

THE IMPACT OF A TEACHER'S IMPLEMENTATION OF THE WRITING PROCESS ON
STUDENT PERFORMANCE

by

Angela Lengner

A Thesis

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Master of Education

William Paterson University of New Jersey

MAY 2024

WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

The Impact of a Teacher's Implementation of the Writing Process on Student Performance

by

Angela Lengner

A Master's Thesis Submitted to the Faculty of

William Paterson University of New Jersey

In Partial Fulfillment of the Requirements

For the Degree of

Master of Education

College/School: Education

Thesis Supervisor: Carrie E. Hong, Ph.D.

Department: Educational Leadership and
Professional Studies

Chairperson: Geraldine Mongillo, PhD

Copyright © 2024 by *Angela Lengner*. All rights reserved.

ABSTRACT

Writing is a crucial skill that students need to consistently practice throughout their educational experiences. However, new technologies, such as AI, are beginning to create worries amongst educators regarding a shift from writing as an opportunity to grow towards writing as solely a product to be graded. This emerging mindset led to the development of the research question: how does a teacher's implementation of the writing process impact a student's performance?

A review of the literature was conducted to analyze topics related to the problems that led to the development of the research question. This review consisted of three categories of research: self-efficacy, role of the teacher, and revision strategies. After the review of the literature, I conducted a four-week study centered around the implementation of the writing process in a twelfth grade Honors English IV class. The participants were nine twelfth grade students. Four data sources were used: rubric scores on a final written product, teacher feedback, student reflection on the writing process, and teacher fieldnotes.

The findings of the four-week study resulted in three themes: students struggle in crafting a clear and concise thesis statement in the initial stages of the writing process, the impacts of individualized feedback are demonstrated through stronger revisions being made after receiving feedback, and student understanding of the writing process grew as a result of prioritizing revision throughout the writing process. The study findings suggest that individualized feedback provided throughout the writing process positively impacted student writing, and that students improve their understanding of the writing process as a result of prioritizing revision throughout the writing process.

ACKNOWLEDGEMENTS

Thank you to my family and my friends for their continued love and support throughout my research process. Specifically, thank you to Mom, Anna, Grandma, Grandpa, and Dave. Your constant encouragement, support, and positivity motivated me to complete this challenging accomplishment.

Thank you to all my students, especially my senior students, for supporting me during this process. Your interest in my research and encouragement meant the world to me.

Thank you to Dr. Carrie Hong for all your guidance and feedback throughout this process. Your assistance and dedication consistently reassured me and allowed me to accomplish the completion of my thesis.

TABLE OF CONTENTS

	Page
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
LIST OF FIGURES	vii
LIST OF TABLES	ix
CHAPTER I. THE PROBLEM	1
Statement of the Problem	1
Research Question	2
Definition of Terms	3
Theoretical Framework	5
Educational Significance	9
CHAPTER II. REVIEW OF THE LITERATURE	11
Overview	11
Self-Efficacy	11
Role of the Teacher	14
Revision Strategies	16
Summary of the Literature Review	19
CHAPTER III. RESEARCH DESIGN	22
Introduction	22
Research Setting	23
Research Participants	25
Data Sources	27

Data Analysis Procedures	29
Validity and Reliability	30
Limitations	31
CHAPTER IV. FINDINGS	33
Student Struggle in Crafting a Clear and Concise Thesis Statement	34
Impacts of Individualized Feedback	37
Student Understanding of the Writing Process	43
Summary	46
CHAPTER V. CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS	48
Introduction	48
Conclusion I and Discussion	48
Conclusion II and Discussion	50
Recommendations for Further Research	51
Recommendations for Teachers	52
REFERENCES	53

LIST OF FIGURES

Figure	Title	Page
1	Thesis Scores on Rubric of Final Written Product	36
2	Formatting & Grammar & Mechanics Scores on Rubric of Final Written Product	41
3	Organization on Rubric of Final Written Product	42
4	Final Written Products Overall Rubric Scores	44

LIST OF TABLES

Figure	Title	Page
1	Feedback Received and Reflected Upon	38
2	Fieldnote Observations Regarding Proper Citations and Formatting	40
3	Student Past Essay Averages vs. Final Written Product Scores	45

CHAPTER I

Statement of the Problem

Introduction

With the rise in popularity and accessibility to AI technology, such as with the growing popularity of the website ChatGPT, there is an increasing worry amongst educators that there will be a shift away from writing as an opportunity for students to learn and grow and towards the end product that is submitted to be assessed. Instead of succumbing to the fear of the inevitable use of AI tools as a replacement for student writing, teachers can begin to reframe the ways in which they approach writing instruction to place more focus on revision, so as to prioritize writing as a process instead of a product.

With the adoption of the Common Core State Standards (CCSS) in New Jersey, there has been a more rigorous approach to analytical writing as a method of processing and interpreting the materials learned in each content area. As a result, standards involving organization, revising, editing, and rewriting have been adopted to inspire teachers to incorporate revision into the classroom. Through placing a stronger emphasis on revision, teachers in New Jersey can use the state's standards to assist their students in developing as writers through scaffolding instruction to help each individual student gain new skills with each writing assignment.

Within my school district, the adoption of the motto "Include, Inspire, and Empower" as well as the introduction of the collaborative consultative model of special education has created an increased focus and prioritization of differentiation and scaffolding within the general education classrooms. In order to meet the needs of all diverse learners, writing instructors should continue to include opportunities for revision, so as to ensure that all students are

improving their writing skills, while still affording educators with opportunities for scaffolding based on student abilities.

From my personal experience, offering students the opportunity to first provide and receive feedback and then implement changes to their writing in accordance with that feedback has not only improved my students' writing skills, but has also built confidence and established a collaborative classroom community. Allowing students to revise and reflect upon their writing, thus recognizing areas of strength and areas that need improvement, provides all students with the opportunity to make personal growth within the classroom, regardless of their abilities. I have observed that modeling how to hold constructive feedback sessions and how to reflect on a written piece has allowed students to shift their priorities from crafting a final written product solely for the purpose of submitting an assignment towards identifying skills they have improved upon throughout the writing process.

Research Questions

Based on the problem identified above of shifting the focus from writing as a product to writing as a process to allow students to gain ownership over their writing regardless of ability and skill set, the primary question was identified. This primary research question is: how does a teacher's implementation of the writing process impact a student's performance?

In addition to the primary research question identified above, this study also examines related questions and observations:

How does shifting to a revisionist mindset influence a student's perceptions of writing as a process?

How does personalized feedback received through writer's workshop affect a student's final written product?

How does a student's personal reflection demonstrate their understanding of the writing process and their growth within the process?

In what ways can allowing students to revise their work lead to a prioritization of the writing process over the product submitted for assessment?

Definition of Terms

This section gives a definition of terms that will be used throughout this research study. This research study was designed to answer the research question: how does a teacher's implementation of the writing process impact a student's performance? For the purpose of this study, these terms are defined as follows.

Teacher: Teacher in this study refers to myself, the teacher-researcher, who is a secondary English teacher in a high school setting.

Writing Process: Writing Process in this study refers to the various steps that occur as students are assigned, plan, draft, revise, and publish their writing pieces. According to Flower & Hayes (1981), writing in a classroom is best implemented as a process model where all processes occur in a hierarchical structure where the mental acts that occur during writing can happen at any time during the composing process (p. 367). Therefore, students should be constantly planning, drafting, and revising throughout their entire experience writing a piece instead of completing those steps in a sequential order.

Students: Students in this study refers to the twelfth-grade students present in my Honors English IV class. The students are aged 17-18. The students are diverse in ability, as the class contains

individuals with IEPs and individuals with 504s. All students were provided with the same writing assignment.

Self-Efficacy: Self-efficacy in this study refers to a student's belief that they are capable of completing the assigned task. Students exhibit self-efficacy in their reflections on writing through analyzing how and why they were capable of completing the necessary assignments successfully.

Student Performance: Student performance in this study refers to the use of a rubric to measure the progress of student writing pieces as they improve upon their writing skills through conferences, revisions, and reflections.

Draft: Draft in this study refers to a writing piece that a student is actively working on. Students craft drafts as they are immersed in the writing process. These pieces are intended to be improved throughout the writing unit before a final piece is crafted and ready to be published.

Feedback: Feedback in this study refers to the comments and suggestions that a student receives on a draft of their writing piece. Students then apply this feedback to improve upon their drafts and strengthen their knowledge of the writing process. Students were also required to provide their classmates with feedback throughout the writing unit.

Writing Conference: Writing Conference in this study refers to one-on-one discussions between the teacher and the student regarding the student's draft. During these conferences, the teacher listened to students describe their writing, acknowledged areas of strength in the student draft, and provided the student with personalized feedback on how they can continue improving upon their writing skills. As Bronfenbrenner (1973) acknowledges, there is an idea of reciprocity (p. 9) in these writing conferences, since not only did the student receive personalized feedback to help improve, but the teacher also gathered information and common trends between student

conferences regarding the common skills and writing concepts that needed to be reviewed with the whole class as they continued to work on their writing pieces.

Peer-Editing: Peer-editing in this study refers to the sharing of drafts between students in the same class. During the peer-editing process, students read their classmate's writing draft, acknowledged areas of strength in the draft, and provided feedback on areas where their partner could continue improving. Through this process, students also then received feedback on their own drafts from their partner.

Revision: Revision in this study refers to the changes made to a student's original draft. Students used the feedback they've been provided to make improvements to their writing piece prior to the publishing and submission of a final product.

