can broadly describe the feedback practices of writing instructors. Generally speaking, these strategies fall into two categories according to Bitchener (2008). Implicit corrective feedback involves the instructor noting a student's error in such a way that the student corrects an error, rather than the instructor directly providing the correction (Bitchener, 2008). When using implicit feedback as a tool for error correction, an instructor can choose to show the location of an error by drawing attention to the area where the error occurs or by simply indicating that there is an error of some type in the work to be corrected (Ellis, 2009). This way, with the student searching for the error, and then self-correcting the error, the learner is thought to be processing the language on a deeper and more thoughtful level (Ellis, 2009). An example of this process can be seen in Figure 5:

Figure 4

Implicit Grammar Correction – Showing Location

1. Incorrect Sentence: When boy was walking over the woods to house, he saw a bear.
2. The teacher then provides one of the two following implicit corrections using an "X".

   2.aWhen X boy was walking X_____X over the woods to X house, he saw a bear.

   2.b X When boy was walking over the woods to house, he saw a bear
3. When the boy was walking through the woods to his house, he saw a bear

Figure 4 illustrates the implicit feedback process. Example 2.a demonstrates the instructor using an X to mark where an error occurs and using the convention of X____X to indicate that the next occurring word is incorrect. Example 2.b utilizes another style of implicit feedback where X marks that somewhere in the sentence an error has occurred (Ellis, 2009). Example 3 above is the outcome that the instructor hopes the student will produce based on the

feedback that has been given. In either case, the students would need to be trained on how to interpret the instructor's system. Differing variations of this can be used by an instructor to indicate that an error has occurred and needs attention.

On the other hand, explicit WCF is when a teacher corrects a student's written error in a direct way (Ellis, 2009). These explicit error corrections can also be termed as metalinguistic corrective feedback (Ellis, 2009). One major form of explicit WCF is termed coded feedback, due to the use of shorthand symbols to indicate the kind of error that has occurred (Ellis, 2009). A common code would be for a word to be underlined and if misspelled, the instructor would write a shorthand code such as "sp" above the misspelled word. Additional codes can be developed by instructors and students can be trained on recognizing the codes (Ellis, 2009). There is no standardization for error codes and many teachers develop their own style of code.

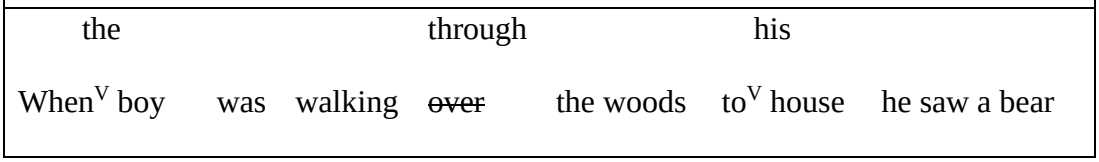
Explicit written feedback is not limited to just the second language teaching. It also has a place in Composition and Rhetoric, though it is not called explicit feedback. However, while it is not termed coded explicit feedback, composition teachers still engage in a similar process of providing students with feedback using a developed set of codes to define each error category, with some handbooks containing error code lists with over 50 entries specific to different stylistic or grammatical errors (Haswell, 2006). The errors identified by various scholars in composition studies appear to be primarily errors that native English make, such as comma splices, the its/it's error, diction, and stylistic choices (Connors & Lunsford, 1988; Sloan, 1990; Lunsford & Lunsford, 2008). An example of coded explicit feedback can be seen in Table 2:

Table 2
Examples of Error Codes

Code	Use	Example
sp	Spelling	As you can see from the resluts (sp) below, there is no need to worry.
ww	Wrong Word	A phial (ww) cabinet is a useful device for storing documents.
wt	Wrong Tense	Tomorrow was (wt) a new day.
sv	Subject Verb Agreement	The boy have (sv) many friends
wc	Word Choice	He is a very very big man.
mw	Missing Word	The man (mw) up the stairs to his room.
art	article	That is (art) palm tree, which is native to Florida.

Other examples of explicit written feedback would be underlining student errors or crossing out the errors and providing the correct form above the error. An example of this can be seen in Figure 5.

Figure 5
Example of Explicit Error Correction



While both implicit and explicit feedback are common and there are advocates for both forms, Ferris and Roberts found that there was no major difference uptake by students for either form, when subjects were given either implicit or explicit coded feedback (Ferris & Roberts, 2001). It is of interest to note that Ferris and Roberts did find significant differences between the groups in their study who received feedback and those who did not receive feedback of any kind (Ferris & Roberts, 2001). In further support of the argument that the manner of feedback, explicit or implicit, has no statistically significant effect on student learning rates, Ellis et. al. (2006) found that when students were given either an implicit treatment or explicit treatment for grammar errors, there was almost no difference between the two groups, but each group that was given feedback out preformed the control group, which received no feedback of any kind (Ellis et al., 2006). This appears to argue against the earlier claim by Truscott that there is no merit to teachers giving WCF that focuses on grammatical errors.

Focused and Unfocused

Explicit and implicit corrective feedback are one binary into which teacher feedback can be categorized. Additionally, feedback can also be focused and unfocused WCF. Focused corrective feedback relates to which errors an instructor chooses to correct and which errors the instructor chooses to ignore when correcting student writing (Ellis, 2009). For example, an instructor may choose to focus on correcting errors that relate only to what has been taught recently in a class period, such as focusing only on pronoun usage and ignoring other error types. This is not limited to grammatical errors; it can be applied to global corrections as well. If an instructor wishes to use focused feedback, looking at organization, then the instructor would

respond to students' writing while focusing on just errors related to organization. Focused feedback is thought to help learners acquire forms as the learner is exposed to different occurrences of the same error (Ellis, 2009). Ferris and Hedgecock advise that for teachers utilizing focused or "selective" error correction, that the instructor focus on "patterns of error that are global or serious…frequent and stigmatizing" (Ferris & Hedgecock, 2014 p.267). They also contend that the focus of the instructor should be on smaller errors.

Unfocused WCF is used to label feedback where the instructor corrects all errors present in a manner that does not focus on a specific class or errors, a sort of shotgun approach to correct every error encountered. Unfocused WCF has a downside in that learners may have more difficulty correcting errors in the future as they are given a large range of different errors to correct (Ellis, 2009). This kind of feedback approach may also result in demotivating students when viewing their work as they are confronted by many errors across many different areas of writing. Also, Ferris recommends that focused feedback may be preferable to unfocused feedback. Ferris recommends that during the preliminary draft phase of writing, "identify no more than two or three patterns at once. Along with other issues of content and organization…identify the patterns" (Ferris, 2008, p. 105). These patterns should be patterns of error that interfere with the comprehensibility of the text, frequent, and errors that could be "potentially offensive to NS [native speaker] audiences" (Ferris & Hedgecock, 2012, p. 267). In addition, if time is to be given over to teaching grammar in the writing classroom, it should be brief and very narrow in focus (Ferris & Hedgecock, 2012). In addition, it is suggested that focused corrective feedback may be helpful for students to acquire specific grammatical forms (Bitchener & Knoch, 2009),

Feedback Practices in TESOL

With the steady rise in computer use in educational contexts, there is an increasing adoption of electronic media for feedback purposes (Brunk-Chaves & Arrigucci, 2012). Part of this change is due to shifting classroom populations and the increase in enrollment for first year composition classes (Brunk-Chaves & Arrigucci, 2012). An electronic feedback method utilized by Brunk-Chaves and Arrigucci was to have student work uploaded through a department portal and then randomly assigned to various teaching assistants and adjunct professors within a university department (2012). After calibration to ensure interrater reliability, a process used to ensure the reliability of researchers using the instruments in a study, the instructors would then grade their assigned work throughout the semester. With this model, students appeared to feel as though the process was fairer due to the objectivity of the graders (Brunk-Chaves & Arrigucci, 2012). Another electronic feedback instrument would be the use of the review function in word processing programs, such as the Track Changes mode in Microsoft Word or inline feedback on various Learner Management Systems such as D2lL, Canvas or Blackboard. There is some argument that electronic feedback has a higher rate of uptake for students when compared to analogue feedback (Johnson et al., 2019).

Perceptions of Written Corrective Feedback

This section will briefly review the various perspectives of WCF. I will begin by describing teachers' perspectives of written corrective feedback, as this provides a background of previous studies that relate to the current project. I will then summarize students' perspectives of written corrective feedback.

Teachers

Several studies have been done which examine teacher perspectives on WCF within the second language writing field. (Ferris, et al., 2011; Ferris, 2014). This study focused on college writing instructors' perspective on giving corrective feedback to ESL students and found that many college writing instructors expressed a lack of training in how to mark Multilingual Writer student writing and did not view Multilingual Writer developmental writing instruction as part of the scope of a college writing class (Ferris, 2013). One of the strongest elements of this study was that the researchers utilized multiple data sources to describe practicing teachers' responses to student writing, both among ESL and first year composition instructors. In terms of providing best practices, specifically to ESL writing teachers, Ferris and Hedgecock present seven guiding principles of teacher commentary.

1. The Teacher is not the only respondent
2. Written commentary is not the only option
3. Teachers do not need to respond to every single problem on every single student draft.
4. Feedback should focus on the issues presented by an individual and his or her paper, not on rigid prescriptions.
5. Teachers should take care to avoid "appropriating' or taking over a student's text. Final decisions about content or revisions should be left in the control of the writer.
6. Teachers should provide both encouragement and constructive criticism through their feedback.

