REVISION STRATEGIES: DEVELOPING INDEPENDENT, MOTIVATED WRITERS

A THESIS

Submitted in partial fulfillment of the requirements

for the degree of

MASTER of EDUCATION

by

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William Paterson University of New Jersey

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ABSTRACT

My study centers on ways revision strategies impact student writing development and motivation to improve 12th grade students' self-efficacy as they prepare for post-secondary writing activities. This led to my two research questions concerning how revision strategies can impact students' writing development, and how students' feelings about revision impact the steps they take during the revision process.

I devised a mixed-method study that triangulated quantitative data (collected from rubric scores of three drafts per student) with qualitative data (collected from questionnaires, observation notes, peer feedback forms, self-evaluations, and conference notes) to understand the impact of revision strategies on students' revision behaviors and what impact students' feelings have on their motivation to improve their writing abilities. Based on my findings, several conclusions can be surmised: student accuracy in identifying writing weaknesses affects their revision choices, specific feedback impacts their revision behaviors, and interpersonal revision strategies can impact students' motivation to develop as writers. One implication from this research is that multiple opportunities for writing discourse and student-assessed activities help students recognize weaknesses in their own writing.

DEDICATION

This research is dedicated to my husband, Jim, my best friend. Without you and I would not have had the time to undertake this incredible journey. To Michael, Joel and Madeleine, my amazing children, I am so thankful to be your mom and awed by who you are. Stay curious and stay kind. And my first cheerleader, Mom. You have never wavered in your support no matter what adventure I undertake.

Dr. Gonzalez, thank you for all your insightful feedback and your wisdom that you shared so generously through your mentorship.

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CHAPTER I

Statement of the Problem

Introduction

      Statistics show that students struggle to meet grade level benchmarks at both the national and state level with less than 30% of high school students writing proficiently (The Nation's Report Card, 2022; New Jersey Department of Education, 2022). Like most states, the decline has been attributed to effects from the COVID-19 pandemic on in-person learning (Asadullah et al., 2023), with the New Jersey Department of Education's (NJDOE, 2020) education plan using the pandemic as a reference point for low test scores. However, even before 2020 student preparedness for college level writing was between 25%-38% (Perin & Holschuh, 2019), indicating students need more than the same type of instruction and resources they received prior to school shutdowns in 2020. To combat writing deficiencies, educators must reflect on best practices to help 12th grade students fully understand the writing process and provide instructional strategies that will allow seniors to take more ownership of their writing before they begin post-secondary programs.

      The problem is exacerbated by insufficient teacher preparation during undergraduate training for preservice teachers and little professional development for writing instruction once they are employed in the school system (Graham, 2019). This lack of intentional planning by many New Jersey districts and high school administrators to provide comprehensive, holistic teacher training for writing instruction across content areas has shortchanged both teachers and students (Crank, 2012). As Gillespie et al. (2013) found, when teachers incorporate writing in their lessons, many activities center on notetaking or completing worksheets. In these contexts,

students are not developing their composing skills, but completing tasks which involve insufficient analysis or application to a student's experiences, holding little practicality as a transferable skill (Gillespie et al., 2014). As administrators seek to rectify this knowledge gap, we must prepare teachers to ensure students learn how to compose through each stage of the writing process, especially during revision when all their prewriting comes together in the final version (NCTE, 2018).

Revision strategies can help high school students develop their writing, improve their confidence in their revision abilities, and take more ownership of the writing process (Graham et al., 2019), but this requires teachers who are trained to provide targeted instruction. At my school, the professional development sessions do not include literacy training to help teachers understand how to teach these evidence-based strategies and which theoretical framework supports them. This creates an environment where students and teachers are both lacking training that could improve the learning process for better student outcomes. Without training, teachers can rely solely on rubric scores to communicate what students need to fix, without showing them how to undertake higher-level revision, or provide rubric scores without allowing for a final draft. While rubrics have criteria to assess student writing, teachers need to directly instruct students how to apply the rubric as a guide for self-evaluation (Graham et al., 2019). Often, in our school, junior and seniors are expected to know how to use a rubric or hold in-depth discussions with peers, but since they have not been trained, it negatively impacts their ability to provide or apply meaningful feedback that can move their writing forward (Dobbs & Leider, 2021). This problem requires teacher training so that our instructors understand best practices and methods to guide students in using revision strategies effectively (Davies et al., 2022). When

teachers feel prepared to teach students specific writing skills, 12th grade students can learn how to increase their efficacy and develop confidence as writers (Davies et al., 2022).

In my 12th grade British Literature classes I have seen evidence of weak writing skills even when students begin the process with guidelines and a rubric. They make few changes from the first draft to the final version and do not seem to use their specific scores from the rubric to revise their essays. Last year, after taking a graduate class that included instructional methods for explicit instruction, I created minilessons to model revision strategies and provided students practice time to using these strategies while moving through the steps of the writing process. As my students adopted thinking routines and completed revision tasks, they saw their writing improve when they adjusted their habits which also increased their engagement with writing. Based on these experiences, I want to research the effects revision methods can have in a 12th grade English classroom using research methods that will produce valid measurable results to provide evidence for the importance of training teachers to deliver explicit instruction with thinking routines and modeling so students have a clear understanding of what they will need to do during revision (Graham, 2019).

Offering students frequent opportunities to write, evaluate, discuss, and revise their work helps them continue to progress from telling what they know to crafting text for a specific purpose in a style that effectively connects the reader to their ideas (Graham, 2019). Through this research, I hope to show evidence that when students see the act of writing as an ongoing process that all effective writers do, they will become better writers who reflect on their writing practices to grow in their abilities to communicate. Ownership encompasses the student's revision habits and a belief they can be successful when using these strategies. When students understand how

to complete a task successfully and see a positive impact on their skill development, I believe they will begin to use these strategies to become more independent as they gain proficiency.

Research Questions

The problem of students graduating high school with weak writing skills that underprepare them for post-secondary education leads me to reflect on practices in my classroom that seem to help struggling writers. To guide my research, it has led me to the primary research question:

- How can revision strategies impact students' writing development?

This question includes investigating how the use of these strategies may help students to become more independent writers. In conjunction with this primary research question, I want to study the impact of students' feelings about revision as a motivator for their ownership to use these strategies for improvement. This leads to my sub-question:

- How do students' feelings about revision impact the steps they take during the revision process?

I have observed that when students learn how to apply a strategy to their writing that leads to an improvement in their writing skills and their grades, they are more willing to revise their work in subsequent assignments. I want to investigate how students' willingness to use writing strategies is influenced by their attitudes towards the strategies and their past experiences with them.

Definition of Terms

This section will clarify the terms used throughout the research study. As I address how revision strategies can positively impact students' writing development, these terms will assist that process of investigation, data collection, and reporting on my findings.

Revision: the step in the writing process that involves evaluating a writer's choices, whether their own or those of a peer) and discerning where changes should be made to a text and what changes need to be made to improve its quality.

Revision strategies: the varied tasks and activities writers use to evaluate their writing for clarity and quality with the plan to make changes to their text to improve it in these areas.

Thinking routines: this term applies to the cognitive practices writers use as they develop ideas into written language (Kellogg, 2008).

Modeling: the actionable steps a teacher will take in whole class, small group, or individual instruction to show students what to do in a given activity. This may also include making their thinking during such steps transparent by verbalizing them.

Feedback: any written or oral communication with a student writer about their writing to help them understand how a reader comprehends their purpose and how effectively their text supported this purpose for writing.

Revision process: this refers to the steps a writer takes during the writing process to evaluate, discern what changes their text needs to improve the clarity and quality of their writing, and making those changes through multidraft writing.

Writing development: as writers learn about text features and language, they will begin to incorporate these practices in their own writing to become more proficient (Hyland, 2008).

Quality: written text composed with a clear purpose, consistent fluency, minimal grammatical errors, and mindfulness of the relationship between author, text, and reader (Kellogg, 2008).

Independent writers: in this context, the term refers to student writers who can use provided guidelines, rubrics, and other criteria to self-evaluate effectively and revise drafts as needed. By these methods, a writer can effectively compose quality text (Kellogg, 2008; Graham et al., 2019).

Self-efficacy: As Bandura et al. (1996) define this term in academic settings as students' "beliefs...to regulate their own learning and academic attainments" (p.1206) which impacts their motivation to exert effort to attain specific goals.

Self-regulation: this term is defined by Graham et al. (2019) as "the ability to consistently evaluate one's own response to a situation and engage in strategies to produce the desired response" (p.264).

Rubric criteria: this encompasses the description within each level of proficiency associated with a specific component on a project rubric.

Writing process: the phases of writing that include generating ideas, planning out the elements of the text, drafting, giving and receiving feedback, evaluating, and revising. Rather than linear, these phases can occur at different points and be revisited as needed (Hyland, 2008; Fitzgerald & Ianetta, 2016).

Teacher training: this includes college courses within a teacher education program of study for pre-service teachers and professional development instruction once teachers are employed in a school (Perin & Holschuh, 2019; Troia & Graham, 2016). The term will be specified when referring to a particular type of training, whether pre-service or professional development for current teachers. In this study, I will be focusing on the ways teachers are prepared to instruct students in writing activities.

Direct instruction: this term refers to explicit instruction teachers provide students for completing a task or applying a skill connected to revising their writing.

Students: this study focuses on 12th grade students who are preparing for post-secondary college courses.

Feelings: for the context of this study, when students' feelings are referenced, it pertains specifically to their comfort level when engaging in the writing process and emotional response to tasks designed to improve their writing skills during that process.

Motivation: this term represents a students' willingness and desire to act on their knowledge of the writing process and revision strategies in response to the feedback they receive from others about their writing or based on self-assessment tasks they complete.

Theoretical Rationale

There are two theories that create a framework to address the primary research question in this research study: How can revision strategies positively impact students' writing development? As Tracey and Morrow (2017) argue, multiple lenses can be applied to teaching practices so the classroom instructor can implement change where theories converge to support student growth. John Dewey's (Dewey & Hinchey, 2018) constructivist theory centers the individual as both the receiver of all cultural and educational knowledge that has gone before them, and as the director of what new skills and information they wish to acquire for their own purposes and aims. This is certainly relevant for high school seniors with personal goals for their own development as students entering college and the workforce within the next year. Rather than motivating children, Dewey (Dewey & Hinchey, 2018) believes we are awakening the motivation within them by "stimulati[ng]...the child's powers by the demands of the social

situations in which [they] find [themselves]" (p.35). As teachers who want to incorporate students' interests and experiences in classroom activities, Dewey's notion of discovering what motivates students rather than dictating it to them provides a valid theoretical viewpoint. And though the individual self-directs his learning, Dewey positions the child from a psychological starting point within a social context where a community of individuals engage socially. He believes that if educators begin from a different outside perspective, only some of their instruction will be truly meaningful for the students, and they will not be as inclined to engage. When teachers begin with a student-centered approach, there is greater motivation to participate and then collaborate with guidance from the teacher. When students can write for purposes that align with their preferences for authentic audiences, the assignment will have more value for the student that goes beyond a grade received.