Reflection: Reflection in this study refers to the student analyzing their experience in the writing process. Through crafting a reflection, students were asked to write a paragraph justifying why they made certain decisions in their writing drafts. They were also asked to describe how they used the feedback received during conferences and peer-editing and applied it to their final submissions. Students were also tasked with reflecting verbally during their writing conferences to orally describe their experiences in the writing process.

Scaffolding: Scaffolding in this study refers to the individual support provided to students. This support was specifically tailored to a student and their individual needs as they progressed through the writing process.

Theoretical Framework

This section presents the theoretical framework selected based upon the research question. This research question is how does a teacher's implementation of the writing process

impact a student's performance? This question was used to identify the theoretical framework.

The framework includes the following theories: *Ecological Theory of Education*

(Bronfenbrenner, 1976) and *Cognitive Theory of Writing* (Flowers & Hayes, 1981).

In his Ecological Theory of Education, Bronfenbrenner (1976) applies his Ecological Theory to an educational setting, recognizing that “whether and how people learn in educational settings is a function of sets of forces, or systems” (p. 5). These systems reflect the relationships between both learners and their surroundings, as well as the interconnections between all the environments in which they exist (Bronfenbrenner, 1976). Bronfenbrenner's (1976) theory defines the four different layers—the *micro-system*, the *meso-system*, the *exo-system*, and the *macro-system*—that a student encounters, which impacts their overall behavior and learning.

The *micro-system* refers to the immediate setting of the learner where “occupants engage in particular activities in particular roles... for particular periods of time” (Bronfenbrenner, 1976, p. 5). This system is reflected in classrooms where students are assigned the roles of writer, revisor, and peer-reviewer. The *meso-system* refers to the “interrelations among the major settings containing the learner at a particular point in his or her life (Bronfenbrenner, 1976, p. 5). A student's interactions among their family, peers, and school community all constitute this system. The *exo-system* refers to “embracing the concrete social structures, both formal and informal, that impinge upon or encompass the immediate settings containing the learner and, thereby, influence and even determine or delimit what goes on there” (Bronfenbrenner, 1976, p. 6). Through embracing these social structures, the impact of social structures and peer groups on written feedback provided and received by students, as well as the cultural influences upon student writing, can be observed. Finally, the *macro-system* refers to “overarching institutions of the culture or subculture,” (Bronfenbrenner, 1976, p. 6). It is crucial for teachers to acknowledge

the impact of the macro-system on the student-participants, to recognize “how such persons are treated and interact with each other in different types of educational settings” (Bronfenbrenner, 1976, p. 6). In doing so, interactions among teachers, students, and their peers are contextualized based on the various systems that impact student performance, behavior, and outlook on writing.

Bronfenbrenner (1976) also claims that within an educational research setting, there is an idea of reciprocity which analyzes not only the influence of the teacher on the students, but also the influence of the students on the teacher. The idea of reciprocity is reflected in the application of data gathered during both student-teacher conferences and student reflections towards an instructor’s adjustments in upcoming lessons and future feedback approaches.

Inoue (2015) also emphasizes Bronfenbrenner’s approach to ecological methodologies through advocating for teachers to incorporate equitable instructional methods and assessment techniques. Through implementing an ecological mindset, educators can adjust “assessment systems to favor labor over the gifts of racial habitus sets up assessment ecologies that are by their nature more ethical and fairer to all” (Inoue, 2015, p. 80). Therefore, the ecological mindset advocates for social justice and equity within the classroom through prioritizing that a variety of educational community members are required to develop writing outcomes to ensure that a diverse group of voices and perspectives are included to prevent inequity or the silencing of students’ voices in assessment methods (Inoue, 2015). Through recognizing the impact of systems on a student’s performance, writing classrooms promote equitable instruction while prioritizing the amplification of student voices in the writing process.

Furthermore, this study is also grounded in Flower & Hayes’ (1981) Cognitive Theory of Writing. This theory of writing rejects the previously held belief that writing occurs in stages, instead presenting four key ideas through which writing develops (Flowers & Hayes, 1981).

The first key idea recognizes that “writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing” (Flowers & Hayes, 1981, p. 366). One major aspect of Flowers & Hayes’ (1981) first key idea is the belief that reviewing can be either “a conscious process in which writers choose to read what they have written either as a springboard to further translating or with an eye to systematically evaluating and/or revising the text” (p. 374) or it can “also occur as an unplanned action triggered by an evaluation of either the text or one’s own planning” (p. 374). As such, according to the Cognitive Theory of Writing, reviewing and revising occur throughout the writing process instead of solely at the end. The constant use of reviewing and revising allows for students to improve upon their writing skills and reframe their understanding of writing to be a process instead of solely an end product meant to be submitted.

The second key idea in the Cognitive Theory of Writing asserts that “the processes of writing are hierarchically organized, with component processes embedded within other components” (Flowers & Hayes, 1981, p. 375). As such, revision should not be considered its own unique stage in the writing process; instead, it should be an active process that occurs when the writer evaluates and revises their text or writing plan (Flowers & Hayes, 1981). Therefore, students in a secondary classroom should constantly be revising not only their writing product, but also their planning process as they begin to develop their ideas and their research.

The third key idea in Flowers & Hayes’ (1981) theory recognizes that “writing is a goal-directed process. In the act of composing, writers create a hierarchical network of goals and these in turn guide the writing process” (p. 377). Throughout writing, students should constantly be crafting and revising goals and sub-goals that reflect the needs of their writing piece.

Finally, the fourth key idea in the Cognitive Theory of Writing is that “writers create their own goals in two key ways: by generating goals and supporting sub-goals which embody a purpose; and, at times, by changing or regenerating their own top-level goals in light of what they have learned by writing” (Flowers & Hayes, 1981, p. 381). Through crafting three patterns of goals—Exploring and Consolidating, Stating and Developing, and Writing and Regenerating—writers are constantly developing and revising their craft and purpose based on what they learn during the writing process (Flowers & Hayes, 1981).

Educational Significance

The purpose of this study is to examine the research question: how does shifting to a revisionist mindset influence a student’s perceptions of writing as a process? This question is extremely significant because it is important to analyze how teachers will be able to learn from this study so that they will be able to support students as they navigate the writing process and grow as learners. Teachers will be able to learn from this study so that they will be able to plan units centered around writing and the writing process. This study will also examine how teachers will also be able to craft writing assignments for diverse students to maximize their growth as writers, regardless of the abilities or skills they already have as they begin the assignment. Teachers will learn to incorporate opportunities for reflection and revision within the writing process, so that students can take a metacognitive approach to their writing, determine their areas of strength, and identify and improve upon areas of weakness within their writing. Teachers need to provide differentiated instruction so that students can receive individualized feedback that is tailored to their specific writing needs. Furthermore, teachers need to promote collaboration between students in the form of writer’s workshops, to allow students to receive additional

feedback from their peers, while also offering them an opportunity to apply genre-specific knowledge through providing feedback to their peers.

CHAPTER II

Review of the Literature

Overview

This journal presents a review of the literature that addresses the primary research question of this study: how does a teacher's implementation of the writing process impact a student's performance? This review of the literature examines research studies that looked at Self-Efficacy, the Role of the Teacher, and Revision Strategies.

Self-Efficacy

Self-efficacy in this study refers to a writer's confidence in their ability to control their motivation and behavior during the writing process. In their study, Chung et al. (2021) analyzed the relationship between students' self-efficacy and their writing outcomes. The study was conducted in a low-income, urban school district. Over the course of one year, the researchers conducted a mixed-method study of 13 grade 6 teachers with one focal class; within the student-intervention population, there were 131 students in the treatment group, and 83 students in the comparison group. Throughout the study, teachers participated in professional development opportunities to assist them in implementing the revision process. As they analyzed the data collected during this study, the researchers discovered that the students' self-efficacy, as well as their overall writing products, were positively impacted when teachers engaged them in a planned revision process. This process encouraged students to reflect, plan, and set goals before they were tasked with revising and self-assessing. Through this study, Chung et al. (2021) determined that developing strategies and opportunities for students to foster the skills of self-assessment and revision throughout the writing process allowed them to gain independence and

grow their self-efficacy as learners and as writers. Similarly, it was determined that teachers must provide students with skills, strategies, and opportunities to engage in self-assessment and revision for the revision process to benefit students' writing products and their overall self-efficacy in the writing process.

Moreover, Lindenman et al. (2018) examined the relationship between revision and reflection in a student's writing, and how these processes connected to student efficacy; furthermore, they also analyzed how instructors can provide students with prompts to better their understanding of the revision and reflection processes. Through one semester, the director and assistant directors of a large first-year writing program at a public research university in the eastern United States reviewed the curriculum of an English 101 class to create a specifically focused Revision and Reflection Assignment. There were 20 sections of this class taught by 15 instructors. Throughout the course of the semester, researchers collected 152 assignments and reviewed them using rubrics. In this class, students were assigned four linked essays of different genres about a single topic. Through writing short reflections during these writing processes, researchers hoped to analyze students' meta-cognition and awareness of themselves as writers, while also encouraging them to develop their ideas for the upcoming writing assignments. After analyzing the student writing and reflections, Lindenman et al. (2018) concluded that while some students demonstrated growth in writing through their final products and their meta-cognitive reflections, there were other students who acknowledged a growth in writing during reflections that was not reflected in the final submitted writing product. Further, they discovered that effective revision is impacted by the approach students take towards their teacher's ideas and recommendations, with the most substantial and successful reviewers using their teacher's comments as metacognitive tools to determine which issues to address in their revisions. As a

result of these findings, they also determined that further research should be conducted analyzing how students' views of their teacher impacted their reception of teacher feedback and metacognitive reflections.