7. Teachers should treat their students as individuals and consider their written feedback as part of an ongoing conversation between themselves and each student.

In various studies, giving WCF to students is often described as tedious or difficult (Ferris, 2013; Lee, 2019). Teachers also reported that although they felt that focused feedback should be given to students, in practice while actually giving the feedback the teachers found that their error correction practices expanded outside of the scope they had established (Ferris, 2014). Additionally, Ferris found that many teachers, both ESL and mainstream, felt not only was giving feedback time consuming but that it was also frustrating due to students not responding to corrections or comments during the revising process (Ferris, 2014). This feeling of frustration was also encountered by teachers in a study by Evans et al. (2010) albeit only a small fraction of the respondents to the survey in their student. This frustration is seen in the response from a teacher that "students only look at red ink but don't actually read it" (Evans et al., 2010, p.58). Some teachers even expressed that they felt they should change their response philosophy so that there was more agency left to the student writers (Ferris, 2014).

Students

On the other hand, there has been some focus, not only on teachers' perceptions of WCF, but also on student perceptions of WCF. A recent study by Irwin (2018) focused on student perceptions of WCF in EFL classrooms at a university in Japan. In this study, Irwin found that less than half of the students surveyed in the study actually looked at or read the instructor's feedback (Irwin, 2018). In contradiction to this, many students stated in surveys that they wished the teacher would correct every mistake they made (Irwin, 2018). Further complicating this is the

fact that these same students hoped that the teacher would specifically correct their surface level grammar mistakes, along with specific errors related to the task at hand.

Process Writing

An element of teaching writing that is shared across the two disciplines in question is process writing, or journey from pre-writing to draft to final draft. Process writing began within the field of composition and rhetoric as a reaction against the product focused teaching pedagogies of the 1960's (Murray, 1972). Process writing is where the different WCF styles discussed above are often used. Throughout the writing process, teachers generally give feedback on drafts that students have written. The core fundamental of process writing is that teachers who subscribe to this approach view writing as an iterative series of writing, response and revision loops until a finalized draft is formed (White & Ardnt, 1991). Within composition and rhetoric, this process is usually divided into three major steps: pre-writing, writing, and rewriting (Murray, 1972) Murray defines pre-writing as 'everything that takes place before the first draft" (Murray, 1972, p.4). In this stage, the writer considers aspects such as audience, form, background research, and outlining. Writing, Murray claims, is the quickest part of the writing process and is the step of producing the first draft of a piece of writing. He considers this step to be both to be the fastest and frightening for the writer because it is a commitment (Murray, 1972). The final stage in process writing is rewriting, which is characterized by "reconsideration of subject, form, and audience" that involves "researching, rethinking, redesigning, rewriting, and finally, line by line editing" (Murray, 1972, p. 5).

In comparison, Ferris and Hedgecock (2014) provide a model plan for process writing that is designed specifically for ESL writers. This process model involves six main steps:

Prewriting, Planning and Drafting, Rewriting and Revising, Feedback, Incubation, and Revision, Editing and Polishing, and finally Publishing.

The first step, Prewriting, requires the instructor to "involve writers in text-based tasks featuring both reading and writing" (Ferris & Hedgecock, 2014, p. 94). This also includes other prewriting activities such as brainstorming and other idea generating activities to prepare students for writing. The Planning and Drafting stage calls for the teacher to encourage students to plan as they write and generate ideas. It also puts the teacher in the role of the facilitator of writing, requiring the teacher to "continue to supply content and theme based input in the way of readings, discussions and so forth to develop and sharpen student's emerging ideas" (Ferris & Hedgecock, 2014, p.94). The third stage, Rewriting and Revising, calls for the teacher to provide students with chances and opportunities to "practice incorporating peer and expert feedback into their writing drafts (Ferris & Hedgecock, 2014, p.94). The fourth step in process writing, Feedback, Incubation, and Revision, is the stage where students will provide peer feedback to each other and allow ideas about their own drafts to germinate (Ferris & Hedgecock, 2014). This stage is where the instructor should act as the model to provide students with the tools to respond respectfully to each other's writing and the students should be led through activities that allow them to respond as "critical readers, but not evaluators" (Ferris & Hedgecock, 2014, p. 94). The fifth stage, Editing and Polishing, calls for teachers to build in time for students to receive peer, teacher, and also self-editing opportunities for their writing. The final stage is Publishing, which involves the teacher providing students with chances to determine how their written work will be "distributed, shared and appreciated by others" (Ferris & Hedgecock, 2014, p.94).

Both models of process writing have overlap to be sure. For instance, both models situate the teacher as the facilitator of student writing and place emphasis on the prewriting stage as the

most time consuming. However, after the prewriting stage, the models begin to diverge. Murray's writing stage is simply writing the first draft of a piece of work while Ferris and Hedgecock explicitly combine planning and drafting into one step. For Murray, the writing process ends at rewriting while Ferris and Hedgecock separate this rewriting into three more steps. In addition, Murray does not appear to place emphasis on peer feedback and holds the writing process to be for the individual. Ferris and Hedgecock do acknowledge that the writing is an individualized process that varies from student to student, however in four of their six stages of the writing process, there is an emphasize peer feedback and input as part of the writing process.

Evidence for providing feedback during the revision process is given by Ferris (2007; 1997) in that 76% of teachers' suggestions for revision were incorporated into students' next drafts. Another way of viewing the writing, response, revision loop is to view it as focusing on ideas, evaluating ideas, generating ideas based on the previous steps, structuring those same ideas, and then creating a draft (White & Ardnt, 1991).

Within the process writing approach to teaching second language composition, there are different schools of thought for what form feedback should take. White & Ardnt (1991) propose a model of feedback where feedback takes an individualized form. In this case the teacher responds to student writing in the form of a letter which contains commentary on the content of student writing, both positive and negative, as well as suggestions on organization and formatting. This format is similar to the practice in L1 writing of the end comment. An end comment is a note written by a writing instructor at the end of a student's piece of writing that provides advice and feedback to the student (Batt, 2005). This end comment is provided in addition to other comments that the instructor has made throughout a student's piece of writing.

The process writing in a native speaker class is qualitatively different from an ESL class with an application of the same steps in a different manner, with a different focus. Also, end comments may be unhelpful to second language students because the students may not be used to the practice of receiving end comments. Through previous teaching experiences, there have been instances where the students did not use the feedback that I provided but only changed any areas that were directly corrected. Additional complications could be that while the end comment is clear to the teacher, the student may be unable to link the error described in the comment to the error made in their writing.

Another manner of feedback that is often utilized during process writing is peer review. Rather than the teacher being the only source of feedback, the student's peers give feedback as well. This generally allows the student the opportunity to both give and receive feedback. Put another way, by being able to read other's work and be exposed to different peer's writing, as well as thinking critically about others' writing, students are thought to be able to engage with writing as a craft in a more critical way (MacArthur, 2007). However, Reugg found that with a group of Japanese students, during peer review sessions the surface level WCF that students gave was generally not accurate (2015). Additionally, from a social interaction perspective, students may often be reluctant to give criticism and may have difficulty identifying errors confidently (Reugg, 2015). This intersection of social interaction is of some interest within the fields of second language acquisition and linguistics (Atkinson, 2002). Outside of the structuralist view of language, Atkinson argues that since language is a social tool, language acquisition is itself social as well (Atkinson, 2002).

Within both the TESOL and Composition/Rhetoric programs in an English department there is one activity which unites both groups under one banner: the act of providing feedback to

students about their written work. Within the realm of Composition and Rhetoric, error correction is equally fraught and divided, even so far as being labeled as having a "multiple personality disorder" (Connors and Lunsford, 1988). This can be seen in the debates of how to respond to student writing. In this regard, Mina P. Shaughnessy is often credited with beginning the conversation about error correction, with a focus on newly admitted basic writer to the City University of New York in the 1970's. Shaughnessy focuses on correct writing, as it relates to the language of the academy (Shaughnessy, 1977). Her work, *Errors and Expectations*, deals with the likely errors that teachers of basic writers are likely to encounter, from punctuation and handwriting to vocabulary, spelling, and other sentence level errors (Shaughnessy, 1977). Within composition and rhetoric, there is a view that perceives both formal errors and mechanical errors as part of the same rhetorical error category (Connors, & Lunsford, 1993). In a study by Connors & Lunsford, which analyzed 3,000 college student papers, the researchers found that teachers tended to focus their comments on lower level, mechanical errors rather than on global content related errors.

Additionally, there appears to be a different perspective on responding to student writing within Composition Studies when compared with the field of TESOL, with the aim of the composition teacher being to regulate or move a novice towards a more matured and steady writing style (Haswell, 2006). Responding to student writing, according to Haswell, relies on four categories: criteria, rules of genre and mode, disciplinary styles, and standards (2006). Criteria is somewhat vaguely defined by Haswell, where it is referred to as "the stock replies that teachers can call up at will" (2006, p. 4). Additionally, these criteria seem to fit the definition of prescriptive grammar, which is grammar that follows sets of prescribed rules, versus a descriptive grammar, which is a viewpoint on grammar that views it as a means of

communication, without moralizing it into right and wrong. Haswell's language in describing the role of a teacher also leans into the idea of the prescriptivist, such as describing the role where the teacher "will appear as grammarian or the guardian of the language" (Haswell. 2006, p.13).

