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### Effects of Group Choice in Peer- and Self-Revision in an English-Learning L2 Classroom

Kari Wangen

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**EFFECTS OF GROUP CHOICE IN PEER- AND SELF-REVISION IN AN  
ENGLISH-LEARNING L2 CLASSROOM**

by

**Kari Wangen**

**B.A., Concordia College, Moorhead, Minnesota, 2001**

A Thesis

Submitted to the Graduate Faculty

of

**St. Cloud State University**

**in Partial Fulfillment of the Requirements**

**for the Degree**

**Master of Arts**

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**August, 2003**

This thesis submitted by Kari A. Wangen in partial fulfillment of the requirements for the Degree of Master of Arts at St. Cloud State University is hereby approved by the final evaluation committee.

Kari Wangen

### PROBLEM:

This project sought to examine factors within self- and peer-revision in the writing process of Intermediate English Center Level 3 students. The project also concentrated on if student-grouped pairs incorporated more peer comments than teacher-grouped pairs.

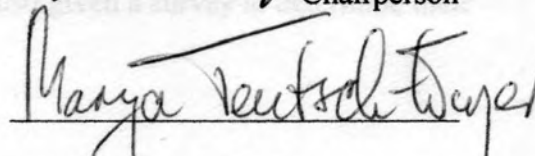
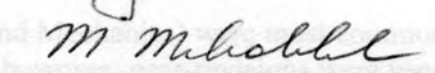
### PROCEDURE:

Two separate essays, a compare/contrast essay and an observation essay, were examined through their revision processes, one teacher-grouped and one student-grouped. The first focus of investigation was areas of writing (content, organization, content, vocabulary, grammar, mechanics, and false repairs) as defined in a study by Vidari and De Gennaro (1998). In addition, the essays were examined for revision types (self-peer, self-peer) were used most often and in which areas. To complete the project, the subjects were also given a survey of feelings toward the entire process.

### FINDINGS:

Results show that micro-skills (Grammar and Mechanics) were revised most often. Also, self-revision was used most often. High degrees when suggestions were made. In conclusion, student-chosen groups do not predict complete incorporation of peer comments; however, students, in general, provided and/or accepted comments at a higher rate when they were allowed to choose their own groups.

  
Chairperson

Month \_\_\_\_\_ Year \_\_\_\_\_

Approved by Research Committee

  
Chairperson

Dean  
School of Graduate Studies

# EFFECTS OF GROUP CHOICE IN PEER- AND SELF-REVISION IN AN ENGLISH-LEARNING L2 CLASSROOM

Kari Wangen

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This project sought to examine factors within self- and peer-revision in the writing process of Intensive English Center Level 3 students. The project also concentrated on if student-grouped pairs incorporated more peer comments than teacher-grouped pairs.

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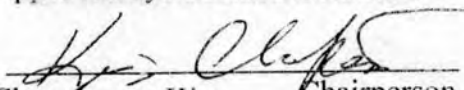
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## FINDINGS:

Results show that micro-skills (Grammar and Mechanics) were most commonly changed. Also, self-revision was used most often; however, peer-revisions were used at high degrees when suggestions were made. In conclusion, student-chosen groups do not predict complete incorporation of peer comments; however, students, in general, provided and/or accepted comments at a higher rate when they were allowed to choose their own groups.

Month \_\_\_\_\_ Year \_\_\_\_\_

Approved by Research Committee:

  
Choongkyong Kim Chairperson

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## Chapter I

### INTRODUCTION

In a university setting, writing is one of the most important skills to acquire and hone. Each student who enters collegiate studies these days is expected to have a fairly high level of writing skill as this ability is called upon on an almost daily occurrence through communication with others, tests, essays, etc. This can offer a difficult challenge for some of our incoming international students who are sometimes still beginning writers of English. This is an acknowledged fact at St. Cloud State University's Intensive English Center (IEC). One of the major goals of the program is developing strong, qualified L2 writers.

As a composition instructor in the IEC, one of the objectives I have established for my students is to aid them in becoming self-sufficient academic beings. This way, when they leave the IEC, they have the skills to survive in the university community on their own abilities. In terms of writing, this means aiding the students in how to write essays on their own through the writing process.

One way to develop these growing writers is by teaching the writing process. This method consists of many steps, often including data collection, outlining, first draft, revision, and the final draft. There are many ways to set up this process, dependent on

the teacher, the students, and the level of the students, but one step remains fairly constant: revision.

Revision can be considered the part of the writing process that actually teaches someone how to write. Through the examining and altering of a piece, a learner can actually learn how to write well and what makes a piece a good essay. Revision itself can be taught and used in many different ways. There are different people involved in the process, sometimes teachers, peers, tutors, but always the writer (self). As instructors in multilevel, multilingual, multicultural classrooms, we need to decide a fit that will work best in the classroom.

To many students, involved in many studies (Chaudron, 1984; Cheong, 1994; Nelson & Carson, 1998; Tsui & Ng, 2000), teachers are the individuals who should be in charge of the revision process and whose comments are important in making changes to a paper. In the students' eyes, teachers are the experts of English in the classroom and can be trusted. However, as we know, once leaving a composition course, there are not many teachers or professors willing to take the time to revise a student's paper. Therefore, the students need to find skills for revision to make them self-sufficient writers.

One way to aid students in becoming self-sufficient writers is to teach students how to revise on their own, or self-revision. Further, as students progress through their academic career, they will come upon people who they can trust to help them in their writing process, who can look at a piece as an outside audience, or peer-revision. A combination of self- and peer-revision can create solid, well-written essays while individuals are still independent writers. Consequently, to develop more self-sufficient

writers, instructors need to include time and practice in self- and peer-revision for our L2 students.

One of the first and foremost goals in the revision process, no matter if it is self or peer, is to differentiate revision from editing. Correcting spelling and grammar can take away from the process of writing a complete, cohesive essay. Though editing is important in its own right, students need training on how to look at a piece and disassemble it to better a piece into a well-written essay. Good training in the classroom of the revision process and its place in the writing process should accomplish this goal.

In addition, as will be seen in the Review of Literature, peer- and self-revision often have contradictive and conflictive results in the classroom. Instructors in both L1 and L2 have voiced strong opposition to both revision types, especially peer-revision, for numerous reasons. The difficulties of having peers work together often overtake the task trying to be accomplished. Because of these problems, as instructors, we need to look closer at the process parts of peer-revision to make it more productive. One way to acknowledge this problem and stem it is to give the students more ownership in the task being attempted. By allowing students to choose their own groups, they can develop their own activity within the guidelines of the task that benefits both partners and accomplishes the goals of the task.

Thus, this project examined three pieces of the revision process to make it more accessible and productive to L2 English learners and their instructors. First, the areas of

writing were examined as defined by Vilamill and De Guerro (1998), including content, organization, vocabulary, grammar, and mechanics. These areas include both micro- and

areas received the most concentration at this level of writer. Second, the types of revision (self, peer, and self with peer) were examined. The instruction of this site class concentrated on these types to fit the goals of the course for self-sufficient writers. Third, the use of different group choices (i.e. student-grouped or teacher-grouped) was examined to differentiate the incorporation of peer comments in an essay. This would demonstrate a way to better the contradictory effects of peer-revision within the classroom. All three elements combined will aid in bettering the usability of revision in the classroom.

## Chapter II

### REVIEW OF LITERATURE

#### TYPES OF REVISION

With more emphasis being placed on process writing within our L1 and L2 composition courses, the revision process is being analyzed more closely and critiqued more carefully. Revision is the examination of a piece, after it is written, to find the positives, the negatives, and what needs further attention. In many cases, included in revision is editing, the examination of the mechanics of a piece (spelling, grammar, punctuation, etc.). According to Cheong, "Facilitating effective revision is the main goal of process writing" (1994, pp. 64). It is also said that revision is the most difficult part of the writing process (Styslinger 1998). Though it is an important part of the process of writing, there does not seem to be a true way to teach or facilitate revision within the classroom.

In both L1 and L2, four types of revision are utilized: self, peer, teacher, and other (tutors, writing centers, etc.). Though research has been done on all four types, the data are inconsistent and varied (Chaudron, 1984; Cheong 1994; Connor & Asenavage, 1994; Graner, 1987; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). What little research has been done, especially in L2, is highly conflictive, with researchers finding many types of data dependent on where they put their focus. Even though all four types were used in

some way in the IEC Level 3 classroom, the class concentrated its in-class time on self- and peer-revision. Therefore, for this research, only two of the types, self and peer, were examined in detail, though there is mention of all four types of revision and their effect.

### Peer-revision

Graner defines peer revision as "...the use of groups to read and critique each other's writing to improve each participant's work" (1987, pp. 40). In L1 writing, this is an area that is highly researched and, even though the findings are still inconclusive, it is found that peer revision is a positive and useful task in most situations (Graner, 1987; Spear, 1993; Thomas & Thomas, 1989). However, researchers are finding that there are many differences between peer revision in L1 and L2 for many reasons. First, L1 writers are writing and talking in their native language, while L2 learners are learning the oral and written language along with the process of peer revision (Nelson & Carson, 1998; Nelson & Murphy, 1992). This can cause the writer/reviser to go into overload (Villamil & De Guerrero, 1998); it becomes too much information to process at once.

Second, because there is too much information occurring at once, L2 learners tend to concentrate more on the linguistic structures of the paper, or editing, than L1 learners (Styslinger, 1998; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). The product, not the process becomes more important (Carson & Nelson, 1998). The content and organization are left behind as students work on making the perfect paper, structurally complete and systematic.



