THE EFFECTS OF REVISION AND PEER FEEDBACK IN THE SECONDARY

CLASSROOM

A THESIS

Submitted in partial fulfillment of the requirements

for the Degree of

MASTER of EDUCATION

by

Kiera Skerritt

William Paterson University of New Jersey

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**ABSTRACT**

There is a demand for proficient writing, yet many students are struggling with writing. The National Assessment of Educational Progress (NAEP), which conducts a writing assessment to measure important skills that students obtain over the course of their K-12 learning experience, issued results from the 2011 test that state that only about 27% of students are performing at or above proficient level at both grades (grades 8 and 12). The results convey the need for practices such as revision and peer feedback that would promote the kind of thinking that would ultimately improve student writing. This problem led to the development of the following research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?*

An English teacher analyzed students' writing after engaging in revision and writing that was completed during an on-demand time session. In addition, the teacher analyzed how students applied the feedback they received from their peers. The study utilized data that was conducted over two week period and during an 80-minute timed class session in an eleventh grade classroom. The participants 15 eleventh graders who were randomly selected. The following data sources were used: students' revised writing, on-demand, writing, multigenre rubric for scoring writing, and a peer feedback form.

The study concluded that the quality of student writing improves after engaging in revision; tone of feedback influences effectiveness; only understood feedback can be applied; metacognitive skills assist in the application of feedback; and peer reviewers must be more specific with suggestions. It is recommended that teachers focus more on metacognitive strategies in the classroom.

# ACKNOWLEDGEMENTS

**TABLE OF CONTENTS**

Page

# LIST OF FIGURES

**CHAPTER I**

**Statement of the Problem**

**Introduction**

Revision is a practice that is necessary in every classroom in order to promote self-efficacy and self-direction, thinking and learning, and ultimately improve student writing. Revision promotes thinking and self-direction for writers. Flower and Hayes (1981) assert that the writing process is made up of different thinking processes which does not follow a particular sequence, is goal directed, and prompts writers to create goals. Flower and Hayes (1981) cognitive process theory of writing looks closely at the thinking processes that command writing. However, revision is not the only essential practice that should exist across classrooms. Peer feedback is also a crucial practice that requires students to think critically and also improves their writing in turn (Graham et al., 2018).

Through the process of revision students can experience growth as writers. However, so many will not experience this growth due to a lack of focus on the process of writing and more of a focus on the product (Graham et al., 2018). Therefore, students are not prepared for the writing necessary to flourish in college and career settings. "**...**Though the demands for proficient writing in academic and workplace contexts are great, we are not doing a good job as a nation of helping students meet these demands" (Troia & Graham, 2016, p.1721). There is a demand for proficient writing, yet many students are struggling with writing. The National Assessment of Educational Progress (NAEP), which conducts a writing assessment to measure important skills that students obtain over the course of their K-12 learning experience, issued results from the 2011 test that state that only about 27% of students are performing at or above proficient level at both grades (grades 8 and 12). Only about 80% of students are performing at or above basic level

at the 8th and 12th grade levels. The basic level only denotes partial mastery of prerequisite skills. (NAEP, 2011). The results convey the need for practices such as revision and peer feedback that would promote the kind of thinking that would ultimately improve student writing. As a nation, students are not meeting the demand of proficient writing. Writing instruction that is focused on revision and aligned to metacognitive strategies and self-regulation would aid in better preparing students for the demands of academic and workplace writing (Troia & Graham, 2016). In order to successfully prepare students for these writing demands, there must be a greater emphasis on writing instruction–specifically the revision process and the peer feedback process. This same thinking process is also required of students when they implement peer feedback. Likewise, Graham et al. (2018) contend that receiving feedback engages students in critical thinking, ultimately providing benefits that are twofold. Troia and Graham (2016) note that writing is a critical part of the K-12 experience because students write for the purpose of demonstrating, supporting, and increasing their knowledge of themselves and their world (p. 1721). In essence, it is extremely crucial that students are able to write well in order to make sense of their worlds.

I have observed students who struggle with writing, often completing writing pieces simply to receive a grade, with little focus on the process of revision. In most classes, students receive a grade and continue to the next assignment. If students receive a "good" score, they consider themselves to be "good" writers, putting in very little effort to revise work or practice revision. Thus, they show little growth as writers. Contrastingly, if students receive a "bad" score, they begin to view themselves as "bad" writers, developing negative perspectives around writing. The result is the same as the group of students who see themselves as "good" writers. Students fail to evolve as writers. Focusing on revision would allow students to develop

metacognitive practices and self regulation that would change their perspectives about writing and improve the quality of their writing. Ultimately, students may be more prepared for college and career at the national level, show greater proficiency at the state level, and develop a more positive perspective around writing.

**Research Questions**

This section presents the primary research questions. These questions are evolved based on the problem identified above. The primary research questions are: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?*

**Definition of Terms**

This section gives a definition of terms that will be used throughout this research study. This research study will be designed to answer the research question: *After engaging in the regular practice of revision, what is the change in students' perceptions and feelings about writing?* The following sub-question will also be answered: *After engaging in the practice of revision, what is the change in the quality of student writing?*

- *Students*: Students in this study refer to the boys and girls in my eleventh grade classroom.

- *Revision*: For the purpose of this study, revision refers to the action of returning to a piece of writing and improving the piece based on feedback or goals that have been set.

- *Engaging*: Engaging in this study refers to students regularly revising pieces of writing, using teacher feedback, peer feedback, metacognitive skills, and self regulation skills.

- *Practice*: Practice refers to actions that are completed in order to improve student writing.

- *Perceptions*: For the purpose of this study, perceptions refer to students' thoughts about themselves as writers.

- *Quality*: For the purpose of this study, quality will be measured via rubrics, observational writing conference notes, or students' self assessment of their writing.

- *Writing*: Writing in this study refers to assignments that are assigned by the teacher.

- *Metacognitive skills*: Metacognitive skills in this study refers to students thinking about and reflecting on the writing they are doing. Flower and Hayes (1981) state, "the process of writing is best understood as a set of distinctive thinking processes…" (p.366).

- *Self regulation skills*: Self regulation in this study refers to students setting goals for themselves as they re-work a piece of writing.

- *Peer feedback*: Peer feedback in this study refers to students offering advice or suggestions in relation to the writing of their peers.

**Theoretical Rationale**

This section presents the theoretical framework selected based upon the research question. The research questions identified in this study are: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* These questions were used to identify Flower and Hayes' cognitive process theory of writing. Flower and Hayes' cognitive process theory of writing best supports the importance of revision on the quality of student writing. According to Flower and Hayes (1981), "Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing" (Flower & Hayes, 1981, p.366). This model looks at the writing as a process in which the product is continuously evolved (Flower & Hayes, 1981). Likewise, Graham et al. (2018) explain that skilled writers practice metacognitive, self-regulation skills.

The problem in most classrooms is that there is little time devoted to the thinking processes that allow students to teach students to self-regulate and evolve as writers. The thinking processes noted by Flower and Hayes (1981) help to develop students as writers. In addition, Graham et al. (2018) note that the cognitive aspects of revising, such as setting goals, thinking about revision, understanding evaluation standards, and self-regulation are linked to effective research (Graham et al., 2018, p.288). Essentially, in order to effectively use revision to impact the quality of writing in the classroom, students must be able to first understand what good writing looks like to then be able to assess their own writing. In addition, students must be able to set goals for themselves in relation to revision. Likewise, in order to apply feedback from peers, students must be able to also understand what good writing looks like and further assess their writing using the feedback they receive. In other words, they must be able to use metacognitive skills to make decisions about their writing. Additionally, setting clear goals will give students better purpose. Similarly, Flower and Hayes (1981) note that the most essential aspect of setting goals is that they are "...*created* by the writer" (Flower & Hayes, 1981, p.373). If students were setting goals as a part of the process of revision, there would be a change in the quality of writing produced. Ultimately, the cognitive process theory of writing places the power to make changes in the hands of students. By developing self-regulation, goal setting, evaluation skills, and applying peer feedback, students can effectively practice revision and peer feedback. Teachers can implement these practices in their classrooms.

**Educational Significance**

The purpose of this study is to examine the research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* These questions are extremely significant because it is important that

students are able to evolve as writers and develop greater proficiency; thus, they must engage in revision and peer feedback to see writing as more of a process as opposed to a finite action. The research behind revision practices and peer feedback is beneficial to both teachers and students alike; however, it is teachers who would most benefit from the research. Teachers hold the greatest power to impact change as they have the ability to implement changes in the classroom. Teachers will be able to learn practices and strategies that can be implemented in the classroom to help students grow and evolve as writers, ultimately meeting the demand of college and career.

**Chapter II**

**Review of the Literature**

**Introduction**

This chapter reviews the literature that is relevant to following research study questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* This review of the literature examines research studies that analyzed the use of revision in educational settings as well as peer feedback. Themes that are evident in the review of the literature are improvement of student writing and learning; self-efficacy and self-direction; revision practices, discussion, and self-regulation; and feedback's connection to revision. These themes ultimately reflect the effect of revision on students' writing and students' application of peer feedback.

**Improving Student Writing and Learning through Revision**

This section presents a review of the literature that focuses on student writing and learning through revision. Engaging in revision improves writing and can also be scaffolded through the use of peer feedback as it further helps to improve student writing and learning. Dorji's (2021) study explored helping students better their academic writing skill through mini revision lessons and feedback. The study, which took place over a 3 month period, included one class of 15 grade 12 science students from Bhutan. Additionally, the study used a mixed-method design, collecting data through test scores and interviews. Students took an essay test that was evaluated using assessment standards from the Bhutan Council for School Examination and Assessment (BCSEA). The test was administered before and after the intervention process. As part of the intervention process two key practices were used. They were mini revision lessons that focused on the elements of an argumentative essay as well as language and grammar

feedback on students' writing. The BCSEA criteria that shaped the revision lessons and feedback were title of essay, paragraph format, features and content, organization, and language and conventions. Teachers conducted mini lessons in these areas for 3 months. During the mini lessons, students received feedback in written and oral form. The feedback was always tied to the topic of the revision lesson. Afterward, students were interviewed to gather perceptions about the intervention strategies used. Ultimately, study findings showed that the quality of students' writing improved, proving that mini revision lessons and feedback were effective strategies. Initially, during the pre-intervention stage, students' average score was 49.3%. Post interventions, this improved to 60.8%, noting an increase of 11.5%, thus proving the strategies effective. Ultimately, the research suggests that feedback is important to student success, allowing them to revise, further promoting personal growth and improved focus.