The next category, genre and mode rules, deals with higher order writing aspects such as voice, and specific genre conventions and choices which change depending on the genre chosen (Haswell, 2006). That is to say that a rhetorical element is not universal across genres. For instance, while many genres of writing allow an author to have a voice, technical writing as a genre is characterized as voiceless (Haswell, 2006). Disciplinary styles refer to the writing conventions not just within a genre of writing but also within the specific discipline the writer is participating in such as the American Psychology Association or using the Chicago Manual of Style (Haswell, 2006). According to Haswell this refers to not only those codified disciplinary manuals but also to conventions that are mutually agreed upon or understood by the participants (Haswell, 2006). The final category, standards, is related to this in that it deals with the rules that govern composition as laid out by a governing body such as a school board (Haswell, 2006).

In addition, the process writing approach mentioned above was widely accepted and studied in the field of composition studies throughout the 1970s, however there was a paradigm shift in composition studies to teaching genre. This entails viewing genre as a social action within the realm of discourse (Miller, 1984). She outlines several implications for teaching genre, primarily that through learning genre, students learn what toolkits they have for accomplishing their goals (Miller, 1984). After a shift to genre, there is now a contemporary shift to teaching writing as transfer, which reimagines First Year Composition as Introduction to Writing Studies (Downs & Wardle, 2007). This contemporary approach to freshman writing appears to place an emphasis on writing at a meta rhetorical level, teaching students about writing in order to teach students to

write (Downs & Wardle, 2007). However, process writing is still of relevance as Lunsford & Lunsford indicate that composition teachers still integrate writing as a process into their classroom teaching (Lunsford & Lunsford, 2008).

Through this lens, peer review and peer feedback can be considered a social use of language in addition to an evaluation of a writer's written work. Indeed, in the composition and rhetoric field, there are voices who view feedback in and of itself as a form of social interaction or discourse between student and teacher (Haswell, 2006). There has been a plethora of studies across both TESOL and Composition and Rhetoric aiming to examine the drafting process, peer review, and teacher feedback across drafts (Huff, 1983; Mallonee, & Breihan,1985; Dunn, 2014; Ferris, 2003). The importance for this study comes from an interest in feedback practices across both the ESL writing discipline and the composition and rhetoric discipline, coupled with a lack of studies focused on the feedback practices and beliefs of teachers in both fields within an overlapping area of writing education, in this case an English language pathway program. This interest leads to the following research question:

1. How do the written corrective feedback practices of ESL writing teachers and first year composition teachers differ in a pathway model?

Methodology

Participants

Participants for this study were current graduate teaching assistants in the English department of a four-year university in the American Midwest. For the survey portion of the study there were 14 participants in total. Nine of the participants were teaching assistants in the university's Academic English program and the other five were teaching assistants in the university's Composition and Rhetoric program. The participants came from a variety of educational and linguistic backgrounds, with various levels of training which will be detailed later in the results section.

Materials

Teacher Beliefs and Practices Survey

In order to gain insight into how the L1 and L2 composition teachers approach WCF, a Teacher Beliefs and Practices Survey was utilized. This survey was 19 questions in length and was in four parts: Demographics, Writing Response Practices and Beliefs, Program Knowledge, Contact Request. The survey included multiple choice questions, with the chance for survey takers to answer in long form if they so choose. The survey questions focused on teacher practices with regard to WCF and questions about their knowledge of the connection between their institutions' writing and English language pathway programs. The survey platform Qualtrics was utilized to create and distribute the Teacher Beliefs and Practices Survey. due to

the fact that it does not store IP information and therefore protects user anonymity. The survey can be found in Appendix A.

The Demographics section was approximately six questions in length and will ask survey participants to answer questions about their educational and teaching background. An example question from this section would be as follows:

Q6: What training have you received on giving corrective feedback to students?

A course (graduate)

A course (undergraduate)

A workshop

Other (Please specify)

_____

The Writing Response Practices and Beliefs section contained six questions which relate to teacher practices and beliefs about responding to student writing. Survey participants chose from several options and were to provide commentary. An example question from this section can be found below:

Q7: What manner of corrective feedback responses do you give to students?

Analogue (Handwritten)

Digital (Computer based)

Face to Face feedback

Other (please specify)

_____

The Program Knowledge section included four questions related to the participants knowledge and awareness of pathway English programs at their institution. This section contained three questions where participants select a category of English language program. One question in this section was short answer, where participants described their knowledge of the pathway program that exists at their institution. An example question is found below:

Q13: What kinds of ESL classes are provided at your institution? Select all that apply.

English for Academic Purposes

Intensive English

Business English

Unsure

Other (please specify)

_____

The final section of the Online Teacher Survey was the Contact Request section. This section contained two questions, one of which was a short answer question that asks respondents to add any additional comments or thoughts that they had throughout the survey. The second question is a request for interested participants to provide their contact information in order to set up one on one interviews with me. A sample question from this section would be:

Q19: Would you be interested in participating in a follow up interview to discuss this topic further? If so, please click yes. If you agree to participate in the interview stage, no identifying information will be utilized in the analysis stage of this study and you will be able to end the interview at any time. The interview will be conducted at a time and location convenient to you.

Yes

No

If you clicked Yes, please enter your contact information below:

Name:

Email Address:

Preferred method of contact (email/phone):

Teacher Feedback on Student Writing Samples

One source of data was the teacher feedback and comments from student writing samples. These samples were stripped of identifying markers such as name and class number. These items were samples of student writing, but more importantly were samples of teacher feedback on that same writing. These samples were all academic writing and were over 300 words in length. Interview participants were asked to bring these student writing samples to the interview location. The participants were instructed to redact student information from the writing sample, such as student name, ID number and other identifying information. Each interview participant provided a sample of student writing, with comments the instructor made either in the margins or at the end of the writing included in the sample. The participating teachers provided the student in question with an informed consent document

Data Collection Procedures

Online Survey Procedure

The first step of data collection was to administer an online survey to the appropriate supervisors at the target institution. The survey was created and distributed online through a link to the survey. Representatives of the relevant departments were contacted in order to have the

survey introduced to participants. There was a one-month window where the survey could be completed. Follow up emails were sent at one week and two-week marks after initial contact with the departments. After the one-month window, the survey was closed and additional entries were not be permitted.

Interview Stage

The second step, also following from Ferris et al. (2011) and Ferris (2014), was to interview teachers who had volunteered their contact information in the final section of the online survey and expressed interest in taking part in an interview. In the interview stage, there was a total of three participants recruited. The first participant, who will be referred to as Comp 1, is an instructor in the Composition and Rhetoric program at the target institution. The second participant, referred to as Bridge 1, is an instructor in the English language bridge program at the target institution. The third participant, IEP 1, is an instructor in the target institution's Intensive English Program. The interviews were conducted in an individual face to face format. I took notes throughout the interviews as well as audio recorded the interview sessions. During the interview, each participant and I looked over the writing samples that the participant brought to the interview. This included asking about specific comments the participant made on student writing in the samples, in order to gain insight into the teacher's approach to WCF. The interview procedure was adopted from Ferris et al. (2011) and Ferris (2014) and can be found in Appendix B. This stage involves asking the participant various questions about his or her teaching philosophy and approach. Additional questions include asking about the participant's knowledge of support services at his or her institution, i.e. asking an ESL teacher about expectations in composition programs and asking composition teachers about exit criteria for

ESL pathway programs. Any unclear survey responses from the interview participants were clarified with further questions during the interview stage.

Data Analysis

Data Analysis – Survey

The survey results were collected and all answers to questions were calculated as percentages. Additionally, any answers which participants respond to with an open comment were categorized with a descriptive label for each category that emerged throughout the data analysis. The categorization process was checked for reliability after the categories were established. That is, once the categories were created, a volunteer of similar academic and linguistic ability categorized 10% of the data to ensure intra rater reliability.

Data Analysis – Interview

During the interview, the researcher took notes of participants responses to questions. The participants responses will be summarized. Additionally, each interview will be audio recorded using a recording app on my smartphone. After the interview data was transcribed, teacher responses were coded and categorized at the proposition level. Categories of responses were described and refined in an emergent manner. Intra-rater reliability was established in the same manner as with the survey results.

Data Analysis – Teacher Response to Student Writing

The teacher comments from the student samples were analyzed following from the method used by Ferris (1997). This method analyzes teacher commentary on student works under the categories of comment length, comment type, and text specific comment (Ferris, 1997). Additionally, in order to gain a larger insight into teacher commentary across teaching writing disciplines, teacher commentary was analyzed for broad feedback type. Teacher commentary was coded to compare implicit and explicit feedback as well as to compare focused and unfocused feedback types. The analysis procedure can be found in Appendix C.

Results And Discussion

As the first section of the survey related to the participants' backgrounds as teachers, I will begin by reporting the results of the online survey. Then there will be a report of the interview participants' interview responses as well as the comments that they made on student papers.