Further, L1 learners are different from L2 learners when doing peer revision because of different communication styles and sociolinguistic rules of speaking (Allaei & Connor, 1990; Nelson & Carson, 1998). Though L1 learners come from varied backgrounds, they all begin in similar classroom setups and expectations of roles for teachers and students according to the demands of culture within the society. L2 learners, however, come from varied, differing and sometimes opposing backgrounds that are different not only in their general education background, but also in their language education as well. The student may respond to the drafts based on what is good writing in their native language, not necessarily based on the objectives of the class (Nelson & Murphy, 1992). This causes conflict and misunderstanding beyond the linguistic process.

Directly related to the sociolinguistic rules is the idea of power distance, or roles within a classroom (Nelson & Carson, 1998). Most specifically, this means the roles of students versus the roles of teachers in the revision process. Presently, most of the studies in L1 and L2 have concentrated on peer-revision in comparison with teacher feedback. Findings have shown that teacher feedback is the most implemented (Cheong, 1994; Nelson & Carson, 1998; Tsui & Ng, 2000). This often happens because within the backgrounds of many L2 learners, the teacher has the ultimate authority within the classroom and all students, their peers, are subordinate. This brings in serious issues as to what authority students have to critique and evaluate their peers' papers, causing many students to simply ignore others' comments.

Also, many students often question what right their peers have to correct them when they, themselves, are still learners and novices (Graner, 1987; Rothschild &

Klingenberg, 1990; Spear, 1993; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). They are concerned about creating false repairs, corrections of things that are not really mistakes, in their misplaced trust of their peers (Rothschild & Klingenberg, 1990; Villamil & De Guerrero, 1998). As Graner states, it becomes "...the blind leading the blind with unskilled editors guiding inexperienced writers in a process that neither understands" (1987, pp. 4). No one truly knows what he or she should be doing or what he or she should be correcting.

Even with all of the disadvantages found with peer revision in L2 writing, there are also many advantages. The most important is the social interaction and the development that occurs in writing because of this feedback and cooperative process (Mittan, 1989; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). Working together creates a mature, intellectual community of learners (Allaei & Connor, 1990; Spears, 1993; Styslinger, 1998). This community, if it works in a cooperative manner, has been found to cause greater implementation in the drafts of the peers (Graner, 1987; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). The students learn to work as a cooperative community and grow together as learners.

One of the most useful and most newly researched areas of peer revision, is the positive effect on Zone of Developmental Proximity (ZDP) (Villamil & De Guerrero, 1998). What researchers have found is that even though the members of the peer reviewers are still novices within the L2, they are each experts in different things in the world and within the language. According to Chaudron (1984), it is actually while practicing revision that L2 learners refine their language skills and movement towards



target forms, with learners at their own level. Therefore, though they are not English language experts, they are still teaching each other and aiding each other through the process. The group becomes a source of both giving and receiving information (Thomas & Thomas, 1989). All within the group learn and teach because of the process.

Another overwhelming advantage in most of the research, is that peer revision gives a sense of audience that none of the other types of revision are able to do (Allaei & Connor, 1990; Graner, 1987; Thomas & Thomas, 1989; Tsui & Ng, 2000; Villamil & De Guerrero, 1998). The students have a concrete receiver of their information which makes the task of explaining what they mean, in words, more real and necessary. They learn that writing is an interaction of ideas with the text and the reader (Chaudron, 1984) and gain a clearer understanding of what the reader needs to comprehend the writer's meaning (Mittan, 1989). It forces students to think outside of what they know and consider what their audience knows. Further, Bruffee (1973) claims that students can be a very demanding and critical audience even before they are good writers (qtd in Allaei & Connor, 1990, pp. 19). The students learn how to be critical of writing as novice writers and pick out what makes a piece good before they are able to perform it themselves.

### Self-revision

Another type of revision is self-revision. According to Robert Mittan (1989), this is the most difficult task in revision. This is the least researched area of the revision process, even though it is the most commonly used. The self is the ultimate authority on what will and will not fit into the paper; the writer must weigh his or her expertise against

that of the peers or teacher of the class (Villamil & De Guerrero, 1998). Yet, it is difficult to see what is going on in the mind of the writer, so it is difficult to research where self-revision implementation is making an impact.

Of the little research that has been done in this area of revision, most has been done in comparison of peer-revision. Villamil and De Guerrero (1998) claim that self-revision is simply an extension of peer-revision and that peer revision is where the actual new ideas and information are generated. This would mean that the writer is not able to come up with new ways to better their papers on their own. However, because there is so little research at this point, it is difficult to say if this is a true case and it is one of the elements of my research that was examined very carefully.

#### AREAS OF WRITING IN THE REVISION PROCESS

For each study that has been done on revision, each researcher has chosen different areas to concentrate on to see where improvements have been made. Yet, even with all the different lists, there is a pattern of what is examined and the findings that follow.

Connor and Asenavage (1994) looked at six elements within each of the four types of revision: additions, deletions, substitutes, permutations, distributions, and consolidations. However, they examined the process even more by looking at all six of the elements at both a surface (linguistic) and text (content) level. Because the researchers were more concentrated on the types of revision, the study did not conclude in which area the most or least revision was seen. Connor and Asenavage did, however,

look at the elements in the four types of revision and found that of the revisions, 5% were from peer-revision, 35% came from teacher comments, and 60% were from self or others (tutors, friends, people outside of the writing classroom environment).

In their study on all four types of revisions, Villamil and De Guerrero (1998) concentrated on five troublesources for revision: organization, content, grammar, vocabulary, and mechanics. The least revisions were found in organization and the most in grammar. This study used both self- and peer-revision at each of these levels and found that 55% of the revisions were incorporated from peer response, 6% were revisions that started as peer-revisions and were elaborated upon more in self-revision, and 39% of the revisions were self-revision.

Cheong (1994) also examined language elements in revision and split them into two groups: higher order matter (plot, organization, context, content) and lower order matters (syntax, grammar, mechanics, form). These elements were then viewed within peer- and self-revision. Cheong found that 83% of self-revisions were higher order and 11% were lower order. In comparison, peer-revisions saw 79% higher order and 12% lower order. This would seem to show that no matter which revision is used, peer or self, similar results occur; many more revisions occur to macro-language skills, such as organization and content. These data strongly contradict with Villamil and De Guerrero's data (1998) which showed the most changes occurred in grammar, a lower-order troublesource and the least revisions occurred in organization, a higher-order troublesource.

As we can see from these three examples alone, there is no consistency to the findings between peer-revision and self-revision. However, we can see a pattern of what elements are being examined, both micro- and macro-levels of the writing process. This shows that revision needs to be examined as a whole process and each part is important.

Further, Connor and Asenavage (1994) say most revisions occur from self-revision, Villamil and De Guerrero (1998) claim most of the revisions came from peers, and Cheong (1994) claims the two processes are almost equal in their numbers of changes. The inconsistencies between the studies prove there is a deeper problem within revision beyond the skills being examined. Because of this, we need to look closer at the revision process. Self-revision is an internal process and determined by each student, which makes it difficult to manipulate elements of this practice to better understand its implementation. However, in peer-revision, there are different elements of the process that can be manipulated that change the use of peer comments by the students. One of the most important and disputed elements of this process is group choice.

#### GROUP CHOICE IN THE REVISION PROCESS

New developments in the research of revision are looking closer at the actual process. One idea that is being examined more closely is group choice. Though research at this point is inconclusive, there does seem to be a more open attitude to the connection between who chooses the members of the groups in peer-revision and their incorporation of the comments made for the final product of writing (Mittan, 1990; Nelson & Murphy, 1992; Styslinger, 1998). However, the reasoning behind these inconsistencies and

conflicts in the little research that has been done is determinant on many different components.

One of the resounding disadvantages with peer-revision and some of the reason that it may be less trusted than teacher feedback or self-revision is the sometimes daunting experience of working within a group. It can be intimidating at any level of language learning. According to Allaei and Connor (1990) in terms of L2 learners:

Using collaborative groups effectively in heterogeneous classes of students from a variety of cultural backgrounds, with mixed abilities, is often a daunting prospect: differing communication styles may lead to conflict among "collaborative" groups' members, and differing notions about conventions of "good" writing may lead to quite different responses to writing the responses and L1 reader may provide. (pp. 20)

In other words, the experience of forming a multilingual, multicultural, multi-experience group can, at times, overtake the actual task.

With different goals and different objectives to the revision task dependent on culture, valuable time and skills are lost in not working to an end. The students from different backgrounds come in with different expectations towards group/pair work (Nelson & Murphy, 1992). According to Carson and Nelson (1998), whereas the Chinese students in their study wanted consensus of the group to guide change and to aid all those in the group to better papers, the Spanish students in their study were more task-oriented and focused on each group member individually. Allaei and Connor (1990) also noted two areas of concern for goals of students within collaborative groups in multicultural classrooms. They found some students, mainly East Asian students, had difficulty making negative comments about a peer's writing. They wanted to concentrate on what was good. Also, they discovered that some students, especially Middle Eastern



students, found it difficult to share their writing with peers, as writing is so personal. Sharing and being critical of a piece are two important elements of the peer revision process and breaking through the barriers can once again overtake the process.

Many students have cited their mistrust of their peers as discussed earlier. Others say that peer revision becomes a case of "...being nice is more important than being helpful" (Styslinger, 1998, pp. 117); readers say they are uncomfortable making criticisms of their peers' work (Graner, 1987). In other cases, students say their peers only point out the negative and simply hurt feelings (Allaei & Connor, 1990; Rothschild & Klingenberg, 1990). Students become defensive and begin to contribute less and less to the process (Nelson & Murphy, 1992; Spear, 1993; Thomas & Thomas, 1989). The activity becomes grounds for competition and self-protection rather than writing development and cooperative learning (Spear, 1993). It is important to remember that one's writing is a part of one's self and many feel that attacking their writing is attacking them (Nelson & Murphy, 1992). Once again, the ultimate goal becomes lost due to group relationships and feelings.

