# Two Heads are Better than One

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The purpose of this research was to investigate peers' comments in peer review activity. The project was carried out for four weeks with six first-year undergraduate students in Japan. The comments in compositions were analyzed from two groups of students in a writing classroom. Faigley and Witte's (1981) taxonomy of comments was adapted and used to identify the types of comments: surface-level comments and text-based comments. The findings show that surface-level comments were made more than text-based comments. Subjects were able to not only produce useful comments but also improve overall writing abilities.

## 1. Introduction

Studies have shown that peer review is recommended as an effective evaluation activity. Most of these studies suggest that peer review enhances students' learning and improves students' ability in many respects, some of which are to fill-in the insufficient areas of a teacher's feedback. However, a primary concern when teachers implement peer feedback into a writing class is students' ability to provide their peers with useful suggestions. Indeed, students' capability can have an impact on the effectiveness of peer feedback in two ways.

First, students may doubt their own, and their peers', abilities to respond to writing. Kate Mangelsdorf (1992) revealed that the negative views of students regarding peer reviews were due to lack of trust in peers' responses. Similarly, Dominique Sluijsmans, Saskia Brand-Gruwel, and Jeroen van Merriënboer (2002) found that students with fewer chances to experience peer review activities considered peer review too subjective and doubted its fairness. These students felt that the teacher is the expert and the only objective assessor. Furthermore, a study by Stephanie Hanrahan and Geoff Isaacs (2001) revealed that some students consider that marking their own and their peers' work is difficult when they feel unsure about giving marks to each other, believing it to be "risky" and "unfair". Such students doubted if they had enough ability to evaluate peers' work or felt that other factors, such as subjective views, friendship and gender, might influence marking. This would explain why, when given a choice between teacher and peer comments, most students preferred the teacher's comments (Mangelsdorf 1992; Nelson and Carson 1998). This also explains why peer suggestions were incorporated less during the revision process (Nelson and Murphy 1993). However, contrary to the previous research, a study conducted by Nat Caulk (1994) comparing teacher and student responses to written work based on textual analysis and student survey data found that 89% (25 out of 28) of intermediate/advanced level foreign language students' comments were useful, and that 60% of students made useful suggestions that were not mentioned by the teacher. Paul Rollinson (1998, cited in Rollinson 2005) had similar results: 80% of his college-level students offered valid feedback and only 7% were potentially damaging. To sum up, based on the above studies, it is not always true that students lack the ability to respond to writing, and it is possible for students to become competent evaluators and to make useful comments.

Second, students' individual abilities may influence the types of feedback they offer when evaluating peers' writing. Sluijsmans, Brand-Gruwel, and van Merriënboer (2002) reported that students frequently use words such as "nice" and "good" instead of more substantial words. It is possible that such students fear they would hurt others' feelings by giving negative comments – even though more critical comments may have been more accurate. However, this fear can limit a peer's willingness to provide useful comments, and thus reduce the effectiveness of peer response. Therefore, in light of the above statements, teachers who are willing to apply peer review in class need to consider implementing pre-training of peer review to enhance the efficacy of peer feedback (e.g., Berg 1999; Min 2005; Stanley 1992; Zhu 1995). In a further study conducted by Jane Stanley (1992), she arranged a lengthy coaching procedure for two freshman writing groups in order to investigate whether more preparation would result in more effective peer interaction. One group was offered extensive coaching for seven hours; the coaching focused on text-based issues and included the use of role-play in responding to peer evaluation. In contrast, the un-coached group only had a one-hour discussion of peer evaluation. The results revealed that the coached group made substantially more comments (n=637) than the

un-coached group (n=137), illustrating that prior training made students more willing to participate in discussions and enabled them to offer more specific guidelines for revision.

Hui-Tzu Min (2005) also examined the impact of 18 trained college students' feedback on revisions. The training in Min's study included a four-hour demonstration and one-hour teacher-student conference which offered guidelines on peer review. The goal of the training was to clarify writers' intentions, explain the nature of problems and provide useful and concrete feedback. The results showed that students can incorporate a greater number of reviewers' comments into revisions after training, and that the quality of revisions was significantly higher than before training. Consequently, training with clear guidelines on how to provide constructive criticism plays a very crucial role in assisting students to make useful comments concerning both surface-level and text-based issues.