While Dewey conceives of school as a community grounded in social routines and activities, he posits that the classroom should be distilled to provide a simplified environment where students can make use of their out-of-school experiences and build a connection to new ideas in the educational setting. This concept of moving from what is familiar to incorporate new applications that develop students' writing skills supports both content goals and students' personal goals. Using Dewey's concept of the classroom environment also means reimagining a teacher's role in the process. He rejects the authoritarian role of a teacher who controls the learning process in favor of being a facilitator who activates the students' desire to learn, because he views school as a social community (Dewey & Hinchey, 2018). Dewey's theory encourages student efficacy by finding specific motivators that initiate students' self-directed actions, aligning with my research goals to find revision methods students will choose to apply to improve their writing. As this theory is applied to classroom practices, it shifts the burden of

ownership and responsibility from the teacher to the student. This approach was designed to put tools into students' hands that could translate into new situations schools might not anticipate, allowing them to drive the learning experience. For 12th grade students who lack routines and will be expected to function independently in college, this is a theoretical framework that fits their situation.

Vygotsky's (1997) sociocultural theory also applies to ways students gain independence in a classroom writing environment. He asserts that children will develop alongside their instruction, rather than after they have reached a benchmark of development and the "learning process then stimulates and pushes forward the maturation process" (Vygotsky, 1978, p. 35). Vygotsky expands this concept to theorize that as students improve their skills in one area, it can affect their development in another as students apply knowledge into new contexts. As Vygotsky (1978) illustrates, one smaller gain in learning or improving a skill contributes to larger developmental growth. Within the social context of a classroom, students have greater potential for growth through their exposure to peers at different levels of development and the expert guidance of their teacher, which Vygotsky identifies as the "Zone of Proximal Development" (1978, p. 38). His sociocultural theory shows that learning gains are impacted positively when students learn through collaborative methods and mean-making with teachers during routines that allow students to practice the skills as they continually develop a fuller understanding and apply them to their learning experiences.

Looking back at Vygotsky's (1997) views on a teacher's role within his theory as the facilitator of a healthy learning environment with student-centered learning, while he acknowledges the importance of teachers being experts in their fields, it is not for the sake of lecture, but to model and support student growth "one must know far more than [the student]

knows" (1997, p. 342). When teachers are fully prepared to teach through preparation in the science of teaching, for Vygotsky (1997), this is more important than their knowledge of a specific subject because the methods of instruction are key. His concern is that students receive opportunities to be independent, but in a rich environment that presents opportunities to increase understanding through collaborative opportunities with peers who understand the concepts more fully (Vygotsky, 1978).

By providing direct instruction and scaffolded lessons, it will increase student understanding and motivation (Dewey & Hinchey, 2018), but by also applying Vygotsky's (1997) sociocultural theory I acknowledge that self-efficacy must be student-centered if the goal is for students to manage selecting the best strategies for their individual needs as writers. Though initially students require instruction to learn how to apply specific methods to achieve lesson outcomes by teacher modeling and thinking routines, students must practice on their own to discover which strategies meet their own writing goals, which will improve their self-regulation. Offering students frequent self-directed opportunities to write, evaluate, discuss, and revise their work helps them to continue to become more independent as they prepare to enter post-secondary education.

Educational Significance

This research provides high school teachers with useful data about the effectiveness of revision strategies to improve 12th grade students' ownership of their writing development. High school teachers have a responsibility to prepare them for post-secondary success and when high school teachers support senior students' writing by scaffolding revision lessons, it allows for a gradual release of teacher oversight to encourage the students' responsibility to assess and

improve their writing skills. It is important for teachers to know that adolescent writers use strategies most effectively when they receive direct instruction from teachers who lead them through the thinking routines that should accompany revision methods like using a rubric or providing and receiving peer feedback. This will encourage teachers to take time to teach the skills that will help students emulate their process. Through this research I hope teaches will see how explicit instruction minimizes confusion or assumptions teachers may have about what students already know at a crucial time of transition towards complete independence as writers, as they become more familiar with applying feedback and criteria to their work for the purpose of finding areas to revise.

This is a key area to study because there is still a lot unknown about student self-assessment and what factors help student writers gain better skills for accurately evaluating the quality of their work (Andrade, 2019). College coursework is more complex than what students experienced in high school, with complicated literacy compositions coupled with increased responsibility to complete them independently. It is important for teachers to know if explicit instruction can provide a framework for students to use thinking routines and revision habits, they can take with them to college or the workforce. High school teachers need the kind of evidence this study seeks to show what methods can reinforce good writing habits at a time when students are choosing skills and routines from high school that will serve them well as they advance into richer writing opportunities.

Chapter II

Overview

      This chapter presents relevant research studies addressing strategies that address the research question: how can revision strategies impact students' writing development? The literature reviewed in this chapter contains research that documents how rubric criteria can support students' writing development, the relationship between feedback and the way students chose to revise, along with motivating factors to encourage greater self-efficacy for writing improvement. Writing research encounters multiple factors within the writing environment, as the variety of proficiency across student populations and student willingness to engage in revision practices affect both the procedures for carrying out research methods and the analysis of the collected data. As the body of research in this area of the field grows, it will shape the way we view existing studies, affect our current practices in the classroom, and inform our approach to future research. Revision strategies and the revision process provide students with opportunities to learn how to develop their writing skills by deepening their understanding of how to think and talk about the writing process.

Feedback Strategies

      Research on feedback strategies examine how they support student understanding and writing skill development while students are in the writing process. When students receive feedback from their peers and instructor, it can help them assess their effectiveness when communicating with an audience and accuracy when evaluating their writing quality. Peer feedback is gaining ground as a supportive writing strategy, so Wu and Schunn (2021) conducted a mixed-method study to differentiate the impact of providing and receiving feedback on student

revision choices. They also analyzed how the quantity of feedback affects student learning and whether the act of feedback was part of this learning process. To conduct a qualitative study using similar learning activities, the study was situated in two AP courses, one within a Title I high school (60 participants) and the other in a school with middle- and high-income students (125 participants). The students ranged in age from 16-19 and both groups were predominantly White, with 31% Asian students in the higher income level school, 5% African American students, and 4% Latinx students across the schools. Both groups used old AP exam prompts and Peerceptiv, an online peer assessment program that allows teachers to assign a set quantity of peer review papers using a rubric with a comment key in an anonymous capacity. Students were given one class session to write, one week to provide and receive feedback, then a one-week interval before they completed their revisions in a writing session.

The results showed gains between the drafts, with greater improvement for higher-level issues than lower-level ones. The data seemed to indicate that both the task of providing comments and participating in the revision process contributed to student learning. However, students in the Title I school focused more on lower-level issues. Further study is needed to understand all the factors that impacted these results, but the study appears to indicate Title I students lacked sufficient knowledge about how to improve higher-level elements that may not be fully addressed in their classes.

Poehner and Yu (2022) focus their work on the effectiveness of using rubrics to assess students' writing needs across categories for writing ability to offer targeted intervention for L2 learners that include using the zone of proximal development (ZPD) within the intervention strategy to improve students' abilities to revise their writing in these identified areas. The qualitative study was conducted in a large North American university in an advanced EL course,

then data samples from two participants were analyzed. The students' initial drafts were assessed with an evaluative rubric, then students had discussions about their results and the associated comments before working on revisions that were evaluated using the same initial rubric. This stage of the larger study was conducted after the first session encompassing the whole class and lasted for three sessions. The results showed improvement for students in their identified areas of weakness, and using the rubric data did help their instructor to target specific skill development during their follow-up instruction. Using the rubric criteria with students strengthened their evaluative skills while working independently and with peers, so the implications are these results can be replicated in other classroom situations to expand the data on the impact of peer feedback.

Pederson (2018) studied the impact of instructor feedback on student revision practices through a semester-long qualitative empirical analysis of the comments on student writing samples provided by 36 teaching candidates (14 undergraduate students and 22 graduate students) from a large Northeastern university. The 30 first-year high school students were enrolled in a struggling school where the preservice teachers did their practicum. Half of the high school students involved in the study were African American, 34%% were Latinx, 9% were Asian, and 7% were White. The specific study samples focused on data from eight of the teacher candidates and the students they assisted. Teachers were trained in critical theory and a question-based strategy to help students think deeply about how they could revise their papers. The study collected data from feedback on initial drafts, the revised drafts, and reflection papers written by the preservice teachers.

While the data showed mentors' feedback varied greatly in quantity from five comments to 46 per paper, the larger issues centered around the types of feedback instructors gave their

mentees. Over 38% of the comments focused on corrections and only 15% applied the method from their instructional preparation. Of those question-based comments, they were analyzed to see how the style impacted ways students applied the feedback to the revision process. When instructors gave feedback that reflected a power structure with teachers in positions of authority over student writing, it limited student-driven changes and resulted in few, superficial revisions. The results showed that when instructors provided specific open-ended comments to students, it helped them to establish a written discourse where students were encouraged to reflect on their writing choices and make deeper revisions. Further research into teacher preparation to provide feedback through questions which position students to think about their objectives and ways to revise their writing to meet these aims.

McCarthy et al. (2022) posed the question of whether spelling and grammar feedback impacts writing quality, and if so, whether it helps or harms the revision process. They used flyers and ads in a southwest American city to recruit high school participants for their study and 121 students signed up (54% White, 21% Latinx, 10% Asian, 7% African American with 87% L1 English speakers). The researchers divided the participants into two groups for their qualitative research. One group only received automated strategy feedback, while the other group also received spelling and grammar feedback. All student work was assessed with Writing Pal (W-Pal) and intelligent tutoring systems (ITT) software. The students were given SAT prompts to write a series of six essays. During each session, students were given 25 minutes to compose their first draft, then their work was assessed on a 6-pt. scale to produce a holistic score. Students were also administered the Gates-MacGinitie Reading Test (GMRT) to assess their reading skills as a form of analyzing their writing potential, considering the reciprocal nature of literacy skills.

McCarthy et al. (2022) found negligible impact directly related to the spelling and grammar feedback, though the holistic scores did improve overall from the strategic feedback. The impact was fairly even between L1 and L2 students, and all students seemed to focus more on larger content issues for revision than lower-level spelling and grammar errors. Further study would be needed to gain more insight into positive measures for students to include spelling and grammar elements in the scope of their revision activities. It was beneficial to note that including these dimensions did not prevent students from making important adjustments to their writing.

Self-Assessment of Writing Quality

There is also research to understand if students can increase their self-efficacy when they reflect on their writing choices. The studies examine the impact these practices make on students' ability to convey their message effectively. Oliver (2018) examined how students think about their purpose for writing for their specific audience and how this impacts revising text in a school context. The study, conducted in the south of England, started with data collected in a larger mixed-method research study as the basis for a case study in three secondary schools with students ages 13-15. From this group, writing and interview samples of six students were analyzed. Research was conducted through observation, interviews before and after the writing activities, and analysis of student drafts. Students worked independently without any intervention, rubric criteria, or teacher input during writing events, except to answer questions. Each interview session and writing activity lasted about 40 minutes and included two cycles including an interview followed by a written draft. Without any teacher guidance, students used the revision activity to make surface corrections that did not reveal reflection on their purpose for writing. While some students did add more content, many students shared a perspective that they should not adjust or reevaluate their purpose for writing for school assignments. More research

could reveal differences in student attitudes when writing for their own purposes and authentic audiences that make more use of out-of-school experiences.