The question of how groups should be chosen for peer revision has always been a problem. Some have tried ability groups (high-high or high-low). According to Mittan (1989), instructors should avoid low-low and low-high. He found high-medium, low-medium, or high-high abilities to be more effective in improving writing. Some have tried randomly chosen groups. Nelson and Murphy (1992) suggest looking at the initial preference of students, a mixture of genders, similar paper topics, and avoidance of shared L1 when forming revision groups. However, Mittan (1990) says shared L1 can be

helpful because the writers share common problems and can gain insight from one another. Some studies, such as Mangelsdorf and Schlumberger (1992), have tried peer-revision with anonymous writers or readers. However, because this activity decontextualized students from the activity and there was no opportunity for the students to discuss the changes, not even anonymity seemed to be a solution. None of these methods have proved to be completely workable; all of these different choices have left students feeling alone and criticized within the larger group and teachers feeling overwhelmed and unable to direct peer-revision into a workable class activity.

Elbow (1973) set up four guidelines to decrease the stigma associated with peer groups: (1) never quarrel with someone else's reaction, (2) be quiet and attentive, (3) give specific reactions to specific parts, and (4) do not reject out of hand what readers tell you without giving their concerns careful consideration (qtd. in Nelson & Murphy, 1992, pp. 175). However, it has been found that these guidelines are not often followed within the group and, in some cases, are used to cause even more conflict. In her research, Mary Styslinger (1998) asked her subjects what they would like to have in peer-revision, what would make it more productive. Their responses included desire of positive comments, positive judgments of their peers' abilities, respect and honesty within the group, sincerity, and trust among group members. Many claimed that this could be accomplished if they could choose their own groups.

Being with peers that they trust and can talk to honestly may be the final element in making peer-revision more effective. It is important to remember that the task and the social dimension are inseparable (Nelson & Murphy, 1992). By allowing students to

have a say with whom they work with, they have a greater say in what their community involves and who has the power of authority (which in most cases would be equal).

However, there is still the concern that friends will not be able to criticize one another and the same patterns will continue.

## RESEARCH QUESTIONS

Because of the inconsistencies found in research and my own observations made with past students in my composition classes, three research questions were examined in this study:

1. In what areas of writing are improvements seen through the revision process?
2. Do students meaningfully incorporate peer comments as much as self-revision in each of these areas of writing within the revision process?
3. Does group choice (i.e., teacher-grouped or student-grouped) predict the inclusion of peer comments in the revision process?

Looking at these questions clarifies some of the inconsistencies previously found and aids in making peer- and self-revision better utilized in classroom environments.



## Chapter III

### METHODOLOGY

#### RESEARCH QUESTIONS

Because of the inconsistencies found in research and my own observations made with past students in my composition classes, three research questions were examined in this study:

1. In what areas of writing are improvements seen through the revision process?
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## SUBJECTS AND SITE CLASSROOM

For this research, I studied peer- and self-revision used among Level 3 (intermediate) Intensive English Center (IEC) students at St. Cloud State University. Students are usually placed in Level 3 through two means: placement test for new students or progression of levels through the IEC programs for continuing students. The placement test consists of the Michigan Test and a written composition that is graded with a modified version of Jacobs' ESL Composition Profile.

The four new learners in Level 3 scored between 65 and 86 on the composition and between 34 and 47 on the Michigan test, with the total scores between 99 and 122. One student was a continuing student who moved up from Level 2 which he had completed in the previous semester (he also scored within the range of the new students). Two other learners joined the Level 3 a week after classes began. One was moved up from a lower level when she demonstrated that her skill level was well above where she had tested. The last student arrived late, but she was still tested. Her Michigan test score (66) was above the other students; however, her composition score (76.5) was within the same range and so she was placed in Level 3. There had been an eighth student who was a continuing student enrolled in the class, but she left the program before the data were collected for Essay 2; thus, her data were not included in this research project.

The seven learners came from a variety of countries, including the following: Mongolia, Taiwan, Russia, Japan, China, Vietnam, and the United States (Puerto Rico). Their ages ranged from 16 to mid-60's. Two of the students were male and five were

female. All had both ESL and EFL experiences as one of the requirements of the IEC program is a minimum of 2 years of previous instruction in English.

The site class met for 5 hours of language instruction everyday in a variety of contexts and structures. Each week, they had 5 hours of composition. The course concentrated on basic paragraph and essay structure, as it was understood that the students knew how to construct sentences fairly well by this point in the program. The main objectives of the course were further development in essay organization and exposure to different rhetoric styles of writing and their elements, including content needs. Through there was some instruction in Vocabulary, Grammar, and Mechanics, these areas were not the main goals of the course and little instruction time was spent on these objectives.

### PROCEDURE

Through the semester, the class concentrated on four large writing projects: (1) a summary, (2) a compare/contrast essay, (3) an observation essay, and (4) an analysis essay. The process cycle for each paper was set up similarly, including time for both self- and peer-revision with each essay. However, for this study, data were only collected on the compare/contrast essay and the observation essay, as these pieces were later in the semester, which means the students were used to the cycle and each other as individuals. Also, the essays were longer, more concentrated projects, which provided increased and more detailed data.

The revision process was incorporated and used throughout the semester. Throughout the 16 weeks, classes concentrated on different skills in writing. Along with coursework, revision was introduced intermittently, as fit into the daily lessons. As can be seen in Figure 1, training for the revision process began in the first 6 weeks at indiscriminate times, mainly leading up to the completion of the summary.

Week 1-6	7-9	10		11-14	15		16
		Day 1	Day 4		Day 1	Day 4	
Training: In-class samples and Out- of-class Exercises		Teacher- grouped In-class Peer Revision with Check- list			Student- grouped In-class Peer Revision with Check- list		
Summary Paper- Revision set-up including Checklist	First Draft of Taboo Paper		Final Draft of Taboo Paper	First Draft of Observ. Paper		Final Draft of Observ. Paper	Survey
More In-class Samples and Out- of-class Exercises		Self- Revision with Check- list in own Time			Self- Revision with Check- list in own Time		

Figure 1

Research Project Time Table

We first discussed what revision and editing are and what types of items we look at in each process (breaking down what content, organization, etc. are) in very simple terms. We then talked about some guiding principles, similar to those in Elbow's guidelines (1973, qtd in Nelson & Murphy, 1992, pp. 175). Examples of these are: (1) Be critical, but don't criticize, (2) Treat others as you would want to be treated, (3) Be an open audience, (4) Ask questions, (5) Consider all possibilities, and (6) Everyone is an expert in something.

After going through these rules, the students began looking at pieces and how they could revise them. The samples came from different textbooks, various websites, and past students' papers. In class, the students would look at pieces together, verbally comment on revisions, and practice how to change the verbal comments to written form. When needed, the instructor (researcher) modeled different parts of this process. Similar practice exercises were also done individually as homework for practice and so the instructor could see if progress was being made.

The students then practiced the writing and revision process on the summary paper. The writing process for each essay began with a first draft of a topic of their choice within the focused rhetoric style. The students then began the revision process, which included the Revision Checklist (Appendix A). This checklist provided students with a base point to what they were looking for during the revision process. It acted as a conversation starter, while still giving structure to the task. It provided direction to the learners so they knew what they must accomplish by the end of the session. Also, the



checklist was another form of feedback for those students who felt the conversational part of peer-revision was confrontational.

The summary paper was the learners' first access to this important piece of the revision process and data collection for this research project. A full class period was taken to practice with the checklist before the students used it on their summary.

The same checklist was given for the self- and peer-revision. Peer-revision occurred during a 50-minute class period 2 days before the final draft was due. Students were given the checklist and met in pairs or a small group of three (due to the odd number of students) during that time period. The students exchanged essays, read their partner's piece and made both verbal and written comments. Self-revision then occurred as homework that night. The students were given the same checklist as was used for the peer-revision. The students were then to examine their own pieces in the same way as their peers had. Both revision drafts and checklists were collected with the first and final draft 2 days later.

After reviewing the summary checklists and revision process, the instructor (researcher) had the students complete a few more exercises in- and out-of-class, before beginning the draft for the taboo compare/contrast essay which was the first essay used in the research project. The learners spent 3 weeks preparing for and writing the first draft. The next week (week 10) was devoted to the revision process. Both peer- and self-revision, with the checklists, were completed on day 1. On day 4, the students handed in the final drafts, including all of the revision process pieces. The process was repeated for

weeks 11 to 15 for the observation essay (the second piece collected for this research project).

To see if group choice in peer-revision predicted the incorporation of peer suggestions, the revision process was slightly different for the two essays. For the first essay, the instructor (researcher) chose the groups on two criteria: ability and personality. The groups consisted of two high-medium groups, one low-medium group, and one high-low group (there were eight subjects at that time). These abilities were determined by previous classwork, especially in terms of students' weekly journal writing- a freestyle writing project that began each class period. In addition, students that appeared to work well together previously in class group work were placed together. For the second essay, students chose their own peer-groups, dependent on their comfort levels and friendships developed during the semester. The comparisons made between these two essays are core to the question of the importance of group choice in peer activities.