Additionally, Mejia (2024) researched the impact of "Metawriting instruction" (p. 84), or the process of writing about writing through reflecting upon their knowledge and understanding of writing processes and strategies, on composing informative texts. In doing so, they employed the Think-Talk-Write model. The study was conducted in a Title I public elementary school in Los Angeles California during the school's spring term. Mejia's (2024) participants included fifth grade students in a class with a teacher, Ms. Klein, who was considered to be an expert in writing instruction and exhibited a high level of confidence and self-efficacy in teaching writing. Through conducting qualitative study that included Metawriting surveys, mini-lessons on Metawriting, student Metawriting journal writing, student reflective discussions, and researcher field notes, Mejia (2024) determined that students in Ms. Klein's class demonstrated proficient levels of declarative and procedural knowledge of writing. The student participants were knowledgeable in navigating each step involved in creating texts. They also demonstrated through their responses that they had strong self-identities as writers, since they acknowledged their writing strengths and needs, recognized their relationship with writing, and developed a stronger writing identity. Furthermore, their participation in the Think-Talk-Write process reflected an increase in self-efficacy since students gained a deeper level of self-awareness regarding the knowledge of writing. However, Mejia (2024) also acknowledged that students still relied on external guidance for evaluating their writing throughout the study. Mejia (2024) suggested that this study be replicated on a larger scale over a longer time period.

Role of the Teacher

The role of the teacher in the classroom significantly influences the ways in which students approach and understand the writing process. Feltham & Sharen (2015) conducted an action research study to determine how teachers can foster effective revisions. Over a 13-week semester in 2013 in a second-year undergraduate course, 17 female participants responded to qualitative survey questions and attended multiple workshops and were required to exchange drafts of reports with two classmates two weeks prior to an assignment's due date; during these exchanges, each student received a feedback checklist and a non-graded draft report. Through this process, it was reported that the participants' quality of writing and overall writing performance improved. On their surveys, students also reported feeling less inclination to procrastinate and less overall stress during the writing process. This led Feltham & Sharen (2015) to conclude that, as observed in this study, revision is a key component of the writing process.

Furthermore, Yagelski (1995) conducted an ethnographic study researching the relationship between classroom context and the revisions made by student writers, focusing specifically on the features of a teacher's approach to writing instruction and the frequency and types of revisions made by students in the classroom. The study was conducted over the course of 8 weeks in a suburb of a large midwestern city at Thompson High School, and the participants were selected from one section of a senior-level Advanced Composition Course. The researcher became a participant-observer, attending daily class meetings, taking field notes, interviewing the teacher and students about writing activities, and collecting essay drafts, the second and third of which were coded for revision. Yagelski (1995) concluded that over the three drafts, students tended to make more conventional revisions that focused on surface and stylistic changes, as

opposed to structural or content changes; moreover, students were more likely to make revisions to their second drafts than their first drafts. The study also revealed that instructional factors may have influenced students' revisions, encouraging students to revise in conventional ways, since the instructor's use of process-oriented strategies resulted in increased revision amongst students; however, this increased revision did not impact the types of revision completed by students, as they continued to reinforce conventional revision strategies focusing on surface and stylistic changes. Therefore, Yagelski (1995) suggested that there is a need to train teachers to re-examine how to teach and apply pedagogical techniques and approaches to teaching writing to change the approaches that students take towards revision in the writing process.

In addition, Witte (2013) researched the ways that teachers use revision in their own writing, time impact of digital writing environments on revision and revision instruction, as well as the implementation process in teachers' classrooms. Over three years, Witte (2013) conducted a longitudinal, mixed-method, three-tiered nationwide study including pre- and post-surveys, using 181 participants found in 150 participating sites of the National Writing Project Summer Institute E-Anthology to collect data. Through these surveys, it was concluded that many participants did not know the difference between editing and revision. Furthermore, only 30% of the participants in this study reported spending significant time in their classrooms (p. 41). An overwhelming majority also demonstrated an understanding of the benefit of revision by the end of the study. However, Witte (2013) also observed through the surveys that students are rarely asked to revise work. Furthermore, it was determined that students often conduct little revision without specific peer group or teacher support prior to the revision process. The majority of participants observed the benefits of revision in their own classroom and recognized the importance of implementing scaffolds, specifically through access to digital writing

environments, in the classroom setting, despite the lack of these technological tools in the classrooms referenced in the surveys. Witte (2013) recommends that future studies address the role of revision in digital writing environments, as well as an increased allocation of time devoted to teaching writing.

Revision Strategies

Writers at different levels approach the writing process and revision using different revision strategies. Monahan (1984) reviewed the revision strategies of eight twelfth-grade writers in an urban setting. Of these eight writers, students were assessed using their scores on the Regents Competency Test in Writing and classified to be four basic writers and four competent writers. Throughout this study, through interviewing the students and their tenth and eleventh-grade teachers about their writing competence, as well as through holding five one-hour sessions with the students and the teachers, the researcher was able to gain a clear understanding of if, or how, each student implemented revision strategies into their writing processes. Ultimately, it was determined that the competent writers tended to plan and revise in global, extended episodes, while the basic writers tended to make surface-level or word-level revisions. Furthermore, the revisions made by the competent writers made more impactful revisions, and these revisions were more likely to cause them to continue making further revisions throughout the writing process. At the end of the study, Monahan (1984) suggested that future researchers investigate the cues that cause revisions in episodes as opposed to isolated revisions.

In the study conducted by Endley & Karim (2022), the researchers used a pretest-posttest design over six weeks in order to expand the understanding of the effect of “Written Corrective Feedback” (WCF) (p. 33) on the development of explicit and implicit knowledge of English

Language Learners (ELLs). This design instructed participants to complete picture-prompted writing tasks, timed grammatical judgment tests, and error correction tests. Their study was conducted at United Arab Emirates University and included twenty-six female, intermediate-level English speakers ranging from 18 to 20 years old and spoke Arabic as a first language. These participants were randomly divided into three groups; these groups included two treatment groups who received direct feedback prior to the revision process and were permitted to revise all errors corrected in their texts after receiving WCF from researchers, as well as one control group who received no feedback and only produced new texts from picture prompts. Overall, the results of this study did not demonstrate a clear effect for direct feedback on a participant's implicit nor their explicit knowledge. The researchers acknowledged a correlation between the improvement of the treatment groups and the feedback they received, but they could not establish a clear causation between the reception of WCF and improvements to a writing product. In other words, Endley & Karim (2022) determined that since there was an absence of comparable improvement in the treatment groups, as well as an observed improvement in the control group, there could not be a clear conclusion drawn that the improvement from the treatment groups was due to the direct feedback provided.

In their study, Deti et al. (2023) implemented a quasi-experimental design to investigate the effect of reflection-supported learning on writing students' writing attitudes and to discover the effect of reflection-supported learning of writing on student writing achievements and goal orientations. Their study, which was conducted at Jimma University in Ethiopia, occurred over the 10 weeks of a Communicative English Language Skills I course, which met for 3 hours a week. This study included 49 participants in a control group and 50 participants in an experimental group, all of whom were randomly selected as first-year natural science students

through a lottery. Deti et al. (2023) incorporated a 30-item writing attitude questionnaire in their study. The experimental group also received 50 minutes of training on the reflection guidelines adopted as treatment for the study over 8 of the 10 weeks of the course's duration, during which they were informed of the importance of writing reflections on the paragraphs they wrote in their course. Deti et al. (2023) concluded that there were statistically significant differences between control and experimental groups on writing attitudes and writing achievement goal orientations. Therefore, it was determined that reflection-supported learning of writing positively impacts university students' writing attitudes and their writing goal orientations, including high grade reception, assignment completion, and text organization.

In a case study approach, Sommers (1980) studied the revision process of student and expert writers. The student writers were 20 freshmen at Boston University and the University of Oklahoma who scored between 450-600 on their verbal scores of the SAT. The experienced writers were 20 journalists, editors, and academics from Boston and Oklahoma City. Each of the 40 participants wrote three essays—expressive, explanatory, and persuasive—and rewrote each essay 3 times. Each writer was interviewed 3 times after the final revision and suggested revisions for a composition written by an anonymous author. The overall revisions made by all participants were identified by four categories: deletion, substitution, addition, and reordering. Sommers (1980) determined that most students understood the writing process as a rewording activity, placing heightened importance upon the selection and rejection of words during the revision process. Similarly, the student writers were concerned with repetition in their writing, since they determined that writing imitates speech. As such, the student writers stopped revising when they believed they no longer violated any rules for revising. On the other hand, Sommers (1980) observed that experienced writers viewed writing as a recursive process and made

changes on all levels in all four of the outlined categories. The experienced writers focused their revisions on their argument, considering how a specific audience would influence the piece.

Summary of the Literature Review

This section provides a summary of the studies used in this literature review. The studies were chosen for the literature review based upon the research question. This research question is, how does a teacher's implementation of the writing process impact a student's performance?

Many studies examined the difference between basic writers and expert writers, determining that the difference exists in the implementation of surface-level versus in-depth revisions. For instance, during the revision process, basic writers tend to make conventional revisions at the surface or word-levels (Monahan, 1984; Sommers, 1980; Yagelski, 1995). Yagelski (1995) argues that students tend to focus on surface and stylistic revisions during the writing process. Sommers (1980) expands upon this acknowledgement through analyzing that students often view writing as an extension of speech. As such, basic writers often understand revision as a process of rewording, and thus focus their revisions on avoiding repetition. On the other hand, expert and competent writers tend to make more impactful revisions (Monahan, 1984). Furthermore, expert writers tend to include revision throughout the writing process, instead of solely at the end of the writing process after a draft is completed (Monahan, 1984; Sommers, 1980). Monahan (1984) observed that competent writers plan and revise in global, extended episodes, while Sommers (1980) agreed that experts see writing as a recursive process instead of a solitary process.