## 2. Incorporation of peer feedback into student writing

Once it can be established that students are capable of providing feedback on writing, the next step is to address the question as to whether students can incorporate peer comments into their writing. In an attempt to answer this question, a study conducted by Gayle Nelson and John Murphy (1993) showed that the mean score of the extent to which students incorporated their peers' comments into their writing when making revisions was 3.2 (1=writer did not make revisions based on peer feedback; 5=writer made significant revisions based on peer feedback). Similarly, Cássia Mendonça and Karen Johnson (1994) showed that in 53% of revisions, students adopted their peers' comments; in 37% of revisions, they revised parts of their writings without reference to peer reviews; and only in 10% of revisions, they did not make changes on a given part of their writing, even though it had been discussed in the peer reviews. However, in contrast Ulla Connor and Karen Asenavage (1994) found that only about 5% of revisions resulted from peer comments, while 35% of revisions were based on teacher feedback and 60% of revisions occurred as a result of the writer himself/herself or others (such as writing center tutors). Trena Paulus (1999) analyzed sources of revisions from self, peers, teacher and others. Interestingly, the results of her analysis showed that 14% of revisions involved peer suggestions (as well as 34% from teacher comments and 52% from self/other); this was almost three-times the portion found by Connor and Asenavage (1994).

Further, it is noteworthy that another possible factor that can influence the effects of incorporating peer responses into revisions is group/peer interaction. Nelson and Murphy (1993) found that in an interactive environment, the writer tended to be constructively engaged in the discussion of his/her work; however, in a non-interactive environment, the writer provided very little input. Furthermore, Carol Berkenkotter (1984) indicated that the personalities of students affected their performance during peer review. She found that immature, aggressive and defensive types of students tended to reject their peers' advice, while passive and vulnerable types were more likely to accept and use peer suggestions, even if they were poor suggestions. Thus, under these circumstances, teachers may be able to facilitate cooperation among students by encouraging them to interact with each other using certain ground rules. For example, teachers can ask students to do role play in which a writer paraphrases a reader's comments; or teachers can be a model to make responses, such as paraphrasing and asking for clarification before students participate in the discussions (Nelson and Murphy 1993). These activities could encourage students to provide more feedback on student drafts through peer interaction.

As for the efficacy of adopting peer comments for revisions, several researchers have provided positive evidence in support of peer feedback (e.g., Berg 1999; Jacobs and Zhang 1989; Paulus 1999; Zhu 1995). For example, George Jacobs and Shuqiang Zhang (1989) worked with 18 college students in Thailand and Hawaii to compare peer, teacher and self-feedback in composition drafts. Although peer readers provided a very small portion of grammatical feedback, 76% of the revisions changed from inaccurate to accurate versions. Moreover, Paulus (1999) reported that, aside from surface-level changes, the writing changes learners incorporated based on peer feedback were more often text-based revisions than those they made based on their own analysis. In E. Catherine Berg's (1999) study, 46 ESL college-level students were divided into two groups – one received training in how to respond to their peers' writing and the other group did not. Berg found that there was a significant difference in meaningful revisions made by the trained group rather than the untrained group. Furthermore, the results of students' revised drafts showed that the quality of the text was positively

affected by the trained group, suggesting that training may lead to greater improvement in subsequent student work. Also, Wei Zhu (1995) investigated the effects of training on peer interaction and peer feedback in university-level freshman writing classes. He divided students into experimental and control groups: the experimental group received training concerning giving effective feedback on peer writing, and the control group did not. The results revealed a significant difference between the experimental and control groups. Students who received training generated more comments and participated more in interaction and negotiation than those without training, leading to a potential conclusion that appropriate training can have a significant effect on both the quantity and quality of responses.

## 3. The study

This study takes into consideration the teaching contexts in Japan, as well as the lack of empirical studies concerning peer comments for improving writing skills. Thus, this study is centered upon what kind of comments students can provide in peer review activity. The taxonomy of comments by Lester Faigley and Stephen Witte (1981) was adapted and used for the analysis of peer comments.