Similar to Dorji's 2021 study, Finkenstaedt-Quinn et al. (2019) explores revision's connection with peer review comments for the purpose of completing a Writing-to-Learn assignment, ultimately geared toward students' knowledge and comprehension of Lewis structures Lewis structures represent a chemistry concept that students must learn in order to advance. Nonetheless, many students struggle in this area. Like the participants in Dorji's (2021) study, these students were tasked with revising a piece of writing, but through the assistance of peer review comments as opposed to teacher mini-lessons. After completing their first draft, students were tasked with reviewing their peers' work using a rubric to facilitate. They were encouraged to provide feedback on content instead of mechanics. Upon receiving their work, students were tasked with revising. Results showed that students provided thorough comments on their peers' writing. Students then made editing and content focused revisions. The results convey the importance of peer review and revision in writing. Finkenstaedt-Quinn et al. (2019)

suggest that teachers continue to scaffold the peer review process for students as it is beneficial for both teachers and students. Teachers will experience less of a load and students' writing improves, demonstrating greater student learning.

Stellmack et al.'s (2015) study focused on the process of students submitting multiple drafts for the purpose of exploring how much improvement would occur in the writing of students who continuously revised and resubmitted their work. Stellmack et al. compared the level of improvement with students who were only required to turn in two drafts for grades against the students who repeatedly submitted revised drafts until it was deemed perfect by their reviewer. Unlike Finkenstaedt-Quinn et al.'s (2019) study, Stellmack et al.'s (2015) study focused less on peer feedback to assist students with revision and more on APA-style writing through a sequence of lectures and in-class exercises, ultimately for the purpose of submitting multiple revisions. In this study, students who were part of an introductory research methods course at the University of Minnesota were allowed to turn in up to four optional drafts. In order to motivate students to revise repeatedly, researchers gave students additional points if they received all the points on the grading rubric. For example, as the grading rubric was out of 24 points, if students received a perfect score of all 24 points, they also received an additional four points. Students could turn in one draft each week, starting the week after the assignment was assigned. The final date for submission was four weeks after the assignment was assigned; therefore, students could choose to continue submitting more revised drafts.

In Stellmack et al.'s study (2015), students who received a 24 out of 24 on their first draft, did not need to continue revising their writing as the revisions were also only optional. Stellmack et al. (2015) noted that 9% of students submitted drafts during the first week, 37% during the second week, 64% during the third week, and 92% during the fourth week. Students

who had perfected their papers during the first week chose not to submit additional drafts in the final week. Ultimately, 33% of students submitted only one draft. Stellmack et al. (2015) found that the process of submitting multiple revisions revealed students' ability to please a reviewer instead of improving their writing. Stellmack et. al (2015) attribute this to the fact that this process motivates students to revise and resubmit their writing for the purpose of improving their writing to obtain a grade based on the reviewer's rubric.

**Self-Efficacy, Self-Direction, and the Revision Process**

This section focuses on a review of the literature that highlights revision's positive impact on writing; development of confidence and independence; and improved metacognition. Chung et al.'s (2021) study sought to answer the following three questions:

- *Do students with higher self-efficacy have better writing outcomes?*

- *What is the impact of students' self-assessment, planning and goal setting, and reflection on their self-efficacy in writing as they revise a text-based analytical essay?*

- *What do students cite as most helpful in revising their writing and how does this contribute to their self-efficacy?*

This was a mixed method study that included students who were English learners in a large, urban, low socioeconomic school district. The study also included 13 grade 6 teachers who each chose a class, and 401 students. Students completed a writing pre-test as well as a pre and post self-efficacy writing survey. Students were part of a year-long writing intervention established by UC Irvine of the National Writing Project and received the same training from their teachers during which they learned how to revise a pre-test essay. However, only the treatment group participated in self-assessment, planning and goal setting, and reflection during the process. There were 131 students in the treatment group and 83 in the comparison group. With one

teacher declining participation in the random assignment, there were only 12 teachers left to be randomized. Teachers who were randomly selected picked a class to use for research activities. Students took a pre and post writing assessment. Students took two self-efficacy surveys at the beginning of the year and one at the end. Between the two self-efficacy writing surveys students' teachers either were randomly assigned to have students reflect on their writing or not to reflect on their writing using the Pre-Test Essay Revision Planner and Revised Pre-Test Reflection form while revising their pretests. Subsequently, two students from each class were randomly chosen to be interviewed regarding their writing process. The questions were centered around their identities as writers. Ultimately, students in the treatment group developed greater self-efficacy. They also increased more on the post assessment. The results convey the idea that students' participation in the revision process, including reflection, planning, and goal setting before the revision, alongside self-reflection after, has a positive impact on writing. In addition, students noted that teacher instruction was beneficial in the revision process and their reflections had a positive effect on self-efficacy in writing.

This study found that the greater self-efficacy a student has in regard to writing signals a greater quality of writing. It also found that teachers' instructional practices have an impact on students' self-efficacy. As such, students can take hold of their learning and begin to self-monitor. This study conveys the importance of teaching students skills and strategies, but also giving them the opportunity to practice revision and self-assessment. Therefore, as students continue to revise, they will become more independent as writers, ultimately developing confidence.

Like Chung et al.'s (2021) research study, Coomber's (2016) research study focused on students being able to revise their writing more independently. While Chung, Chen, and Olson

focused on self-efficacy, Coomber focused on independence and promoting self-directed revision. The study used three treatments (oral presentation of essays, grammar workshop, and 20-point checklist) to help promote student revision prior to receiving teacher feedback. Coomber's study focused on the following three questions: *Did the use of these three treatments affect a) the number, b) the type, and c) the success of self-directed revisions that students made on the first draft of their essays? 2) How many self-directed revisions did students make on the teacher-reviewed second drafts?* The main finding of this research is that the treatment group made almost three times as many self-directed revisions to the draft of their essays as did the control group. The treatment group also revised to add more content revisions as opposed to grammar based revisions. The findings conveyed that students have the ability to successfully revise their work. Similar to Chung, Chen, and Olson's (2021) study, Coomber's study promoted independence on the part of the student writer. While both studies moved toward independence for student writers, one study focused on self-efficacy and one focused on self-direction.

Sachar's (2020) study focused on the relationship between metacognitive revision and writing achievement, noting that less of a focus on the end product and more of a focus on self-improvement can foster growth for writers who often lack confidence. Participants in the study included 94 college students who were required to take a prerequisite writing course. Most students were in their freshman year. Early in the semester, as part of their grade on seven essays, students were required to not only revise drafts, but also explain each revision they made, noting why they made a change, how they made the change, and how the change was better Typically, students were required to make about four to six revisions depending on the assignment. Prior to receiving interventions, students were surveyed. Instructional interventions included practicing writing across different genres, reading model essays, writing tasks with

scaffolds, and writing independently. Moreover, students were provided opportunities for choice, feedback, reflection, revision, sharing and tutoring.

The results revealed that students who obtained high marks in revision explanations often obtained higher marks on the final essays as compared with their peers. Students were also surveyed again, and showed more positive feelings about writing. Like Chung et al.'s (2021) study, students noted greater self-efficacy. They also noted increased confidence and interest in providing feedback to their peers. However, despite such favorable results, fewer students felt that revision and reflection affected their writing achievement, suggesting frustration at the multi-step process. It should be noted that data was only collected from 65 of 94 students. Overall, results were mixed as scoring low on the revisions did not always correspond with a low score on the final essay. Contrastingly, students who scored high on the revisions almost always scored high on the final essay. Whether or not students scored high on their revision essays, their final scores were usually always within 16% of their essay average. In addition, students who regularly completed revision explanations tended to score higher on their essays, which suggests a favorable relationship between metacognitive revision and achievement. More importantly, more students noted greater self-efficacy. In order to address feelings of burnout and frustration that students may feel due to a multi-step process such as this, it is suggested that teachers provide greater social support and develop a positive rapport with students. It is also suggested that teachers explain the benefits of metacognitive revision in order to increase the chance that students will value the process and use the skill in other learning environments. Implications for further research include looking more closely at students' feelings of frustration and possible interventions that can decrease these feelings.

**Poor Revision Practices vs. Revision with Discussion and Regulation**

This section reviews the literature as it relates to poor revision practices and discussion centered around revision. Oliver's (2019) study examines students' interpretation of revision, given the findings which convey the idea that students engage in little to no revision. The sample for this study included 9th and 10th grade classes (ages 13-15) across three high schools in south England. There were six focus students along with teachers in order to provide a balanced sample. This study utilized a mixed-method approach to explore students' understandings of the writing process. "An incremental model of data collection was employed, whereby one-to-one observations of writing (total 12), pre- and post-writing interviews (20) and analyses of students' written drafts (16) were repeated over the course of an extended piece of school writing" (Oliver, 2019, p.366). Students completed a survey about the purpose of revision and were interviewed afterward. They then composed a piece of writing without any guidelines or rubric. It was explained to students that they would be assessed "the usual way" which was in line with General Certificate of Secondary Education) English Language standards. They were encouraged by their teachers to revise their work. Students wrote independently during two or more class sessions for about 40 minutes each time. One-to-one interviews also occurred outside the classroom as soon as students finished writing. The interview questions were centered around students' perceptions of the revision task. Ultimately, students' interpretations of the revision task were "limited." Students also had a very limited explanation of the purpose. There was very little revision evident although it had been suggested. "However, the reasons students gave for restricting revision suggested a more complex picture" (Oliver, 2019, p.369).

Ultimately, "...students' interpretations of what it meant to revise school writing led them to assume their choices as writers were limited and to close down opportunities for text improvement" (Oliver, 2019, p.376). The findings essentially showed that negative and

ineffective beliefs about purpose can come from a response to supposed requirements. This supports the idea that poor revision practices could possibly be a response to instructional contexts. This study notes that little attention has been given to teachers' ideas about revision and how this may affect students' writing. Oliver (2019) suggests assessment criteria that places emphasis on process skills as well as elements of the product as this would promote students' sense of self as writers as opposed to being "deliverers of prescribed elements" (Oliver, 2019, p.376). Oliver (2019) also suggests task definitions which would separate the revision from editing/proofreading; thus, prompting focus on areas where students did not previously see much value. It is suggested that teachers model these processes and promote opportunities for whole-class writing in order to develop metalanguage for making choices as writers. Finally, Oliver (2019) notes that there has not been enough time dedicated to writing, which only impedes effective revision practice.