Another idea that is similar across some of the studies in this review is that teacher involvement in the writing process benefits student revision. For instance, researchers

recommended that it is imperative that teachers provide students with strategies, skills, and opportunities to engage in self-assessment and revision (Chung et al., 2021). Witte (2013) expanded upon this idea to acknowledge that without teacher support, students rarely revise their work, which Lindenman et al. (2018) also proved through finding that effective research is impacted by the specific approaches that students take towards the ideas and recommendations made by their teachers. As such, Yagelski (1995) recommended that teachers re-examine how they teach and apply pedagogical techniques in context to their specific classrooms, so as to best support their students in revising their work. Moreover, students also rely on teacher's guidance to make substantial revisions to their work. Mejia (2024) observed that students primarily relied on external guidance for evaluating their work. The findings in Lindenman et al. 's (2018) study corroborated this through acknowledging that successful reviewers viewed their teacher's comments on their writing as a metacognitive tool to determine which issues to address in their revisions.

Although most of the information in this review demonstrates similar findings of the difference between basic and expert writers in implementing surface-level vs. in-depth revisions and the impact of teacher involvement in students' revision approaches, many of the studies focus on different groups of students. For instance, some studies were conducted in higher-education environments with college participants (Feltham & Sharon, 2015; Lindenman et al., 2018; Endley & Karim, 2022; Deti et al., 2023; Sommers, 1980), while others were conducted in elementary schools with student participants (Chung et al., 2021; Mejia, 2024), others in high schools with student participants (Monahan, 1984; Yagelski, 1995), and others focused on teachers and writing professionals as participants (Witte, 2013; Sommers, 1980). Furthermore, many of the studies in this review were conducted with students who identify as English

Language Learners (Chung et al., 2021; Endley & Karim, 2022; Deti et al., 2023). In addition, all participants in both the studies conducted by Feltham & Sharen (2015) and Endley & Karim (2022) were female. Moreover, within the studies in this review, there were differences in the observations of the application of interventions and feedback in writing. Some studies determined there was a benefit to specific interventions and feedback on a writer's performance and attitude. For example, Feltham & Sharen (2015) observed that interventions improved the quality of student writing and attitude through less frequent procrastination during the writing process, and Deti et al. (2023) determined that their experimental group demonstrated growth in writing attitude and achievement goals. On the other hand, other studies could not find a direct connection between interventions and feedback and the overall performance of a writer. For instance, Endley & Karim (2022) determined that they could not prove causation between feedback and an improvement in writing, and Lindenman et al. (2018) observed that while some students acknowledged growth in knowledge, they did not demonstrate this growth in their writing.

CHAPTER III

Research Design

Introduction

As teachers have had to reevaluate and reframe their writing lessons with the emergence of AI technology, there is an even more prominent need for a new approach to teaching writing as a process instead of a product. This study is designed in response to the need to prioritize reflection and revision in the writing process to answer the research question: how does a teacher's implementation of the writing process impact a student's performance?

As the teacher-researcher and participant-observer, I conducted a qualitative study using a constant comparison method that identifies patterns within and across data sources. The study I conducted was a hypothesis-generating study to determine the impact of revision on students' writing process. The study was conducted every day for four weeks in a twelfth-grade classroom. Participants did not complete any extra work compared to the rest of the class. Rubrics were collected to analyze students' final performance on a written assessment. Teacher feedback was also provided to each student during the writing process, outlining areas of strength in a draft and areas of recommended improvement. Student reflections on the writing process were collected as the students described the feedback that they found useful during their writing process. A professional journal was used to collect teacher field notes regarding student comments relevant to the study, students' interactions with the material, and observations during student working times.

Research Setting

This section presents the setting for this research study. This study is designed to answer the research question: how does a teacher's implementation of the writing process impact a student's performance? This research study was set in a town in the suburbs outside of New York City in northern New Jersey with a population of approximately 13,120. The demographics of the town were as follows: 76.1% White, 2.4% Black, .2% Indigenous, 13.9% Asian, 9% Hispanic or Latinx, and 7.2% Two or More Races. The median household income was \$196,389. 1.1% of the population were considered to be below the poverty line.

The public school district in this town consisted of one early childhood center, three elementary schools, one middle school, and one regional high school. The district served 2,496 students in grades Pre-K to twelve. There were 287 students enrolled in grade twelve. 64.9% of students in the district were White, 15.5% Asian, 12.1% Hispanic or Latinx, 5.8% Two or more races, and 1.4% Black. 1.1% of students were considered economically disadvantaged. 1.2% of students were learning English. 2.8% of students had a disability. There were 232 staff members in the district. There was a 11:1 student-teacher ratio, with 12.5% of teachers being in their first or second year of teaching.

The high school where this study was conducted served 941 students. There were 287 students enrolled in grade 12. The school served students from grades 9 through 12. The majority of the students in the high school were White (75%) and Hispanic (12%). 2% of students were considered economically disadvantaged. There were 89 full-time teachers employed. The school had a graduation rate of 97%.

The classroom in which I taught and conducted this study was an English Language Arts classroom. There was a projector in this classroom, which connected to my school-issued laptop.

My classroom had the standards and objectives for each day's lesson posted on the board and on Google Classroom. The students all sat with their desks in pairs and were encouraged to participate with their partner frequently.

The curriculum utilized in this classroom met the New Jersey English Language Arts Standards. For three of the four units assigned throughout the school year, all senior students in this classroom studied British Literature, following the Prentice Hall textbook *Literature: Timeless Voices, Timeless Themes, The British Tradition*. In addition to these three units, in the third marking period of the year from January to March, which included the duration of this study, all twelfth-grade students were required to complete a Senior Project as a graduation requirement in English class. This project included a 6-week curriculum, having students research a prospective career. The project consisted of three parts. The first part of the project took one week and required students to write a two-page paper outlining what they already know about the career field, as well as a one-page list of questions they would like to answer throughout the research project. The second part of the project was the explanation of the research portion, which took three weeks. This second part required students to read at least one book and one article related to the career field of choice, conduct an interview with someone who has experience in the field, and then craft a five-page research paper analyzing the information gathered during the research process. Finally, the third portion of the project was the presentation of findings, which took two weeks. Students were required to craft and present a twelve-to-fifteen-minute presentation explaining their findings during the research process.

Research Participants

In this study, my role was the teacher-researcher and participant-observer. This was my fourth year teaching. I obtained my undergraduate degree in English Secondary Education from The College of New Jersey prior to becoming a teacher. I have taught in the same public high school for all four years of my career. For all four years of teaching experience, I have taught freshmen English, including English 1 and Project Connect English 1. During my third year of teaching, I began teaching Honors English IV in addition to the freshmen classes. The academic year in which this study was conducted was my second year teaching senior students.

The participants in this study were nine senior Honors English IV students. I selected this group of students based on the frequency with which they completed writing assessments, as well as their familiarity with the writing process. The nine students were all from my block D Honors English IV class.

Student KC was a seventeen-year-old student from the town where this study was conducted. She was white and spoke only English. KC received a B+ average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged an 81.9%. Based on my observations, this student frequently participates, but has expressed frustration and a lack of confidence in the writing process.

Student SD was a seventeen-year-old student from the town where this study was conducted. She was white and spoke only English. SD received a B average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged an 83.8%. Based on my observations, this student participated in class occasionally and had strong relationships with peers in her class, allowing her to take a leadership role when working cooperatively.

Student MD was a seventeen-year-old student from the town where this study was conducted. She was white and spoke only English. This student has a 504 plan. MD received an A average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged a 92.14%. Based on my observations, this student participated very frequently and has demonstrated a clear understanding of the writing process and conventions of writing.

Student KM was an eighteen-year-old student from the town where this study was conducted. She was white and spoke only English. KM received an A average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged an 81.9%. Based on my observations, this student participated frequently during class and expressed an interest in growing as a writer.

Student KA was a seventeen-year-old student from the town where this study was conducted. She was Hispanic and spoke English and Portuguese. KA received an A average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged an 86.9%. Based on my observations, this student rarely participated in class, but demonstrated a desire to continue growing as a learner and as a writer, as shown through her tendency to frequently ask questions one-on-one to the teacher.

Student EM was an eighteen-year-old student from the town where this study was conducted. He was Asian and spoke only English. EM received an A average for the first two marking periods of the year. On the three essays assigned in class prior to this study, he averaged a 90.48%. Based on my observations, this student rarely participated during class and had a self-admitted tendency to procrastinate on writing assignments.

Student DP was an eighteen-year-old student from the town where this study was conducted. He was white and spoke only English. DP received a B+ average for the first two marking periods of the year. On the three essays assigned in class prior to this study, he averaged an 89.05%. Based on my observations, this student participated occasionally during class and had strong relationships with his peers in the class.

Student CR was a seventeen-year-old student from the town where this study was conducted. He was white and spoke only English. CR received a B+ average for the first two marking periods of the year. On the three essays assigned in class prior to this study, he averaged an 86.90%. Based on my observations, this student rarely participated in class and could become distracted during in-class assignments and work time.

Student JS was a seventeen-year-old student from the town where this study was conducted. She was Hispanic and spoke only English. JS received an A average for the first two marking periods of the year. On the three essays assigned in class prior to this study, she averaged an 85.48%. Based on my observations, this student participated frequently in class and had strong relationships with peers in her class, taking on a leadership role during group activities.

Data Sources

Throughout the study, data was collected from various sources in order to obtain reliable information to address the research question. Data sources included the following: rubric scores on a final written product, teacher feedback, student reflection on the writing process, and teacher fieldnotes.