### 3.1. Participants

Two peer review groups, with three students in each, participated. Students were enrolled in a first-year writing class at university. Group 1 consisted of two male students and one female student from Japan. Group 2 included one male student and two female students. Their native countries were Brazil, Japan and the Philippines. The participants had all received regular English education for at least six years and had been learning English writing since their first year at the university. None of the participants had ever experienced peer review in the classroom.

### 3.2. Procedure

This peer review project took place over a one-month period. The subjects gave comments to their partner for four weeks. During the four-week period, they gave comments once a week. Before the project began, subjects were offered guidelines on peer feedback (Appendix A) and were asked to perform one trial exercise in which they gave feedback on trial writing, with the assistance of a peer response sheet (Appendix B). Next, the procedure of peer evaluation, guidelines for the subjects, and how to use the peer response sheet were explained using a printed handout.

At the beginning of the project, in order to familiarize the subjects with the activity, students were encouraged to introduce themselves in the first composition. Next, students began writing compositions for this project. The subjects were told that in each composition, they needed to write at least two parts. The first part was based on the weekly topic provided by the researcher, and the second part was feedback in which participants shared their opinions about their partner's writing with each other. The subjects were informed that the composition would not be marked, but in order to encourage their participation in the project, they gained additional credits for their final English marks if they submitted all compositions on time. The whole practice cycle was repeated once on the first composition so that participants could become more familiar with giving and receiving feedback. It should be noted that after exchanging their compositions, problems observed in the peer comments were discussed with each participant and they were asked to explain the reasoning behind their comments, seeking improvement in their feedback for the next exchange. Table 1 shows the schedule of the research project.

| Week | Procedure |
| --- | --- |
| Week 1 | 1st composition topic- Self-Introduction |
| Week 2 | 2nd composition topic- My Favorite |
| Week 3 | 3rd composition topic- My Dream |
| Week 4 | 4th composition topic- The Place that I Like to Go |

Table 1. Schedule of research project

**3.3. Data analysis**

For the analyses of peer comments in both the $2^{nd}$ and $4^{th}$ weekly compositions, the taxonomy of comments invented by Faigley and Witte (1981) was selected and adapted (Appendix C). The comments on peer writing were first categorized into two kinds of comments – general comments and specific comments. General comments refer to both positive feedback on the overall writing and personal reflections, and were typically written in Section One and Three of the peer response sheet. Although general comments were beyond the discussion of the study, it is undeniable that they played an important role in encouraging students. Specific comments were divided into two kinds of feedback: surface-level and text-based comments. Surface-level comments suggest surface changes, and text-based comments refer to global-level changes. Surface comments were further classified into two kinds of comments: formal changes (mechanics and grammar) and meaning-preserving, a change which "paraphrases the concepts in the text but does not alter them" (Faigley and Witte 1981, 403). Meaning-preserving changes involve additions (i.e., adding a word or a phrase), deletions (i.e., omitting a word or phrase), substitutions (i.e., exchanging words with others), permutations (i.e., rearranging words), distributions (i.e., dividing one segment into more than one) and consolidations (i.e., combining two or more segments into one). Text-based comments are divided into two similar parts – microstructure comments, which do not affect the summary of a text and only have minor changes in sentences and paragraphs; and macrostructure comments, which affect the overall summary of a text. They both consist of six subcategories, involving additions, deletions, substitutions, permutations, distributions and consolidations, and have similar definitions to those mentioned above, except that they regard meaning changes.

**3.3.1. Comments provided in peer review activity**

Table 2 summarizes the results of specific surface-level and text-based comments, excluding 16 general comments in the $2^{nd}$ composition and 14 in the $4^{th}$ composition. Table 2 shows that, in both compositions, students provided more surface-level comments than text-based comments. In the $2^{nd}$ composition, students produced 23 specific comments, including 17 surface-level comments and 6 text-based comments. In the $4^{th}$ composition, among 35 specific comments, 24 were surface-level and 11 were text-based comments. As shown in Table 3, two-thirds of the surface-level comments in the $2^{nd}$ and $4^{th}$ compositions were formal comments and one-third were related to meaning-preserving comments. Furthermore, students tended to focus on grammar features among formal comments, and on additions in meaning-preserving comments. In terms of text-based comments, microstructure comments were made more than macrostructure ones. Moreover, students made more text-based comments on the $4^{th}$ composition, since the ratio of microstructure and macrostructure comments was slightly increased compared to the $2^{nd}$ composition. Therefore, the number of text-based comments was higher for the $4^{th}$ composition than for the $2^{nd}$.