Chen and Zhang (2019) conducted a multi-stage mixed method study in four central Chinese universities to research student self-efficacy beliefs against their ability to revise proficiently in L2 English writing. Students in the study had taken at least 10 years of English instruction, with 446 undergraduate participants in the initial stage using a Second Language Text Revision Self-Efficacy Scale (L2TRSS) to enable researchers to refine the L2TRSS. The next step in Stage One involved 310 students from the same demographics to test out their writing quality test with a prompt from their textbook and the Assessment Tools for Teaching and Learning (asTTle) rubric to help them classify the revisions students made as either surface changes or deep revisions. This preparation laid the groundwork for Stage Two during the following semester with 176 students using textbook prompts to write 150 words in 30 minutes, which would be analyzed with the previously mentioned tools. Students received their drafts and the feedback from the assessments in the next class, along with a red pen to mark their draft for revision changes.

Chen and Zhang (2019) did not achieve the results they anticipated and felt the data collection tools may have hindered them from being able to sort the data for a more detailed analysis to separate higher order and lower order issues better. From their data analysis, students focused on surface revisions 81% more than deeper revisions. further study is needed to see if students' self-efficacy was inaccurate, causing them to notice surface area issues rather than deeper areas of weakness as their proficiency in L2 skills are not as strong as they may perceive. If a subsequent study was conducted with advanced L2 students only, it may reveal different outcomes or at least add to the conversation about student perception of their own writing skills.

Chung et al. (2021) studied the connections between self-assessment and self-efficacy, specifically planning and setting goals for writing and then reflecting on their work as students revise. The one-year mixed method study was conducted with 401 low-income 6th grade students (80% Latinx, 8% White, 7% Asian, 3% African American) in the Norwalk La Mirada Unified School District and three other regional districts. Data on self-efficacy was collected using the Self-Efficacy for Writing Scale (SEWS), rubrics were used to score student essays, and interviews were conducted. Researchers also used t-tests to measure changes in each section of the data. The study yielded evidence that several strategies increased student independence and improved their revision practices. Although student reflection improved the quality of their revisions, the students did not feel more confident as a result. The researchers felt the most beneficial support included using revision planning notes to guide student revisions, in conjunction with teacher modeling, practice, and specific feedback.

Motivation and Self-Efficacy

These studies examine the impact of specific strategies to improve student motivation when students are equipped to carry out meaningful revision and whether establishing these routines will increase students' independence. Over the course of a semester, Sachar (2020) conducted a mixed-method study with 94 students who were from low-income and underrepresented backgrounds enrolled in a writing course at an American public university. The group of mostly first-year students were given a survey to complete about their feelings towards process writing and assigned a series of seven essays which were each assessed with a rubric, revised and assessed with the rubric again, before students were assigned two larger essay assignments that were evaluated at the end of the semester for improvement over time. Students

were given a survey again to capture their feelings about the writing process after their experiences with the rubrics and revision process.

There were some noted issues that may have impacted both student motivation to improve their final essays and their responses on the second survey. The due dates coincided with final exams, and it may have unduly burdened the students. There were improvements in writing quality from the baseline essay to the final essays, even though student attitudes toward process writing were less positive by the end of the study. It would be worth further research with adjusted perimeters and a larger pool of participants to alleviate some of the unintentional factors on student feelings to gain a clearer picture of how students feel about process writing and revision.

Holz and Daly's (2021) research addresses the labor and time students must devote to revising their work and examined the impact of a reward system on students' motivation to participate in the process. They conducted a quantitative study in a composition skills class at a midwestern public high school with six male students (50% White, 30% Latino, and 20% African American). The scope of the study included timed writing with prompts to check for total words written (TWW) and correct word sequencing (CWS) during a three-minute session. Students were instructed to revise for specific areas of their writing and given an intervention session with a list of rewards to select after they revised during a 10-minute period, or the option to escape an additional writing activity after revision. Students were motivated through the rewards to exert effort that improved the quantity of revision changes to their writing, with the negative reward of escaping additional writing as the strongest motivator. Combining the reward system with specific instruction produced a positive impact on student writing, which leads Holz and Daly (2021) to seek further research that differentiates between results of the positive and

negative rewards on student revision. Larger studies that encompass a wider demographic would also help educators understand the extent to which these factors can impact students' motivation to revise their writing.

Süğümlü et al. (2019) conducted a study on the relationship between writing motivation, frequency, and writing scores in three secondary schools in the middle-income Ordu province of Turkey during a two-week study with 230 students (58% female and 42% male) in 5th grade through 8th grade. There were 35 5th grade students, and 65 students in each of the other three grades. A correlational quantitative method was used to compare data collected from personal information forms, scores from the Writing Motivation Scale, and writing evaluation forms to determine the impact of motivation and students' writing frequency on their writing scores. Results confirmed that girls were more motivated to write, and it produced a positive correlation with their test scores. While younger students were more motivated than older ones, the data did not show this impacted their test scores. One consistent factor for higher writing scores is the frequency students' write. The more frequently students write, the more their scores improve. Interestingly, even though motivation lowers as students move up to higher grade levels their scores rise. This requires more research to discover what variables positively impact student proficiency and why their motivation decreases.

Summary of the Literature Review

This section summarizes the studies in the review considering their focus on writing development during the revision process. Studies were chosen for the literature review based on their relevance to the research question, how can revision strategies impact students' writing development?

Across the studies there were some common results regarding how students tend to view the revision process as a stage to fix errors or grammatical issues, rather than a time of reflection on the purpose behind their writing. Oliver's (2018) study purposely avoided feedback from peers or instructors to examine students' perspective about their purpose and how that affected their revision choices. The results showed very little attention to substantial areas during the revision stage, and Oliver's (2018) data revealed some students feel once they write a draft, they cannot revisit their purpose which shows a lack of understanding about the purpose for revision. In several studies there is additional evidence that students who struggle with looking beyond surface level revision are those who are still working towards proficiency with language mechanics, whether they are struggling L1 learners or L2 students (Chen & Zhang, 2019; Poehner & Yu, 2022; Pederson, 2018). Chen and Zhang's (2019) results show that when L2 students are overly confident in their command of the language, it can lead them to miss revision needs connected to effectively communicating their message to the audience. Another common trend across most studies is how targeted, specific feedback can support student awareness about deeper revision needs within their writing. Poehner and Yu (2022) saw positive effects from student feedback during discussions about specific areas to revise, while Wu and Schunn (2021) saw gains when students received peer feedback about specific high-level areas to revise. Pederson (2018), along with Holz and Daly (2021), found comparable results when instructors provided additional instruction or specific feedback targeting content areas for revision. Even the automated, targeted feedback in the study conducted by McCarthy et al. (2022) helped students to focus on the deeper content area issues rather than lower-level grammatical errors. These results confirmed the benefits of specific meaningful comments to help students see how to approach the revision process to meet students' purpose for writing.

While understanding the purpose for revision impacts the types of revisions students make, their motivation to make changes is also a factor. Pederson (2018) found that when instructors phrase their feedback in ways that negate student choice or if they guide students towards grammatical errors over content issues, students are less likely to make substantive changes. However, Chung et al. (2021) discovered that even when students are given supportive planning opportunities to make deeper revisions, they still do not necessarily feel more confident in their abilities to improve their writing. When looking at younger adolescents' motivation, Süğümlü et al. (2019) found that even though all students improved their scores during revision, 5th graders were more motivated than their older counterparts who were improving at a greater rate. Unlike most studies in this review, Sachar's (2020) research centered on first year college students who reported an overall dissatisfaction with the process of revision at the conclusion of the study - even students who saw significant improvement in their scores. Holz and Daly (2021) was the only study in this review to motivate struggling high school students with positive and negative rewards rather than relying on the intrinsic merit of improved scores to motivate students, with positive results. More research is needed to fully understand the role of motivation in student writing development and self-efficacy, but these studies show there are differences between the types of methods that motivate students at various stages of adolescence.

CHAPTER III

Introduction

The problem this research addresses is that 12th grade high school students are not prepared for post-secondary writing activities and do not seem to utilize strategies to help them make writing improvements independently. This led to my primary research question: how can revision strategies positively impact students' writing development? When older high school students struggle to improve their writing, they may lack ownership of the writing process when they do not have effective strategies to recognize weaknesses and take steps to strengthen their writing. This led me to my secondary research question: how do students' feelings about revision practices impact the steps they take during the revision process?

The Research Model

The goal of this study was to find whether revision strategies may impact the problem of weak writing skills in high school seniors and any feelings of inadequacy associated with these deficiencies (Süğümlü et al., 2019). My research evaluated the use of revisions strategies on students' writing development and their feelings towards writing, so a mixed method approach allowed me to measure quantitative changes in writing improvement and qualitative data about how students feel about their writing (Efron & Ravid, 2020). To improve learning conditions for 12th grade students within our school to the degree that students are motivated to become more independent writers, the mixed method approach supplied data that was analyzed for evidence of the relationship between motivation, implementing revision strategies, and improvement in writing quality to address my research questions (Graham, 2019).

The methods to capture data were evaluated to see if they would yield relevant, measurable data that answers my research questions. As the teacher-researcher, I instructed students and collected data to be analyzed. While I facilitated revision activities with students and interacted with them, it allowed me to reflect on what I observed during student interactions and from my own dialogue with them. In the study I used a variety of methods, both quantitative (a rubric to evaluate the quality of student writing from their first draft to the final version) and qualitative (feedback forms to establish student attitudes before and after the experiment, peer/self-evaluations, and notes from conferences with students) to provide data about how intentional revision routines impact writing quality, as well as motivation and self-regulation (Fitzgerald & Ianetta, 2016; Efron & Ravid, 2020). In the study, the dominant problem was poor writing skills, while a lesser issue was how it impacts and is affected by students' feelings about their writing. The qualitative feedback about how students' feelings connect to their writing habits was embedded in the main methods, which focused on revision strategies to solve weak writing. The nature of the dominant problem led me to use an experimental method to measure the effect revision strategies have on students' writing skills and collect valid data that addressed my primary research question (Efron & Ravid, 2020). The collected data was evaluated for its impact on student writing and evidence of how motivation and student ownership are also factors on student writing quality, addressing my secondary research question (Efron & Ravid, 2020).

Approaching my research through these mixed-methods experimental study allowed me to collect and analyze the quality of student writing from the first draft. This first draft was the baseline used to compare the quality of the final version students wrote after applying several strategies. This allowed me to examine the increments of improvement categorically, by using the same rubric criteria for six categories of writing traits with descriptive details. These scores

were then compared to student responses to the feedback questions concerning their abilities and feelings connected to writing. The students completed this questionnaire before the research began and after it concluded, providing data which I analyzed for any changes in students' feelings about writing when implementing revision strategies and whether their feelings impact their performance or choices (Efron & Ravid, 2020). This was important to capture, because one of the aims of the study was to show how revision strategies boost student confidence when they know how to apply these literacy practices independently.

Research Setting

This section will establish the setting for this research study that addressed the primary research question: how can revision strategies positively impact students' writing development? The research took place at a small, private K-12 school in a suburban town in New Jersey. The town has a population of 60,366 people (U. S. Census Bureau, 2022), but the school's student population comes from over five neighboring counties in this mid-Atlantic state. While the majority of families in the town earn a median income of $112, 852 (U. S. Census Bureau, 2022), 30% of the school's student body qualify for needs-based scholarships. The school population is 31% African American, 28% White, 24% Latinx, 6% Asian, 8% multi-ethnic and 3% undeclared. There are 137 high school students, and thirty 12th grade students. Out of the thirty students, six are enrolled in AP Language and Composition, while the remaining twenty-four are taking ENG 410: British Literature and Composition. Both classes offer the option of dual enrollment credit through a local private university.