Rubric Scores on a Final Written Product

This data source was used to collect information regarding students' final performance on a written assessment. The rubric included all categories through which a student's writing piece will be assessed, including genre-specific elements, organization and structure, and overall writing quality.

Teacher Feedback

This data source was used to collect teachers' input, comments, and perspectives on a student's progress during the writing process. The teacher provided both verbal feedback to students during individual writing conferences, as well as written feedback on student writing. This data source was collected periodically throughout the study as the teacher evaluated and monitored student progress.

Student Reflection on the Writing Process

This data source was used to collect students' opinions and perspectives about the usefulness of prioritizing revision in the writing process. Students shared which pieces of feedback they used to help them revise. They reflected on the skills that they employed while revising their work and shared their beliefs on the effect of revision on their ability to strengthen their skills as a writer. Students completed reflections as one-paragraph written assignments submitted prior to the final draft of a writing assessment.

Teacher Fieldnotes

This data source was used to collect my observations during the study. I recorded reflections on my instruction, student responses, and student engagement. I noted interactions with students during the writing process, and I made journal entries to track my observations.

Data Analysis Procedures

This section presents the data analysis procedures conducted in this study. This study was designed to answer the research question: how does a teacher's implementation of the writing process impact a student's performance? There were four data sources analyzed. These included: rubric scores on a final written product, teacher feedback, student reflections on the writing process, and teacher fieldnotes. Research was conducted during a span of four weeks, in which these data sources were updated and then analyzed.

The first data source was rubric scores on a final written product. This rubric contained four criteria through which students were assessed. These criteria were: organization, content, interview analysis, and formatting, grammar, and mechanics. Within each criterium, students were evaluated to be either advanced, proficient, approaching expectations, needs improvement, or unsatisfactory. Students then received an overall score out of fifty points, which was determined based on the findings of the rubric.

The second source of data was teacher feedback. Halfway through the writing process, once students completed two of the five required pages of their research paper, they conferenced one-on-one with the teacher. During this conference, individualized oral feedback was provided, which included: praise, encouraging statements, suggestions for editing and revisions, and recommendations for writing content for the second half of the paper. The progress of writing pieces due to this teacher feedback could be analyzed after the four weeks of data collection.

The third source of data was student reflections on the writing process. After submitting the final written product, students each individually reflected on their writing process. In this written reflection, students responded to questions including: what did your writing process look like while writing this research paper; how did you feel after writing the draft of the first two

pages of your paper; did your approach to writing the paper change after you drafted the first two pages; what feedback did you receive that helped you strengthen your paper; what part of your paper is the strongest; and, if you had more time to work on this assignment, what aspects of your paper (if anything) would you continue to revise or edit? The reflections would then be evaluated at the end of the four-week study to determine writing progress.

The final source of data was the teacher's journal of field notes that documented students' writing process and progress throughout the duration of the four-week study. The field notes were based on teacher observations, which were recorded in the form of anecdotal notes after each interaction with the nine participants of the study during the four-week period. The field notes included the questions asked by the participants to the teacher, the interaction between participants during peer-review activities, the participants' motivation, participation, writing attitudes, and writing progress throughout the study.

Validity and Reliability

This section presents the validity and reliability for this study. This study was designed to answer the research question: how does a teacher's implementation of the writing process impact a student's performance? As the participant-observer, I ensured that the data in this study was reliable because multiple data sources were collected to measure the impact on students' writing performance. Four data sources were used to identify and analyze emerging themes and patterns to answer the research question. The results found were consistent with the data collected. Students participating in this study completed the same work as the remaining students in their class. The research setting was natural and took place in their usual classroom in their normally scheduled class block. Instruction was provided by me, who was their typical classroom teacher.

The data collected for this study was also valid. Validity was ensured through multiple data points being collected and evaluated to be thoroughly analyzed for common themes. Since the findings of this study were confirmed amongst various sources, validity was established. Similarly, I cross-checked results from several data sources to find similar or contracting patterns before I concluded the findings. All data points were analyzed in the same way to ensure valid findings over the course of the four-week study. Student work samples and rubrics were collected and scored using a rubric. Teacher feedback including praise, suggestions, and recommendation was provided to each student. Field notes included objective observations of students' work and comments.

Limitations

This section presents the limitations for this study. This study is designed to answer the research question: how does a teacher's implementation of the writing process impact a student's performance? One limitation of this study was the duration, since instruction and data collection occurred over four weeks. This was a short amount of time to collect data and draw conclusions regarding the effects of the teacher's implementation of the writing process on students' performance. It is possible that a longer study duration would have resulted in more thorough conclusions.

Furthermore, another limitation of this study was the small participation group. Just nine students participated in this study. This small group limited the ability to generalize findings and confirm the results of the study. It is possible that a larger, more diverse group of students would have resulted in more thorough conclusions and patterns.

Finally, a limitation of this study was the absences of students over the four-week research period. For instance, JS was absent during a day dedicated to peer-review, preventing her from receiving feedback that could have further impacted her final written product.

CHAPTER IV

Findings

This chapter presents the findings based on the analysis of the data that was collected and described in Chapter 3. The data was gathered from a variety of sources including: rubric scores on a final written product, teacher feedback, student reflection on the writing process, and teacher fieldnotes. Data analysis was conducted using the procedures outlined in Chapter 3. The findings were then used to identify themes and patterns that answer the following research question: how does a teacher's implementation of the writing process impact a student's performance? Other questions addressed while determining the findings were:

How does shifting to a revisionist mindset influence a student's perceptions of writing as a process?

How does personalized feedback received through writer's workshop affect a student's final written product?

How does a student's personal reflection demonstrate their understanding of the writing process and their growth within the process?

In what ways can allowing students to revise their work lead to a prioritization of the writing process over the product submitted for assessment?

The data analysis of the sources in this four-week study resulted in three significant themes: students struggle in crafting a clear and concise thesis statement in the initial stages of the writing process, the impacts of individualized feedback are demonstrated through stronger revisions being made after receiving feedback, and student understanding of the writing process grew as a result of prioritizing revision throughout the writing process. The data was also analyzed to determine patterns amongst students expressed in these themes.

Student Struggle in Crafting a Clear and Concise Thesis Statement

Over the course of the four-week study, nine students crafted an argument that they then needed to prove in their research papers using their research as support. Through the study, one prevalent theme was that students struggled in crafting a clear and concise thesis statement in the initial stages of the writing process. As students were beginning the writing process, many expressed or demonstrated difficulty crafting a thesis statement that accurately portrayed the overall argument that would be proven throughout their research papers. In observing comments made during peer editing, as well as through the one-on-one conferences held between myself and each individual student, it became clear that students initially had difficulty creating one cohesive argument.

As students were drafting their research papers, their initial struggle to craft a cohesive thesis statement was demonstrated in the feedback they received during peer review activities. Throughout the study, students had opportunities daily to exchange drafts of their research papers with a classmate, allowing them to both receive and give constructive feedback to help guide their writing and their revision process. One of the most prominent pieces of feedback received by students was directly related to a lack of a cohesive thesis statement. For instance, SD received feedback from MD recommending that she “create a stronger thesis that ties in all information in the paper” (Fieldnotes, 3/18/2024). This demonstrates MD’s initial struggle in crafting a clear thesis statement, since her partner acknowledged that much of the information from her research paper was not directly tied to an argument. Similarly, during a peer review session, KC received the feedback that she should “make a more cohesive argument” (Fieldnotes, 3/10/2024), demonstrating her need for a more clearly identifiable thesis that would guide the argument in the rest of her paper.

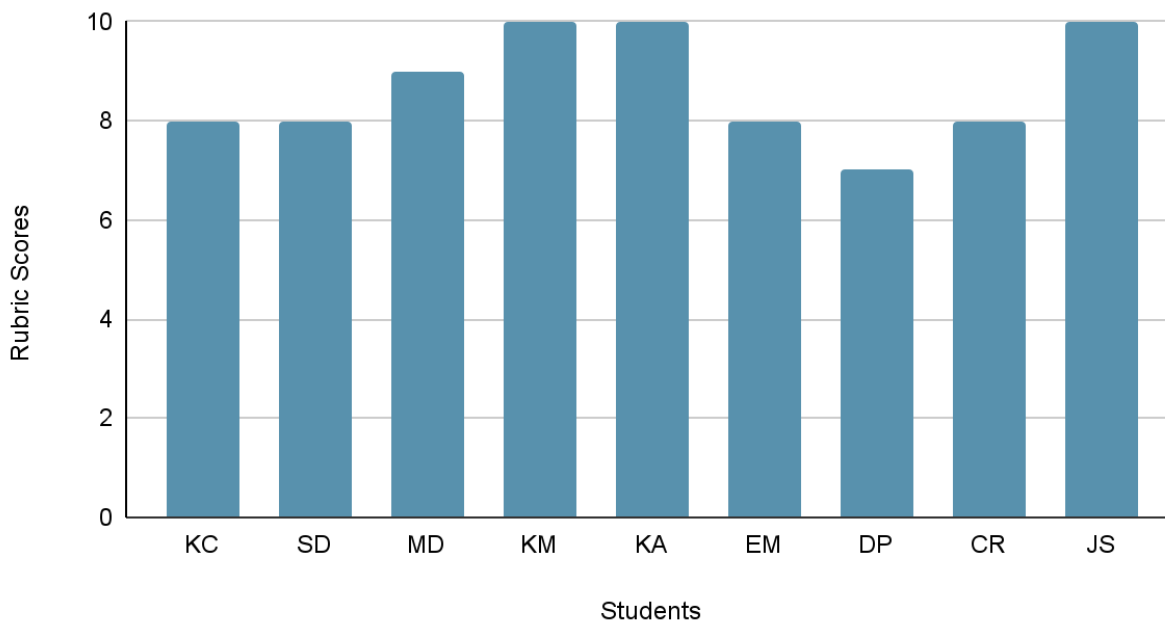
In addition, students' initial struggle to craft a clear and cohesive thesis statement was also identified during one-on-one conferences between the teacher and each of the students. After students finished drafting the first two pages of their research papers, I met with each student and individually provided them with feedback. When meeting with each student, I specifically highlighted their thesis statements and reviewed them. In my conferences, I noted that KC, SD, KA, EM, CR, DP, and JS lacked a clear thesis statement in their initial drafts. For instance, during my conference with SD, I commented that she was "missing a clear thesis that outlines what was learned during the research process" (Conference, 3/11/2024). Similarly, I recommended that KA "continue working on being more specific by expanding on WHY all this information is important in one cohesive thesis statement" (Conference, 3/13/2024).