After the observation essay was completed and collected (week 16), the students were also given a questionnaire (Appendix D). This questionnaire provided data about the students' feelings on the revision process and if it was useful. Further, it also asked in what areas they felt they had made the most improvements in the class and during the revision process. It asked their perceptions of the usefulness and difficulties of peer activities. Finally, it had questions as to why they liked the groups they chose or the groups the teacher chose better.

## DATA COLLECTION AND CODING

When each essay was collected, the students handed in the first draft of the paper, the peer-revision (checklist and a draft), the self-revision (checklist and a draft), and the final draft of the paper. These different pieces were examined for differences and changes on both micro- and macro-levels of writing. For examination, the researcher looked most closely at the troublesources (areas) presented by Villamil and De Guerrero (1998): organization, content, grammar, vocabulary, and mechanics (Appendix B). These areas were fairly clearly defined and able to be differentiated within a text, examining both micro- and macro-levels of writing, and objectives in instruction in the class each semester, especially organization and content.

To keep record of these changes, each student had their own revision log, kept by the researcher (Appendix C). Each student was given a letter code as identification and there were separate logs kept for each essay. Each log also included the student's partner's letter code for that particular essay. Within the log, revisions were encoded as self-revision (S) or peer-revision (P). Also, self-revisions from peer comments (SP) were encoded. Self-revision from peer-comment was used in cases when a peer marked something, but has made no clear suggestion on how to correct the problem and the writer made his/her own corrections. The drafts were examined for where these changes were suggested. If changes occurred that did not appear on either revision drafts or upon the checklists, it was assumed they are self-revision. These revisions were then analyzed and compared individually and among the groups to determine the areas of most improvement, the incorporation of each revision type, and differences between the two



group set-ups. In the log sheet, besides the codes, examples were collected of the areas of revision. In the areas of grammar, vocabulary, mechanics, and false repairs, the original sentence and the changed sentence were documented. For areas of organization and content, a description of the original products and changed products were documented.

To ensure researcher validity, an outside reader was occasionally consulted. The outside reader was taught how to use the log sheet and the criteria for the different skills using Vilamill and DeGuererro's troublesources (Appendix B). The researcher randomly selected three essays (from both Essay 1 and Essay 2) and had the outside reader fill out the log sheets. Comparisons were made between the outside reader's comments and the researcher's to ensure the validity of the skills analysis.

After collecting the data on the log sheets, the information was used to determine which areas saw the most improvements. The data was also compared to see if more revisions were made in self- or peer-revision. Comparisons were made between each student's essays to see if more changes were made in Essay 1 or Essay 2. Along with the data from the log sheets, the information from the questionnaire were also tallied and compared across the group of learners to find general trends about the process. Further, the questionnaire results for each student were compared to their essays to see if there were connections between the students' opinions about the revision process and group work and the results found in the papers.

## Chapter IV

### ANALYSIS

#### COMPARISON OF AREAS OF WRITING

After completing the log sheets, the numbers and types of revisions were examined. To answer research question #1, the numbers of each area of revision was compared to the total number of revisions. Table 1 breaks down the areas of writing and their percentages of all the revisions for both essays (see page 27). Further, the averages among all of the students for each area of writing were recorded to show the general trends across the entire of group.

In Essay 1, Content and Vocabulary were the areas that saw the most revision, on average. The least revisions on average were in Mechanics. This completely reversed in Essay 2 where Mechanics, doubled, increasing to 22% and was the area of most change. Grammar was also very high in both essays, but also saw a significant increase in Essay 2.

Table 1  
Percentage Comparisons<sup>1</sup> of Area Revisions  
Made in Essay 1 and Essay 2<sup>2</sup>

Student	A		B		C		D		E		F		G		Ave.	
	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Content	30	11	12	7	13	9	23	13	40	35	16	24	50	20	26	17
Organ.	0	0	6	0	2	1	9	13	35	0	5	32	50	11	15	8
Gram.	10	33	29	22	34	37	32	35	0	6	7	12	0	28	16	25
Vocab.	20	0	35	19	24	10	15	31	5	41	23	4	0	4	18	16
Mech.	0	56	6	33	19	25	8	4	10	6	35	8	0	26	11	22
F. Repairs	40	0	12	19	8	18	13	4	10	12	14	20	0	11	14	12

<sup>1</sup> All numbers in Table 1 are percentages.

<sup>2</sup> E1 stands for Essay 1 and E2 stands for Essay 2.

In comparison, Organization reduced by almost half in Essay 2. This was the area of least change in Essay 2 with only 8% of incorporation as the average for the group. Seven of the 14 total essays collected (Essay 1 and Essay 2 of all seven learners) demonstrated that less than 5% of the revisions incorporated were Organization. The incorporation of Organization was almost twice as much in Essay 1; however, these data were skewed through the revision information on Student G. The numbers show that 50% of G's revisions were content and 50% were organization. What actually happened is she used two suggestions of revision and completely re-wrote her paper; Essay 1 is completely different from Essay 2. So, even though 50% of the revision used by G was Organization, in actuality, it was only one comment.

For False Repairs, there is no real pattern of inclusion. Some students increased their incorporation, some decreased. Significantly, Student A, who had made the most False Repairs in Essay 1 (in fact, it was the most used revision in the whole essay) at 40% decreased to 0% of false repairs in Essay 2. Students B, C, E, F, and G all increased their incorporation of False Repairs. Consequently, most of these incorporations appeared in Grammar and Mechanics, micro-level areas.

#### COMAPRISONS OF TYPES OF REVISION

When looking at research question #2, data were collected and calculated to see which types of revision students incorporated. These data are recorded in Table 2 along with the averages of each revision type used across the entire group (see page 29).

Table 2  
Percentage Comparisons<sup>1</sup> of Revision Types  
in Essay 1 and Essay 2<sup>2</sup>

Student	A		B		C		D		E		F		G		Ave.	
	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Self	100	33	88	100	92	83	88	100	90	94	89	96	0	89	78	85
Peer	0	67	12	0	6	17	1	0	0	0	9	0	0	4	4	12
Self-Peer	0	0	0	0	2	1	8	0	10	6	9	4	100	7	18	3
Other	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0.4	0

<sup>1</sup> All numbers in Table 1 are percentages.

<sup>2</sup> E1 stands for Essay 1 and E2 stands for Essay 2.

In the essays, self, peer, and self-peer comments were all incorporated. In addition, in Essay 1, Student D incorporated comments made from another source (O). This other source was one of the students in the class (B) who D had look at his essay along with the peer-revision comments made by the partner (A) assigned by the teacher.

Also, we can see from the data collected for Essay 1 by Student G that her incorporated revisions, which led her to completely re-write of her paper, had their source in peer revision (they were categorized as SP because G was the individual who wrote the changes, but the attention to the problems came from F, the peer)

Clearly, self-revision was incorporated more than any other type of revision. The incorporation of self-revision also increased from Essay 1 to Essay 2. However, self-peer revision decreased from Essay 1 to Essay 2 and peer revision increased from Essay 1 to Essay 2.

Students A and C decreased their use of self-revision. Student A went from 100% of self-revision in Essay 1 to 33% in Essay 2. She was the only subject who incorporated more peer-revision comments than self-revision in either essay. In the survey, she also said peer revision was the type most like and most helpful. In comparison, Student C increased her usage of peer comment from Essay 1 (6%) to Essay 2 (16%). In contrast, in the survey, she chose self- and peer-revision for most liked, but self-revision as most helpful. Student C saw the worth in both types of revisions, conceptually and in practice, throughout the revision process.

When breaking down each area of writing into the types of revision used, we can further see patterns of incorporation in the two essays. The distribution of these



calculations is recorded in Table 3 (page 32) along with the averages across the group in each writing area.

As we can see from Table 3, all areas of writing are able to receive and use both peer- and self-revision. Vocabulary and False Repairs were two areas that occurred most often in self-revision. False Repairs in self-revision, on average, were 100% in Essay 1 and 92% in Essay 2. The subjects were making their own mistakes or not having the expertise to change their own mistakes correctly.

Vocabulary also saw almost complete self-revision (92% in Essay 1, 100% in Essay 2). In actuality, this was an area that saw little change, self or peer, overall. These subjects were not yet at a stage to be able to enrich their essays with better, more appropriate vocabulary. This is something that will most likely further develop with more language development.

Another interesting trend developed in Essay 2. In this essay, on average, self-revision increased in usage in all areas, except Mechanics (96% to 65%). Mechanics, as we saw in Table 1, increased in revision changes overall, to be the area of most revisions in Essay 2. It seems partners felt more comfortable and confident making these changes and the writers were more assured in accepting them.