Our secondary teaching staff includes twenty-four teachers, with six English language arts teachers. As a private institution, the language arts curriculum is aligned with state

standards, but there is little oversight or dialogue with public school counterparts in the district concerning curriculum. The high school English teachers meet regularly to discuss the methods and progress of their students and they are currently working together with the middle school teachers to improve the scope and sequence covered by the curriculum from sixth grade through twelfth grade. The main focus of high school teachers' curriculum redesign is improving literacy through vocabulary instruction, grammar reinforcement lessons, and using process writing. Students who receive an individual education plan (IEP) through testing by the county commission also receive reinforcement from a commission instructor who meets with them at lunch and also provides in-class support per their IEP designation.

In my 12th grade ENG 410: British Literature and Rhetoric class, there are two sections. For this study, I used my first block section, ENG 401-1, where seven students participated in the study. Our school is on a modified block schedule, where students attend all their core classes and some electives during eight forty-minute periods on Monday, then the classes are divided into eighty-minute blocks for the rest of the week on an alternating schedule. My classroom section where the research took place meets at 8:00 a.m. on Mondays, Tuesdays, and Thursdays which provides a consistent routine during the week.

Research Participants

The 12th grade student subjects in this project are 44% White, 22% Latinx, 22% African American, and 12% South Asian. Two students speaking a second language in the home, but all students are fluent in English. Sarah was homeschooled until 11th grade, when she enrolled at our school and although her parents were concerned about her writing, she writes proficiently. Nora moved from Scotland last year and this is her first time in an American school. She had the

option of testing into AP Language and Composition based on her performance in our American Literature course last year, but she declined. Linda has an IEP designation that requires extended time on assignments, a modified workload, and repeated instructions. This is her second senior year, but her first time taking this course. Linda struggles with comprehension and writing full paragraphs that reflect a clear line of reasoning. While Alan and Oliver do not have IEPs, they struggle with writing fluency and communicating their ideas effectively. There is a broad range of ability and knowledge about writing practices in this small group of students, but all of them have potential to gain understanding about how to improve their writing.

Data Sources

The study includes data gathered from the revision process by using the students' work from their first drafts and subsequent drafts for comparison. The research project was conducted over a three-to-four-week period. Our class meets for one period (40 min.) and two blocks (80 min. each) every week, so this time was divided between explicit instruction, writing in and out of class, and revision activities. Student work includes samples scored with the same criteria rubric for all drafts of the writing project, color-coded early drafts, and feedback.

The data from draft samples was collected using the rubric as a data tool to score each draft and then it was sorted in a table by the elements of the rubric: content, organization, voice/tone, structure, mechanics, presentation. This information helped address the primary research question by providing evidence about the impact revision strategies have on student writing. By comparing the students' initial scores on the rubric by category, I was able to study changes to their writing in specific areas of their writing traits. When students conducted a peer feedback activity, they used the same rubric with a feedback form that functioned as a qualitative

data tool, recording scores students gave their peers as well as their responses to questions about the strengths and weaknesses in their classmate's writing. The information collected was added to a different table to create descriptive statistics about the relationship between students' understanding of quality writing and their ability to identify it in other students' work. That data was analyzed for students' understanding of applying rubric criteria to other texts accurately and to show their understanding of what constitutes quality writing, by category. Knowing how accurately students can assess writing quality impacts both the primary and secondary research questions where they intersect, identifying areas of need, applying strategies to improve them and recognizing improvements to their writing quality.

This rubric was used again as a data tool with a self-evaluation form during a revision activity. Data collected included the rubric scores students assigned to their own work and the answers to questions on their self-evaluation form. In this activity, the data captured was added to the descriptive statistics table and analyzed to show how students identify their weaknesses and subsequently plan to improve their writing. When I conducted conferences with students about their self-identified areas of weakness and plans for improvement, the language of the rubric was the basis of our conversation and used in conjunction with their self-evaluation form and the peer feedback form they received. I recorded notes on my conference form, an additional data collection tool, pertaining to details students provided to include this data in the descriptive statistics table that will helped me analyze how students interpret received feedback, ways it impacts their perception of their writing abilities when compared to their self-assessment, and how this information impacts their plans to revise their writing to meet their goals.

All students provided feedback before the project began to discuss their experiences and feelings about revising by answering questions through an anonymous Google form. All students

provided feedback after the project ended to discuss their experiences and feelings about revising. The form was the same for both pre- and post-instruction that provided a consistent format for sorting and analyzing the results to help answer my secondary research question about student motivation and self-efficacy regarding revision choices.

Data Analysis Procedures

The data from rubric-scored drafts was broken down by the elements of the rubric: content, organization, voice/tone, structure, mechanics, presentation. Then it was collected and entered into a table to record both individual scores and the mean score according to each category. In this way, students' first draft scores were compared to their individual final version scores holistically and by specific traits, as well as permitting me an opportunity to look for improvements by category across the research subjects. Data was extracted from one-on-one writing conferences, peer feedback, and student self-evaluation responses for analysis using descriptive statistics. This revealed patterns that emerged regarding the impact of revision strategies on student understanding about writing quality and their ability to identify specific areas that require revision.

The pre- and post-instruction questions were divided into detailed subsets to help organize collected data into figures. The data was sorted by the questions and responses to each, then compared to post-instruction responses. This data was cross-referenced with the rubric scores from the baseline and revised essay drafts. When I compared data from all tables, it enabled me to look for patterns of improvement that might correlate with qualitative data about how students understand and apply revision strategies. This qualitative data was derived from my observations and data tools used during students' revision activities. I analyzed patterns that

seemed to emerge about students' assessment skills to analyze the data for relationships between these patterns and any changes in their writing scores. From this several themes emerged regarding ways students' ability to accurately assess writing quality impacted their revision choices, how feedback influenced the revisions choices they made, and how revision activities affected their motivation to revise.

Once we completed peer feedback forms, self-evaluations, and the conferences, I captured a more complete picture of what students think, do, and assess regarding revision. Artifacts were added from all three drafts to show the progression of revision as students experienced different strategies and engaged in a variety of revision activities. I also created an additional qualitative chart based on my field observations to capture data from emerging categories to increase the validity of my research so that more data around students' beliefs and habits were analyzed if it fall outside the perimeters of my expectations or assumptions. The descriptive qualitative data was analyzed for patterns that correlated with changes in rubric scores from the first draft and the final draft to create conclusions about how revision can impact student writing.

Validity and Reliability

My primary research question focused on problems with student writing development which required a quantitative method to analyze student writing development but contained embedded qualitative data to identify variables that addressed my secondary research question concerning the impact of feelings to motivate student development. Through my field observations, the study includes in-depth description of the setting, students, and the situation in which our research is conducted to present an accurate view of student behavior and attitudes in

context (Creswell & Miller, 2000). The description also aided me when checking the construct validity of my quantitative methods by providing a commentary on the environment in which this writing took place (Heale & Twycross, 2015). These methods ensure construct validity by producing correlations between those observations and responses to the questionnaire to make inferences about student results from the pre- and post-instruction rubric scores in relation to what students believe and chose to do while being observed in revision activities (Heale & Twycross, 2015).

While the specific data collection methods were selected to show any impact that feelings, feedback, and preparation have on student revision practices, how this evidence was analyzed is also key to presenting an accurate picture of student engagement and improvement (Creswell & Miller, 2000). By remaining reflective during the study, I was continually comparing the data with my research questions and my perception of what I observed, along with what students shared (Creswell & Miller, 2000). This constant stepping back helped me retain perspective about the data I collected and its relevancy to the research aims. The variety of data collection methods allowed for triangulation because multiple sources are used to highlight emerging themes about revision strategies in relation to student improvement (Creswell & Miller, 2000). The study meets requirements for internal validity due to the consistent use of data tools by one instructor, a diverse group of students participating in the study, and lack of extreme scores in our initial mean scores (Kaya, 2015).

To ensure a reliable study, I employed the same data collection tools multiple times during the study (Golafshani, 2003). The questionnaire form was used twice – once before instruction and once at the end of the instruction period. The observation forms were used during each of the three class activities to record how students talk and behave during writing tasks. The

rubric was used four times, twice by me as the researcher-practitioner to capture student writing

development on pre- and post-instruction drafts, twice by students as they score a classmate's

draft then scored their own draft. While I used the conference form during one class time, it was

used to record seven separate interactions with students in the study.

Limitations

There were several limitations that impacted the results of my research. The brief

duration did not permit a long scope for research. My study covered a three-week period which

could indicate some patterns of student motivation to use these strategies, but not independent

usage or the impact of continued revision habits on writing development. A second limitation

was the small subject pool. My class contains nine students, and two did not submit paperwork to

be included in the study, further limiting the participating subjects to seven. I would like to see

what data could be gathered from a broader study that involves more students and different high

school grade levels.

Additionally, there were limitations in the Google form I created which did not allow

students to choose more than one option for several questions related to why they revise or what

is important to them. It limited the breadth of their responses and only captured their most

important areas which was still useful, but not as extensive as I originally planned. A minor

limitation that could be a topic for additional research is the impact of late student product. When

several students fell behind, due to absences or time management, they were not prepared for the

next instructional steps and collaborative activities. This limitation impacted students'

understanding of the concepts and usage of the strategies, which may have impacted the patterns

from the data. I was already aware that falling behind with assignments affects student

performance, but this experience shows me how hard it is for students to move through the

phases of composition with the same attention to detail as everyone else, when they are already a

step ahead. Further research on this issue could reveal the impact of attendance on student

motivation and writing skill development, when students are not present for collaborative

activities that support learning.

CHAPTER IV

Findings

Chapter 4 presents findings from analyzed data collected through methods discussed in Chapter 3. The findings are based on the consistent use of a variety of data collection tools including student questionnaires, rubrics scores, student drafts, feedback on student writing, observation notes and one-on-one conference notes. Students also received instruction for revision strategies over the 3-week course of study. As the data was collected, organized, and coded I analyzed the information by cross-referencing qualitative data and writing samples with quantitative writing scores from all three drafts. These results provide insight to my research questions: How can revision strategies positively impact students' writing development? To answer this question, my hypothesis was that data will show transferrable revision strategies help writers improve their writing and motivate students to implement these strategies on their own.

During the study students received direct instruction to implement revision strategies including how to use rubric criteria as a checklist, how to provide meaningful feedback for peer assessment, and specific instruction during our one-on-one conferences. Students implemented several revision strategies: using the scoring rubric to evaluate their writing, giving and receiving feedback on student writing, completing a self-evaluation activity, and developing a revision plan. The data collecting tools and methods outlined in Chapter 3 allowed me to analyze both qualitative and quantitative data about the effects these activities had on student writing development. I also wanted to study how feelings affect student writing behaviors, which led to a second research question: how do students' feelings about revision practices impact the steps they take during the revision process? Using the same questions on my pre- and post-instruction

questionnaire, recording observations during classroom writing activities, and discussing the

revision process during my one-on-one writing conferences I gathered qualitative data to analyze

patterns of feelings that impact student motivation to revise.