The first section of the survey asked graduate teaching assistants about their own backgrounds. These results can be seen in Table 3 below. The responses to this section indicate that instructors at the university in question come from a somewhat diverse background, both linguistically and in terms of teaching experience, training, and academic background. Most of the participants indicated that they had received some type of training regarding how to give feedback to students, whether it was a graduate or undergraduate course or a workshop. One respondent indicated that while they had not received formal training, the respondent had participated in multiple conversations about how to give feedback in classes the participant had attended. Another participant indicated that while they had not received training formal from an academic institution, the participant had received training through the completion of a Certificate in Teaching English to Speakers of Other Languages, otherwise known as a CELTA certificate. The results of the demographics section of the survey can be found in Table 3.

Table 3 *Participant Demographics*		IEP (n=2)	Bridge (n=7)	Comp (n=5)	Total (n=14)
Q1 What is your primary language?	English	0 (0.00%)	2 (28.57%)	3 (60%)	6 (42.85%)
	Korean	0 (0.00%)	2 (28.57%)	0 (0.00%)	2 (14.28%)
	Spanish	1 (50%)	2 (28.57%)	0 (0.00%)	3 (21.42%)
	English & Korean	1(50%)	0 (0.00%)	0 (0.00%)	1 (7.14%)
	No Response	0 (0.00%)	0 (0.00%)	2 (40%)	2 (14.28 %)
Q2 How many years of English teaching experience do you have?	Less than one year		1 (14.28%)	1 (20%)	2 (14.28%)
	1-2 Years	1 (50%)		2 (40%)	3 (21.42%)
	3-5 Years		2 (28.57%)	2 (40%)	4 (28.57%)
	6-10 Years	1 (50%)	4 (57.14%)	0 (0.00%)	5 (35.71%)
Q3 What was your Undergraduate Degree?	English (Literature)		2 (28.57%)	2 (40%)	4 (28.57%)
	Linguistics	1 (50%)	3 (42.85%)		4 (28.57%)
	Education	1 (50%)		1 (20%)	2 (14.28%)
	Other	0 (0.00%)	2 (28.57%)	2 (40%)	4 (28.57%)
Q4 At your institution what program are you currently employed in?	Academic English Program	0 (0.00%)	7 (100%)	0 (0.00%)	7 (50%)
	Intensive English Program	2 (100 %)	0 (0.00%)	0 (0.00%)	2 (14.28%)
	First Year Composition	0 (0.00%)	0 (0.00%)	5 (100%)	5 (35.71 %)
Q5 What type of courses do you primarily teach?	ESL Classes	2 (100 %)	7 (100%)		9 (64.28%)
	Freshman Composition			5 (100%)	5 (35.71%)
Q6 What training have you received on giving feedback to students?[1]	A Course (graduate)	1(50%)	4 (57.14%)	3 (60%)	8 (32%)
	A Course (undergraduate)	1 (50%)	3 (42.85%)	1 (20%)	5 (20%)
	A Workshop	1 (50%)	3 (42.85%)	5 (100%)	10 (40%)
	Other	(0.00%)	2 (28.57%)	(0.00%)	2 (14.28%)

The first section to be discussed pertained to teachers' beliefs and practices about written corrective feedback. The aim of this section was to identify what current practicing instructors

[1]Selected Choice, therefore, results total greater than 14.

thought about feedback, how they provide that feedback and the importance they place on feedback. The participants responses can be seen in Table 4.

Table 4

Teacher Beliefs and Practices		IEP (n=2)	Bridge (n=7)	Composition (n=5)	Total (n=14)
Q7 What manner of feedback responses do you most frequently give to students?	Analogue	0 (0.00%)	1(14.28%)	1 (20%)	2 (14.3%)
	Digital (Computer Based)	1 (50%)	6 (85.71%)	2 (40%)	9 (64.3%)
	Face-to-Face Feedback	1 (50%)	0 (0.00%)	1 (20%)	2 (14.3%)
	Other	0 (0.00%)	0 (0.00%)	1 (20%)	1 (7.1%)
Q8 What type of feedback do you give to students?[2]	Direct Correction	0 (0.00%)	3 (42.85)	2 (40%)	5 (35.71%)
	Coded Feedback	0 (0.00%)	2 (28.57%)	0 (0.00%)	2 (14.3%)
	Highlighting/Underlining	1 (50%)	4 (57.14%)	1 (20%)	6 (42.85%)
	Comments in Margins	2 (100%)	7 (100%)	5 (100%)	14 (100%)
	Comments/Notes at the end of a piece of writing	0 (0.00%)	4 (57.14%)	5 (100%)	9 (64.28.%)
Q9 What elements do you focus on when responding to student writing?[3]	Grammar Errors	2 (100%)	6(85.71%)	1 (20%)	9 (64.28%)
	Organization	2 (100%)	7 (100%)	5 (100%)	14 (100%)
	Errors Specific to the Assignment	0 (0.00%)	4 (57.14%)	5 (100%)	9 (64.28%)
	Convention Errors (Such as APA or MLA format)	1 (50%)	4 (57.14%)	2 (40%)	6 (42.85%)
	Style/Voice	0 (0.00%)	2 (28.57%)	4 (80%)	6 (42.85%)
	Appropriateness	0 (0.00%)	3 (42.85%)	4 (80%)	7 (50%)
	Other	0 0.00%)	1 (14.28%)	0	1 (7.14%)
Q10 How important would you rank responding to student writing?	High Importance	2 (100%)	6 (85.71%)	1 (20%)	10 (71.43%)
	Some Importance	0 (0.00%)	0(0.00%)	2 (40%)	2 (14.29%)
	Low Importance	0 (0.00%)	1(14.28%)	1 (20%)	2 (14.29%)
	No Importance	0 (0.00%)	0(0.00%)	0(0.00%)	0 0%

[2] As this question allowed participants to select more than one option, the results are greater than 14.

[3] As this question allowed participants to select more than one option, the results are greater than 14.

Table 4 Continued

Q11 Do you accommodate for ESL learners when giving feedback?	Yes	2 (100%)	7 (100%)	2 (40%)	11 (78.57%)
	No	0 (0.00%)	0 (0.00%)	0(0.00%)	
	Unsure	0 (0.00%)	0 (0.00%)	2 (40%)	2 (14.29%)
Q12 What do you believe is the most important element of writing to focus on when responding to student writing?[4]	Topic/Content	0 (0.00%)	2 (28.57%)	0 (0.00%)	2 (14.28%)
	Grammar/Surface Level Errors	0 (0.00%)	4 (57.14%)	0 (0.00%)	4 (28.57%)
	Organization/Clarity	0 (0.00%)	3 (42.85%)	2 (40%)	5 (35.71)
	Individual Student Needs	0 (0.00%)	1 (14.28%)	1 (20%)	2 (14.28)
	Assignment Specifications	1 (50%)	2 (28.57%)	2 (40%)	4 (28.57)
	Intentionality	0 (0.00%)	0 (0.00%)	1 (20%)	1 (7.14%)
	No Response	1 (50%)	2 (28.57%)	0 (0.00%)	2 (14.28)

Question 7 indicates an overwhelming preference for giving feedback electronically as opposed to the more traditional analogue feedback. There was only one respondent who indicated that face-to-face was used. One respondent who marked "Other" indicated that students are usually given a roughly half and half mix of face to face feedback and digital feedback.

Question 8 allowed respondents to choose more than one feedback type, so there is a possibility that there are more than 14 responses to the question. As such, all percentages are displayed as a percentage out of the 14 total responses for each category in order to describe the frequency at which a particular element was described. A quarter of the responses indicated that the instructors utilize end comments or notes when responding. The most frequently used feedback form is the use of comments in the margins of student work to provide guidance to students. Additionally, coded feedback was reported only at a frequency of 5%. Direct correction

[4] As this question is open response and was categorized at the proposition level, there were multiple propositions found per response, leading to a result that is greater than 14.

was the second lowest feedback type, at 13.89%. The largest difference in the feedback types is with the use of implicit feedback such as highlighting or underlining. In this category, ESL teachers showed a greater usage, with over three quarters of the respondents indicating that they used highlighting or underlining as part of their feedback practice. Only one composition teacher indicated in the survey that they used highlighting or underlining as a feedback device. Interestingly, the IEP instructors indicated that they did not provide direct feedback to learners.

For Question 9, all of the respondents indicated that they considered organization and clarity to be an element to focus on when responding to student writing. Both Bridge and IEP respondents showed a greater indication to correct grammar in their response when compared to composition instructors. However, composition instructors showed a greater preference, almost double, towards providing feedback on errors specific to the assignment they are marking. Composition respondents showed an inclination towards providing feedback for the higher order rhetorical skills of style/voice and appropriateness, whereas the IEP and Bridge respondents indicated that a grammar was an element that they focused on when responding to student writing. Another large difference in responses was that all of the composition instructors indicated that they focus on errors that are specific to the assignment while only a little over half of the Bridge instructors and none of the IEP instructors indicated that they focus on errors specific to the assignment.

Interestingly, 8 of the 9 ESL respondents claimed that responding to student writing was something they considered to be of high importance, with the remaining respondent indicating that it was of low importance. The composition teachers provided a mixed range of importance, from high to low.

Question 11 suggests that both groups of ESL teachers tend to accommodate for their ESL students in their classroom when they give feedback, with all of the respondents answering yes. Two composition instructors indicated that they accommodated for ESL writers, with two other respondents indicating that they were unsure if they did or did not accommodate for ESL writers.