While Oliver's (2019) study looked at how poor revision practices could possibly be a response to school practices, Mantynen's (2018) study focuses on regulating student writing by exploring a specific form of writing, Finland's maturity test. These tests should be written, revised, and evaluated as part of a multistep process during which students receive written and oral feedback before turning in the final draft. The paper is centered around feedback conversations between the reviser and the student. Students' papers are accepted, accepted with revisions, and then they rewrite and resubmit. At each level of this process, there is a face to face discussion that takes place between the writer and reviser. Ultimately, the findings suggest that in order to use the language of revision students refer to norms such as language that was genre-specific, task-specific, language, or institutional to regulate their writing. While Oliver's (2019) study looked closely at purpose behind revision and the ways that educational settings can

sometimes impede upon these practices, Mantynen's (2018) study looked more at the language that allows students to discuss revision with the reviser, ultimately focusing more on the student's ability to regulate which would allow for discussion with the reviser. In both studies the use of revision improved student writing. However, Oliver's (2019) looked more at students' inability to find purpose in the task and how this could promote limited revision. Contrastingly, Mantynen's (2018) study looked at how students could better their writing through the use of language that would allow for discussions.

**Feedback and Revision**

This section presents a review of the literature as it relates to feedback's connection to revision. Keshavarz and Polat Köseoglu's (2021) study examined teacher feedback for the purpose of looking at feedback's effects on the writing process, specifically assessing teacher-student communication and its role in the revision process. Thus, as part of the study ten students from two English toward proficiency classes engaged in a process known as a letter to my teacher (ALMT) during the process of feedback and revision. As such, Keshavarz and Polat Köseoglu's (2021) study explored three questions: *(1) What does the interaction between teachers and students through ALMT reveal about students' writing? (2) To what extent is ALMT effective in developing mutual understanding between teachers and students and meeting their feedback preferences and expectations in the feedback-revision process? To what extent does the interaction between teachers and students, facilitated by ALMT, help students improve their revision and self-correction skills?*

Ten Turkish-speaking students and two teachers from a private university in North Cyprus participated in the study. ALMT is an unfinished letter prepared for students, allowing them to voice their feedback preferences and expectations to their teachers. In the letter there

were sentence starters to help prompt students. For example, some of the sentence starters stated: *(1) I couldn't write well for such reasons as… (2) I had difficulties in writing such as… (3) I couldn't support my ideas in…*(Keshavarz & Polat Köseoglu, 2021, p.4). Some of the other sentence starters prompted students to ask for help in regards to organization or what specific areas they would like to receive feedback on. Researchers assessed participants' engagement through this process through a think-aloud protocol. They wanted to see if participants could develop a shared understanding. Students and teachers were prompted to explain whether ALMT helped develop dialogue between them and their teachers.

The results revealed that teachers modified their feedback per students' requests. Additionally, students felt that the ALMT piece allowed them to have a part in the feedback process, ultimately leading to their improvement as writers. In connection with revision, students were pleased to see that they began to develop self-repair and revision skills. Specifically, students stated that the feedback would allow them to make the appropriate revisions in the second draft. Further, the ALMT revealed students' ability to revise more effectively and self-correct. Consequently, students' confidence and motivation increased; they also became more independent. As a whole students' writing, self-confidence, and motivation improved as a result of the feedback-revision process. The study showed that dialogue around feedback plays a key role in allowing students to appropriately and effectively revise their writing, ultimately improving upon their independence and confidence as writers. Keshavarz and Polat Köseoglu (2021) recommend that teachers become aware of their students' needs as writers as they note the direct correlation between effective feedback and students' potential to grow as writers through the process of revision, gain confidence, and improve their writing.

Unlike Keshavarz and Polat Köseoglu's (2021) study, Henry et al.'s (2020) study explored teachers' and students' perceptions about digital conferencing tools and face-to-face conferencing as modes of issuing feedback on writing. While both studies looked closely at feedback, Henry et al.'s (2020) study focused mainly on the different modes of feedback; however, the study yielded valuable information about students' perceptions around writing and revision.

This study took place at a school in central Illinois. The study utilized a mixed method approach through the use of surveys and interviews to explore the use of digital conferencing tools to offer feedback. The participants, from six different middle school classrooms, provided feedback using Screencastify. Quantitative results showed that teachers and students found digital and face-to-face methods to be equally effective, while qualitative results revealed some advantages and disadvantages. Teachers and students were able to provide this data after using a Likert scale survey via Google Forms. Qualitative data was collected from group interviews.

Overall, teachers and students had similar experiences, which seemed positive for the most part. Both teachers and students stressed the importance of dialogue when providing feedback, very much like Keshavarz and Polat Köseoglu's study (2021). Teachers noted that it fostered greater productivity and authenticity. They also felt that they were better able to provide feedback this way. Students noted that this immediate feedback helped them make better revisions to their writing. Students valued being able to make revisions based on conversations that were happening in the present as opposed to feedback that might have come days before the revision.

Teachers did note frustration at lacking the time to meet with students to conduct conferences. One of the implications for further research is to assist teachers in deciding which conferencing modes work best depending on the type of feedback needed.

**Summary of the Literature Review**

The purpose of this literature review was to examine research studies that relate to the primary research question identified in my study: *After engaging in the regular practice of revision, what is the change in students' perceptions and feelings about writing?* In addition to the primary research question, my study will also examine a related subquestion: *After engaging in the practice of revision, what is the change in the quality of student writing?* Themes that were evident in the literature include: improvement of student writing and learning; self-efficacy and self-direction; revision practices, discussion, and self-regulation; and feedback's connection to revision. These themes ultimately reflect students' perceptions about writing and the effect of revision on students' writing. Revision was the common denominator across all studies. Each study highlighted the use of revision which, in most cases, improved student writing through different means.

Overall, revision improved student writing. The quality of students' writing often improved as a result of revision; students often focused more on content based revisions; and received higher scores for their writing (Dorji, 2021; Finkenstaedt-Quinn et al., 2019; Stellmack et al., 2015). Self-efficacy was another key idea that was prevalent across many studies. Many students saw greater self-efficacy as a result of revision. Chung et al.'s (2021) study prompted students to engage in planning, reflection and goal setting that ultimately found greater self-efficacy as a result. Similarly, Keshavarz and Polat Köseoglu's (2021) study found that students' greater sense of self-efficacy correlated with better writing as students learned to communicate

some of their goals for revision through a letter to their teacher, ultimately developing greater self-efficacy. In addition, Sachar's (2020) study found that students' revision explanations eventually led to greater self-efficacy. This closely mirrors Flower and Hayes' (1981) cognitive process theory of writing, which promotes writer's ability to create their own goals in a very self-directed manner as they focus on the thinking processes that make up the overall process of writing. Revision practices were another major theme that came from the studies. Some findings revealed that revision practices had a direct impact on students' ability to see value in the process (Oliver, 2019; Mantynen, 2018).  Feedback and revision also emerged as a key theme with most studies revealing the close correlation between the two as students were better able to revise when they received either peer feedback or feedback from their teacher (Dorji, 2021; Finkenstaedt-Quinn et al., 2019; Keshavarz & Polat Köseoglu, 2021). Some studies even noted that dialogue around student feedback was beneficial in the revision process (Keshavarz & Polat Köseoglu, 2021; Henry et al., 2020).

While all studies addressed revision, there were differences revealed across different studies. For example, some studies highlighted the benefits of feedback in terms of improving students' writing and revision (Dorji, 2021; Finkenstaedt-Quinn et al., 2019; Keshavarz & Polat Köseoglu, 2021). Other studies focused more on students' ability to self-direct, self-regulate, or self-reflect to support revision (Chung et al., 2021; Coomber, 2016; Sachar, 2020). Some studies found the lack of purpose in regard to revision to be a detriment to students (Oliver, 2019; Stellmack et al., 2015). Contrastingly, some studies simply focused on promoting reflection in order to encourage students to develop a greater sense of purpose and self-efficacy (Sachar, 2020). One study addressed revision's ability to boost students' confidence and motivation levels

(Chung et al., 2021). However, another study addressed students' frustration at revision being a more time consuming or multi-step process (Sachar, 2020).

Flower and Hayes note 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" (Flower & Hayes, 1981, p.377). Likewise many of the studies discussed self-direction and self-efficacy as important components within the revision process. Overall, feedback, self-efficacy, self-direction, regulation, revision practices, and discussion all work together as part of the process of revision, ultimately improving student writing.

**Chapter III**

**Research Design**

This chapter discusses the research methods relevant to the research questions identified in this study: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* This study has been conducted to determine the change in the quality of student writing after engaging in revision and how students apply feedback offered from their peers.

This chapter aims to discuss the mixed-method approach which will use quantitative methods to demonstrate revision's impact on the quality of student writing and qualitative methods which will evaluate the way students apply peer feedback to their writing. Thus, as a teacher-researcher, I will utilize a mixed-method approach to analyze data. The mixed method approach represents a blending of the qualitative and quantitative approaches. Qualitative research seeks to obtain knowledge about the experiences of educational stakeholders, which ultimately aids in implementing change. The process consists mostly of observations and interviews of those in educational environments (Efron & Ravid, 2019). Unlike the qualitative research approach, the quantitative approach collects numerical data using statistical tests to make sense of the data. Cause-and-effect relationships are often studied as well. In addition, quantitative research aims to generate useful and functional systems, ultimately bettering academic achievement for students. The process involves researchers initially looking at questions with and ultimately developing systems for collecting and analyzing numerical data gained from research participants (Efron & Ravid, 2019).The mixed method approach pulls from both qualitative and quantitative approaches, using data collection strategies either together or separately (Efron & Ravid, 2019). The mixed method approach is the most appropriate approach for this study because it allows quantitative and qualitative methods to exist freely within the

study. Qualitative and quantitative strategies can be used separately or simultaneously (Efron & Ravid, 2019). For the purpose of this study, I will use them separately as the different methods will highlight features of two different questions.

This study will utilize the work samples of students in an eleventh-grade classroom. The work of 15 students was randomly selected. For the purpose of this study I will look at students' memoir writing samples that were submitted after receiving peer feedback. The writing and peer feedback process took place over a two-week period. In addition, I will look at students' argumentative essays which were written during an 80-minute on-demand writing period, without the use of peer feedback. I will use a multigenre writing rubric as a tool to compare the quality of writing by comparing students' scores on both pieces of writing, thus using a quantitative approach. The rubric will look at content, organization, evidence/details, development, and conventions in both pieces of writing. In order to look at how students apply peer feedback, I will look at a peer feedback form that required students to seek feedback from a peer. I will qualitatively analyze how students applied the feedback they received.

**Research Setting**

This section presents the setting for this research study. This study is designed to answer the research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* This research study was conducted in a large suburban town in northeastern New Jersey. The town's population was 41, 631 and the median household income was $125, 368, with 5.8% of residents in poverty. The population was 51% White; 22.3% Black or African American; 0.4% American Indian and Alaska Native; 9.5% Asian; 24.5% Hispanic or Latino; 10.1% two or more races. (United States Census Bureau).