After analyzing the research data for patterns, three themes revealed impacts on student

outcomes: student's accuracy of assessing weaknesses requiring revision, the impact of specific

feedback on revision behavior, and the impact of motivation on revision behaviors.

Student Assessment Accuracy

The research revealed a pattern of revision behavior connected to the student's accuracy

of assessing writing quality that affected the level of impact revision strategies could provide.

During our 3-week study, I collected data from their peer feedback and self-evaluations,

including rubric scores they gave the drafts. I then compared my assigned scores for the second

drafts with students self-assessed scores. This allowed me to look at scores students assigned to

their peers in comparison to scores I gave the initial drafts and use the patterns from my

qualitative data to explain the impact on changes in students' scores.

By analyzing this data and conducting conferences with students, I noticed a discrepancy

between how many students talked about revision, including their plans for revision, and actions

taken to make changes to their drafts. Several students showed some accurate assessment

abilities in their scoring of peers and themselves, by giving accurate scores per category. They

also provided specific feedback for their partners and planned out personal revision strategies

that led to improvements in each draft, though some areas of weakness were overlooked in their

scoring. One example would be Nora's paper. Both Nora and her peer assessor only marked

Presentation below a 6, the maximum points possible, as evident on Table 4.1.

Table 4.1

Student-Assessed Rubric Scoring

Writer / Reader

	Content	Organization	Voice/ Tone	Structure	Mechanics	Presentation	Total
	Peer Rubric Scoring - First Draft						
Nora / Sara	6	6	6	6	6	5	35
Sara / Nora	6	6	6	6	6	5	35
Alan / Connor	3	5	4	2	3	4	21
Connor / Alan	4.	5	6	5	6	3	29
	Self-Assessed Rubric Scoring - Second Draft						
Nora	6	6	6	6	6	4	34
Sara	6	5	6	5	6	5	33
Alan	6	6	6	5	6		29
Julian	5	4	5	5	6	6	31

There is a clear pattern that Nora's weakness was accurately identified by her partner on the peer feedback form and herself in the self-evaluation assignment. When Nora conferenced with me, she mentioned fixing these issues as a part of her revision plan and I helped her understand how to fix her citations errors. However, Nora's organization was also an issue she and her partner noted on their forms, but neither student reflected these shortcomings in her rubric score – both assigned a full 6 points for the organization category, as illustrated in Table 4.1. Nora does follow the pattern of students making revisions based on the peer feedback and self-evaluation forms, despite the high rubric scores. She made changes in each draft that improved her text for content, organization, structure, and presentation. While the most

substantial changes were made between the first and second drafts to correct weaknesses, as seen

in Figure 4.1, this allowed Nora the opportunity to use the final draft to expand her ideas and

deepen the characterization to improve the overall quality of her writing. She even restructured

her blog post to use text from a previous draft as a caption to connect visual meaning to her main

ideas in the text.

Figure 4.1

Excerpts from Nora's Three Drafts

pilgrimage. It is extremely hard to keep secrets when you have as many people looking up to you as I do. I'm not on this pilgrimage alone for those who are worried about me, there are 29 lucky people who will get to spend this time with me, and maybe get to know me deeper. You never know, there could be a special someone for me. I will be missing my loom terribly while we are away, although it may be good for me to have a break. I am a very busy woman, although I always make it a priority to have time for life's pleasures. As I age, slowly and gracefully of course, I shall not stop living my life the way I enjoy, age is just the number of years of experience that you have, and as that number goes up, I only get happier.

Draft One excerpt

extremely hard to keep secrets when you have as many people looking up to you as I do. I assure you all those that are anxious for me that I am not on this pilgrimage alone, for there are twenty-nine lucky people who shall have the pleasure of spending this time with me, and possibly even getting to know me deeper. We do not yet know, there could be another special someone for me within this bunch, although as of now, from the way they dress and carry themselves, I am not optimistic, although that may change as time goes on.

(Nora* added paragraph formatting)

I shall be missing my loom terribly while we are away, although it may be good for me to have some time away from it. I have always been such a busy woman, although I do always make it a priority to have time for life's pleasures, if you understand what I mean. I work my loom for my money, which easily funds my wondrously lavish lifestyle (Cartwright). As I age, slowly and gracefully of course, I shall not

Draft Two excerpt

nine lucky people who shall have the pleasure of spending this time with me, and possibly even getting to know me deeper. We do not yet know, there could be another special someone for me within this bunch, although as of now, from the way they dress and carry themselves, I am not optimistic, although that may change as time goes on. I don't know any of these people very well, but it appears that most of these men think far too highly of themselves, and I don't like that in a man. Men should understand that women always know best, and that in order to have a happy marriage they will need to listen to her instead of forcing her to listen to their delusions. Many men do not understand this yet because of women around them, as these women give up their autonomy and their sense of self to serve a man. A man! Men must learn their worth, and women should too, it appears from what I see that they all have it all wrong.

I shall be missing my loom terribly while we are away, although it may be good for me to have some time away from it. I have always been such a busy woman, although I do always make it a priority to have time for life's pleasures, if you understand what I mean. I work my loom for my money, which easily funds my wondrously lavish lifestyle (Cartwright). As I

This is my loom, I will most certainly be missing it, and it looks so lovely, as I do.

(Photos added to organize content and captions used to connect visuals to the text)
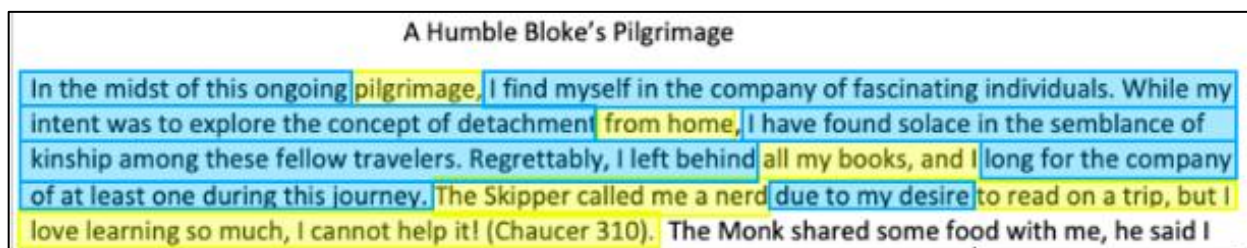
Draft Three excerpt

Julian also took his observations of other classmates' writing, his peer feedback, and self-evaluation into consideration when thinking about how to revise his work. Like Nora, Julian made a variety of revisions between the first and second drafts that improved the tone, word choice, and fluency of his writing, as seen in Figure 4.2.
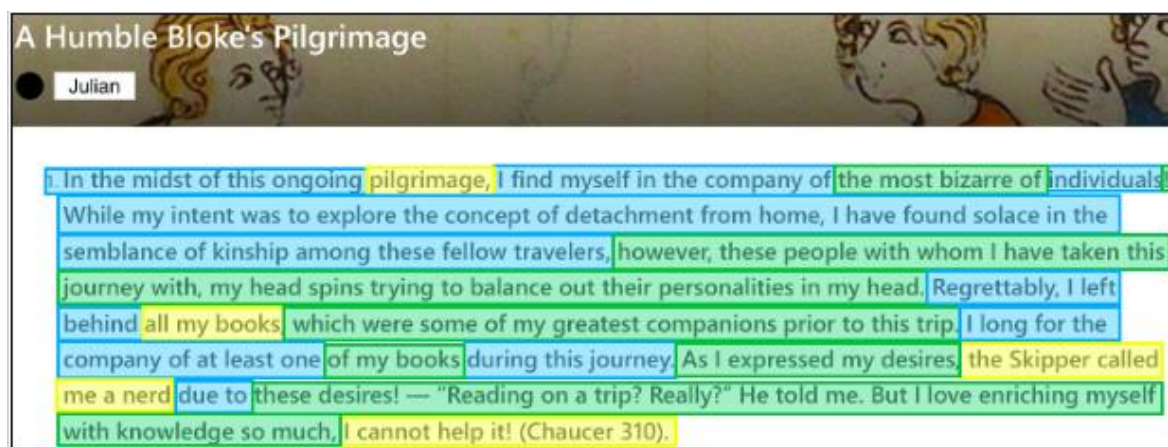
Figure 4.2

Excerpts from Julian's Three Drafts

It's already a few days into this pilgrimage, the people around me are pretty cool. Seeing all these people, even though I came here to learn more about separation from home, I am enjoying the aspect of family I have on this trip. I left all my books behind, and I wish I had at least one with me right now. The Skipper called me a nerd for wanting to read on a trip, but I love learning so much, I cannot help it! (Chaucer 310). The Monk shared some food with me, he said I am too skinny and should start trying to

Draft One excerpt

Draft Two excerpt

Draft Three excerpt

He scored his second draft fairly accurately. However, the final draft showed Julian's focus on creative content seemed to compromise his attention to syntax and structural errors (Figure 4.2). Although Julian mentioned his plans to check the rubric in our conference, he did not accurately assess the weakness in mechanics nor identify this as an issue. While he was motivated to revise and improve the text in some areas, the mechanics of his work caused readability issues for the reader. It is unclear whether he did not take enough time to adequately assess his revisions for clarity, or if he did not accurately assess the quality of his writing.

Several students continually submitted drafts without fixing mechanical errors or weaknesses in their commentary even though they had plans to make changes. For example, even though Alan's partner gave him a 3 for mechanics using the scoring rubric, recorded in Table 4.1, and suggested he "vary his word choices", Alan made minimal changes to his first revision. When self-scoring this revision, he gave himself a 6 (Table 4.1) but commented on his

self-evaluation sheet "Prehaps the structure could be better" and "I will work on [the structure]".

When we talked in his conference, Alan identified his own weakness in wording that it "was

incoherent" at times. Though his revision plan included checking "the blog one more time" for

errors, the same issues persisted throughout all three drafts. Figure 4.3 shows two excerpts from

Alan's first draft with several errors in wording and syntax, some creating confusion for the

reader, as Alan identified.

Figure 4.3

Excerpts from Alan's Three Drafts

pilgrimage to take a break and maybe learn something about myself. I was tired

of seeing patents every day and trying to heal them and I needed something

new. In the 1st few days of my pilgrimage I learnt the biggest joy of gold and that

These leeches sucked out any bad blood. I might have had better safe as I

always say, and we all know the doctor is always right. After this I felt lightheaded

and tired, so I slept for the rest of the day. The Rest of the trip did not any more

health benefit that I adore but it was fun to just get away and see new things.

Overall, the pilgrimage was fun and just the thing I needed before going back to

Draft One excerpts

a pilgrimage to take a break and maybe learn something about myself. I was

tired of seeing patents every day and trying to heal them and I needed something

new. In the 1st few days of my pilgrimage I learnt the biggest joy of gold and that

These leeches sucked out any bad blood. I might have had better safe as I

always say, and we all know the doctor is always right. After this I felt lightheaded

and tired, so I slept for the rest of the day. The Rest of the trip did not any more

health benefit that I adore but it was fun to just get away and see new things.