However, after receiving these initial comments and feedback regarding a lack of a clear thesis, students' ability to revise their work throughout the writing process allowed for them to create stronger arguments in their final products, as demonstrated in Figure 1 below.

Figure 1

Thesis Scores on Rubric of Final Written Product

Thesis Scores on Rubric



Note. 0-2=Unsatisfactory, 3-4=Needs Improvement, 5-6=Approaching Expectations, 7-8=Proficient, 9-10=Advanced

Figure 1 demonstrates students' growth in creating clear and cohesive thesis statements, since four students— KM, KA, EM and JS—crafted advanced thesis statements within their final written products, while all other students crafted proficient thesis statements in their final written products. In other words, all students were able to craft successful thesis statements by the end of the writing and revision process. Similarly, in their personal reflections at the end of the writing process, students also noted their improvement of their thesis statements over the writing process. For example, DP reflected that “my writing approach did change after I drafted my two

pages. I started to make the paper more personal and included my thesis a lot more and tied everything together a lot better. The best feedback I received was from Ms. Lengner. This feedback was to start body paragraphs in certain areas and to include my thesis and tie everything together” (DP Reflection, 3/25/2024). This reflection demonstrates that after conferencing and revising, he was able to successfully craft a thesis that was cohesive and able to “tie everything together”. KC also noted that during the peer revision process, MD “helped me fix my thesis,” (KC Reflection, 3/25/2024) allowing her to make her argument clearer.

Impact of Individualized Feedback

The second theme found was that the impacts of individualized feedback are demonstrated through stronger revisions being made after receiving feedback. As students received feedback from both their peers during peer review and myself during one-on-one conferences and through questions asked during the course of the four-week study, they began to show improvement in their writing through the edits and revisions made, as demonstrated in Table 1 below.

Table 1*Feedback Received and Reflected Upon*

Student	Feedback from Field Notes and/or Conferences	Student Reflection from 3/25/2024
KC	“Make a more cohesive argument” (Fieldnote of feedback from SD during Peer Review on 3/10)	“SD revised my paper and her feedback impacted the final paper very significantly. She highlighted sentences that did not make sense to her but I didn’t notice because it made sense in my head. If I were to submit the paper with those sentences unfixed, the reader may not have understood and the paper may have not made sense at certain points.”
SD	“Create a stronger thesis that ties in all information in the paper” (Fieldnote of Feedback from MD during Peer Review on 3/18) “Broaden your introduction paragraph to include info from before the research process. Throughout your essay, continue to connect all researched information back to yourself” (Feedback from teacher during one-on-one conference on 3/11)	“I received feedback from MD and from you that was able to help improve my paper. After my conference with you I was able to go back into my paper and add an extra paragraph relating my paper back to myself. With MD, she helped me fix my thesis and I was able to better structure my first paragraph with her help”
MD	“Split up your first body paragraph to group like ideas without making the paragraph too long.” (Feedback from teacher during one-on-one conference on 3/12)	“You advised me to split up one of my larger paragraphs. It allowed me to flow better into the paragraph that I would write after too. The feedback allowed my final draft to flow smoothly and for the paragraph sequence to make sense.”
KA	“Reorganize your body paragraphs to have ideas connect more clearly together; Add more analysis after each essay. Some areas jump into new info making the overall argument a bit confusing.” (Fieldnote of Feedback from CR during peer review on 3/08)	“This paper was different from others I have written in the past. It used more research, which I did not realize until after meeting with Ms. Lengner. I received feedback from classmates, which ended up improving my paper. They pointed out that I did not include my thoughts in my paper. I forgot to relate the paper to me which was a vital part of the assignment.”
JS	“Move information about the article to after the introduction paragraph. Also, make sure that you cite all paraphrased information” (Feedback from teacher during one-on-one conference on 3/11)	“The feedback from Ms. Lengner that I received was to switch my last paragraph and make it my first paragraph. This made more sense with my introduction. The feedback that I did get altered the whole format of my paper and the order of my research.”

Table 1 demonstrates that many of the students acknowledged that growth in their writing directly resulted from specific, individualized feedback provided to them throughout the writing process. For example, since the genre of writing in which the students were working, research papers, was a new genre, the feedback that students received allowed them to make adjustments to their writing to adhere to genre-specific characteristics that were lacking in their initial drafts. Through receiving specific feedback from peers about her argument, KC was able to revise her essay with the reader in mind, making changes to clarify her argument and her ideas. This is acknowledged in her reflection that “if I were to submit the paper with those sentences unfixed, the reader may not have understood and the paper may have not made sense at certain points” (KC Reflection, 3/25/2024). Similarly, through receiving individualized feedback, KA realized that she “forgot to relate the paper to me which was a vital part of the assignment” (KA Reflection, 3/25/2024). Therefore, the feedback she received during the four-week study not only allowed her to recognize the genre-specific characteristics required in this research paper, but also provided her with an opportunity to revise her essay prior to revision prior to her final submission.

Moreover, the ability to improve adherence to genre-specific characteristics through receiving individualized feedback was also demonstrated through students’ improvement properly citing the sources that they found during the research process to supplement their argument. Throughout the four-week study, SD, KA, EM, DP, and JS all asked me questions relating to the genre-specific style and formatting of a research paper, as demonstrated in Table 2 below.

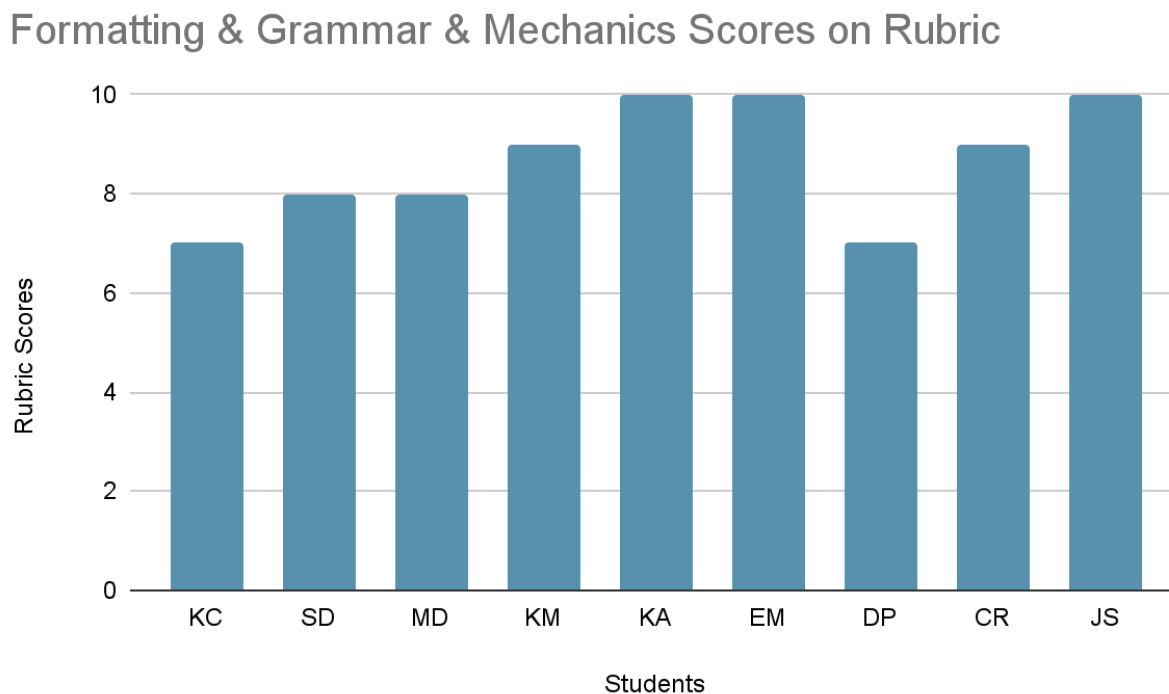
Table 2*Fieldnote Observations Regarding Proper Citations and Formatting*

Student	Date of Fieldnote	Fieldnote Observation
SD	3/4/2024	Student asked her teacher, “How can I incorporate all of my research without focusing too heavily on one source?”
KA	3/6/2024	Student asked her teacher, “How do you cite specific paraphrased information from sources?”
EM	3/8/2024	Student asked his teacher, “How do I best use the sources I found throughout the entire essay?”
DP	3/6/2024	Student asked his teacher, “How can I expand on my description of the interview I conducted and to show how it was useful in the research process?”
JS	3/5/2024	Student asked her teacher, “How do I cite the information from the article I found?”

As seen in Table 2, students request individual feedback on how to best format their essays in accordance with the genre-specific requirements of the assignment. As such, through receiving individual feedback tailored to their specific sources and research processes, each student was able to successfully incorporate and properly cite all researched information. This success in adhering to genre-specific characteristics is demonstrated in Figure 2 below.