The school district consists of eight schools: one preschool; six elementary schools; two middle schools; one high school. There are a total of 3,786 students enrolled in the school district. The district's minority enrollment is 90%; 22.9% of students are economically disadvantaged. Of the students enrolled in the district, 41.3% were Hispanic or Latino; 32.1% were Black or African American; 12.1% White; 11% Asian or Pacific Islander; 2.2% two or more races; 0.8% American Indian or Alaska Native; 0.5% Native Hawaiian. There are 332 classroom teachers in the district. The high school where this study was conducted has a total enrollment of 1,208 students. The high school's graduation rate is 93%. The high school serves grades 9-12. This study will focus on 11th graders; there are 300 students in the 11th grade. The most recent available test scores from the New Jersey Student Learning Assessment are from 2019 and show that 32% of students met or exceeded the expectation for mathematics and 57% met or exceeded the expectations for reading. (U.S. News & World Report). Students in 11th grade can take one of the following English courses: Advanced Placement; Honors American Literature which also offers a dual enrollment with a local university for college credit; American Literature which is listed as for college preparation; Modern American Literature which is a class designed for students who struggled according to their grades the previous year; or a resource level course for special education students. Students in this study were enrolled in college prep American Literature.

**Research Participants**

Within this study, my role was the teacher-researcher. It was my 10th year teaching, and I have taught every grade level from grades 7-12. I have a Bachelor's Degree in English and Secondary Education and I am currently enrolled in a graduate program for Master of Education

with a Concentration in Teaching Writing. This study was conducted with my 11th grade students from the 2022-2023 school year. This was my third year teaching 11th grade.

The participants in this study were 15 students that came from three different sections of my American Literature course for 11th graders. I randomly selected five students from each section (period 1, period 4, and period 6). Class periods were 80 minutes long, every other day. None of the students required special services from an IEP or 504 plan. However, students struggled to write independently, without peer or teacher support. Letter codes have been used to protect the privacy of participants in this study.

Student A is a male student. He received a 10/10 on the Fall Benchmark Assessment. This student was an active participant in class and was sometimes prepared for class. This student consistently demonstrated intellectual curiosity by asking questions and completing work in a self-directed manner. However, this student frequently exhibited behavioral concerns in the classroom.

Student B is a male student. He received a 6/10 on the Fall Benchmark Assessment. This student was rarely and active participant in class, but was always prepared for class. This student often completed work in a self-directed manner. This student did not exhibit behavioral concerns in the classroom.

Student C is a female student. She received a 5/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student required a lot of teacher assistance to complete work. This student never exhibited behavioral concerns in the classroom.

Student D is a male student. He received a 5/10 on the Fall Benchmark Assessment. This student was an active participant in class and was sometimes prepared for class. This student

consistently demonstrated intellectual curiosity by asking questions. This student often required teacher assistance to complete work. This student never exhibited behavioral concerns in the classroom.

Student E is a male student. He received a 3/10 on the Fall Benchmark Assessment. This student was an active participant in class and was always prepared for class. This student consistently demonstrated intellectual curiosity by asking questions; however, this student frequently required teacher assistance in order to complete assignments. This student never exhibited behavioral concerns in the classroom.

Student F is a female student. She received a 5/10 on the Fall Benchmark Assessment. This student sometimes participated in class and was sometimes prepared for class. This student often required a lot of redirection in order to complete work, and often completed assignments late. This student sometimes exhibited behavioral concerns in the classroom.

Student G is a male student. He received a 2/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student often completed assignments in a self-directed manner. This student never exhibited behavioral concerns in the classroom.

Student H is a female student. She received a 3/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student frequently required teacher assistance in order to complete work. However, this student never exhibited behavioral concerns in the classroom.

Student I is a male student. He received a 4/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was mostly prepared for class. This student always completed work in a self-directed manner. However, this student was frequently absent.

Student J is a female student. She received a 2/10 on the Fall Benchmark Assessment. This student was not an active participant in class but was always prepared for class. This student mostly completed work in a self-directed manner. This student never exhibited behavioral concerns in the classroom.

Student K is a male student. He received an 8/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student always completed work in a self-directed manner. This student never exhibited behavioral concerns in the classroom.

Student L is a male student. He received a 2/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student always completed work in a self-directed manner. This student never exhibited behavioral concerns in the classroom.

Student M is a female student. She received a 7/10 on the Fall Benchmark Assessment. This student was not an active participant in class, but was always prepared for class. This student often completed work in a self-directed manner. However, this student was frequently absent from the classroom.

Student N is a female student. She received a 5/10 on the Fall Benchmark Assessment. This student was an active participant in class and was always prepared for class. This student consistently demonstrated intellectual curiosity by asking questions and completing work in a self-directed manner. This student never demonstrated behavioral concerns in the classroom.

Student O is a female student. He received a 3/10 on the Fall Benchmark Assessment. This student was an active participant in class, but was frequently unprepared for class. This student consistently demonstrated intellectual curiosity by asking questions; this student

sometimes completed work in a self-directed manner. However, this student was frequently absent or late to class.

**Data Sources**

This section aims to describe the different data sources that will be used in my research study. This study will utilize a variety of sources including: a memoir writing piece, an argumentative writing piece, a multigenre writing rubric, and a peer feedback form.

*Student Work Samples*

My research study will seek to answer the following question: *After engaging in the practice of revision, what is the change in the quality of student writing?* This research question will be answered using two different samples of student writing. The first sample is a memoir written by students. The memoir assignment required students to produce a piece of narrative writing based on a significant memoir moment in their lives. The second sample is an argumentative essay written by students. The argumentative essay assignment required students to refer to David Brooks' *New York Times* opinion piece "The Uses of Patriotism" and Frederick Douglass' speech "What to the Slave is the Fourth of July?" and explain which made the more effective argument. Students' memoir writing samples were developed and revised over a period of two weeks. Contrastingly, students' argumentative essays were developed during an 80 minute class period.

*Multigenre Rubric Tool*

I will use a multigenre writing rubric as a tool (see Appendix A) to compare both writing samples. The rubric will look at content, organization, evidence/details, development, and conventions in both pieces of writing. This rubric also included descriptions of how students could successfully meet each criterion. The scoring range for the rubric is as follows: *4 - met*

*expectations, 3 - approached expectations, 2 - partially met expectations, and 1 - did not meet expectations.* This rubric will be used to score the same criteria in the memoir piece and the argumentative piece of writing.

### *Peer Feedback Form*

My research study will also seek to answer the question: *How do students apply peer feedback?* This research question will be answered through analysis of the peer feedback form (see Appendix B) and the analysis of students' memoir pieces. First, I will look at a peer review feedback form which required students to ask for feedback on their memoir piece as well as receive specific feedback from a peer reviewer. The peer feedback form is divided into two sections. In the first section, students had to describe areas they would like feedback on in order to give direction to their peer reviewer. There is a space for their peer reviewers to respond to those areas. The second section asks the peer reviewer to analyze and pinpoint certain areas according to the following guidelines:

- *Is the story focused on a memorable moment in the writer's life?*
- *What larger meaning or important message does the writer communicate?*
- *Highlight all the places in the memoir where the writer uses sensory details and strong imagery to make the narrative come alive.*
- *Identify areas where the writer can add descriptions. Be specific about what the writer should do.*
- *Underline areas where you hear the writer's voice.*
- *What are some other ways the writer can incorporate voice in this piece? Be specific.*

Students had one week to have their feedback form completed and to make the revisions.

**Data Analysis Procedures**

This section presents the data analysis procedures for this study. Data was collected to answer the following research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?*

Efron and Ravid note the following method that I will use to support the mixed method approach: Two-Phase Research: This method uses both the qualitative and quantitative approaches "...separately, simultaneously, or sequentially, without much mixing, to investigate…" research questions (Efron & Ravid, 2019, p.52). As such, I will use a quantitative approach to examine the change in student writing after engaging in revision practices. I will use a teacher-created rubric to score a piece of writing that was submitted after engaging in revision and then use the same rubric to score a piece of writing that was submitted after a timed, on-demand 80 minute writing period. The rubric will serve as a tool that will generate numerical data, allowing me to evaluate the change in student writing when they engage in revision versus when there is no revision practiced.

I will use a qualitative approach to explore how students apply feedback. Therefore, I will need to analyze the feedback students received and examine their writing to see if they appropriately applied the feedback. I will utilize a researcher journal to keep track of notes on whether students applied the feedback as well as how they applied it.  The use of the qualitative and quantitative approach ultimately makes this a mixed-methods research study.

In order to analyze student data I will begin by quantitatively analyzing the data. In order to do so I start by entering and organizing the data. First, I will assign the 15 student participants codes to protect their privacy. Students have been assigned letter codes A-O. I will then begin by scoring students using the multigenre writing rubric. First, I will score students' memoir writing

pieces and then their argumentative essays. I will then enter students' scores into a table and then create a joint bar graph before creating a frequency distribution chart and histogram. I will also determine the mean, median, mode, range, and outliers within both sets of data. Thereafter, I will average the scores students received in each category on the rubric: *content, organization, evidence/details, development, and conventions.* This will allow me to create a pie chart to show the breakdown of the averages within each category for memoir writing and argumentative essay writing.

Subsequently, I will move on to a qualitative analysis of the data. First, I will focus on feedback as a predetermined category. I will review students' peer review forms as well as their memoir pieces which will allow me to come up with several emergent themes.

**Validity and Reliability**

This section presents the validity and reliability of this study. This study was designed to answer the research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* The data within this study was reliable because the study assessed two student writing samples: students' memoir writing pieces and argumentative essays. Both writing samples were scored using the same tool: multigenre writing rubric. In addition, both writing samples were scored in the same manner, using the same rubric. Both writing samples accurately represent students' knowledge and skills. Reliability references the consistency of the results (Efron & Ravid, 2019). As such, the reliability of the study is consistent and remains intact.

This data from this study is valid because it uses triangulation, relying on multiple data sources: students' memoir writing pieces, argumentative essay pieces, and peer feedback forms. These data sources accurately represent the questions being examined: *(1) After engaging in the*

*practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?* Validity addresses the degree to which the data collection tools, and interpretation of the data portray the issue being examined (Efron & Ravid, 2019).

**Limitations**

This section presents the limitations for this study. This study is designed to answer the following research questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2) How do students apply peer feedback?* One limitation in this study was that the study assessed students from a previous school year. Students involved in this study were in class during the 2022-2023 school year. Another limitation in this study is that the data was obtained over a two-week period and a separate 80-minute class period. Additionally, another limitation is that the study relies on students' written proof of their interactions as opposed to direct observations of peer interactions.