Overall, the pilgrimage was a good get away and just the thing I needed before
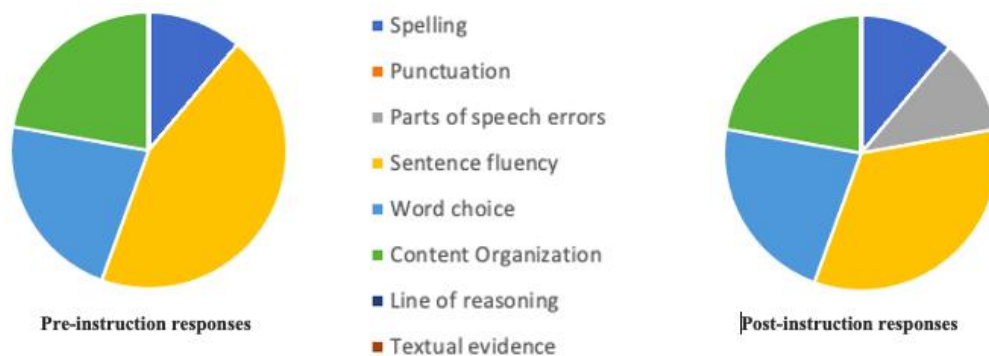
Draft Two excerpts

> maybe learn something about myself. I was tired of seeing patents every day and trying to heal them and I needed something new. (Noguchi) In the 1st few days of my pilgrimage I learnt the biggest joy of gold and
>
> puddle I saw while taking a walk. These leeches sucked out any bad blood. Better safe than sorry as I always say, and we all know the doctor is always right. After this I felt lightheaded and tired, so I slept for the rest of the day. The Rest of the trip did not any more health benefit that I adore but it was fun to just get away and see new things. Overall, the pilgrimage was a good get away and just the thing I needed before going back to see my patients. I felt fully and completely recharged to go back to my daily job as

Draft Three excerpts

However, Alan's second draft shows these issues - like "patents" instead of "patients", or "had better safe" when he meant to say "better safe than sorry" - remained unchanged, though Alan did expand his word choice from "fun" to "a good get away" which was a nonessential revision that improved a phrase, but he ignored larger issues during the revision process. No citations were added until after his self-assessment activity which included highlighting any details from secondary sources to draw students' attention to information that required citation. He added two citations for his whole blog and did miss some details from outside sources. While this revision choice was necessary, Alan did not submit a score this category (see Table 4.1) and did not mention it during his self-evaluation or our conference, even though his partner mentioned it on the peer feedback form. Issues that his partner noted for greatest areas of weakness received little attention, with only "had better safe" being revised in the final draft as seen in Figure 4.3.

While several students did make meaningful changes between drafts to expand their content and improve transitions between their ideas, the majority focused on surface errors. This aligns with their views on the pre- and post-instructional questionnaire, that showed students focus more on editing tasks than revising for content and idea development, as displayed in Figure 4.4 where students focus the most on sentence fluency, as the 11.1% dip reflects a shift towards other mechanical areas.

Figure 4.4

Pre- and Post-instructional Focus for Revision

Pre-instruction responses   Post-instruction responses

- Spelling
- Punctuation
- Parts of speech errors
- Sentence fluency
- Word choice
- Content Organization
- Line of reasoning
- Textual evidence

**Impact of Specific Feedback on Revision Behavior**

The second theme that emerged while testing my hypothesis concerning transferrable revision strategies was how specific feedback impacted students' revision choices. After students created their second drafts and shared the file with a classmate, they received written feedback about specific elements in their writing and a scored rubric to help students see how effectively they met the criteria from a readers' perspective. Student readers were asked to only complete the form without discussing any points of confusion or asking clarifying questions so their partner would know how clearly they communicated through the text alone. This activity also gave students an opportunity to see how a classmate responded to the same prompt so they could compare their writing to another student's text. Students were allowed to choose their peer reader and mostly worked with someone at a similar level of ability.

At the start of our research, students noted on their questionnaire that peer feedback can "help me adjust my paragraphs around better", but students also felt that "people don't tend to

give too much feedback...and when they do give feedback it's not always very in depth or helpful". However, 66.7% of students did not use peer feedback, as Figure 4.5 illustrates.

Figure 4.5

Pre- and Post-instructional Usefulness of Peer Feedback

Pre-instruction responses   Post-instruction responses
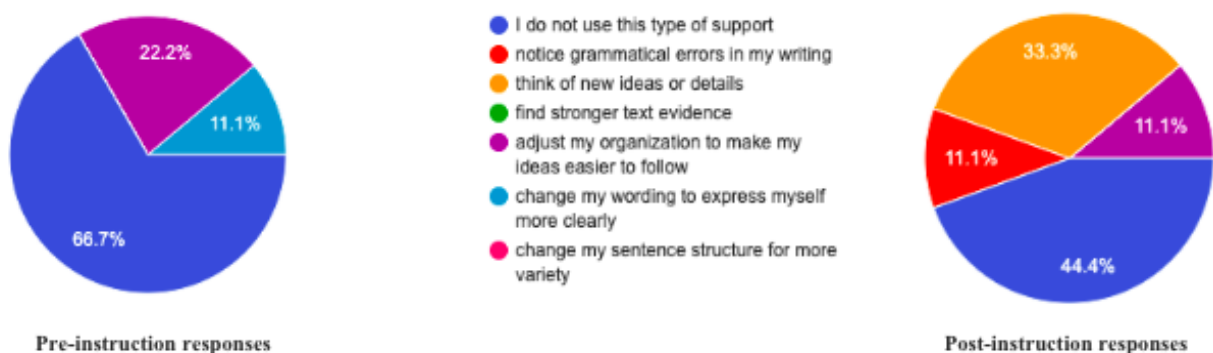
After receiving instruction about delivering more specific feedback for peers, including supporting their assessment with the rubric criteria, 22.3% more students felt this was a useful support, with 44.4% identifying peers as a support for developing their writing on a meaningful level (Figure 4.5). Students responded to the post-instructional questionnaire that specific peer feedback impacts revision behavior as one student said, "I'm able to work on the areas that they say I need to" which shows the influence a peer's input can have on student revision choices.

In my conferences with students, peer feedback came up several times as an impactful support for revision habits. If a classmate provided specific feedback about an area of weakness in a student's text, many students were motivated to fix it, even if they did not identify that specific issue themselves. However, the greatest gains per category were made during this first revision where the mean score for organization increased from 4.4 to 5.1, as shown on Figure 4.6. While the scores for students' initial drafts reveal organization and presentation as the greatest weaknesses, only 22.2% of students identified organization as the most important focus of their revision in both their pre- and post-instruction questionnaires (Fig. 4.4). The peer

feedback contained a specific question about organization, prompting students to assess their partner's paper with rubric criteria. This seemed to help students identify weaknesses in organization in their assessment of classmates' drafts and students made the greatest improvement in this area according to their rubric scores (Figure 4.6).

Figure 4.6
*Holistic Mean Scores by Draft*
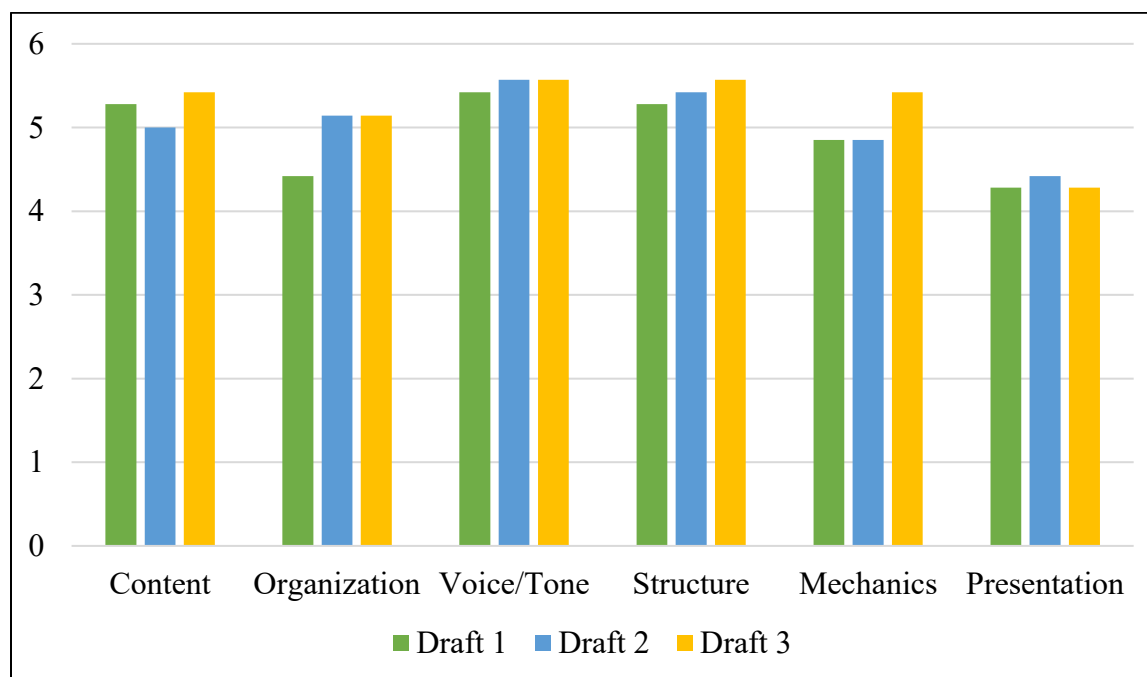
Although most scores increased after peer feedback, total scores increased more between the second and final draft (Figure 4.6). This timeframe includes both the self-evaluation task and the one-on-one conference with the teacher. The self-evaluation activity included using different colors to highlight the line of reasoning and adequate evidence to support claims, but most students did not identify issues with content as much as their organization of the material. They seemed to focus on ways to improve the structure of their papers, specifically the transitions between ideas or the conclusion. In conferences, half of the students mentioned transitions as a part of their revision plan for the final draft, while only a few focused on surface errors or felt no

changes were needed. For Sara, who did not initially see a need for more revision, she was receptive to suggestions I made which seems to show the influence specific feedback can provide if a student does not identify an issue for themselves.

One unexpected sub-theme that emerged during the study was how students used rubrics during revision. While I anticipated they would become a checklist students would use to measure their writing, it was mostly a reference point during their peer feedback activity and not a primary tool for self-assessment. While students used the rubric to support their peer feedback forms and their self-evaluations, it did not seem to have as much of an impact as I expected. Only two students referenced it specifically in our one-on-one conferences when discussing areas for improvement and weaknesses they identified.

Impact of Motivation on Revision Behaviors

To address my primary research question concerning how students' feelings about revision practices impact the steps they take during the revision process, I developed the hypothesis that if students know how to use a method and see that it develops their writing quality, they will be more engaged with the writing process and motivated to develop the habit of using these methods independently. The pre-instruction questionnaire shows students' feelings towards revision seem to inform their motivation to spend time making improvements to their writing. Initially, 55.6% of students reported feeling "somewhat anxious" about revision and spent less than a half hour revising their writing (Figure 4.7).