Figure 2

Formatting & Grammar & Mechanics Scores on Rubric of Final Product



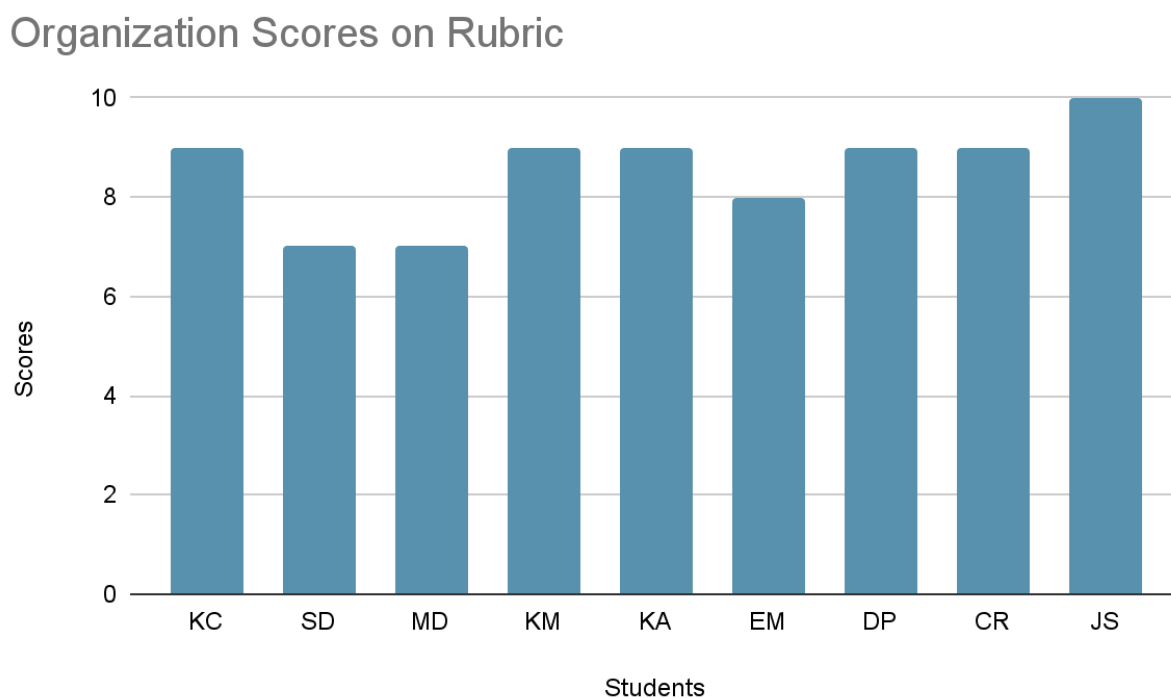
Note. 0-2=Unsatisfactory, 3-4=Needs Improvement, 5-6=Approaching Expectations, 7-8=Proficient, 9-10=Advanced

In addition, students also improved their writing after receiving individualized feedback through revising the organization of their ideas. As noted in Table 1 above, SD, MD, KA, and JS all received individualized feedback and suggestions for how to improve the organization of their writing in order to clarify ideas or expand their arguments. However, after receiving this feedback during the drafting process and having the opportunity to edit and revise their essay and adjust their writing practices, students demonstrated the ability to organize their essays

effectively to convey their arguments. The success of student organization is demonstrated in Figure 3 below.

Figure 3

Organization on Rubric of Final Written Product



Note. 0-2=Unsatisfactory, 3-4=Needs Improvement, 5-6=Approaching Expectations, 7-8=Proficient, 9-10=Advanced

As seen in Figure 3 above, three of the students were proficient in their organization of their final written product after receiving individualized feedback, while six students were advanced in their organization of their final written product. Therefore, the individualized feedback they received during the writing process greatly benefitted their final written products.

Student Understanding of the Writing Process

The third theme found was that over the four-week study, student understanding of the writing process grew as a result of prioritizing revision throughout the writing process. For example, through reflecting on the writing process, SD noted that “I also was able to go back into the first two pages and make edits easier once the rest of my paper was done relating it all back to me. I approached the paper differently after drafting the first two pages by writing more about myself in the paper,” (SD Reflection, 3/25/2024). SD’s reflection demonstrates how the revision process changed her approach to writing in general. This quote also demonstrates how, through revising during the writing process, it allowed her to have an easier time finishing the rest of her essay as it changed her understanding and outlook of the assignment.

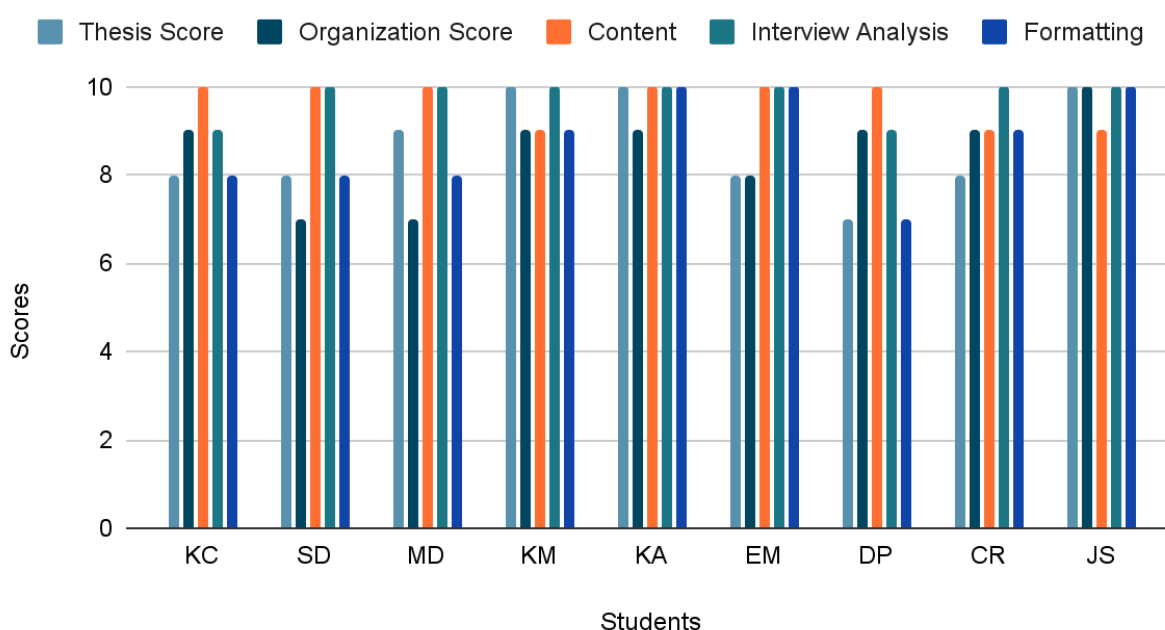
Similarly, EM’s experience and understanding of the writing process changed greatly as he incorporated revision into his writing process. In his reflection, he noted that “after writing the first two pages, I did not feel great about my essay because I thought that my essay was just a pile of ideas that were not put in a nice format yet. Although I had two more pages to write, I prioritized making the essay make sense and smooth. I wanted each part to transition into each other” (EM Reflection, 3/25/2024). In other words, after having conferences and feedback over the four-week study, he was able to revise his work and change his approach to writing. This allowed his overall essay to become more successful. Moreover, KA also demonstrated this new understanding and approach. She reflected that “my approach changed a little bit because I began using more of my research. This paper was different from others I have written in the past. It used more research, which I did not realize until after meeting with Ms. Lengner” (KA Reflection, 3/25/2024).

In addition to their reflections demonstrating a new understanding of the writing process, students' overall essay scores also reflected this theme, as seen in Figure 4 below.

Figure 4

Final Written Products Overall Rubric Scores

Final Written Product Rubric Scores



Through analyzing student scores, it becomes clear that the final written products of all students were considered to be proficient or advanced based on the rubric outlined. Moreover, all students received either proficient or advanced scores in every category on the rubric, demonstrating how their overall understanding of the writing process was positively impacted throughout this four-week study.

Furthermore, this positive impact on students' understanding of the writing process is also demonstrated by their growth from past essays to the written product completed during this four-week study. This growth is demonstrated in Table 3 below.

Table 3*Student Past Essay Averages vs. Final Written Product Scores*

Student	Past Essay Averages	Final Written Product Score	Change in Score
KC	81.9%	44 (88%)	+6.1%
SD	83.8%	43 (86%)	+2.2%
MD	92.4%	44 (88%)	-4.4%
KM	81.9%	47 (94%)	+12.1%
KA	86.19%	49 (96%)	+9.81%
EM	90.48%	46 (92%)	+1.52%
DP	89.05%	42 (84%)	-5.05%
CR	86.9%	45 (90%)	+3.1%
JS	84.48%	49 (98%)	+13.52%

Through comparing students' past essay averages with the averages of the product that was written during this four-week study, seven of the nine students experienced a positive change in their overall scores. However, there was a discrepancy that two of the nine students' final product scores were lower than their average essay scores. Based on the majority's improvement between past essays and the final product crafted during this four-week study, it can be determined that students' overall approaches to the writing process changed, which positively impacted their overall scores on their final written products.