**Chapter IV**

**Findings**

Chapter 4 provides the findings that were based on the analysis of data that was collected and described in chapter 3. This mixed-methods study was conducted to qualitatively analyze how students apply peer feedback and quantitatively analyze the change in the quality of student writing after engaging in revision. As such, this study seeks to answer the following questions: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2) How do students apply peer feedback?*

**Data Collection**

My research study will seek to answer the following question: *After engaging in the practice of revision, what is the change in the quality of student writing?* This research question will be answered using two different samples of student writing. The first sample is a memoir written by students. The memoir assignment required students to produce a piece of narrative writing based on a significant memoir moment in their lives. The second sample is an argumentative essay written by students. The argumentative essay assignment required students to refer to David Brooks' *New York Times* opinion piece "The Uses of Patriotism" and Frederick Douglass' speech "What to the Slave is the Fourth of July?" and explain which made the more effective argument. Students' memoir writing samples were developed and revised over a period of two weeks. Contrastingly, students' argumentative essays were developed during an 80 minute class period. I used a multigenre writing rubric as a tool to compare both writing samples. The rubric looked at content, organization, evidence/details, development, and conventions in both pieces of writing. This rubric also included descriptions of how students could successfully meet each criterion. The scoring range for the rubric is as follows: *4 - met expectations, 3 -*

*approached expectations, 2 - partially met expectations, and 1 - did not meet expectations.* My research study also seeks to answer the question: *How do students apply peer feedback?* This research question will be answered through analysis of two data sources. First, I looked at a peer review feedback form which required students to ask for feedback on their memoir piece as well as receive specific feedback from a peer reviewer. The peer feedback form was divided into two sections. In the first section, students had to describe areas they would like feedback on in order to give direction to their peer reviewer. There is a space for their peer reviewers to respond to those areas. The second section asks the peer reviewer to analyze and pinpoint certain areas. I looked at the areas students requested feedback on, the type of feedback they received from reviewers, and how they implemented the feedback.

**Data Analysis**

Initially, I began by quantitatively analyzing the data. In order to do so I started by entering and organizing the data. First, I assigned the 15 student participants codes to protect their privacy. Students were assigned letter codes A-O. I then began scoring students using the multigenre writing rubric. I first scored students' memoir writing pieces and then their argumentative essays. I then created a double bar graph to represent students' scores on argumentative and memoir writing pieces (Figure 4.7). I also started to determine the mean, median, mode, range, and outliers within both sets of data. Thereafter, I began to average the scores students received in each category on the rubric: *content, organization, evidence/details, development, and conventions.* This allowed me to create a double bar graph to show the breakdown of the mean scores within each category for memoir writing and argumentative essay writing (Figure 4.8).

Subsequently, I moved on to a qualitative analysis of the data. First, I focused on

*feedback* as a predetermined category. Thereafter, as I reviewed students' peer review forms and

as well as their memoir pieces the following themes emerged: *narrative writing techniques,*

*organization/structure, reflection.*

**Findings: Qualitative Data Analysis**

*Predetermined Theme: Feedback*

Feedback was a predetermined theme as part of the qualitative data analysis. Feedback

refers to the suggestions offered to students by their peer reviewers. In order to appropriately

analyze feedback as a predetermined theme it has been broken down into the following sub-

themes: *tone of feedback, grammar/spelling, and unapplied feedback.*

*Tone of Feedback*

Tone of feedback refers to the tone in which peer reviewers offer students feedback. For

example, peer reviewers sometimes offered students feedback in a dismissive tone. Figure 4.1

provides examples of students' feedback requests as well as the responses from their peer

reviewers.

Figure 4.1 shows three different instances where students ask for feedback. In turn, one

peer reviewer dismissed a student concern by explaining to the student writer that they were

unsure how to offer suggestions that would allow the writer to revise the specific area, although

the peer reviewer noted that that area might not be "satisfying" to read. In another instance, the

peer reviewer noted that there wasn't need for dialogue despite the student writer noting a lack of

dialogue in the memoir. The last instance is similar, as the student writer notes the story is too

short and the peer reviewer simply states that the events "wrap it up in a timely fashion," offering

no further suggestions for revision. In all three instances, the student writers made no revisions to

their memoirs.

**Figure 4.1**

*Examples of Peer Reviewers' Responses to Request for Feedback*

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<u>*Student M*</u>

**The student writer asked the peer reviewer for help with the following:**

"Does the ending conclude the conflict and give a satisfactory end to the story? I feel like the last sentence doesn't give enough of a conclusion and I feel like I could put more but I'm not sure."

**The peer reviewer gave the following feedback:**

"The ending might not be "satisfying" to read, but I'm honestly not too sure how to fix that. It definitely concludes the conflict, though."

*Student M made no changes to the end of the memoir.*


<u>*Student D*</u>

**The student writer asked the peer reviewer for help with the following:**

"No one in my story really has dialogue"

**The peer reviewer gave the following feedback:**

"There isn't much need for dialogue because this is a vague recollection of the event."

*Student D made no changes to the memoir.*


<u>*Student D*</u>

**The student writer asked the peer reviewer for help with the following:**

"I felt that the story was too short and maybe i could have extended it more"

</div>

> **The peer reviewer gave the following feedback:**
>
> "The story is able to recite all events that had happened and wrap it up in a timely fashion."
>
> *Student D made no changes to the memoir.*

*Unapplied Feedback*

Unapplied feedback refers to feedback that students were offered by their peer reviewers, but failed to apply to their writing. For example, 40% of the time (6 out of 15 instances) students did not apply the feedback they were given. Figure 4.2 shows several instances in which the writer made no changes. Figure 4.2 depicts three peer reviewers offering specific feedback to student writers. However, none of the student writers apply any of these revisions to their memoirs.

**Figure 4.2**

*Examples of Unapplied Peer Reviewer Comments*

> <u>*Student D*</u>
>
> **The peer reviewer gave the following feedback:**
>
> "The writer could add descriptions to many events - such as him and his cousins swimming to add detail as to why it was such a fond memory."
>
> *The student writer made no changes.*
>
> <u>*Student J*</u>
>
> **The peer reviewer gave the following feedback:**
> - "There can be more description in areas like the process/travel getting from your old home to the new home. There can also be more details in which you describe more of

your internal feelings or even your family's reactions or how they felt about this process and how it affected you."

- "A theme I can take off of this piece can be "Better things will come". In order for this to be a possible theme there needs to be more description on how the change made you realize something or even appreciate things differently. Let the readers see your shift in perspective because of this change."

*The student writer made no changes.*

<u>Student B</u>
**The peer reviewer gave the following feedback:**
- **"The last sentence ", you had to be there to experience it."** It was a good way to end it off, but If you feel that isn't enough than you can talk about how this event in involve in another event( Like saying that you learned something and used it somewhere else."

*The student writer did not make this change.*

*Unapplied Feedback: Grammar/Spelling*

Grammar refers to specific language rules and spelling refers to the way words are spelled. As a sub-theme, grammar and spelling refer to students' lack of prioritization of grammar and spelling suggestions from peer reviewers. Figure 4.3 depicts examples of instances where students fail to apply feedback that is centered around grammatical/spelling errors. Figure 4.3 shows three different instances where the peer reviewer offered suggestions centered around grammar and/or spelling. In all three instances, the student writers did not make any of those changes.

**Figure 4.3**

*Examples of Peer Reviewers' Unapplied Grammar/Spelling Feedback*

<u>Student F</u>

**The peer reviewer gave the following feedback:**

"This is wonderful and honestly the one thing I can think of you doing is checking some of the spelling and a little bit of more sensory words. But beside those i truly think you did a great job on this piece and it really did make me feel what you felt during that moment."

*The student writer did not make any changes to the memoir.*

<u>*Student G*</u>

**The peer reviewer corrected the student writer's grammar and spelling (using Google Docs' suggesting feature) throughout the memoir.**

*The student writer did not make any changes to the memoir.*

<u>*Student H*</u>

**The peer reviewer corrected the student writer's grammar and spelling (using Google Docs' suggesting feature) throughout the memoir.**

*The student writer did not correct any of those changes.*

*Emergent Themes*

Upon analyzing students' memoir writing pieces and peer feedback forms, the following themes emerged: *narrative writing techniques, organization/structure, reflection.*

*Narrative Writing Techniques*

Narrative writing techniques refers to feedback sought from student writers on narrative writing techniques, specifically their use of dialogue in the memoir. Figure 4.4 shows three examples of students requesting help with their use of dialogue. Figure 4.4 shows three student

writers requesting help with either incorporating dialogue or enhancing the use of it in their

memoirs. When students were provided with feedback on where they could add dialogue, they

applied this feedback to their writing.

**Figure 4.4**

*Examples of Student Writers' Requests for Feedback Regarding Dialogue*

---

<u>*Student A*</u>

**The student writer asked the peer reviewer for help with the following:**

"I would like help with dialogue. My story doesn't have any dialogue and I would like help on how to incorporate it."

**The peer reviewer gave the following feedback:**

"I feel as though you should add dialogue with how you were feeling when you first knew, that your sneakers had come in the package and what exactly you said."

**The student added the following dialogue to the memoir:**

"You're lying." was the first thing my bestfriend said.

"Nope." I responded with a smug look on my face.

"Brooooo those are so fire. You really up now"

I didn't even have to say anything else. Just walked away. Cold as hell.


<u>*Student E*</u>

**The student writer asked the peer reviewer for help with the following:**

Dialogue

I feel like my dialogue isn´t really bad, but it is the point of my memoir that lacks the most. Knowing if I should add more will be very helpful!

**The peer reviewer gave the following feedback:**

Everythings well done in my opinion but the dialogue is a little lacking. Maybe a bit more in a couple areas like when parents came to visit you or your exact first thoughts on arriving if you remember them. it might be hard to fit it in the story, but maybe add some dialogue including the people in the hospital.

**The student added the following dialogue to the memoir:**
"I don't believe you were that bad," My dad said. I love him but the guy was a jackass.

*Student D*

**The student writer asked the peer reviewer for help with the following:**

"No one in my story really has dialogue"

**The peer reviewer gave the following feedback:**

"There isn't much need for dialogue because this is a vague recollection of the event."

*Student D made no changes to the memoir.*

*Organization/Structure*

Organization and structure refers to the students' struggle with regard to how to conclude their memoirs. Figure 4.5 depicts three instances where students request help with the endings of their memoirs.

Figure 4.5 shows three instances where student writers pinpoint revisions they would like to make to the endings of their memoirs. In one instance the student writer receives specific feedback and adds a paragraph to the end of the memoir. In another instance, the peer reviewer expresses that they are unsure how to fix the ending and the student writer makes no change. In another instance the reviewer notes that the end was "self-explanatory" and the student writer makes no changes to the ending of the memoir.