The last question of this section, question 12, is an open response question designed to elicit a response that described each individual's expression of what element of writing is most important. Therefore, each respondents answer was categorized at the proposition level in an emergent manner until a set of categories was established. As such, while there are 14 responses from 14 individuals, their answers yielded more than one proposition per response so the total responses for this question is greater than 14. For this question, The Bridge respondents indicated that they focus on Topic/Content when responding to student writing. The composition instructors and the Bridge instructors indicated that Organization/Clarity was an aspect that they focused on when responding to student writing. One Bridge instructor expressed this in the following way:

I consider organization and clarity while expressing ideas to an American audience to be a more difficult task for students and so that becomes what I try to help them most with.

The interesting elements to these responses are the ways in which the two groups referred to the same ideas. By looking at the words that the groups use, this can help to describe the lens through which each group views the concept in their field. For instance, while participants in the different groups include Organization/Clarity as an element that is important to focus on, one Bridge teacher refers to organization and clarity tools for writers who are situated outside the

American academic English sphere, tools to be used to break into academic communication as seen here: The composition instructor refereed to organization as seen here:

I consider organization and clarity while expressing ideas to an American audience to be a more difficult task for students and so that becomes what I try to help them most with.

In contrast, the response provided by one composition teaching assistant views content and organization as tools of the craftsman and focuses on higher level concepts such as voice, readership, and writer creativity. This may also indicate that the Bridge instructor is considering writing from a cultural perspective as well as considering what audience the students will need to engage with in their writing.

I hope that my comments help students see their paper as a whole, and how a reader would or wouldn't be able to approach the writing due to the writer's ability and effort in intentionally creating the piece.

Another area of overlap is the category of individual student needs. For instance, one Bridge respondent referred to individual student needs in the context of the student's language learning journey:

Each student is at a specific level of writing in their language learning process. For that reason, I focus on what would benefit the student the most.

In contrast, the composition teacher referred to individual student needs as a dialogue, approaching feedback from the perspective of a discourse between student and teacher:

I try to say what I believe is the most important thing for the individual student to hear.

It is interesting to note that the participant uses *hear*, which implies a conversation between the teacher and the student and frames the feedback as such.

It is important to take a look not only at what the participants are doing within the pathway program, their day to day practice of providing written feedback to students, but it is also important to analyze how aware the two groups are of each other in the institutional structure they inhabit. This section of the survey was designed to describe how the participants knowledge of the pathway program and their awareness of the criteria to exit the program. The reasoning for this is that if the program is indeed a *pathway*, then it should be connected ideologically as well as pedagogically from beginning to end.

The results of the third section, Program Knowledge can be seen in Table 5.

Table 5
Program Knowledge

		IEP n=2	Bridge n=7	Composition n=5	Total n=14
Q 13 What kinds of support services are offered for ESL students at your institution?[5]	Writing Center	2 (100%)	7 (100%)	5 (100%)	14 100%
	Tutoring Services	1 (50%)	5 (55.55%)	1 (20%)	6 (42.85%)
	ESL Tutoring Services	1 (50%)	1 (14.28%)	0 (0.00%)	2 (14.28%)
	Other	0 (0.00%)	0 (0.00%)	1 (20%)	1(7.14%)
Q 14 What kinds of ESL classes are provided at your institution?[6]	English Language Bride Program	1 (50%)	9 (100%)	5 (100%)	14 (100%)
	Intensive English Program	2 (100%)	9 (100%)	5 (100%)	14 (100%)
Q 15 To your knowledge is there an English language pathway program at your institution?	Yes	2 (100%)	7 (77.77%)	4 (80%)	11 (78.57 %)
	No	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
	Unsure	0 (0.00%)	2 (22.22%)	1 (20%)	3 (21.43%)
Q 16 If there is a pathway program at your institution, are you aware of the requirements to exit the program?	Yes	1 (50%)	6 (66.66%)	1 (20%)	7 (50%)
	No	0 (0.00%)	0 (0.00%)	4 (80%)	4 (28.57%)
	Unsure	1 (50%)	3 (33.33%)	0 (0.00%)	3 (21.43%)
Q 17 What are your expectations for ESL students in your classes, with regards to writing?[7]	Writing Structure	0 (0.00%)	5 (55.55%)	3 (60%)	8 (57.14%)
	Improve Writing Skills	0 (0.00%)	2 (22.22%)	1 (20%)	2 (14.28%)
	Academic English Knowledge	1 (50%)	3 (33.33)	0 (0.00%)	3 (21.42%)
	Fluent Expression	1 (50%)	1 (11.11%)	0 (0.00%)	1 (7.14%)
	Disregard Grammar Errors	0 (0.00%)	1(11.11%)	2 (40%)	3 (21.42%)
	Meet Course Expectations	0 (0.00%)	2 (22.22%)	2 (40%)	4 (28.57%)

[5] Participants could select more than one choice
[6] Participants could select more than one choice
[7] Responses were categorized at the proposition level, with multiple propositions per response, leading to a result greater than 14.

Participants indicated in this section that they were aware of the different English language courses offered at the host institution. Participants were then asked if they were aware of the criteria for students to exit the pathway program and enter mainstream classes. 78.57 % of respondents said that they were aware of an English language pathway program at their institution while 21.43% were unsure of its existence. Half of the respondents indicated that they were aware of the requirements to exit the program, while the remaining half indicated that they did not know (28.57%) or were unsure of the requirements (21.42%). A large percentage of the composition and rhetoric teaching assistants indicated that they were not aware of the criteria to exit the pathway program and enter their classes. This may indicate that while instructors are aware of the two separate language programs, they are unaware of how the programs are connected together to form a pathway. In addition, both populations indicated that they were aware of various support services, particularly the university's writing center. Roughly half of the ESL respondents indicated that they were aware of tutoring services for students and only one composition participant indicated that they were aware. One composition respondent, under "Other" provided conversation groups as a kind of support service that students could access. A majority of both ESL and composition respondents expressed knowledge of a pathway program at the host institution. However, a majority of the ESL students claimed to be aware of the exit criteria of the program, as compared to how the majority of the composition respondents indicated that they were not aware of the exit requirements.

In particular, question 17 requires a slightly deeper discussion as it was an open response that asked about the participants' expectations for ESL students in their writing classroom. Roughly half of the participants in each field expressed that writing structure was a skill they expected their students to have when they came to their classes. They also indicated that they

expected students to improve their writing skills while in their courses. The main difference is found in the expectations of both IEP and Bridge instructors for students to become aware of academic English and gain fluent expression. The composition instructors indicated that they did not expect students to have native like grammar and they appeared to place an emphasis on content over correctness:

I focus very little on sentence level issues, especially if they do not distract from the argument.

The Bridge program respondent also spoke of grammar in the following way:

I do not expect their grammar or spelling to be perfect or for their writing to sound like a native speaker by the end of the course

This appears to highlight a difference in focus outlined above, that the composition instructors place more of an emphasis on content while the ESL instructors are perhaps focusing on correctness of form.

Participant Interviews and Comments on Student Papers

At the end of the Online Teacher Survey, participants were asked to participate in a semi structured face-to-face interview. For this phase of the study, the primary investigator met with three instructors who are currently teaching writing at a public university in the Midwest. The first participant, referred to as IEP 1, is an instructor in the Intensive English Program at the host institution. The second participant, Bridge 1, is an instructor in the English language bridge program at the host institution. The third participant, Comp 1 is a first-year composition instructor at the host institution. These interview sessions gave me the chance to ask more in-

depth questions and provided the opportunity to follow up on respondent answers in order to gain insight into the feedback practices of IEP, Bridge and composition instructors.

As these interviews also involved discussions about the comments made on student sample papers, there will be a combined report of both participants' interview responses and some reference to the content of their comments, to provide greater context.

Teaching Philosophies as They Relate to Writing

It is equally important to look at the philosophies of the teachers creating comments and responding to student writing as it is to look at those comments themselves. It provides a context for the comment practices of the participants and creates a holistic picture of the teacher as a responder. Teaching philosophy is the lens through which teachers view themselves and informs everything from classroom interaction to responding to student work, grading, and other such elements. The interview stage provided participants with an opportunity to express what their teaching philosophy was, in their own words. Their answers as they relate to writing will be discussed below.

Comp 1 indicates that most of his teaching philosophy is "*trying to empower students*" and to "*give them [students] voice*". When asked to elaborate on the idea of empowerment, he stated that empowerment is "*giving them [students] the language to engage with the world and speak and say whatever they want and be understood the way they want to*". Further Comp 1 views this idea of empowering writers as "*giving students the skills to navigate*". Comp 1 takes on the role of trainer, equipping students with rhetorical skills and as a guide through academic writing. With regard to what Comp 1 looks for when responding to student writing, he indicated that he looked primarily at whether students are fulfilling the requirements of the assigned

writing task and that students are "*accomplishing what we're trying to accomplish with this assignment*", based on what he has laid out in the classroom with the students before they begin the writing project. Comp 1 also indicated that they had not received any formal explicit training in how to respond to student errors. However, he did say that during his training, the instructor discussed how "*we don't want to be spending all of our time responding to local errors*" and for teaching assistants "*to see the piece as a whole ourselves*." In the interview, Comp 1 stated that they felt positivity was important and that as a composition and rhetoric teaching assistant they received some training where teaching assistants were told to try to balance "*positive and negative feedback, making sure that they [students] have something constructive to work with.*"

IEP 1 was briefer in the description of their teaching philosophy. At the core of their philosophy was the idea that they should facilitate learning for their students by providing opportunities for them to use English. As they say:

"As an English teacher my teaching philosophy is to make students interact with each other and with me as much as possible. I don't think I can teach them English itself… but I think I can just give them opportunities to do many activities in English so they can acquire it naturally."