Figure 4.7

Pre- and Post-instructional Feelings about Revision
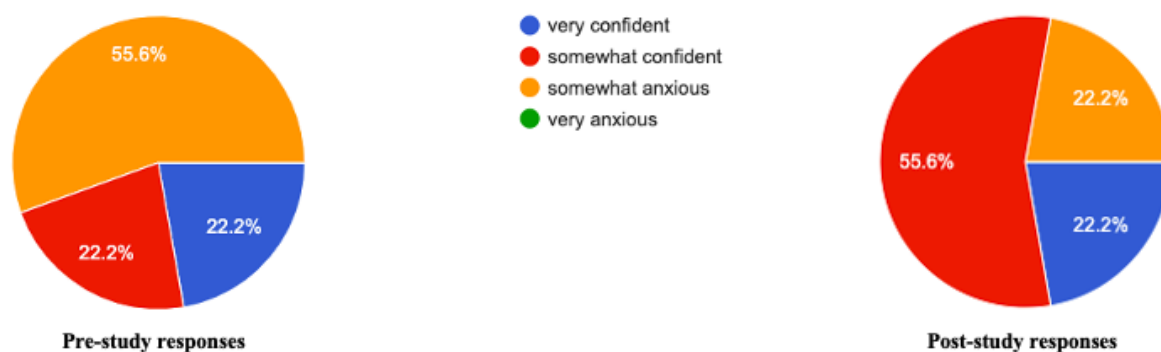
During our writing activities, my observation notes reflected several possible variables that impact motivation to write and revise: distraction and confusion. During two observations, Oliver and Alan had to be redirected more than once as they took their table group's discussion off-topic. During the third observation, they were both absent and the rest of their group remained focused and motivated to revise for the whole activity. Confusion appeared to be another factor that impacted student motivation. When observing class on all three days, I noted questions students asked that showed confusion about how to respond to the prompt or how to approach the writing process. As students asked specific questions, it refocused them back to the activity. These observations about behavior during writing shows that interaction can affect motivation, whether positively or negatively.

A sub-theme that emerged during my initial pre-instruction questionnaire pointed to the anxiety students felt about writing coupled with a desire to improve the quality of their work by increasing their revision time. As I observed students during writing activities and talked with them during one-on-one conferences, students showed increasing confidence as they received feedback and answers to their questions. Using the self-evaluation activity seemed to help students assess their writing more accurately through a hands-on task that required active

engagement with their writing and most students' scores increased after this activity. The post-instructional questionnaire results in Figure 4.7 show 22.2% of students felt somewhat anxious about revision, down from 55.6% before our research began. Looking at Figure 4.8, students' time spent revising increased from 55.6% spending thirty minutes or less on revision to 44.4%, though the percentage of students spending one-two hours fell from 22.2% to 11.1%, so while some students increased their time, a small percentage decreased their revision time.

Figure 4.8

Pre- and Post-instructional Time Spent Revising

Students who had lower scores on their first draft were more receptive to making changes and provided more information about what they needed to improve during our conference. Some did revise in ways that improved the quality of their writing, illustrated in Figure 4.6. As students used specific strategies to improve their writing and saw their scores reflect their improvement, students' response to the question of why they revise has shifted slightly. There was an even split of 33.3% before our research began between revising to complete an assigned task, to improve their grade, or to improve their writing skills, as captured in Figure 4.9. After our research activities, students were more motivated to improve their writing skills at an increase of 11.1%, with grades as a motivator unchanged in Figure 4.9.

Figure 4.9

Pre- and Post-instructional Responses about Motivation

Pre-instruction responses   Post-instruction responses
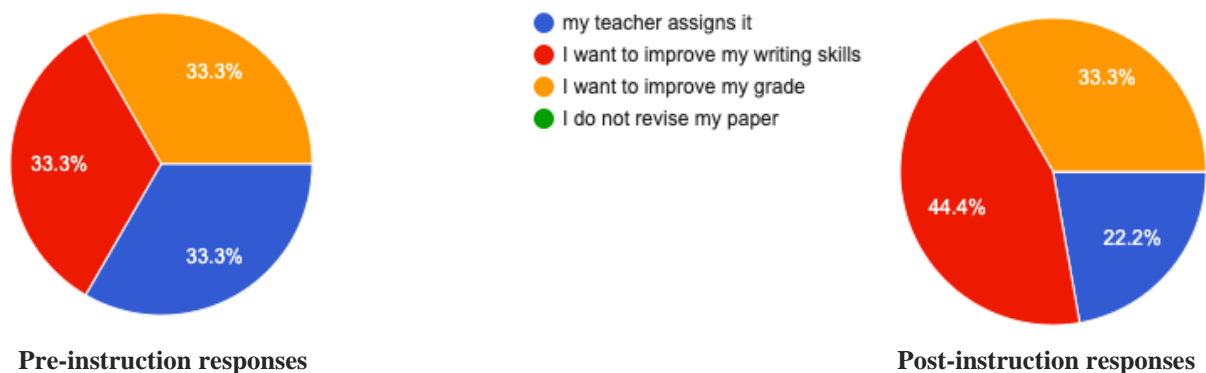
It is unknown if the 33.3% of students motivated by grades represent proficient writers. It is possible, when considering that there was more resistance to revise the drafts from students who are proficient writers like Nora and Sarah. Students who are proficient writers also seemed to struggle more with identifying areas where other strong writers needed improvement or where they needed to improve their own writing, which was apparent in the scores Nora, Sara, and Connor assigned to their partners (Table 4.1).

After I compared the first draft scores with the two revision scores, even though Sarah began with the class's highest score for the first draft, she was not motivated to revise further. Subsequently, she made only surface changes in her second revision that did not impact her second draft score. Sarah seemed satisfied with existing choices and her grade. She explained in our conference that she had made significant changes during the second draft and did not see much need to improve it for the final draft. During our conference, I encouraged her to challenge herself and provided some suggestions for areas to improve. Her initial score of 33 remained the same after her second draft, then her final draft scored a 34, illustrated in Table 4.2.

Table 4.2

Teacher-Assessed Rubric Scoring

	Draft 1	Draft 2	Draft 3
Nora	30	34	35
Sarah	33	33	34
Julian	30	32	33
Alan	27	29	31
Connor	29	32	32
Oliver	30	27	29
Linda	27	27	27

Another exception was Linda, who was given specific feedback and even identified specific areas to improve on her self-evaluation form but made no changes from the rough draft which scored a 27, to the final draft. It is unclear what prevented Linda from making any changes. Oliver had several absences and late submissions, with substantial weaknesses in each revision. While he improved his content on the second revision, there were many distracting mechanical errors that brought down his score. On the final draft, he corrected these issues, but did not include any citations or a Works Cited page which negatively impacted his whole score. While he seems motivated to make changes during each draft, his focus on content revision seems to take his focus away from other areas which impact the overall paper quality (Table 4.3).

Table 4.3

Comparison Between Oliver's Three Draft

	Content	Organization	Voice/ Tone	Structure	Mechanics	Presentation	Total
First Draft	5	4	6	5			
							6
4	30						
Second Draft	5	4	6	5	3	4	27
Third Draft	6	4	6	6	6	1	29

Summary

The data seems to indicate most students participated in revision to improve identified weaknesses, with varying degrees of success to create improvements to their writing. Most students' scores have improved holistically during each revision which shows there may be a positive impact on student writing when revision strategies were implemented. These findings in this chapter support my research question by revealing the strong connection between a desire to make changes and using learned revision strategies to develop their writing.

CHAPTER V

Conclusions, Discussions and Recommendations

This chapter presents conclusions based on the analysis of data in the previous chapter. The conclusions indicate ways revision strategies impact 12th grade students' writing development and their feelings about revision practices. My research was designed to study how revision strategies can impact students' writing development and how students' feelings about revision practices impact the steps they take during the revision process. In addition to the research questions, my conclusions also address the effects of student assessment accuracy on the effectiveness of peer feedback and self-evaluation. In addition, the conclusions also discuss the impact of interpersonal interaction on student motivation. From the data analysis discussed in Chapter 4, I concluded that: (1) The extent to which a student can accurately identify writing weaknesses affects their revision choices. (2) When students receive specific feedback, it impacts their revision choices. (3) Interpersonal revision strategies impact students' motivation to develop their writing. When analyzing the data from scoring and student feedback the evidence seems to indicate the importance of providing opportunities for students to practice a variety of strategies through a multidraft process. It did not appear that any one strategy helped students progress in their writing development as much the collective experience of multiple learning opportunities to reinforce different skills and knowledge about writing.

Conclusion I

The extent to which a student can accurately identify writing weaknesses affects their revision choices.

Discussion

My primary research aim was examining how revision strategies positively impact students' writing development, and my anticipated results were that transferrable revision strategies will help writers improve their writing and motivate them to implement them on their own. My methods included using the same evaluative rubric for all scoring: teacher assessed, peer assessed, and self-assessed. This provided continuity and allowed for reliable data that compared how accurately a student could measure effective writing with the score assigned by the teacher. From the data analysis, specifically the rubric scores students gave themselves and their peers compared to teacher-assessed scores, I concluded that student accuracy seems to affect the usefulness of feedback a student can provide and their ability to improve their own writing. Many students accurately identified the degree of effectiveness in their writing and the writing of their peers to meet rubric criteria across specific categories, resulting in feedback that can provide useful insight for themselves and others during the revision process. However, some students did not accurately identify the degree of effectiveness in their student writing or others, revealing a potential need for additional support when making these assessments.

From the findings, I discovered that including teacher feedback may help students identify weak writing so they will be able to revise beyond surface errors. By including one-on-one conferences with students after they have received peer feedback and completed a self-evaluation task, the teacher can guide students who may need assistance with accurately viewing their writing and other students' work. It was during these conferences, as mentioned in Chapter 4, the data revealed not only do emerging writers seem to struggle with accuracy, but some

proficient writers do not assess weakness in content or style categories but focused on surface errors.

Study Comparison

As Poehner and Yu (2022) found in their study of the impact rubrics have, when used within the sociocultural framework of the zone of proximal development (ZPD), to support student accuracy in identifying writing weaknesses through revision, many of the students in our study did make improvements. As our subjects applied the rubric criteria to help them assess their writing and their classmate's texts as a part of the feedback process, it seemed to provide a tool of measurement and supportive language for identifying areas to revise, which them seemed to impact many students' revision choices. Initially I thought that the rubric criteria may have served as a checklist to support student revision, since Poehner and Yu (2022) found using the rubric criteria with students strengthened their evaluative skills while working independently and with peers (Poehner & Yu, 2022). During my research, even with direct instruction, students did not often reference the rubric when evaluating writing or in their conference with me.

Wu and Schunn's (2021) study concerning the impact of peer feedback on revision choices found that while student subjects in more affluent schools were able to make more significant higher-level changes to their writing, students in Title I settings seemed to lack adequate skill development to make revisions that were meaningful, rather than only focusing on surface-level changes. Though my students were a more diverse group of learners, there exists a similarity in the results for some low-performing students that who are less aware of the need for deeper revision changes were less apt to identify and change content or style issues. However, there were also differences in our results. While proficient students in Wu and Schunn's (2021)

study made more meaningful revisions, several of my skilled writers did not identify issues for deeper revision, although their teacher-assessed scores suggest there was in fact a need for more meaningful revision, which was similar to the results from Oliver's (2018) study on student self-assessment. My study found some common ground with Oliver (2018) regarding a perceived impact that motivation can have on student choices to enact the issues they identify, yet the accomplished but unmotivated writers were in the minority in my study. This could be due to the social component in our feedback activities rather than the independent assessment without intervention in Oliver's (2018) study.