Table 3

Percentage Comparisons of Revision Types in Each Area  
in Essay 1 and Essay 2

Student	A		B		C		D		E		F		G		Ave	
	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Content																
S	100	100	100	100	71	100	63	100	100	100	100	100	0	56	76	54
P	0	0	0	0	29	0	0	0	0	0	0	0	0	11	4	1
SP	0	0	0	0	0	0	32	0	0	0	0	0	100	33	19	5
O	0	0	0	0	0	0	5	0	0	0	0	0	0	0	1	0
Organ.																
S	NA <sup>1</sup>	NA	100	NA	0	100	89	100	71	NA	100	88	0	100	60	97
P	NA	NA	0	NA	0	0	0	0	0	NA	0	0	0	0	0	0
SP	NA	NA	0	NA	100	0	11	0	29	NA	0	12	100	0	40	3
Gram.																
S	100	67	80	100	100	90	97	100	NA	100	66	100	NA	100	89	94
P	0	33	20	0	0	10	0	0	NA	0	17	0	NA	0	7	6
SP	0	0	0	0	0	0	0	0	NA	0	17	0	NA	0	3	0
O	0	0	0	0	0	0	3	0	NA	0	0	0	NA	0	1	0
Vocab.																
S	100	NA	83	100	92	100	86	100	100	100	90	100	NA	100	92	100
P	0	NA	17	0	8	0	7	0	0	0	5	0	NA	0	6	0
SP	0	NA	0	0	0	0	0	0	0	0	5	0	NA	0	1	0
O	0	NA	0	0	0	0	7	0	0	0	0	0	NA	0	1	0
Mech.																
S	NA	0	100	100	100	62	100	100	100	0	82	100	NA	92	96	65
P	NA	100	0	0	0	38	0	0	0	0	18	0	NA	8	4	21
SP	NA	0	0	0	0	0	0	0	0	100	0	0	NA	0	0	14
F. R.																
S	100	NA	100	100	100	86	100	100	100	100	100	100	NA	100	100	98
P	0	NA	0	0	0	7	0	0	0	0	0	0	NA	0	0	1
SP	0	NA	0	0	0	7	0	0	0	0	0	0	NA	0	0	1

<sup>1</sup> NA used in writing areas where students made no revisions.

## ANALYSIS OF PEER COMMENTS

When reviewing the data collected about the types of revision, it seemed unusual that students would incorporate self-revision at such a high rate. Because of this, the comments given and received by peers needed to be examined more closely. Table 4 demonstrates the kind of comments that each student received and how much of the peer comments the students incorporated.

Table 4

Comparison of Peer Comments Received  
in Essay 1 and Essay 2

Essay #1	A	B	C	D	E	F	G
Partner	D	N/A <sup>1</sup>	E	A	C	G	F
Kinds of Responses Received (code)	1-C <sup>2</sup> 2-O	1-G 1-V 2-FR <sup>3</sup>	1-C 4-O 2-G 1-V	3-C 2-G 2-V 1-M 1-FR	3-O	2-C 4-G 1-V 9-M 2-FR	1-C 1-O
% Used	0%	50%	50%	44%	67%	50%	100%
Essay #2	A	B	C	D	E	F	G
Partner	F	D	A	B	G	C	E
Kinds of Responses Received (code)	1-C 1-O 3-G 5-M	0	3-G 11-M 3-FR	0	3-O 1-M 1-FR	2-O 2-FR	7-C 2-O 1-M
% Used	50%	100%	82%	100%	20%	25%	50%

<sup>1</sup> N/A is student that left the course before the collection of data for Essay 2.

<sup>2</sup> Letter associates with writing areas, such as C = Content, O = Organization, etc.

<sup>3</sup> FR is False Repair comments, comments that are inaccurate. They were not necessarily incorporated by the writer

In Essay 1, Student A was the only individual who did not incorporate any of the peer revision she received. In comparison, Student G used 100% of the comments that she received. The rest of the group fell some where in between the two extremes. C and E picked and chose which comments they wanted to use at fairly high percentages (50% and 67%). For Students B, D, and F, a problem occurred in the peer comments; a portion of the comments were actually False Repairs. All three ignored the False Repairs and incorporated most, if not all, of the other comments made.

In comparison, in Essay 2, Student A increased from 0% to 50%. She received many more comments than in Essay 1 and she used those comments accurately. She was the one subject who used peer-revision more than self-revision in Essay 2. Further, Student C received False Repairs along with good comments; she incorporated only and all of the good comments. Students B and D, who were partners, received no peer comments; thus, had no comments to use to help them revise.

In contrast, Students E, F, and G all decreased in the percentage used of comments from Essay 1 to Essay 2; however, the data reveals more than just the fact there was less incorporation. When looking at Student F, in Essay 2, she received many less comments, including some False Repairs, leaving her fewer options for incorporation of peer comments. In comparison, Student G received more comments in Essay 2; however, the comments in Essay 1 led to the complete rewriting of her essay. For Essay 2, the draft better met the goal of the essay, and thus the peer comments were less significant to the overall process. Thus, in actuality, Student E was the only subject whose lower incorporation of peer comments is not clear from the data.

Along with the number of peer comments received and used in the two essays, it is interesting to note what kinds of revision comments students were making and how those comments were being incorporated. Table 5 breaks down the types of comments each student was making in each essay (for examples, see Appendix E) and how much the comments were being used by their peers.

Table 5  
Comparison of Peer Comments Given  
in Essay 1 and Essay 2

Essay #1	A	B	C	D	E	F	G
Partner	D	N/A <sup>4</sup>	E	A	C	G	F
Kinds of Responses	3-C <sup>5</sup>		3-O	1-C	1-C	1-C	2-C
Gave	2-G	N/A		2-O	4-O	1-O	4-G
(code)	2-V				2-G		1-V
	1-M				1-V		9-M
	1-FR						2-FR
% Used	44%	N/A	67%	0%	50%	100%	50%
Essay #2	A	B	C	D	E	F	G
Partner	C	D	F	B	G	A	E
Kinds of Responses	3-G	0	2-O	0	7-C	1-C	3-O
Gave	11-M		2-FR		2-O	1-O	1-M
(code)	3-FR				1-M	3-G	1-FR
						5-M	
% Used	50%	100%	25%	100%	50%	25%	20%

<sup>4</sup> N/A is student that left the course before the collection of data for Essay 2. Data for these areas are not available.

<sup>5</sup> Letter associates with writing areas, such as C = Content, O = Organization, etc.

When comparing Essay 1 and Essay 2, Student A had more comments incorporated in Essay 2. Student A gave more False Repairs in Essay 2, but she also gave more comments in general, which also meant more comments were accepted. Student A also made more comments in Essay 2. Interestingly, the comments changed from mostly macro-skill comments (Content and Vocabulary) to micro-skill comments (Grammar and Mechanics) on writing.

Also, Students C, E, and F also made more comments in Essay #2. Student C made only one more comment; however, she had more inaccurate comments in Essay 2 (She made more False Repairs). So, in actuality, she made less useable comments, and therefore, less of her comments were used. For Student F, she also made more comments, but her partner was less accepting, even though the comments were good and useable.

For Student E, the problem was also that the peer did not accept the comments. He made more comments and attempted to make more macro-level comments instead of just concentrating on Mechanics and Grammar. Student G had a similar situation with Student E. She actually made fewer comments. However, she made less False Repairs and concentrated on making more macro-level comments.

### COMPARISON OF SURVEY ANSWERS

In addition to the data collected from the essays, the data gathered in the questionnaire (Appendix D) were also important. Table 6 shows some of the answers that each subject gave.



Table 6  
Survey Results

Student	A	B	C	D	E	F	G
General Comp. Areas Most Improved	Organ. Content	Organ. Content Gram. Vocab. Mech.	Organ. Content Vocab.	Organ.	Mech.	Organ. Mech.	Organ. Content Mech.
Revision Areas Most Improved	Organ. Content Gram. Vocab. Mech.	Organ. Content Gram. Vocab. Mech.	Organ. Content Gram. Vocab. Mech.	Gram. Vocab. Mech.	Organ. Content Gram. Mech.	Organ. Gram. Mech.	Organ. Content Mech.
Type Most Helpful	Peer	Self	Self	Self Peer	Self Peer	Peer	Self
Type Most Liked	Peer	Self	Self Peer	Self	Self Peer	Peer	Self
Who Should Choose Group	Teacher	Teacher	Teacher Students Random	Teacher	Students	Random	Students

In general, Organization was chosen most often as the area that students felt the class helped them the most to improve. Organization was also named, along with Mechanics and Grammar, as the areas that revision improved the most. Student A commented, "Thanks to this class, I could learn about Organization and Content. My skill is still not good, but I think my skill is improving little by little." This was interesting as Organization was the area in the essays that saw the least revisions. Conceptually, it seems the students felt Organization was an important area and they

developed a great deal in this skill over the semester. However, they were not able at this stage in their learning to transfer this skill to revision and change the organization of their essays to make them better. This will most likely come with more time and practice.

In terms of which revision type was most liked and/or most helpful, the results were fairly even. Students said that self-revision was more helpful and more liked, but only slightly (56% for both categories). What was interesting, however, was the students found the same types of revision most helpful and most liked, except for Students C and D. Student C liked both peer- and self-revision; however, she found only self-revision helpful. In her comment, she basically said that she had only one classmate who actually knew how to do peer-revision. In comparison, Student D found both types of revisions helpful, but he liked self-revision better. His comment said that he liked to revise and then have the teacher help, basically saying he would rather have teacher feedback than peer feedback. This also seemed to incorporate into practice as in Essay 2, he included no peer comment.

In the last question, the students were asked to give their opinions on who should create the groups: teacher, students, or random. Teacher was chosen most often (44%), but once again, by only a small margin. According to Student B, the teacher should choose the groups because "It's much easier for [professional] teacher to note how we are able to help each other." Student D said, "Teacher [know] exactly who fits another." However, Student E rallied for student-formed groups with his comment that students are better able to find a well-communicating group. Though Student E was not the subject

who used or gave peer comments the most, he was very involved in the process, choosing what was useful for him out of the self and peer activities.

Before students were asked who should chose groups on the survey, they were asked about what makes peer activities helpful and what makes them difficult. Table 7 shows the responses chosen on what makes peer activities helpful.