**Figure 4.5**

*Examples of Student Writers' Requests for Help with Conclusions*

---

*Student E*

**The student writer asked the peer reviewer for help with the following:**

"Ending

I feel I was doing really well until the end. It looks like I ran out of steam and I want to know if should I include things that happened during the years of recovery or why I acted the way I acted when I got out."

**The peer reviewer gave the following feedback:**

"The paragraph leading up to the ending was a little weaker than the rest of the story. It felt a little rushed, with less fully fleshed out sentences if that makes sense. You could add a little more basically. but i wouldn't change the last 5 sentences, especially that last sentence they were amazing. I think if you want to end it there it was a perfect place to do so, but if you wanted to continue it you could do exactly what you said."

**The student added the following paragraph to the end of the memoir:**

"Part of recovery is talking about your experiences and what your state of mind was when you were going through things like this. Today, on December 1, 2022, I have told you my full story of my journey through depression. I sit here with my mind lost but in the most beautiful place. A place looking back at my path of recovery. Therapy, going out with my family, and meeting amazing people was my recovery. Now to whoever is reading this. Depression is very active right now. If you are going through it, speak up when you're ready. It's perfectly okay to not be. Only after you speak, is when you will build a strong mind and be able to say,

"I beat depression."

*Student M*

**The student writer asked the peer reviewer for help with the following:**

---

"Does the ending conclude the conflict and give a satisfactory end to the story? I feel like the last sentence doesn't give enough of a conclusion and I feel like I could put more but I'm not sure."

**The peer reviewer gave the following feedback:**

**"**The ending might not be "satisfying" to read, but I'm honestly not too sure how to fix that. It definitely concludes the conflict, though."

*Student M did not make any changes to the ending of the memoir.*

<u>*Student A*</u>

**The student writer asked the peer reviewer for help with the following:**

"I like how my ending brings the story full circle but I feel like it's a little stretched out. I need help getting rid of unnecessary words."

**The peer reviewer gave the following feedback:**

"I don't think any words were unnecessary it was pretty straightforward and how you ended was self-explanatory of how you felt."

*Student A did not make any changes to the ending of the memoir.*

*Reflection*

Reflection refers to student writers' ability to reflect, or revisit their writing and display some level of thinking in order to request feedback. Figure 4.6 depicts three specific examples where students are reflective upon requesting feedback. Figure 4.6 shows five students who show evidence of evaluating their writing in some way in order to ask for help. For example, in

one instance, a student writer determines their writing is not descriptive; in another the student writer explains that they did not follow the typical plot structure; in another the student writer deems their writing is "plain;" another student determines that they jump around too much; and another student determines that they "ran out of steam." All instances depicted demonstrate students' ability to look back at their writing, think about the writing, or their process, and ask their peer reviewer how they can make improvements.

**Figure 4.6**

*Examples of Student Writers' Reflective Requests for Feedback*

---

<u>***Student M***</u>

**The student writer asked the peer reviewer for help with the following:**

"I feel like I wasn't very descriptive. Are there certain words I could use to replace any to be more descriptive? Phrases, similes, metaphors? I wanted to be more descriptive but I don't think I did that and I don't know how!!!"

<u>***Student N***</u>

**The student writer asked the peer reviewer for help with the following:**

"This has to be in this order, exposition, rising action, conflict, falling action, and resolution. I have all those things but I feel like the way I wrote it doesn't fit that order perfectly."

<u>***Student A***</u>

**The student writer asked the peer reviewer for help with the following:**

"I would like help with words to use that could make my story more dramatic and interesting. I feel like more story is kind of straight and a little plain so a little help with wording"

<u>***Student B***</u>

> **The student writer asked the peer reviewer for help with the following:**
>
> "I feel like I jump around too much in the story with my thoughts. Should I reword anything to help tell things in a more chronological fashion?"
>
> *Student E*
>
> **The student writer asked the peer reviewer for help with the following:**
>
> "I feel I was doing really well until the end. It looks like I ran out of steam and I want to know if should I include things that happened during the years of recovery or why I acted the way I acted when I got out."

**Findings: Quantitative Data Analysis**

The findings described in this section are based on a quantitative analysis of the data. This data was collected in order to answer the following research question: *After engaging in the practice of revision, what is the change in the quality of student writing?*

Students' memoir writing and argumentative essays were scored using a multigenre writing rubric (see Appendix A).

The mean score of students' memoir writing pieces was 16.13, while the mean score of students' argumentative essays was 13.93. This means that overall, most students produced higher scores on their memoir pieces. The median score of students' memoir pieces was 16, while the median score of the argumentative essays was 14. The range of the set for students' memoirs was 8, while the range of the set for students' argumentative essays was 14. This means that the distance between the highest and lowest memoir scores was less than that of the argumentative essays, meaning that the argumentative essay scores were spread out. Specifically, students' argumentative essay scores ranged from the highest score of 20 and lowest score of 6, while 20 was the highest memoir writing score and 12 was the lowest. While the memoir scores

had no outlier, the argumentative essay scores had an outlier which was 6. Ultimately, students' scores were higher when they engaged in the revision process compared to when they were not.

The multigenre writing rubric also provided data regarding students' performance in different areas. Figure 4.8 depicts the mean scores for each category for both memoir writing and argumentative essays. For both memoir pieces and argumentative essays, students' scores were highest in the category *conventions.* The mean for this category for memoir writing was a 3.8 and a 3.4 for argumentative essays. This means that a large majority of students were able to demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. On the contrary, with memoir writing *organization* and *development* were the two categories with the lowest mean score, at 2.93. For argumentative essays *development* was the category that received the lowest mean score, at 2.46. A common pattern that can be seen between both types of writing is that students struggled the most with *development.* This means that students struggled to clarify relationships between claims or ideas, in order to help to link sections of the piece, or create cohesion.

**Change in the Quality of Student Writing**

**Figure 4.7**

*Double Bar Graph – Writing Scores*
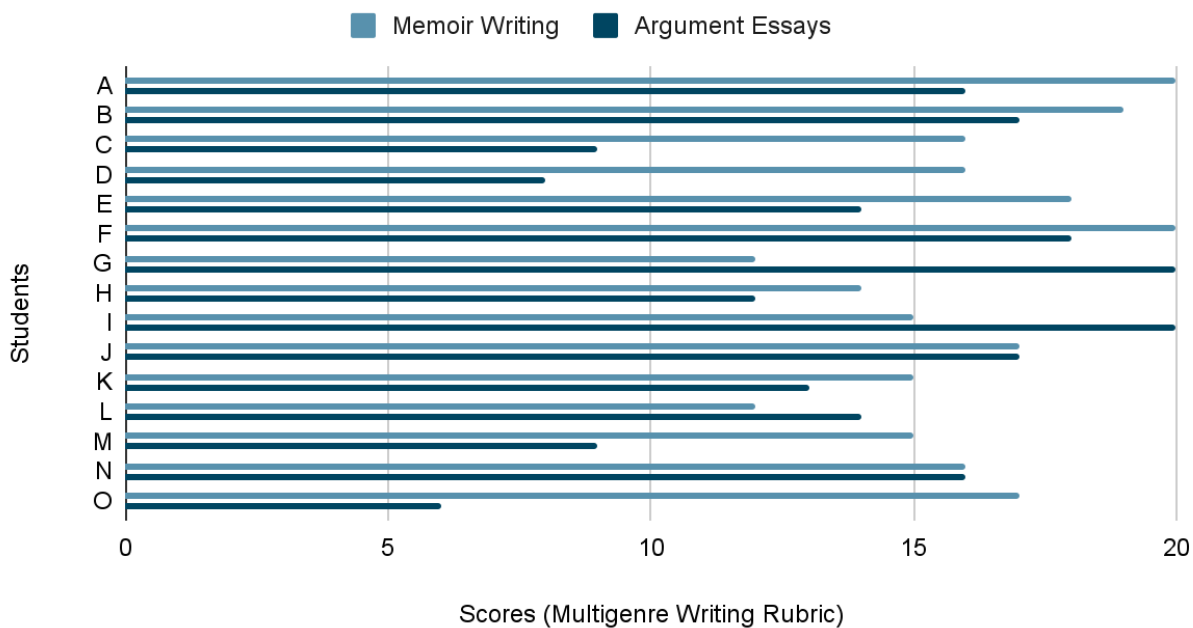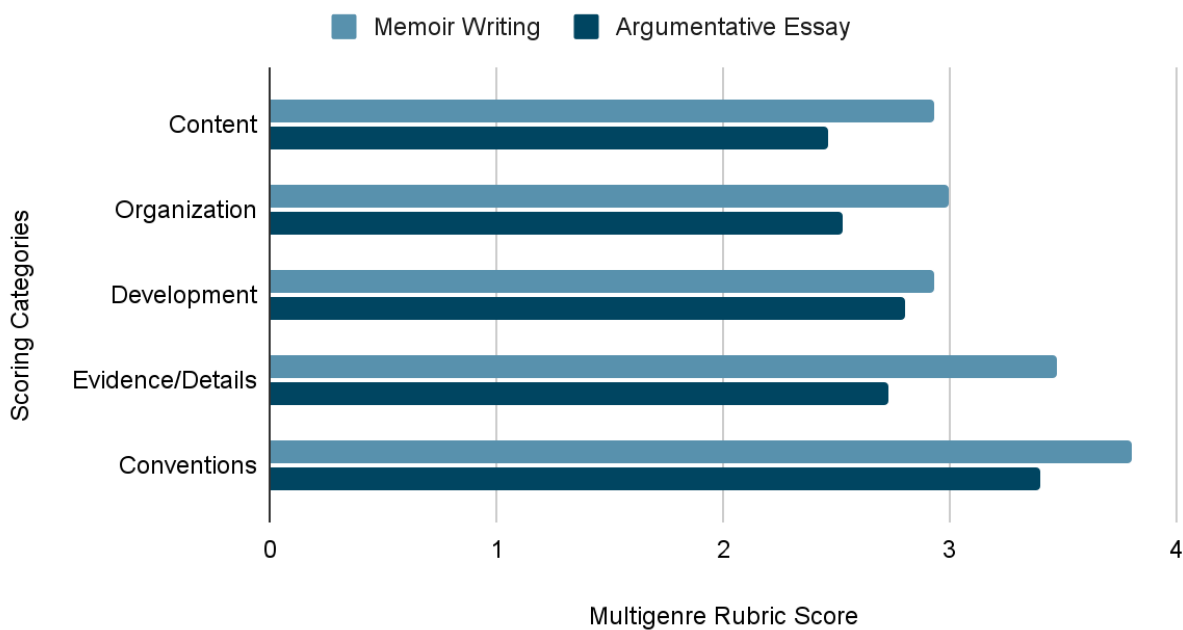
## Student Writing Scores



**Figure 4.8**

*Bar Graph – Scoring Category Mean*

## Mean: Scoring Categories

**Summary**

The findings outlined in this chapter identified themes and patterns that resulted from qualitative and quantitative analysis of the data. A qualitative analysis of the data looked at *feedback* as a predetermined theme. Feedback was broken down into several sub-themes: *tone of feedback, grammar/spelling, and unapplied feedback.* In addition several themes emerged: *narrative writing techniques, organization/structure, and reflection.* As such the following patterns can be seen in the data:

- *Sometimes peer reviewers offer students feedback in a dismissive tone. As a result, student writers do not make revisions to their writing.*

- *Student writers do not prioritize grammar and spelling revisions.*

- *Sometimes students do not apply the feedback they are offered.*

- *Students seek to enhance narrative writing through the use of narrative writing techniques such as dialogue.*

- *Student writers seek help in areas relating to structure and organization, such as conclusions, and when given specific feedback they will apply it.*

- *Student writers are reflective about their writing when seeking feedback.*

A quantitative analysis of the data shows that students performed better in memoir writing as opposed to argumentative essay writing. In addition, students performed best in *conventions* on both types of writing. Finally, the majority of students' scores saw a decline in *development* with both types of writing.