In this quote, IEP 1 places most of the emphasis on interaction and providing students with chances to use their language skills in order to improve. Specifically, they reference acquiring English, a subconscious part of the acquisition/learning hypothesis proposed by Stephen Krashen (1982), which can be thought of as the student "picking up" the language due to exposure over time, rather than learning the rules explicitly. In terms of what IEP 1 focuses on

when responding to student writing, they primarily look at the content and organization of the students writing.

Bridge 1 described their teaching philosophy in two ways. The first was as a facilitator and aide to students. they stated in the interview that they didn't want to teach "*just writing skills. I really want to make them write in English a lot*". they also indicated that they hoped that students would improve their writing skills through practice. Bridge 1 credits their advisor in their home country for their current teaching philosophy, stating that their advisor required them to submit their original writings, revisions, and final drafts to their advisor for feedback. In terms of their responding philosophy, Bridge 1 indicated that they elect to "focus on global errors" and "not focus on grammar errors". In particular they focus on the organization of student writing as well as the content. Bridge 1 provided reasoning for this by stating that:

"*When I wrote in English, small grammatical errors were a little bit stressful, so I try not to care about those kinds of things when I write. So, I try to make my students not care about that [small grammatical errors]*".

The End Comment

Based on these interviews and a review of the comments provided the participants, some patterns have emerged which address the research question "How do the written corrective feedback practices of ESL writing instructors and first year composition teachers differ in a pathway program?". The first pattern involves the elements that appear to be similar amongst the respondents. Since the two fields are related there are areas where the participants commenting processes align superficially and diverge upon a closer look. Interestingly enough,

the part of the commenting process and practice that was the most similar amongst the three teachers was the final step of creating an end comment. If responding and giving feedback is a dialogue and a form of communication between teacher and student (Haswell, 2006; Ferris, 2003) then this end comment is where the majority of the conversation take place. The end comment writing process pattern is as follows:

1. Review notes from throughout the piece of writing
2. Determine the most important and relevant issues in the writing.
3. Summarize those issues and expand to create context

While this commenting process is generalized, there are individualized nuances to each participant's process. This can be seen in Figure 7 below:

Figure 6
Participants' End Comment Process

IEP 1	*I first comment on detailed things. Like I read through from the first to last and then give some comments according to each part. And then I read my comments again and think about what the most important information among them is and give like one or two like most important parts of my comments.*
Bridge 1	*After making some notes on their assignment I just wrote some major points of their writing on my notes and then I just organize it, what is important and what is not important. Some important parts I want to give to them.*
Comp 1	*when I get to this piece at the end I'll go through that rubric and I'll see what things I've checked off if they've done a nice job or if there was something missing. Then I'll take my tiny notes that I've written to myself and expand on them in the end comments.*

IEP 1 follows a slightly different process than Comp 1 when creating an end comment. Instead of using a rubric to determine what is missing, IEP 1 reviews the comments made, much like Comp 1, and determines what is the most important aspect for the student to focus on. The format of IEP 1's end comment is similar to the end comment of Comp 1. IEP 1 begins the end comment with praise about the student's work and notes the positive things that the student has done. An example comment from IEP 1 is "*A great essay! It is cohesive and logical. Frequent use of academic vocabulary makes this essay more serious/professional*". IEP 1 then moves into a brief comment on what the student should improve with the essay: "*One thing to take away is that in focus-on-cause essay, each body paragraph needs to discuss WHY/HOW that main point is the cause of something*". After a request for clarification the IEP 1 indicated that the term "*focus on cause essay*" meant a cause and effect essay. IEP 1 then closes with more praise and an encouragement to the student.

Bridge 1's end comment process follows the same pattern as IEP 1, in determining from notes taken while reading the student writing what is important to focus on. In their interview, Bridge 1 stated that they determine what is important based on the student whose writing they is responding to. For example, with advanced students, they give detailed comments and for intermediate students they focus on some "*insufficient points*" of the students writing but not the whole of mistakes in their writing. Bridge 1's end comment differed the most from Comp 1, as it did not include any discussion of global errors or any rhetorical devices. Instead the end comment provided advice on an error pattern Bridge 1 had noticed while marking the piece of writing. In the end comment, Bridge 1 provided an explanation of the error coupled with a

corrected model of the error the student had made. This kind of error identification is recommended by L2 writing instructors such as Ferris & Hedgecock (2012).

Comp 1 states that they use a rubric to keep track of criteria for the writing assignment and use that rubric to determine what is important to focus on in the end comment. From the sample provided, Comp 1's end comment begins with a discussion of what the student has done correctly, which reads as a list of goals accomplished for the assignment. For example, the comment, "*You have included a discussion of a counterclaim, and also demonstrated that counterclaim as invalid…*" encapsulates Comp 1's focus on what the student has accomplished. For the elements of the student's writing that need improvement, Comp 1 couches the feedback as a suggestion. "*I would like you to edit more carefully in the future*," and invites the student to ask for help from various sources, including peer review, the instructor, and the university writing center. Comp 1 opens and closes his end comment by thanking the student for their work and gives general praise.

Marginal Comments

Another point in the responding process that is the same for both groups is the use of comments in the margins of student work. Following from the process laid out by Ferris et al. (2013), teacher comments were coded based on length, comment type and text specificity. Comment types included the categories of suggestion/question, suggestion/statement or imperative, positive comment, and grammar/mechanics. Examples of each type can be seen in Table 6 below.

Table 6
Examples of Teacher Comment Type

Category	Example
Suggestion/question	"Don't you think you this section should be moved"
Suggestion/Statement or Imperative	"Move this section to align with your argument"
Positive Comment	"Nice Title"
Grammar/Mechanics	"You are missing a verb here" or a direct correction.

Text specificity refers to how specific the comment is to the writing assignment. For instance, a comment of "nice title" could be applied to any paper. If the comment refers to the writer's work would be specific. In addition, each participants' comments were categorized as generally focused or unfocused and as generally explicit or implicit. Each participant again had nuanced differences to the comments they gave to students. In this case, the aim was to look at not only what the practicing teachers said in their interviews but was also to look at what they were doing when they were giving feedback to students. A quantitative summary of each participant's comments can be seen in Table 6:

Table 7 *Participant Comment Characteristics*		IEP 1 (n=19)	Bridge1 (n=18)	Comp1 (n=35)
Comment Length	Short (1-5 words)	7 (36.84)	13 (72.22%)	23 (65.71 %)
	Average (6-15 words)	4 (21.05%)	4 (22.22%)	7 (20%)
	Long (16-25 words)	1 (5.26%)	0 (0.00%)	1 (2.85%)
	Very Long (26+ words)	6 (31.57%)	1 (5.55%)	4 (11.42%)
Comment Type	Suggestion/Question	5 (26.31%)	1 (5.55%)	3 (8.57%)
	Suggestion/Statement or Imperative	3 (15.78%)	2 (10.52%)	7 (20.00%)
	Positive Comment	4 (21.05)	0 (0.00%)	8 (22.85%)
	Grammar/Mechanics	9 (36.84)	15 (83.33%)	17 (48.57%)
Text Specificity	Specific	8 (42.10%)	8 (44.44%)	14 (40 %)
	Non-Specific	12 (63.15%)	10 (55.55%)	21 (60%)

The composition teacher in this project, Comp 1, gave marginal comments that broadly were found to be short in length, frequently corrected the grammar or mechanics of the student, and were unfocused and explicit. In addition, the comments made were relatively specific to the assigned writing task. While Comp 1's comments do correct student mechanics and grammar, there is no direct correction or crossing out of an error. Instead Comp 1 highlights the error and provides the correct form in the margin of the electronic document, which is still an explicit

correction, as it marks the location of the error and provides the correct for to the student. Moreover, for many corrections the feedback is framed as a statement or sometimes as a command. For instance, in a sentence with an extra copular verb Comp 1 simply highlights the error and leaves a one-word comment of "Delete". In other instances, the statement is about a mechanical level error: "Punctuation inside quotes", with the correct form modeled underneath which shows the explicit location and correct form for the error. Comp 1 showed no particular focus on any type of grammatical error, exhibiting an unfocused approach to correcting grammar errors.

The majority of IEP 1's marginal comments focused primarily on grammar with some focus on other elements such as organization or structure. It should be noted that IEP 1's comments addressed grammatical or mechanical surface level concerns in over a third of their comments, whereas almost all of the marginal comments made by Bridge 1 related to surface level grammatical errors. In addition, rather than highlighting and providing a correct form in the margin of the document, as Comp 1 did above, both IEP 1 and Bridge 1 in several instances inserted the correct word using a red font to draw the attention of student and directly corrected the error. For all three participants, even though the precise process that they use differ, they all still utilized explicit written corrective feedback. Also, in several cases, both Bridge 1 and IEP 1 rewrote sentences, in a different font, of student writing so as to directly correct errors on the sentence and even paragraph level. Both teachers indicated in interviews that they select surface level errors to correct based on what they feel the individual student needs. However, in both cases this resulted in providing error correction on every sentence level error that occurred, as well as correcting those errors in an unfocused way without focusing on one particular error type. Although, in Bridge 1's end comment, as mentioned above, they did draw attention to one error

pattern in the end comment. On the surface, this appears to be focused feedback but when looking at the overall errors selected by the instructor, no clear pattern was found. In IEP 1's marginal comments there was a theme of offering corrections as a suggestion, rather than as commands or matter of fact statements. In fact, IEP 1 gave a significantly larger portion of their comments as suggestions when compared to both Bridge 1 and Comp 1. When asked for further detail, IEP 1 explained in the interview that they offers suggestions because the students do not come from an academic English background and so they does not want to invalidate their own identity as writers or as they put it:

"*if the student is from a different country or background, for that student maybe that way is the is the right way to write something, that's why I suggest things rather than just correcting them*".