Table 7  
Responses to Survey Question 10

Choices	Students	%
Same Stage of Learning	A, C, D, E, F, G	19%
Direct Feedback	B, D, E, F, G	16%
Reaffirmation	B, C, E, G	13%
Teach Each Other	A, B, C, G	13%
Audience	A, D, E, F	13%
Social Interaction	B, E, G	10%
Helpful Suggestions	B, C, G	10%
Share Amount of Work	G	3%
Other	C	3%

As we can see from Table 7, students most often chose what made peer activities most helpful was that they were at the same stage of learning as their partner, which meant they could explain ideas to each other in terms that they knew both of them understood. Direct feedback was also highly chosen. Student C also had another choice: "Be open to discuss any kind of mistakes [with out] fear." Student E also made a comment about this section: "I think every advise from others is good for me, whatever agree or disagree."

In comparison, Table 8 records the responses chosen by the students for why peer activities are difficult.

Table 8  
Responses to Survey Question 11

Choices	Students	%
Not Experts in English	A, B, E, G	19%
Different Goals	A, C, F, G	19%
Comments Incomprehensible	B, E, F, G	19%
Partner Not Honest	C, E, G	13%
Cannot Trust Partner	E, G	10%
Other	C, D	10%
Too Much Information	G	5%
Hurt Feelings	G	5%
Intimidating		0%

Three responses were chosen the most often. The first was not being experts in English. Student A commented, "I can't speak English very well, but classmates are not experts in English too..." The second response chosen the most often was that comments were not understandable. Student F expanded on comments are not understandable by saying, "When you cannot understand you partner, you guys probably cannot communicate, so the pair activities will lose its meaning." The third choice most chosen was that the partners have different goals. Student B added, "Each of us has own vision of problem (own way of mind)..." These three choices together demonstrate the main reasons peer comments were not incorporated.

Student C once again had an Other comment for this section that said that her classmates do not make comments for her. She went on to say that there is too much to learn and not enough time. She also said her classmates are not open to discuss topics.

Student E commented, "My classmates are too polite. That's why I cannot get correct information." Many of these responses are similar to those found in other research studies discussed earlier in this project.

As we can see from the results recorded in Table 1, there was no concrete pattern on what area of writing was most incorporated. However, there are patterns of general application. Similarly to Vilareal and De Guerrero's study (1998), Grammar was one of the highest incorporated areas in both essays and Mechanics was the highest incorporated area in Essay 1. These are both micro-level skills and students were asked to give the least amount of time to these skills during the revision process. However, students were more willing to make these changes, both for themselves, and as accepted from their peers.

Some of the more micro-level suggestions appear to be made more often is that they are easier to make; they are comments that can be made and checked in another source, such as a book or the teacher, to see if they are actually correct. Another source of suggestion in the revision process that is often forgotten is the computer. As Student B commented in his survey, "...Most times we use Word (Microsoft Office Software) which can detect any wrong spelling." Even though Student B only commented on spelling, which is part of Mechanics, the computer can also help to make other Mechanics and Grammar changes.

## Chapter V

### DISCUSSION

#### SUMMARY OF AREAS OF WRITING

As we can see from the results recorded on Table 1, there was no concrete pattern on what area of writing was most incorporated. However, there are patterns of general application. Similarly to Vilamil and De Guerrero's study (1998), Grammar was one of the highest incorporated areas in both essays and Mechanics was the highest incorporated area in Essay 2. These are both micro-level skills and students were asked to give the least amount of time to these skills during the revision process. However, students were more willing to make these changes, both for themselves, and as accepted from their peers.

Some of the reason micro-level suggestions appear to be made more often is that they are easier to make; they are comments that can be made and checked in another sources, such as a book or the teacher, to see if they are actually correct. Another source of suggestion in the revision process that is often forgotten is the computer. As Student E commented in his survey, "...Most time we use Word (Microsoft Office Software) which can debug any wrong spelling." Even though Student E only commented on spelling, which is part of Mechanics, the computer can also help to make other Mechanic and Grammar changes.



However, the ease of making micro-level suggestions has another effect, the taking away of time from macro-level skills, such as Content and Vocabulary. As we saw from Essay 1 to Essay 2, Content moved from the area with the most revision (26%) to one of the least (17%). According to Student F in her survey, "We may not change many content when we do revision. Same with vocabulary, but when you read it again you'll know organization, grammar, mechanics more clearly than it can help you improve." As we can see, these kinds of revisions are more difficult to check.

Directly connected to these ideas, these types of comments are much more personal. Students are less willing to make comments about these areas as they are so personal and can be taken as a stronger criticism against the person, unlike Grammar. As well, students do not feel they have the right to make suggestions on others' topics if they have no expertise on the concept. It seems that the subjects feel if they are not really knowledgeable about a topic, they do not feel they can tell a writer where there should be Content or Vocabulary changes, such as added examples or more complex vocabulary items. Though Content and Vocabulary require no expertise to revise and change, students feel they have no right without the same background knowledge as the writer.

One example of this occurred during the peer-revision of Essay 1 between Student F and G. During their conference, Student F called over the instructor (researcher) with the comment that the content of Student G's essay was incorrect for the assignment. The instructor agreed with Student F and asked her to make as many comments as possible to help Student G correct this problem. However, Student F made only two comments: "I don't think she has an introduction" and "Paper doesn't fit what supposed to write

about.” Even though Student F knew student G needed help and had the capabilities to offer suggestion (and had even informed the instructor of some of the suggestions), she was unwilling to make the direct, concrete content suggestions on what a topic she had no expertise. Fortunately, Student G realized the need for the change of her paper because of the example of Student F’s paper, but the change was not due directly to the peer comment.

As we saw in both essays, Organization was one of the areas of least change or revision, which was also similar to Villamil and De Guerrero’s results (1998). The results in Organization differed greatly than what the researcher predicted, since one of the goals of Level 3 was better organization and a great deal of class time was spent on this concept. This was also contrary to what students in the course thought themselves, as Organization was one of the areas chosen most often in areas most improved in general and in revision.

It seems that when a student has created a structure for their essay, there is little that can be done that will make them willingly change or destroy that structure, even if a different organization would better meet the needs of their topic. During the course of the semester, much emphasis was placed on how to create these structures. In contrast, Student D commented on his survey that he felt his organization was helped the least by revision because he was not willing to change his whole idea of his paper. His comment shows a belief that is appears common among his classmates. Changing the organization of an essay changes the fragile structure created in the first draft; thus, destroying the essay and its development. For learning writers, this can be an intimidating proposition.

Therefore, instruction does not mean incorporation, as we can see in the results. What was not accomplished in teaching how to create this structure was how to change the structure once it is produced to make it better. To make organization more usable in revision, there needs to be more practice on how to revise Organization, separate from regular revision training. Students need to be taught how to tear apart the structure of a piece and put it back together in a cohesive, coherent essay in order to know how to incorporate Organization into their own revision processes.

### SUMMARY OF TYPES OF REVISION

As we saw, contrary to the researcher's prediction and most of the outside research, self-revision was the most incorporated type of revision. However, these results are inaccurate without looking closer at the data. True, that in terms of numbers, self-revision was the most incorporated. But, this was due to the fact that there were few peer comments to use. When reviewing Tables 4 and 5, in general, a high percentage of peer comment, when it was made, was used in the essays. Therefore, there was a willingness to use the comments; there was simply a low rate of comments being made. This means more work needs to be done in having students be more willing to make comments than in teaching students how to accept and incorporate suggestions.

Also, Villamil and De Guerrero (1998) made comments about how self-revision is simply an extension of peer-revision and that peer-revision is actually where new ideas are formed. Though the study showed students made their own self-revisions without help from peers, there was also a fairly high percentage of self-peer comments (18%) in

Essay 1. This would seem to prove Villamil and De Guerrero's point to some degree; however, the number does not tell the whole story. As we can see on Table 2, this number decreased to 3%, a much smaller percentage, in Essay 2. What was actually occurring was that the comments that were being made in Essay 1 that were being used for self-peer were actually too abstract or too general to be used as peer comments on their own accord (see Appendix E for examples). Telling a peer "This area is not understandable. Please change" points out a problem, but hardly tells the writer how to improve the piece. By Essay 2, the students had become much better at making more specific, accurate comments and the use of self-peer became insignificant.

Looking at the type of revision used in each area (Table 3), we can see that all areas were open to all types of suggestions. However, False Repairs seemed to be the area least open to peer suggestion. This is interesting to note as outside research (Rothschild & Klingenberg, 1990; Villamil & De Guerrero, 1998) has said that fear of false repairs is one of the strongest reasons peer revision is not incorporated or even disliked. The numbers of False Repairs made were very small (at most 3 by one person) (Table 5) and the number accepted was even smaller (0% & 1% respectfully) (Table 3). Therefore, though the students are still novices, they are very careful about the suggestions they make to others and are very conscious if the suggestions are correct or not.

## SUMMARY OF GROUP CHOICE

Though there is no clear cut answer if group choice predicts incorporation, there is some evidence that shows student-chosen groups do improve incorporation of peer comments. Overall, peer comment incorporation was significantly lower than self-revision comments. But the simple reason for this was the number of peer comments was dwarfed by the number of self-revisions. In one example alone: Student C made 83 total revisions in Essay 2; she received 17 peer comments and used fourteen of those comments. Fourteen comments in a number of 83 changes is very small, but she used all that she could from her peer. This is only one example. This is a pattern is recognizable in almost every piece by each student. According to Graner (1987), peers say they are uncomfortable making criticisms of their partner's work. This study would seem to demonstrate that point completely. Therefore, the frustration and fear of peer work is not little expertise or hurt feelings, but simply a lack of peer suggestions.