**Chapter V**

**Conclusions, Discussion, and Recommendations**

**Introduction**

This chapter discusses the conclusions drawn based on the data analysis presented in the previous chapter. The purpose of this study was to determine the change in the quality of student writing after engaging in the practice of revision. In addition, this study aimed to determine how students applied peer feedback. As such, the conclusions drawn answer the primary research questions of this study: *(1) After engaging in the practice of revision, what is the change in the quality of student writing? (2)How do students apply peer feedback?*

Based on the findings, it can be concluded that: *(1)The quality of student writing is improved after engaging in revision. (2)The tone of feedback influences its effectiveness. (3) Students can only apply and implement feedback that they can comprehend. (4) When students are able to rely on their metacognitive skills and communicate specific needs in regards to help, they are more likely to apply the feedback when given. (5) In order for student writers to effectively apply peer feedback, peer reviewers must be able to offer specific suggestions.*

**Conclusion I**

The quality of student writing is improved after engaging in revision.

*Discussion*

The data analysis of the findings of this research study showed that students' scores on their revised memoir pieces were higher compared to the scores for students' argumentative essays which were produced on-demand during a timed writing period. The mean score of students' memoir writing pieces was 16.13, while the mean score of students' argumentative essays was 13.93. In addition, students' memoir scores in each category on the rubric were

higher than the scores in the same categories for their argumentative essays, which they did not have a chance to revise. Students' scores were ultimately higher when revision was practiced. The higher mean scores on students' revised memoir pieces illustrate that the quality of student writing improves after engaging in revision.

Similarly, Chung et al.'s (2021) study supports the idea that the quality of student writing is greater when revision is practiced. The results conveyed the idea that students' participation in the revision process, including reflection, planning, and goal setting before the revision, alongside self-reflection after, has a positive impact on writing. Although the students in my study did not take a pre and post writing assessment, similar results can be seen through their written argumentative pieces which they were unable to revise. Like the students in Chung et al.'s (2021) study, the students in my study engaged in some sort of reflection in order to ask their peer reviewers for revision help, thus increasing the quality of student writing.

Further, Flower and Hayes' cognitive process theory of writing best supports the importance of revision on the quality of student writing. Flower and Hayes' theory centers on the thinking processes that support revision. However, these same thinking processes force students to take a piece of writing and transform it. Undoubtedly, when students must engage in an added layer of thinking and a process that forces them to revisit and evolve a piece of writing, the quality of their writing will be more improved. Such is the case with my study. Students had to first think about areas in which they needed more help before they could seek help from a peer reviewer. Upon revisiting their writing, they then needed to think about how to reorganize, add to, or change elements of their writing. Ultimately, when engaging in the process of revision, the quality of student writing will improve.

**Conclusion II**

The tone of feedback influences its effectiveness.

*Discussion*

The data analysis of the findings of this research study showed that sometimes peer reviewers offered students feedback in a dismissive tone. From the findings, I discovered that when students were offered feedback in a more dismissive tone, they did not make changes. This illustrates that students will not effectively apply peer feedback if the tone is unfavorable, or dismissive of their concerns. Similarly, Oliver's (2019) study findings showed that negative and ineffective beliefs about purpose can come from a response to supposed requirements. Although Oliver's (2019) study highlighted students' beliefs about the purpose of revision, the commonality between Oliver's study and my study is that any sort of negativity—whether it be from the tone of feedback or beliefs around revision—can hinder the peer feedback process, making it less effective. Although the peer reviewer may not have been intentionally negative, by noting that students' concerns are not necessary or failing to offer specific suggestions, students may in turn view the peer feedback process as negative, affecting their beliefs about the purpose of revision as in Oliver's (2019) study. On the contrary, Mantynen's (2018) study looked more at the language that allows students to discuss revision with the reviser, ultimately focusing more on the student's ability to regulate which would allow for discussion with the reviser. Mantynen's (2018) study saw the benefit of using the language of revision such as language that was genre-specific, task-specific, language, or institutional to regulate their writing. Mantynen's study showed that students could effectively apply peer feedback when the proper language was used, even allowing for discussion.

All three studies highlight the significance of proper revision practices. Comparably, Flower and Hayes (1981) describe practices meant to help to change students' perceptions

around writing as students can view writing as more of a process. All three studies raise the issue

of students' perceptions. In my study, students could have likely perceived a dismissive tone as

negative; in Oliver's (2019) study students perceived revision as negative and ineffective;

however, in Mantynen's (2018) study, students benefited from proper use of language. If

students' perceptions around revision are negative it will limit the way they apply peer feedback.

As Flower and Hayes (1981) suggest, students must look at revision as a process. In addition,

they highlight the importance of students' perceptions surrounding the process. Overall, it can be

concluded that elements such as the tone of feedback can influence the effectiveness of the

feedback, ultimately limiting students' application peer feedback.

**Conclusion III**

Students can only apply and implement feedback that they can comprehend.

*Discussion*

The data analysis of the findings of this research study revealed that students often did

not apply the feedback they were given by peer reviewers. For example, students failed to apply

feedback centered around grammatical/spelling errors. In addition, in cases unrelated to grammar

and spelling, 40% of the time (6 out of 15 instances) students did not apply the feedback they

were given, even though the peer reviewer offered specific suggestions in those instances. This

leads me to conclude that students were not sure how to implement the feedback they received,

or that they did not completely comprehend the suggestions offered by the peer reviewer.

Students' lack of understanding demonstrates their inability to apply peer feedback.

Contrastingly, Keshavarz and Polat Köseoglu's (2021) study revealed that teachers

modified their feedback per students' requests and students felt that the process known as a letter

to my teacher (ALMT) allowed them to have a part in the feedback process, ultimately leading to

their improvement as writers. The study showed that dialogue around feedback plays a key role in allowing students to appropriately and effectively revise their writing. Consequently, students felt they were able to make the appropriate revisions. The key difference between Keshavarz and Polat Köseoglu's (2021) study and my study is that in Keshavarz and Polat Köseoglu's (2021) study students engaged in more of a detailed dialogue with their teacher. Students' use of sentence starters also helped them communicate their needs more effectively and their teachers were better able to provide them with feedback. In turn, students found that they were better able to make revisions and self correct. However, in my study students did not receive sentence starters that would help to prompt them to communicate their needs. As a result, in Keshavarz and Polat Köseoglu's (2021) study teachers felt they were more aware of students' needs. In my study, peer reviewers may not have been completely aware of students' needs, therefore causing them to provide feedback that the student writer may have been unsure how to comprehend or implement. Ultimately, it is the detailed dialogue between the writer and peer reviewer that allows for students to effectively revise their writing. Similarly, Henry et al.'s (2020) study highlighted the importance of dialogue when providing feedback, but through the use of digital face-to-face conferencing tools like Screencastify. In Henry et al.'s (2020) study students noted that this immediate feedback helped them make better revisions to their writing. Students valued being able to make revisions based on conversations that were happening in the present as opposed to feedback that might have come days before the revision. The shared element between Keshavarz and Polat Köseoglu's (2021) study and Henry et al.'s (2020) study is the depth of dialogue between the student writer and the reviewer. In both studies, this allowed for students to revise more effectively and left little room for misunderstanding.

The significance here lies in the dialogue that students are able to engage in with their reviewer.  I concluded that students were not applying and implementing feedback because they simply did not comprehend the feedback they were offered or they were just unsure how to implement it. As such, Keshavarz and Polat Köseoglu's (2021) study and Henry et al.'s (2020) study speak to the issue of communication between the student writer and reviewer, highlighting the importance of fostering dialogue between both, whether it be through digital conferencing tools like Screencastify, or through a process like ALMT. Likewise, this also speaks to the critical element of thinking that lies within Flower and Hayes' cognitive process theory of writing. As they deem writing to be "a set of distinctive thinking processes" that writers take on, it is important to note that the thinking process is a crucial aspect of dialogue and communication. In addition, comprehension is a large part of the cognitive process, and affects students' ability to apply feedback.  Keshavarz and Polat Köseoglu's (2021) study, Henry et al.'s (2020), Flower and Hayes' cognitive process theory of writing, and my study all highlight the importance of comprehension on the part of the student writer. This comprehension plays a critical role in the writer being able to foster productive dialogue with the reviewer, ultimately allowing for the writer to effectively apply the feedback provided by the reviewer.

**Conclusion IV**

When students are able to rely on their metacognitive skills and communicate specific needs in regards to help, they are more likely to apply the feedback when given.

*Discussion*

The data analysis of the findings of this research revealed that students were reflective as they demonstrated the ability to look back at their writing, think about the writing, or their process, and ask their peer reviewer how they could make improvements. In addition the findings

revealed that student writers requested help with incorporating or enhancing the use of narrative writing techniques in their memoirs. When students were provided with feedback after clearly communicating their needs, they applied this feedback to their writing and made the necessary revisions when the reviewer offered suggestions. Looking at the emergent themes of narrative writing techniques and reflection led me to the conclusion that when students are able to rely on their metacognitive skills and communicate specific needs in regards to help, they are more likely to apply the feedback when given.