Summary

The data analyzed in this study was used to determine the impact of a teacher's implementation of the writing process on a student's performance. Four data sources were collected to determine the impact of the implementation of the writing process on a student's performance. These four data sources were: rubric scores on a final written product, teacher feedback, student reflection on the writing process, and teacher fieldnotes. After collecting and analyzing these four data sources, three themes were identified. The first theme was that students struggled in crafting a clear and concise thesis statement in the initial stages of the writing process. The second theme was that the impacts of individualized feedback are demonstrated through stronger revisions being made after receiving feedback. The third theme was that student understanding of the writing process grew as a result of prioritizing revision throughout the writing process. Within each theme, patterns emerged within the nine students that were discussed and presented in visual formats.

The first theme related the improvement of thesis statements during the writing process through clarifying the argument and connecting all evidence to the thesis. Through improving their thesis statements, all nine students were able to connect all ideas and concepts from their papers together and tie them all to one cohesive thesis statement. This was expressed in the thesis score on the rubric of the final written product, student reflections, field notes, and trends identified during one-on-one conferencing with the teacher.

The second theme involved the positive impact that individualized feedback had on the revision process, as seen through proper genre-specific formatting and a stronger organization of ideas. All students demonstrated proficiency or advanced abilities in genre-specific formatting and organization, as evidenced by several data sources.

The third theme expressed the growth in student understanding of the writing process. As students were afforded the opportunity to revise and edit their written product throughout the writing process, their approach and understanding of writing changed, as evidenced by several data points, including their overall scores on the rubric of the final written product. While there was some discrepancy amongst growth from past essay averages with two students, almost all students demonstrated a stronger understanding of the writing process by the end of the four-week study.

Chapter V

Conclusions, Discussions and Recommendations

This chapter discusses the conclusions drawn based on the data analysis from the previous chapter. The conclusions determine how the use of revision throughout the writing process impacts a student's performance and understanding of writing. The conclusions drawn answer the primary research question, how does a teacher's implementation of the writing process impact a student's performance? In addition, the conclusions also address the following related questions: How does shifting to a revisionist mindset influence a student's perceptions of writing as a process? How does personalized feedback received through writer's workshop affect a student's final written product? How does a student's personal reflection demonstrate their understanding of the writing process and their growth within the process? In what ways can allowing students to revise their work lead to a prioritization of the writing process over the product submitted for assessment? Based on the research of the current study, the following two conclusions have been drawn: (1) individualized feedback provided throughout the writing process positively impacted student writing, (2) students improve their understanding of the writing process because of prioritizing revision throughout the writing process.

Conclusion I

Individualized feedback provided throughout the writing process positively impacted student writing.

Discussion

The data analysis of the findings from the four-week study showed that individualized feedback provided throughout the writing process positively impacted students through stronger revisions being made after receiving the feedback. The positive impact on students was shown in

multiple ways. For example, four students asked me genre-specific questions throughout the writing process and received individualized feedback regarding how to improve their adherence to the genre-specific characteristics. As a result, all nine students successfully adhered to genre-specific requirements and formatting and demonstrated proficient or advanced abilities to organize their writing. Furthermore, the positive impact of individualized feedback was also demonstrated in student reflections after the submission of the final written product. Many students commented on how they found value in applying the feedback that they received both during peer review and one-on-one conferencing to their writing. In doing so, students remarked on how they were able to improve the clarity and overall argument of their thesis, as well as the organization of their final written products.

Other studies also reported on the growth in student understanding of the writing process through the prioritization of incorporating revision throughout the process instead of solely at the end. For example, Chung et al. (2021) found that through teachers providing students with opportunities and strategies that encourage self-assessment and revision during the writing process, students' self-efficacy grew as learners and writers. Thus, this increase in self-efficacy demonstrates how these opportunities to revise positively impact the students' understanding of the writing process as a whole. Furthermore, it has also been concluded that strong, expert writers have a tendency to revise their work throughout the writing process (Monahan, 1984; Sommers, 1980). Therefore, writers who prioritize episodic revision demonstrate a stronger understanding of writing as a process. Feltham & Sharen (2015) also highlighted the importance of revision in the writing process in their study, concluding that revision is a key step in the writing process. As such, it is crucial for students to receive feedback throughout the writing

process in order to encourage an episodic revision process, as recommended by Monahan (1984) & Sommers (1980).

Conclusion II

Students improve their understanding of the writing process as a result of prioritizing revision throughout the writing process.

Discussion

The data analysis found from the four-week study that student understanding of the writing process grew as a result of prioritizing revision throughout the writing process. For example, students demonstrated their growth in understanding of the writing process through revision. This growth was demonstrated when comparing each students' past essay averages to the scores received on their final written product after the conclusion of this study, since seven out of the nine participants raised their overall percentages. Thus, this exemplifies their improvement and stronger understanding of the overall writing process as a result of prioritizing revision throughout the process. Furthermore, through analyzing scores on students' thesis statements, their understanding of the writing process through revision is evident. For instance, while seven students were found to lack strong thesis statements in their first drafts of their essays, after opportunities for revision, all nine students received either proficient or advanced scores on the thesis statements of their final written products. This, in turn, demonstrates that the students' overall understanding of how to craft a strong thesis statement was improved through having the opportunity to revise their work during the writing process, prior to submission.

The findings from the present study are also aligned with Flower & Hayes' (1981) Cognitive Theory of Writing. The first key idea of Flower & Hayes' (1981) study defines reviewing as "a conscious process in which writers choose to read what they have written either

as a springboard to further translating or with an eye to systematically evaluating and/or revising the text” (p. 374). In other words, Flower & Hayes’ study supports the idea that revision is a process that is constantly occurring in the writing process. Therefore, through reviewing and revising while writing, students can not only improve their writing skills, but also demonstrate their overall understanding of the writing process.

Recommendations for Further Research

Based on the findings from this study, further research is recommended to continue analyzing how a teacher’s implementation of the writing process impacts student performance. The present study analyzed how the implementation of revision and reflection impacted students when writing a research paper. Future research should examine how implementing revision and reflection throughout the writing process impacts other genres of writing. It would be beneficial to analyze how students’ approaches to writing and revision are impacted when writing in different genres.

Moreover, further research should investigate the impacts of peer feedback versus instructor feedback during the writing process. While the present study analyzed the impact that all feedback had on student performance, it did not distinguish which feedback had the most impact on the students’ final product. Therefore, future research could continue this concept by analyzing whether peer or instructor feedback has a more significant impact on a student writer’s final product.

Finally, further research to determine how the implementation of revision throughout the writing process impacts a more diverse population of students. The present study was conducted in a class of twenty six honors twelfth grade students. It would be beneficial to analyze how students with more varying abilities and needs are impacted by incorporating revision throughout

the writing process instead of solely at the end. Furthermore, this could also be beneficial in providing insight into the accommodations and modifications necessary to make the revision process more accessible to these diverse students.

Recommendations for Teachers

The findings of the present study provided insight into recommendations that teachers can implement to impact their students' approach to the writing process within their own classroom. The first recommendation is to provide students with multiple opportunities to receive feedback throughout the writing process. It was evident in the study that receiving individualized feedback both through one-on-one conferences with the teacher and through opportunities to peer review throughout the writing process allowed students to identify and then revise areas in their writing prior to submission.

Furthermore, it is also recommended that teachers provide specific instruction on how to craft a clear and concise thesis statement. In the study, it was clear that many of the students initially struggled to write an argument statement that outlined their purpose for writing the paper. Therefore, throughout providing explicit instruction and feedback regarding thesis statements, teachers can help alleviate students of this confusion.

Finally, it is recommended to allow students the opportunity to reflect on their writing process after submitting a final product. Through having access to student reflection, deeper insight into the students' approaches to the writing process was gained. The application of this insight into future lessons and activities would allow teachers to tailor their instruction more specifically to the unique needs of their diverse student population.

References

- Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational Researcher*, 5(9), 5-15. <https://doi.org/10.2307/1174755>
- Chung, H. Q., Chen, V., & Olson, C. B. (2021). The impact of self-assessment, planning and goal setting, and reflection before and after revision on student self-efficacy and writing performance. *Reading and Writing*, 34(7), 1885-1913. <https://doi.org/10.1007/s11145-021-10186-x>
- Deti, T., Ferede, T., & Tiruneh, D. (2023). The effect of reflection supported learning of writing on students' writing attitude and writing achievement goal orientations. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 29. <https://doi.org/10.1186/s40862-023-00202-8>
- Endley, M. J., & Karim, K. (2022). Effects of focused written feedback and revision in the development of explicit and implicit knowledge in EFL writing. *Language Teaching Research Quarterly*, 30, 32-49.
- Feltham, M., & Sharen, C. (2015). *"What do you mean I wrote a C paper?" Writing, revision, and self-regulation*. Society for Teaching and Learning in Higher Education.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-387. <https://doi.org/10.2307/356600>
- Inoue, A. B. (2015). *Antiracist writing assessment ecologies: Teaching and assessing writing for a socially just future*. The WAC Clearinghouse.

- Lindenman, H., Camper, M., Jacoby, L. D., & Enoch, J. (2018). Revision and reflection: A study of (dis)connections between writing knowledge and writing practice. *College Composition and Communication*, 69(4), 581-611.
- Mejia, M. (2024). Metawriting: Empowering students to discover their knowledge of writing. *Journal of Pedagogical Research*, 8(1), 83-105. <https://doi.org/10.33902/JPR.202423833>
- Monahan, B. D. (1984). Revision strategies of basic and competent writers as they write for different audiences. *Research in the Teaching of English*, 18(3), 288-304.
- Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. *College Composition and Communication*, 31(4), 378-388.
<https://doi.org/10.2307/356588>
- Witte, S. (2013). Preaching what we practice: A study of revision. *Journal of Curriculum and Instruction*, 6(2), 33-59.
- Yagelski, R. P. (1995). The role of classroom context in the revision strategies of student writers. *Research in the Teaching of English*, 29(2), 216-238.