Also, some of the numbers shown in the tables do not truly reflect what was occurring within the groups during Essay 2. One of the most interesting pairs was Students B and D. These were an interesting pairing because they are the two highest-level students in the class, something they were both aware of. Also Student D had used some comments from Student B in his previous essay, though they had not been paired together. According to Mittan (1989), this should be a very productive group because high-high ability groups are able to be more discriminative of each other's work. However, the only comments by either partner were that the essays were perfect and nothing should be changed. Looking at the essays, this was not true; there was room for



change with errors (some very basic even) left within the paper. It seems that this pairing actually was counteractive because of the high respect or fear of discrediting a partner who may have a slightly higher ability, which led them not to make any changes.

Further, in Essay 2, we saw a dramatic drop in the number of comments accepted by Student E (Table 4). Student E appeared to be a strong proponent of peer-revision and student-grouped pairs in his survey with comments on how students know better who communicates well and how peer-revision is good because the advice is helpful and peers help him step out of his own vision to better his paper. He also had used a good portion of peer comments in Essay 1. However, the problem was not with his feelings towards peer-revision; the problem was his partner. Though the second essay was student-grouped, not everyone chose their own groups. Student E was paired with Student G simply because there was no one left for him to work with. The other two groups partnered up first, leaving E and G together. Though this was not a problem for Student G, for Student E, this was a problem. Student E was at a higher level than G and also older. As would be expected, Student E was not comfortable with this pairing and thus, used significantly less of the comments, even those that were accurate.

Through the examples of Students B, D, and E, we notice that we have to look at more than just the peer-revision process and the numbers of each revision type. We also need to look at what is happening during the process and the thoughts and feelings that each student is bringing with them to the process. The information collected in the survey questions on the helpfulness and difficulties of peer activities and recorded on Tables 7 and 8 show just how important these feelings and opinions can be.



Looking at the questionnaire, in the question on who should choose the groups, students said the teacher only slightly more than that students. Not surprisingly, the reason for teacher grouping given most often was the idea of power distance; the teacher knows what is best for the students. As we can see in Table 6, there is really no correlation between which revision type was most helpful or most liked and who should choose groups. Some students liked peer-revision better and felt they should choose their own groups; some students liked peer-revision better and felt the teacher should choose the groups. Some students said that they liked choosing their own groups, but they worried that their friendships overtook the project and less was accomplished because they were having fun with their friends instead. Student B once commented to the instructor (researcher) that she herself could not judge who would best help her improve her paper in the class and the teacher, the only one with all the data, should make the choices dependent on what people compliment each others' writing style best.

In addition, when the results of question #10 and #11 of the questionnaire are examined, we are able to see more of the components that impacted the peer-revision process, especially when comparing the subject results to Styslinger's "wish list" in peer activities (1998). Her subjects said for peer work to be more productive, they would like to have positive comments and positive judgments of their abilities. Similarly, the subjects in this study chose helpful suggestions from their peers and reaffirmation of their work as some of the top reasons why peer activities are helpful. Further, when looking at the checklists, especially in Essay 2, the students became very good at pointing out the positive qualities about their partner's essay. This shows the positiveness of these

activities help students better enjoy and take more out of the peer activities other than just correction. The process does not always have to concentrate on the negative, but through the positive, can help the students grow as writers.

In addition, according to Chaudron (1984), it is while working together that students refine their language skills and move towards more target forms. They are working with those who are at the same stage as they are and thus can explain concepts in terms they can understand. As we saw in Table 7, this is the choice students picked most often as a reason peer activities are helpful. They also felt that they are able to learn from one another and gain something useful from the process. What was interesting to note was that very few students chose that pair activities were helpful because there was a shared amount of work. In actuality, students commented more often that there was not enough time to complete everything and that there was more work to do in the peer activity than if they worked themselves.

Interestingly, none of the students chose intimidating as why peer activities are difficult. This was a point emphasized a great deal in other research projects (Allaei & Connor, 1990; Styslinger, 1998). The students commented on the fact that it was not actually intimidating because they were such good friends by the point in the semester when the research began. The problem instead was that there was too much going on and too much to do. The process was actually overwhelming rather than intimidating.

This is directly related to why peer activities are difficult. Allaei and Connor (1990), Nelson and Murphy (1992) and Carlson and Nelson (1998) all found in their research that different goals and objectives dependent on culture stifled progress in peer

activities the most. As we saw in the survey results, many of the students agreed that the choice of different goals is one of the main reasons peer activities are difficult. However, there is a question if it was really cultural based, or simply dependent on learning styles. Students A, E, and F are all students of Asian countries; however, they all chose peer-revision as the most helpful and most liked. They were willing to make negative comments as much as any other student in the project. Student E did not even chose this possibility as a reason for peer activities to be difficult. Each individual has likes/dislikes when it comes to peer activities that are not completely culture based.

Not surprisingly, not being experts in English and comments not being understandable were also very high. Students often commented on the fact that they did not feel their partners had enough expertise to make suggestions. Also, if comments were not understandable, they could not be used. This would prove why comments were left out even if they were accurate. That is why the social interaction of the process is important, so students have the chance to ask questions and eliminate some of that not understanding within the group. As we saw in Table 4, students are willing to incorporate comments if they are made and if they are understandable.

In conclusion, there are no clear-cut numbers to prove that student-grouped pairs improved the incorporation of peer comments. However, there are trends that show there were some gains by letting the students chose who they worked with. Students were willing to accept suggestion that were clear and concrete. If these types of suggestions were made, the students positively accepted incorporated them. Also, in groups that they chose, students, in general, were more willing to make suggestions and those suggestions

were accepted. In general, each student took something from the peer work and appreciated the time taken for it in class.

## CONCLUSION

For question one, this project showed similar results to past research, especially in Essay 2. In practice, Grammar was consistently one of the highest areas of revision; Mechanics was very high in Essay 2. Though Content was the highest in Essay 1, this number decreased in Essay 2 as Mechanics rose. Students conceptually believed revision was important for Organization, even though this was the area of lowest revision.

For question two, not surprisingly, self-revision was the most used type in both essays. Self-revision from peer comment decreased as peer comments were better in Essay 2. Peer-revision also made significant gains in Essay 2 with students incorporating more peer comments and giving better peer comments. In other words, as the comments were better (more accurate and concrete) in Essay 2, the subjects were able to use them as whole peer revisions instead of having to revise themselves from the peer comment made. Though opinions varied in self- and peer-revision, the subjects for the most part saw benefits to both.

For question three, once again, opinions were varied in who should choose groups. Though group choice did not predict the incorporation of peer comments, there were different gains from having students chose their groups in both the quality and quantity of comments gave and incorporated. Each student gained from the experience differently, but there was a new prospective gained through the ownership of their own

groups. What is even more important is that students in the class created a strong community that could communicate and work together to help each other develop as writers.

In conclusion, this is an area that needs further attention. Revision is an important element of the writing process and its impact in the process needs to be better developed in many cases. Also, ways need to be found to make any type of revision more accessible and productive for both the instructors and students in the classrooms. Lastly, through the different combinations of elements, we need to find a revision process that works for developing, independent writers in L1 and L2, for any essay being written for multiple purposes.

### IMPLICATIONS IN THE CLASSROOM

As instructors, we need to be aware of all the components of peer- and self-revision. For the process to be useful to the writing process of the students, we need to know what can stem or support what is being attempted. Revision is not something that is accomplished on its own. It requires training and attention to be effective. If attention is not given to this part of the writing process, students will only concentrate on editing and believe that is all that is necessary to make a good paper. Revision helps students learn more about the writing process and what makes a piece good by examining their own and others' work. By also allowing students to choose their own groups in the peer-revision process, teachers can give the students more ownership in the project and use the social interaction to better the students' writing in a process that is more comfortable for



them. A great deal of thought about the attempted goals needs to be given in order to make the process successful. Consequently, the results of the time and effort create a more active classroom community and a more able audience of writers.

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## APPENDICES

Sample of Revision Checklist

## Revision/Editing Checklist

### Introduction and Thesis

What is the thesis? Is it clear and convincing?

Does the introduction capture the reader's interest and involve the reader?

### Body

## APPENDIX A

Does each body paragraph begin with a topic sentence? **Sample of Revision Checklist**

Do the details in each paragraph support the topic sentence?

Are the paragraphs well organized?

Are the sentences and paragraphs interesting and intriguing?

Are all the sentences and paragraphs understandable?

## Revision/Editing Checklist

### *Introduction and Thesis*

What is the thesis? Is it clear and convincing?

Does the introduction explain the thesis and involve the reader?

### *Body*

Does each body paragraph have a topic sentence?

Do the details in each paragraph support the topic sentence?

Are the paragraphs well organized?

Are the sentences and paragraphs interesting and intriguing?

Are all the sentences and paragraphs understandable?



Is the body unified and well sequenced? Is the body well organized?

Does the body support the thesis?

### *Conclusion*

Does the conclusion restate the thesis?

Does the conclusion summarize the body?

### *Editing*

Spelling

Grammar

Capitalization

Punctuation

*Definitions of Examination Areas (Villars & De Gouveia, 1982, Appendix A)*

**CONTENT:** Elaboration of ideas; clarity of ideas and meaning; relevance of ideas to topic; concept; setting; title; length

**ORGANIZATION:** Parts of composition (introduction, body, and conclusion); ideas connected; placement of ideas within parts of composition; transition words; paragraphing; overall structure

**GRAMMAR:** Movement from sentence to sentence; word combinations of sentences; subject-verb agreement; complete sentences; verb tenses and verb forms; use of articles, auxiliaries, prepositions, pronouns, and conjunctions; word forms (if used as a noun, verb, adjective, etc.); plural/singular; gender; word order; negation; 'there' structure

**VOCABULARY:** Variety of diction; avoidance of repetition; appropriateness of diction; effectiveness in expressing meaning; **APPENDIX B** word choice; using English term; idiomatic usage

**MECHANICS:** Punctuation **Definitions of the Examination Areas** as indicator of paragraph; other conventions (use of words for numbers, parentheses, symbols, etc.)