Theoretical Relationship

This study implemented revision activities that allowed students to practice their assessment skills by using an evaluative rubric and specific questions to analyze a peer's text and their own. When student scoring was compared with the teacher's scoring, the data showed evidence that some students' abilities to accurately identify areas of writing weakness was undeveloped, while the classroom observations and teacher conference notes revealed improved understanding for these students through their interactions with their peers and the teacher. This aligns with Vygotsky's (1997) sociocultural theory which asserts that students develop through their learning to improve other areas. As my students learned more about revision methods from others, these activities provided collaborative opportunities for them to see what writing choices peers suggested or made in their own texts and they could translate those choices to their own writing habits. The student-centered nature of these interactions removes the teacher from the center, so learning is student-directed in ways they are motivated to learn, as Dewey (Dewey & Hinchey, 2018) posits, to increase their self-efficacy. By providing specific guidance tailored to what students indicated in their conference, it allows the teacher to gain clear insight into what

students understand or what confuses them about their writing and the scores they have received to help calibrate their assessment skills, leading to greater independence.

Conclusion II

When students receive specific feedback, it impacts their revision choices.

Discussion

My primary research aim was examining how revision strategies positively impact students' writing development, so I used several steps in my research methods to collect data: a peer feedback activity, a self-evaluation task, and a one-on-one conference. The peer feedback activity was conducted after the first draft, then the self-evaluation and conference were done after the second draft. From the data discussed in Chapter 4, students made changes between the first and second draft that led to higher scores of a greater increase than between the second and third drafts. The greatest gain categorically occurred after this intervention, with the mean score for organization increasing from 4.4 to 5.1, out of a possible 6 points when I scored their first and second drafts. There was a consistent pattern of students mentioning their classmate's comments and suggestions, which seemed to show students value feedback and use it to make improvements to their second drafts. Another value in the peer feedback activity is that students have a chance to see choices in content, style, and organization that differ from their own. During my observations and in our conferences, students mentioned this aspect gave them new perspectives and fresh ideas about how to correct or improve their writing. My interpretation of these findings, along with discussions students had in class and with me during our conferences, is that the relational element seems to be a motivating factor for students to revise.

The self-assessment assignment provided a different type of activity to highlight students' effectiveness in areas of content and evidence, but the data suggest students were looking at ways to improve the organizational structure of their writing and most did not see a need for more content revision, with a few not identifying any significant issues to revise. Combined with the data from the conferences, my findings reveal that if students take time to assess their work for specific issues and have opportunities to discuss it with their teacher one-on-one, they will use this feedback to make changes to their writing. As Chapter 4 discussed, the impact affects all elements of student writing, with scores increasing in each category between draft two and the final draft.

Study Comparison

I found that one of the strongest motivators to revise that positively impacted student writing was the peer feedback activity. When compared with the peer feedback study by Wu and Schunn (2021), where results showed gains between the drafts and data that seemed to indicate providing comments contributed to student learning. It was surprising that my data revealed this result even when students had not identified a specific weakness themselves. This seems to suggest students trust the credibility of their peers if the feedback is specific. This was further supported by our pre- and post-instructional questionnaire that showed students' feelings about using peer support rose by 22.3%. In conferences, several students included their partner's suggestions in their revision plans for their final assessment but did not specifically mention their rubric scores.

The impact of teacher feedback is limited in my study because students also self-evaluated during this phase before the drafts were revised for a final time. However, some teacher suggestions students received in their conferences were not identified in their self-

evaluation, yet students did seem to use this feedback to make final revisions. This is supported

in Pederson's (2018) study of teacher feedback that revealed specific open-ended teacher

feedback encouraged student self-reflection leading to deeper revision choices. Though

Pederson's study included a broader scope, the feedback varied in quantity and specificity unlike

the smaller study I conducted with specific feedback for all students. Pederson's (2018) study

used feedback delivered as comments on the document rather than discussions in a conference

with students so there was not the same opportunity for follow-up questions or clarification that

our study included.

Theoretical Relationship

Students gain more independence when they can make informed decisions based on

specific feedback that targets areas that need improvement. As Dewey (Dewey & Hinchey,

2018) proposes in his constructivist theory, students are more motivated when they direct their

learning and receiving specific feedback from peers and their teachers will increase students'

ability to apply revision methods with increasing independence. Peers become co-teachers as

they foster writing development with each other in a community of mutual growth in Dewey's

(Dewey & Hinchey, 2018) theory, and establishing routines around revision that provide

meaningful input from peers into a students' writing process with allow them to glean support in

the areas they need it. This study puts Vygotsky's (1997) sociocultural theory into practice by

providing multiple opportunities for students to analyze the effectiveness of their writing

independently, with the support of a writing teacher who can provide specific guidance from

their knowledge of the writing craft. When students can create their own plan, but receive

support for specific areas of weakness, they are still the architects of their text but gain from the

experience of teachers as facilitators.

Conclusion III

Interpersonal revision strategies impact students' motivation to develop their writing.

Discussion

This final conclusion addresses my secondary research question concerning how students' feelings about revision practices impact the steps they take during the revision process. My hypothesis for this secondary query was if students know how to use a method and see that it develops their writing quality, they will be more engaged with the writing process and motivated to develop the habit of using these methods independently. My method for researching this issue was the pre- and post-instructional questionnaire, then my observation notes during class activities. The findings from the collected data discussed in Chapter 4 show that while distraction and confusion seem to negatively affect student practices, improved understanding seems to positively impact their revision habits.

My conclusion concerning ways confusion or distraction impact students' revision practices are based on my observation notes that captured ways student effort becomes impeded by the behavior of other students or their own confusion about how to conduct an activity. As discussed in Chapter 4, when specific students become engaged in off-topic conversations, students seated around them are also affected and slow down their progress. Similarly, when students do not understand a task, their motivation to complete it is also negatively affected because they may feel incapable or unable to move forward on their own. When the environment is conducive to learning and the teacher facilitates learning during the activity, students stay on task and seem to have more motivation to complete the writing task once the teacher has

reassured them about what they must do to meet the goal of the assignment. This conclusion is supported by the pre- and post-instructional questionnaire data that shows one of the largest shifts in perception during the study was students' perceived anxiety about revision. Initially 55.6% of students were somewhat anxious, while only 22.2% felt somewhat confident about revision. After using specific revision strategies, students' reporting feeling somewhat anxious was lowered by 33.4%, while students feeling somewhat confident increased by 33.4%. Student responses after using revision strategies also indicated a slight increase in motivation to revise because they want to improve, rather than because a teacher assigns it.

The self-evaluation activity design may be a contributing factor. By framing the reflection questions to include both strengths and weaknesses, students' motivation may have increased when they were able to identify their own success as well as areas to improve. My one-on-one conference notes further support that when students received specific feedback it appears to reduce this perceived anxiety about what changes students need to make for the next draft. Several students mentioned the feedback they received as a positive contribution to their revision plan. By taking time to assess their own writing for both strengths and weaknesses, students were able to identify what they were doing well which seemed to motivate them to correct weaknesses they identified in their work, based on our discussions.

An implication of this research is that when students have specific conversations with their teacher to support their revision plans by using self-evaluation and meaningful peer feedback, they become more comfortable using these skills and they gain more insight into not only what to specifically fix but what they are doing right.

Study Comparison

My study shows the impact of providing students a variety of interpersonal strategies that are student-driven to motivate them to revise their writing. Oliver (2018) also studied student revision choices when they reflect on their drafts before revising and found students were not heavily motivated to make changes. While both of our studies found that students focus primarily on surface changes rather than deeper changes to their content, my research combined instruction and relational feedback to improve student motivation with specific support that may be a factor in increased student interest in revision for their own purposes. Chung et al. (2021) also found that supporting self-assessment and goal setting for revision led to writing improvement, but students in that study did not increase in confidence. Neither Oliver (2018) nor Chung et al. (2021) included the interpersonal activities of one-on-one conferences or peer interaction during feedback that my study included. This may indicate the importance of improving confidence and reducing anxiety through a sociocultural framework.

Theoretical Relationship

Looking at my findings through the constructivist lens, peer feedback and self-evaluation put the decision-making in the hands of the students to reduce their anxiety about the expectation for their revision choices (Dewey & Hinchey, 2018). They receive specific suggestions and create their own plan based on what others say and what they see in their own assessment, but the choice of what to revise is their own. Though students meet with their teacher to discuss what they identify as their strengths and weaknesses, the teacher is only the facilitator of the conversation and a resource for students as they develop their plan, which also fosters greater autonomy for student development (Dewey & Hinchey, 2018).

From Vygotsky's (1997) sociocultural lens, the relational nature of the activities reduces fear of confusion or responding insufficiently to the prompt requirements when students can receive feedback from a peer in real time. Sharing their writing with another student also gives them an opportunity to see how a classmate responds to the same guidelines allowing students to evaluate how their work compares. Several students referenced what they learned from reading their classmate's draft and how they wanted to make specific revisions based on those observations, which aligns with Vygotsky's (1997) model of student independence that allows for individual growth through collaborative opportunities.

The implication of my findings is that student-centered revision activities that involve working with others and talking about the writing process are meaningful ways to reduce stress and make writing choices more transparent and accessible for students to implement. When students learn how to use revision strategies together, they may be more motivated to continue using them, and the improvements to their writing may lead to more independent usage of these methods.

Recommendations for Further Research

While this study did show useful data about the impact of revision strategies leading to student improvement, there is a need for further research that can increase the scope of this study. Though my study was conducted over a three-to-four-week period, a longitudinal study that includes multiple writing projects over time would allow for the study of student application of these strategies and the effectiveness to improve writing development over time with more opportunities for feedback from peers and the instructor.

There is also a need to examine the impact these measures have on a variety of school settings and student populations so patterns may emerge to evaluate which strategies provide the most advantageous results and whether specific methods, whether self-evaluation or peer feedback are best suited to more experienced student writers or if all ages can benefit from these methods. In conjunction with an expanded study, it would also be beneficial to isolate each method for its own effectiveness since my study combined both self-evaluation and teacher conferences in the same phase of writing. It would be valuable to see whether the benefit is magnified when strategies are combined to see if the merit lies in the method, or if students are best supported by exposure to multiple, varied strategies within one writing project.

Additional research would be useful to discover whether teachers would be more motivated to employ these strategies if they received specific training to prepare them to provide direct instruction for their students. As a trained practitioner, I am more inclined to use these methods because I have been prepared to do so, but this is a limitation on my action research plan since this will be conducted in my own classroom with me as the teacher. It would require further research in other classroom environments where my colleagues could receive training prior to the research in their classrooms.

Recommendations for Teachers

Offering students opportunities for discussion around their writing that includes specific instruction for giving and receiving feedback will help students better identify weaknesses in their own writing. Taking time in class to meet with students and discuss what they notice or what peers have recommended, provides a unique opportunity for teachers to share knowledge in a meaningful way that will directly impact students. There is no motivator for learning like an

invested educator. I would encourage teachers to keep their own reflective journals as they implement these strategies to measure the impact on student writing.

Recommendations for Administrators

Offering teacher training is imperative to support the development of student writers. When teachers feel underprepared to instruct students in the stages of the writing process, it impedes students by limiting their opportunities for multiple writing activities that foster growth in collaborative environments with other student writers. When teachers are adequately prepared to teach writing instruction it will increase the likelihood that they will provide scaffolded instruction with activities that allow students to guide students with specific feedback that will lead to self-efficacy.

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