IEP 1 indicated that this idea of not wanting to correct students appears to relate to students' ideas in their writing, not surface level errors.

All three participants in the interview stage utilized electronic feedback when they created their comments. Comp 1 indicated that his primary focus was on saving time. They stated that they strongly disliked writing and typing comments, even going as far as to say "hate" and felt that typing comments saved time. IEP 1 indicated that they used electronic feedback for several reasons. The first was electronic files can be stored for a longer period of time and can be duplicated easily. The second reason was they felt that electronic feedback was more effective and that they could "*give longer/more detailed feedback without worrying about space*". They also felt that electronic feedback saved resources and prepared students for receiving feedback in

other classes outside of their own. Bridge 1 indicated that they gave feedback electronically because they thought students preferred it and because it was more convenient for grading.

Pathway Program Awareness

The interview stage also involved a few questions about the participants' awareness of the pathway program at the host institution. For this section, I was interested in seeing what each group knew about the other with regard to their expectations for the students in the program. Comp 1, a composition teacher, said that he was aware that there was a pathway program but that he could not speak to any specifics about the requirements for students to exit the program and proceed to freshman composition classes. IEP 1, stated that they were aware of the requirements to exit the pathway program but, were not aware of what freshman composition teachers would expect from students in their classes. However, they did draw from their own experiences as an undergraduate writing student, stating that they thought students would need to know how to write using citations and how to write with cohesiveness. Bridge 1 did not indicate in the interview that they were aware of what first year writing instructors would require for students in their course. All three participants indicated that they potentially view the end of the pathway program as when the students finish their Bridge program English language courses and enter first year writing courses.

Discussion

Now that we have looked at the feedback practice of ESL and First Year Composition instructors, it is important to revisit the larger context of how these practices fit in with regard to the larger body of research.

Research Question: How do the written corrective feedback practices of ESL writing teachers and first year composition teachers differ within a pathway model?

The answer to this question is that the feedback practices of both populations of teachers do not differ greatly with regard to process but differ with regard to substance. As noted above, the process that the participants used to create their end comments was similar. In addition, all participants, both in the interview and survey stage utilized marginal comments or claimed utilize marginal comments to give feedback. There appeared to be a greater tendency to consider surface level grammar errors as important among ESL participants in the survey portion, with over 80% of the respondents indicating grammar was something they focused on. This focus on grammar is also seen in other studies of second language writing teachers' feedback practices (Ferris, 2006; Mao & Crosthwaite, 2019). The difference here may be due to how the different fields of second language writing and composition studies approach error. As noted in the lit review, composition studies have generally moved away from surface level error with a few exceptions (Lunsford & Lunsford, 2008). However, in second language research error is alive and well (Ferris, et al., 2015; Li, 2013; Bitchener & Knoch, 2010).

Another reason for the individualized nature of the interview for this may be from either training or experience as students receiving feedback from teachers in previous courses, using prior experience to create current practice. This individualized process can also be seen in the unique aspects of each interview participants' teaching philosophy. Based on the interview, the IEP instructor referenced acquiring English, a subconscious part of the acquisition/learning hypothesis proposed by Stephen Krashen (1982), which can be thought of as the student "picking up" the language due to exposure over time, rather than learning the rules explicitly. In contrast, the Bridge instructor indicated that a core part of their teaching philosophy was to avoid making

students feeling overwhelmed by small errors. This approach is supported by Ferris & Hedgecock (2014) who note that addressing every error in a student's writing may lead to the student being overwhelmed. From a teacher perspective, Ferris claims teachers should not expect students to correct every error and that expecting them to do so will only lead to the teachers "frustrating themselves and causing stress for students" (2003, p.92).

Further, Comp 1 indicated that their teaching philosophy revolved around empowering students and giving them skills to navigate with a focus on global language issues. This was also seen in the survey responses, with composition respondents indicating that they focus on global issues such as style/voice or appropriateness. This finding aligns with Ferris et al. (2013) who found that some composition teachers tended to focus primarily on content and global errors. In addition, certain scholars in composition studies call for a focus on content over form when responding to student writing (Harris, 2012). This may be due to the focus of first year composition being on larger writing and discourse areas rather than on the structural mechanics of the language.

As noted in the results section, the medium that all three interview participants were the same. In addition, the survey participants also indicated that they used electronic media to respond to student writing. This supports relatively recent focuses on integrating electronic techniques into responding to student writing (Brunk-Chavez & Arriguchi, 2012). Comp 1 indicated that they used electronic feedback and expressed dislike and even that they hated marking student texts. This indication of tedium and dislike is echoed in other studies of teacher feedback such as Junqueira & Payant (2015), Ferris (2003) and Harvey (2003). However, it is interesting that very few of any respondents indicated that they utilize face to face feedback as

scholars in both fields recommend using conferences as a feedback tool when teaching writing (Ferris, 2003; Harris, 1986).

In addition to the survey results, the comments that the interview participants provided can also provide some insight into the feedback practices of IEP, Bridge and composition instructors. For instance, Comp 1 did not in any way rewrite or modify the piece of writing they were marking. However, IEP 1 and Bridge 1 who are both ESL writing instructors, directly altered their students' writing either with direct corrections as is the case of Bridge 1 or by taking the student's writing and rewriting it. Reasons for this preference of direct correction and manipulation of student text are unclear and may hold potential for future research.

From the interview data, no clear pattern was able to be established with regard to a difference in what the interview participants gave feedback on. This suggests that providing feedback is an individualized process for each responder. Supporting this is that responding to student writing as an individualized process is noted in several studies across both fields (Ferris, 2014; Sommers, 2006; Connors & Lunsford, 1993). However, in the survey stage, the instructors who were identified as composition and rhetoric instructors did indicate that they placed a higher emphasis on content and organization, which mirrors findings by Connors & Lunsford (1993). In particular there were a few instances in the open response questions which indicated this in the survey response section. The interesting elements to these responses are the ways in which the two groups referred to the same ideas. By looking at the words that the groups use, this can help to describe the lens through which each group views the concept in their field. For instance, while participants in the different groups include Organization/Clarity as an element that is important to focus on, one Bridge teacher refers to organization and clarity tools for writers who

are situated outside the American academic English sphere, tools to be used to break into academic communication.

Another discrepancy between the instructor groups was that the composition instructors in the survey stage indicated that they generally did not accommodate for second language learners. This supports other findings by Matsuda et al. (2013) which found that in their case study of first year writing instructors, there was a mixed response towards how to respond to second language writers in terms of training provided and general knowledge. Within the survey results there were a few instances where the separate groups discussed the same concept or idea in different ways. When referring to responding to students' individual needs, one Bridge instructor referenced students' linguistic development, whereas the composition instructor referred to individual student needs in the context of a dialogue with the student. The teacher as the communicator in a discourse with the student is seen with scholars such as Haswell (2006) and is referenced by other scholars in the field of composition and rhetoric (Sommers, 2006). Sommers (2006) states that feedback "plays a social role…to help students feel less anonymous and to give them a sense of academic belonging" (p. 251). However, this is only from the survey results of what the participants said, not what their actual practice was.

Limitations

The largest limitation to this study was a limited pool of interview participants. This was primarily caused by a global pandemic outbreak of the novel COVID 19 coronavirus in mid-February 2020. As a result of extended school breaks and social distancing procedures, only three interviews were scheduled and completed for this project. For future research, a large pool of participants could be recruited, possibly from multiple campus sites. A more even pool of

participants would be desirable as well in order to provide a more complete picture of teacher feedback practices. In the current study there was an uneven distribution of instructors between the two fields as well as across the three categories of IEP, Bridge and First Year Writing. In addition, examining the data from this study, I realized that the questions in the survey instrument and interview about teachers' knowledge of a pathway program were outside of the scope of the initial research question and would be better served by examination as a separate research project.

Conclusion

The survey responses of the participants yielded a few insights into how participants claimed that they responded to student writing. Primarily IEP and Bridge instructors claim to focus on grammar, academic English and use different feedback practices such as highlighting or underlining when compared with the composition instructors. The findings of the interview stage were less clear due to the limitations outlined above. However, it was found that there is a common process the teachers undertake when responding to student writing, through the use of end comments and marginal comments. These findings do help to shed some light onto the feedback practices of both second language instructors and composition instructors. Further research at other institutions would help to build upon these findings and to expand the scope to more than one pathway program. A large part of writing is the drafting process, where students receive feedback and progress to new revised drafts. Therefore, an area for future research could be an examination of ESL writing teachers and first year composition teachers' feedback practices across multiple drafts. Similar studies have been done of teacher feedback across drafts

(Ferris, 2003; Junqueira, & Payant, 2015), but there have been few, if any, studies that look at both L1 and L2 writing teachers. This would serve to describe teacher feedback practices in a broader context than just one piece of writing while still focusing on a pathway program.