The process of students communicating specific needs that they hope to address is similar to Flower and Hayes' cognitive process theory of writing. Of particular importance, Flower and Hayes stress the idea that writing is a thinking process. Flower and Hayes contend that the most essential aspect of setting goals is that they are "...*created* by the writer" (Flower & Hayes, 1981, p.373). Likewise, Graham et al. (2018) note that setting clear goals will give students better purpose. When students are able to clearly communicate specific needs they hope to address, they are also setting goals for themselves. In addition, in my study, whenever the reviewer provided feedback on needs that were clearly communicated and the student understood how to implement it, they applied the feedback. This emphasizes the importance of the peer feedback process beginning with the writer setting goals which will in turn give them better purpose.

Similarly, as in Keshavarz and Polat Köseoglu's (2021) study, the reviewer had to modify their feedback to address students' requests. In my study and Keshavarz and Polat Köseoglu's (2021) study the revision process is set in motion by the writer. It is the student writers' requests that guide much of the process and allow them to clearly communicate specific needs. In this way, student writers are more likely to apply the feedback they receive as a result

of their requests. Comparably, students in Chung et al.'s (2021) study results conveyed the idea that students' participation in the revision process, including reflection, planning, and goal setting before the revision, alongside self-reflection after, had a positive impact on writing. Most notable is students' participation in goal setting before revision as it reflects students requesting help with and communicating specific needs before applying the related feedback. All three studies illustrate that when students are able to set goals, such as communicating specific requests for feedback in the hopes of revising, they are more likely to apply the feedback. The significance behind students' ability to set goals for themselves such as requesting specific feedback is in their metacognitive skills. Students must be able to think about their writing and be aware of areas in need of improvement. Likewise, Chung et al.'s (2021) study found that students can take hold of their learning and begin to self-monitor. Chung et al.'s (2021) study conveyed the importance of teaching students skills and strategies, but also giving them the opportunity to practice revision. The commonality between Keshavarz and Polat Köseoglu's (2021) study, Chung et al.'s (2021) study, and my study is that students when students are able to communicate specific needs in regards to help, they are more likely to apply the feedback they are given, allowing them to effectively engage in the process of revision. Ultimately, students' metacognitive skills allow them to communicate specific needs, further increasing the likelihood that students will be able to effectively apply the feedback when it is given.

**Conclusion V**

In order for student writers to effectively apply peer feedback, peer reviewers must be able to offer specific suggestions.

***Discussion***

The data analysis of the findings of this research showed three instances where student writers pinpoint revisions they wanted to make to the endings of their memoirs. In one instance the student writer received specific feedback and added a paragraph to the end of the memoir. In another instance, the peer reviewer expressed that they were unsure how to fix the ending and the student writer made no change. In another instance the reviewer noted that the end was "self-explanatory" and the student writer makes no changes to the ending of the memoir. This led me to conclude that in order for student writers to effectively apply peer feedback, peer reviewers must be able to offer specific suggestions.

Similarly, Finkenstaedt-Quinn et al.'s (2019) study results conveyed the importance of peer review and revision in writing. Finkenstaedt-Quinn et al. (2019) suggested that teachers continue to scaffold the peer review process for students as it is beneficial for both teachers and students. Unlike my study, in Finkenstaedt-Quinn et al.'s (2019) study peer reviewers were encouraged to provide feedback on content instead of mechanics. Upon receiving their work, students were tasked with revising. Results showed that reviewers provided thorough comments on their peers' writing. Part of providing thorough comments means reviewers must also keep the focus on content as opposed to mechanics. Another key difference is that students used a rubric to facilitate the peer review process. This raises the question of whether or not peer reviewers would provide more specific feedback if tasked with using a rubric as part of the process?

Like Finkenstaedt-Quinn et al.'s (2019) study, Dorji's (2021) study required students to participate in revision lessons during which the feedback was tied to specific criteria such as the title of essay, paragraph format, features and content, organization, and language and conventions. The feedback was always tied to the topic of the revision lesson. In this way,

student writers received specific suggestions. Finkenstaedt-Quinn et al.'s (2019) study and Dorji's (2021) study both share a focus on specific feedback. By targeting the feedback on a few specific areas, can offer more specific suggestions, increasing the likelihood that student writers will apply the feedback. In both studies student writers received very specific suggestions and were able to apply the feedback. To further this conclusion, Mantynen's (2018) study placed emphasis on the language that allowed reviewers to discuss revision with the writer, ultimately focusing more on the student's ability to regulate which would allow for discussion with the reviser. Most notable was the suggestion that the language of revision be genre-specific, task-specific, language, or institutional. Finkenstaedt-Quinn et al.'s (2019) study, Dorji's (2021) study, and Mantynen's (2018) study all highlight the significance of specific, targeted feedback. All three studies highlight the influence that specific language or specific feedback has on communication between the student writer and the reviewer. Likewise, as I concluded in my study, it is important that peer reviewers are providing specific suggestions in order to ensure that student writers effectively apply the feedback. These conclusions illustrate the significance of teaching peer reviewers how to use specific language to target specific areas within the writing that are focused on content. This conclusion aligns with Flower and Hayes' theory as they note the importance of writing as a constantly developing process. As part of this process, in order for students to continuously develop their writing, they must seek the guidance of others. In doing so, it is important that reviewers are able to offer guidance that is specific.

**Recommendations for Further Research**

Based on the findings of this study, further research is recommended to examine the scaffolding of the peer revision process; the dialogue that prompts effective discussion between the writer and reviewer; goal-setting strategies; and metacognition.

I concluded that the tone of peer feedback could influence its effectiveness. In addition, I concluded that peer reviewers needed to offer specific feedback in order for student writers to effectively apply the feedback. Both instances highlight a need for the revision process to be scaffolded in the classroom. This is significant because if not done students can develop negative perceptions around the revision process, limiting their application of feedback. As such, it would be beneficial to conduct a study that explores the effects of scaffolding the peer review process on revision.

Additionally, further research should be conducted to analyze the effectiveness of different modes of dialogue between the reviewer and writer. For example, is it more effective for the reviewer and writer to engage in a face-to face conference, digital conference, or written letter prompted by sentence frames? This research would be beneficial because it would shed light on effective ways to engage in peer feedback and revision.

Lastly, further research should be conducted on goal-setting and metacognition. A study that examines the impact of goal-setting and metacognition on student writing. For example, do students who utilize goal-setting and metacognition demonstrate better writing than those who do not? How does goal-setting and metacognition influence student writing?

**Recommendations for Teachers**

Based on the findings of this study, several recommendations can be made for teachers to help students better engage in revision and apply peer feedback. The first recommendation is that teachers need to spend more time teaching peer reviewers how to provide specific feedback. This could include modeling the process for students, or teaching students how to use language that is genre specific and task specific. This would help to ensure that the tone and language that reviewers use is favorable and will allow student writers to effectively apply feedback. Another

suggestion to support this recommendation would be to have peer reviewers use rubrics or checklists when providing feedback to ensure the feedback is focused on specific areas. A third suggestion to support this recommendation would be for teachers to allow peer reviewers to use sentence frames. This could be an effective way to scaffold the process.

A second recommendation for teachers would be to focus more on metacognitive strategies in the classroom. For example, perhaps students can work on annotating their own writing and demonstrating their thinking about their writing by annotating a piece they have written. This would foster more independence on the part of the writer in terms of self-regulating and self-correcting. In addition, teachers could model metacognition through the use of think-alouds. Another way to incorporate metacognitive strategies in the classroom is to have students work on setting goals for their writing.

A third recommendation for teachers would be to model how to implement feedback. Teachers can also use think-alouds to talk through the process of applying and implementing feedback that is received. In this way, teachers would also be modeling metacognition for students. As a result, students would feel more prepared to apply and implement feedback.

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## Appendices

Appendix A. Multigenre Writing Rubric

| | 4 = Met Expectations | 3 = Approached Expectations | 2 = Partially Met Expectations | 1 = Did Not Meet Expectations |
|---|---|---|---|---|
| **Content** | The writing includes a clear argument/topic that is supported by sufficient, valid reasoning or well-chosen details. | The writing includes an argument/topic that is supported by reasoning or details. | The writing includes an argument/topic, but may not be fully supported by reasoning or details. | The writing includes an argument/topic, but lacks reasoning or details to support. |
| **Organization** | The writing is organized and logically sequenced, creating a smooth progression of ideas/events. | The writing has some organization creating somewhat of a progression of ideas/events. | The writing lacks organization, and there is not a smooth progression of ideas/events. | The writing lacks organization, making it difficult to follow the pattern of ideas/events. |
| **Evidence/Details** | The writing uses precise language, details, or evidence that convey specific meanings and support major ideas. | The writing details, or evidence that convey ideas and support some ideas. | The writing lacks details, or evidence that convey ideas and support some ideas. | The writing lacks details/evidence. The piece may be incomplete. |
| **Development** | The writing is developed with details/evidence that clarifies relationships between claims or ideas, helps to link major sections of the piece, or creates cohesion. | The writing is somewhat developed with details that somewhat clarify relationships between claims or ideas, helps to link sections of the piece, or create cohesion. | The writing needs further development. It may be lacking in details that clarify relationships between claims or ideas, helps to link sections of the piece, or create cohesion. | The writing needs further development. There are little to no details that clarify relationships between claims or ideas, help to link sections of the piece, or create cohesion. |
| **Conventions** | The writing demonstrates command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. | The writing demonstrates command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. There are only a few minor errors. | The writing demonstrates a lack of command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. There are several errors throughout the piece. | The writing demonstrates a lack of command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. There are several errors throughout the piece. The errors interrupt meaning. |

Appendix B. Peer Feedback Form

Name of Writer:
Name of Peer Reviewer:

| STEP 1 | |
|---|---|
| **Directions:** | |
| **Writer: In the left column, describe areas of your memoir that you would like feedback on. Be descriptive so your peer reviewer is able to truly help you. <u>List at least three areas that you would like feedback on.</u>**<br><br>**Peer Reviewer: In the right column, be specific in your advice/feedback to the writer. Be sure that you include examples so the writer is able to fix the writing with your suggestions.** | |
| | |
| | |
| | |

| STEP 2 | |
|---|---|
| **Directions:**<br>**Peer Reviewer: Be specific in your advice/feedback to the writer. Be sure that you include examples so the writer is able to fix the writing with your suggestions.** | |
| 1. Is the story focused on a memorable moment in the writer's life?<br>2. What larger meaning or important message does the writer communicate? | 3. |
| 3.      Highlight all the places in the memoir where the writer uses sensory details and strong imagery to make the narrative come alive.<br>3.      Identify areas where the writer can add descriptions. Be specific about what the writer should do. | |
| 5.      Underline areas where you hear the writer's voice.<br>5.      What are some other ways the writer can incorporate voice in this piece? Be specific. | |