***Definitions of Examination Areas (Villamil & De Guerrero, 1998, Appendix A)***

**CONTENT:** Elaboration of ideas; clarity of ideas and meaning; relevance of ideas to topic; message; setting; title; length

**ORGANIZATION:** Parts of composition (introduction, body, and conclusion); ideas connected; placement of ideas within parts of composition; transition words; paragraphing; overall structure

**GRAMMAR:** Movement from sentence to sentence; well-formedness of sentences; subject-verb agreement; complete sentences; verb tenses and verb forms; use of articles, modals, prepositions, pronouns, and conjunctions; word forms (if used as a noun, verb, adjective, etc.); plural/singular; gender; word order; negation; 'there' structure

**VOCABULARY:** Variety of diction; avoidance of repetition; appropriateness of diction; effectiveness in expressing meaning; accuracy of word choice; using English terms; idiomatic usage

**MECHANICS:** Punctuation; contractions; spelling; capitalization; indentation of paragraph; other conventions (use of words for numbers, parentheses, symbols, etc.)

Partnership  
Description of Change

Description of Original

Revision Date

Student A, Essay 1  
Date  
Organization

Custom

## APPENDIX C

### Sample of the Revision Logs

Student A: Essay 1  
Area  
Organization

Reviser Code

Description of Original

Partner: \_\_\_\_\_  
Description of Changed

Vocabulary

Content

Mechanics

False Repairs

Student A: Essay 1  
Area  
Grammar

Reviser Code

Original Sentence

Partner: \_\_\_\_\_  
Changed Sentence

Vocabulary

Mechanics

False Repairs

Sample of Survey about the Revision Process

APPENDIX D



## Survey

1. Sex: Male Female

2. Country \_\_\_\_\_

3. Native Language \_\_\_\_\_

Other Languages Spoken \_\_\_\_\_

4. How much improvement have you made in these areas this semester (4 = a lot of improvement, 3 = improvement, 2 = little improvement, 1 = no improvement)

Organization	4	3	2	1
Content	4	3	2	1
Grammar	4	3	2	1
Vocabulary	4	3	2	1
Mechanics	4	3	2	1

## APPENDIX D

## Sample of Survey about the Revision Process

Explain your rating:

5. How much did revision help you improve in these areas (4 = a lot of improvement, 3 = improvement, 2 = little improvement, 1 = no improvement)

Organization	4	3	2	1
Content	4	3	2	1
Grammar	4	3	2	1
Vocabulary	4	3	2	1
Mechanics	4	3	2	1

Explain your rating:

# Survey

1. Sex: Male Female

2. Country \_\_\_\_\_

3. Native Language \_\_\_\_\_

Other Languages Spoken \_\_\_\_\_

4. How much improvement have you made in these areas this semester (4 = a lot of improvement; 3 = improvement; 2 = little improvement; 1 = no improvement):

Organization	4	3	2	1
Content	4	3	2	1
Grammar	4	3	2	1
Vocabulary	4	3	2	1
Mechanics	4	3	2	1

Explain your ratings:

5. How much did revision help you improve in these areas (4 = a lot of improvement; 3 = improvement; 2 = little improvement; 1 = no improvement)

Organization	4	3	2	1
Content	4	3	2	1
Grammar	4	3	2	1
Vocabulary	4	3	2	1
Mechanics	4	3	2	1

Explain your ratings:

6. How much help did the kinds of revision provide (4 = a lot; 3 = some; 2 = very little; 1 = none):

Self	4	3	2	1
Peer	4	3	2	1
Teacher	4	3	2	1
Others (Tutors)	4	3	2	1

Explain your ratings:

7. How much did you like each of the kinds of revision (4 = a lot; 3 = some; 2 = very little; 1 = none):

Self	4	3	2	1
Peer	4	3	2	1
Teacher	4	3	2	1
Others (Tutors)	4	3	2	1

Explain your ratings:

8. How useful was revision for each of these papers (4 = a lot; 3 = some; 2 = very little; 1 = none):

Cultural Tabu (Compare/Contrast)	4	3	2	1
Observation	4	3	2	1

Explain your ratings:

9. How much did you like the revision for each of these papers (4 = a lot; 3 = some; 2 = very little; 1 = none):

Cultural Tabu (Compare/Contrast)	4	3	2	1
Observation	4	3	2	1

Explain your ratings:

10. What makes peer activities useful for you personally? (X all that apply)

- ☐ The activities create good social interaction within the classroom.
- ☐ I feel I can get direct feedback on my work.
- ☐ I can practice my language with classmates who are at the same stage of learning as I am.
- ☐ My classmates and I teach each other about concepts instead of always relying on the teacher.
- ☐ The peer activities create a real audience of readers.
- ☐ My partner and I share the amount of work instead of having to do the whole assignment myself.
- ☐ My partner helps me improve my language development by making helpful suggestions.
- ☐ Hearing positive comments from others reaffirms to me that my work is good.

Explain any reasons for the responses you chose. Please feel free to comment on any item you checked off as much as you want.

Are there any other reasons peer activities are useful for you?

11. What makes peer activities difficult for you personally? (X all that apply)

- ☐ My classmates are not experts in English.
- ☐ There is too much to do at once within an activity and I receive too much information to comprehend what is going on.
- ☐ When I am working with peers, I cannot always understand the comments they make about my writing.
- ☐ My partner and I have different goals when working on the activity and often cannot decide what we should actually accomplish.
- ☐ My partner is not honest in what I need to correct or change in my writing.
- ☐ I do not trust my peers' comments and responses.
- ☐ I find peer activities intimidating because I have to work with another person instead of just myself.
- ☐ My feelings get hurt because my partner criticizes my writing.

Explain any reasons for the responses you chose. Please feel free to comment on any item you checked off as much as you want.

Are there any other reasons peer activities are difficult for you?

12. Who should chose the members in pair activities? (Circle one)

Teacher  
Students  
Random  
Other \_\_\_\_\_

Explain:

13. Any other comments about revision or pair activities:

## Examples of Peer Revision Comments in Essay 1 and Essay 2

### Essay 1

#### Content

##### Incorporated

- "If you have more information of Viet Nam, I think you should add information"
- "Comparing USA and Viet Nam will make more clear this essay"

##### Not incorporated

- Sentences and paragraphs are not understandable

#### Organization

##### Incorporated

- The second and third paragraph need topic sentences
- "Conclusion does not include thesis, does not include MN"

##### Not incorporated

- No thesis or unclear
- introduction gives main idea, but not very involving

## APPENDIX E

### Examples of Peer Revision Comments in Essay 1 and Essay 2

#### Vocabulary

##### Incorporated

- "Change countries to country and state-MN to get a concept"
- As a society we are more tolerant (change from "Because of the society tolerant people live")

#### Grammar

##### Incorporated

- Because it is a taboo, it is wrong to do (changed from "Because of taboo it is wrong to do")
- Americans believe... (changed from "American believe...")

#### Mechanics

##### Incorporated

- They will not be shy (capitalization)
- Numerals changed to number words, such as "one" changed from "1"

#### False Repairs

##### Not incorporated

- Also, this child will have more liberty. ("take out period")
- Remove question marks from the quotation in the first sentence



## Examples of Peer Revision Comments in Essay 1 and Essay 2

### Essay 1

#### Content

##### *Incorporated*

- “If you have some information of Viet Nam, I think you should add information”
- “Comparing USA and Viet Nam will make more clear this essay”

##### *Not incorporated*

- Sentences and paragraphs are not understandable

#### Organization

##### *Incorporated*

- The second and third paragraph need topic sentences
- “Conclusion does not restate thesis, does not include MN”

##### *Not incorporated*

- No thesis or unclear
- Introduction gives main idea, but not very involving

#### Vocabulary

##### *Incorporated*

- “Change counties to country and state-MN is not a country”
- As a society we are more tolerant (change from “Because of the society tolerant people live”)

#### Grammar

##### *Incorporated*

- Because it is a taboo, it is wrong to do (changed from “because of taboo it is wrong to do”)
- Americans believe... (changed from “American believe...”)

#### Mechanics

##### *Incorporated*

- They will not be shy (capitalization)
- Numerals changed to number words, such as “one” (change from “1”)

#### False Repairs

##### *Not incorporated*

- Also, this child will have more liberty. (“take out period”)
- Remove quotation marks from the quotation in the first sentence

## Essay 2

### Content

#### *Incorporated:*

- "Add more examples to this section"
- "Add more disadvantages to this section"
- "Compare the big city and small town"

#### *Not incorporated*

- "If the information can be more clear, that would be good"

### Organization

#### *Incorporated*

- "You can make the second paragraph into two separate paragraphs-paragraph is too big" (Also marked a place that would be appropriate)

#### *Not Incorporated*

- "Add transitions"
- Details don't support topic sentences

### Vocabulary

N/A

### Grammar

#### *Incorporated*

- I thought about this question (change from "I was thinking")
- We had doors (change from "we had had doors")

### Mechanics

#### *Incorporated*

- "Lose much time" (change from "loose much time")
- Numerals to number words, such as "sixteenth" (change from "16<sup>th</sup>")
- Person (change from parson, spelling)

### False Repairs

#### *Not incorporated*

- The next, question
- Third and fourth paragraph could be combined as a conclusion.
- "Why talking about school campus?" (questioning the restatement of the thesis in the conclusion of the paper)