However, the survey responses and interview responses indicate that perhaps both sets of instructors could benefit from an overview of expectations in two ways. For those teaching in a pathway program, a conversation could be started about what students will be expected to do when they exit the program. If the Bridge instructors are aware of what will be expected for their students once they enter mainstream composition classes, then the course they need to plot towards those competencies and skills will be easier to find. For the instructors outside of a pathway program or situated at the end of it, perhaps related professional development projects could be started about where those students are coming from and what they are able to do. Then, the composition instructors would be explicitly aware of what abilities Bridge students are expected to have by the time they enter composition courses. This could take the form of creating standardized feedback practices at each stage of the pathway program. Perhaps there could be an in-house push towards opportunities for instructors to engage in activities as a group that allow them to reflect on their feedback knowledge and their actual practice. This could be coupled with opportunities for instructors in the IEP, Bridge and Composition programs to engage in dialogue about what the student learning outcomes are at each stage of the pathway program. The findings in this study serve not only the host institution by proving insight into current instructors' feedback practice. Perhaps if I had been armed with the findings in this study, I might have been able to apply the field appropriate feedback practice to my students in Japan. Rather than writing "awk" for awkward phrasing, I would have been able to diagnose the student's language needs and refer to field specific literature, rather than applying feedback

practices from a first language writing perspective. A judicial assessment of the errors the student made would have provided that student with proper feedback of where to go next in their linguistic journey. Doing so would avoid frustration on the part of the student and would have provided the student with more relevant feedback to enable their growth. This can then be extrapolated out to other practicing second language instructors as well as to current first language English writing instructors who might not be aware of feedback practices that best suits their second language students' needs.

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Appendix A

Online Teacher Survey

I am surveying graduate teaching assistants of first year composition as well as ESL writing at your university. Your candid responses to these questions is helpful to my research project.

Should you have any questions or would like to know the findings please contact me at kdnugent@stcloudstate.edu

Part 1 Demographics and Teacher Background

Q1: What is your primary language?

Q2: How many years of English teaching experience do you have?

- Less than one year
- 1-2 years
- 3-5 years
- 6-10 years
- 10 or more years

Q3: What was your undergraduate degree?

Q4: At your institution what program are you currently employed in?

- English for Academic Purposes
- Intensive English Center
- First Year Composition/Writing
- Other (Please Specify)

_____

Q5: What type of courses do you primarily teach?

- ESL classes
- Freshman Composition
- Creative Writing

Other (Please Specify)

_____

Q6: What training have you received on giving feedback to students?

A course (graduate)

A course (undergraduate)

A workshop

Other (Please specify)

_____

Part 2: Writing Response Practices and Beliefs

Q7: What manner of feedback responses do you most frequently give to students?

Analogue (Handwritten)

Digital (Computer based)

Face to Face feedback

Other (please specify)

_____

Q8: What type of feedback do you give to students?

Direct correction

Coded feedback (for example: “sp” for spelling etc.)

Highlighting/Underlining

Comments in Margins

Comments/Notes at the end of a piece of writing

Other (please specify)

_____

Q9: What elements do you focus on when responding to student writing?

Grammar Errors

Organization

Errors Specific to the Assignment

Convention Errors (such as APA or MLA format)

Style/Voice

Appropriateness

Other (Please Specify)

_____

Q10: How important would you rank responding to student writing within your teaching priorities?

High Importance

Some importance

Low importance

No importance

Q11: Do you accommodate for ESL learners when giving feedback?

Yes

No

Unsure

Q12: What do you believe is the most important element of writing to focus on when responding to student writing? Please explain below.

_____

Part 3: Program Knowledge

Q13: What kinds of support services are offered for ESL students at your institution? Indicate all that apply.

Writing Center

Tutoring Services

ESL Tutoring Services

Unsure

Other (please specify)

Q14: What kinds of ESL classes are provided at your institution?

English for Academic Purposes

Intensive English

Business English

Unsure

Other (please specify)

Q15: To your knowledge is there an English language pathway program at your institution?

Yes

No

Unsure

Q16: If there is a pathway program at your institution, are you aware of the requirements to exit the program?

Yes

No

Unsure

Q17: What are your expectations for ESL students in your classes, with regards to writing? Please answer below:

Part 4: Contact Request

Q 18: Is there anything else you would like to say? Please answer below:

Q19: Would you be interested in participating in a follow up interview to discuss this topic further? If so, please click yes. If you agree to participate in the interview stage, no identifying information will be utilized in the analysis stage of this study and you will be able to end the interview at any time. The interview will be conducted at a time and location convenient to you.

Yes

No

If you clicked Yes, please enter your contact information below:

Name:

Email Address:

Preferred method of contact (email/phone):

Further information will be provided

Thank you for your time and participation!

If you have any questions please contact kdnugent@stcloudstate.edu

Appendix B

Interview Protocol adapted from Ferris et al. (2011)

1. What is your background as a writing teacher?
2. What is your teaching philosophy?
3. What would you say you focus on when responding to student writing?
4. Does your institution have a pathway program for ESL students? (Explain a pathway program if the participant is unaware). If so, are you aware of the entry and exit requirements for your institution's pathway program?
5. If the participant is primarily an ESL teacher: How aware are you of first year writing/composition teachers' expectations for student writing? As well as their approaches to response?
6. If the participant is primarily a first-year writing/composition teacher: How aware are you of the approaches used by ESL teachers to respond to student writing?
7. Follow-up on any questions or comments from the subject's survey responses.
8. Look at the marked student papers together. If the interviewer has any questions or needs clarification about the purpose, meaning or intent of a comment, discuss it. Ask the interview subject to discuss how s/he approached these various student papers and why (e.g. did s/he respond differently because of perceived differences in student abilities? Were the comments tailored to the particular task and assignment? Etc).
9. Also discuss how specific contextual factors such as length of term, online teaching, the stage of the writing process, etc., might have impacted the instructor's responses to these students and response practices in general.

Appendix C

Analysis procedure and categories adapted from Ferris (1997, 2011)

C. Analysis Procedure for Teacher Commentary on Student Texts

1. Number each verbal comment consecutively. Nonverbal feedback such as underlining or cross-outs should be categorized as implicit or explicit. If the teacher adds a word or phrase or provides a grammar code or rule reminder, number those and label them as "grammar/mechanics" comments (see below).

2. For end notes, divide comments into propositions. For example, if the note begins with three sentences of praise, number that as one "positive" comment (see below). Use your best judgment as to where the propositions begin and end.

3. After numbering the comments (both in the text and in end notes), analyze each comment for a) length, b) type, and c) text-specificity. See analysis scheme below for definitions and examples.

4. Use a separate chart for each student paper.

5. Keep the charts organized by teacher/ subject identifier. We will use them as part of the case study analysis/ narratives.

Objective Analysis Scheme for Teacher Commentary

1. Comment Length (Number of Words)

1= Short (1-5 words)

2= Average (6-15 words)

3= Long (16-25 words)

4= Very Long (26+ words)

2. Comment Types

1 = Ask for Information/ Question EXAMPLE: Did you work out this problem with your roommates ?

2= Suggestion/Question EXAMPLE: Can you provide a thesis statement here - What did you learn from this?

3= Suggestion/Statement or Imperative

EXAMPLE: This paragraph might be better earlier in the essay.

EXAMPLE: Mention what Zinsser says about parental pressure.

4= Give Information/Question or Statement

EXAMPLE: Most states do allow a waiting period before an adoption is final - Do you feel that all such laws are wrong?

EXAMPLE: Iowa law favors parental rights. Michigan and California consider the best interests of the child.

5= Positive Comment/Statement or Exclamation

EXAMPLE: A very nice start to your essay! You ve done an impressive job of finding facts and quotes to support your arguments.

6= Grammar/Mechanics Comment/Question, Statement, or Imperative EXAMPLES: *Past or present tense ?

3. Text-Specific Comment

0= Generic comment (could have been written on any paper)

EXAMPLE: Nice Intro

1= Text-Specific Comment

EXAMPLE: Why is the American system better for children, in your opinion?

4. Implicit vs Explicit

1= Implicit

EXAMPLE: An error is underlined or highlighted

2= Explicit

EXAMPLE: Attention is drawn to an error in a specific manner such as underlining or highlighting, with correction.

Focused vs Unfocused (Writing Sample as a Whole)

1 = Focused

EXAMPLE: The errors corrected in the writing sample are of one particular type or types.

Unfocused= 2

EXAMPLE: The errors corrected are not of any particular category.

Appendix D

ST. CLOUD STATE UNIVERSITY
EDUCATION FOR LIFE.

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Kelly Nugent

Email: kdnugent@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Exempt Review

Project Title: Written Corrective Feedback Practices in a Pathway Program

Advisor Michael Schwartz

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology,Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1941 - 2504	**Type:** Exempt Review	**Today's Date:** 1/15/2020
1st Year Approval Date: 1/15/2020	**2nd Year Approval Date:**	**3rd Year Approval Date:**
1st Year Expiration Date:	**2nd Year Expiration Date:**	**3rd Year Expiration Date:**