| Comments | $2^{nd}$ composition | $4^{th}$ composition |
|---|---|---|
| Surface-level | 17 (74%) | 24 (69%) |
| Text-based | 6 (26%) | 11 (31%) |
| **Total** | **23** | **35** |

Table 2. Number of specific comments

| Comments | 2nd composition | 4th composition |
|---|---|---|
| *Surface-level comments* | | |
| **Formal comments** | | |
| Mechanics | 2 | 2 |
| Grammar | 10 | 15 |
| **Total formal comments** | **12** | **17** |
| **Meaning-preserving comments** | | |
| Additions | 3 | 3 |
| Deletions | 0 | 0 |
| Substitutions | 1 | 2 |
| Permutations | 0 | 2 |
| Distributions | 0 | 0 |
| Consolidations | 1 | 0 |
| **Total meaning-preserving comments** | **5** | **7** |
| *Total surface-level comments* | **17** | **24** |
| *Text-based comments* | | |
| **Microstructure** | | |
| Additions | 2 | 6 |
| Deletions | 1 | 0 |
| Substitutions | 1 | 2 |
| Permutations | 0 | 0 |
| Distributions | 0 | 0 |
| Consolidations | 0 | 0 |
| **Total microstructure comments** | **4** | **8** |
| **Macrostructure** | | |
| Additions | 1 | 2 |
| Deletions | 0 | 0 |
| Substitutions | 1 | 1 |
| Permutations | 0 | 0 |
| Distributions | 0 | 0 |
| Consolidations | 0 | 0 |
| **Total macrostructure comments** | **2** | **3** |
| *Total text-based comments* | **6** | **11** |
| **Overall number of specific comments** | **23** | **35** |

Table 3. Subcategories of specific comments

Students in this study made more surface-level comments than text-based comments, which is consistent with studies such as those by William Gaskill (1986), Chris Hall (1990) and Kanchit Tagong (1991). These studies reveal that high percentages of surface-level changes were generated by students, more so than global-level changes. A likely explanation for the abundance of critique of surface-level errors is that such errors are easier to find and correct (Leki 1990), as students can find the answers with the assistance of an online resource bank or reference book. Thus, students may have more confidence in providing surface-level comments. Text-based problems are more complex than surface-level problems and it is often difficult for students to find standard answers to text-based problems. For instance, when students detect something lacking in logical sequencing or organization, they may find it difficult to indicate exactly what the problem is, or be unsure

about the validity of their comments because the problem is not illustrated in reference books. Therefore, they may tend to keep silent about suggesting text-based corrections.

Among the surface-level comments, two-thirds were related to formal changes and one-third suggested meaning-preserving changes. These two types of comments required different language abilities. On one hand, making formal comments requires the ability to indicate incorrect items of a linguistic nature, such as grammatical and mechanical errors. For example, in Japan, where the education environment is focused overwhelmingly on assessment, the reason why students are good at spotting surface-level errors is that teachers consistently emphasize English grammar. As we can see on the peer response sheet, some formal comments were made following the explanation of grammatical rules. For example, one student wrote "*I feel happy and excite there*", and her partner offered the grammatical rules to correct, noting "*because feel is a linking verb, a linking verb may connect the subject with an adjective, like I feel shy. (feel / look / smell /sound / taste + adjective) Therefore, I suggest you should use adjective 'excited' instead of verb 'excite'.*" This correction not only provided the writer with very persuasive evidence, but reinforced and expanded the responder's understanding of the nature of the rule in question (Witbeck 1976). On the other hand, most meaning-preserving comments were intended to clarify confusing parts or to suggest alternative ways to enhance the quality of a student's writing. For example, one student wrote, "*The main character is good looking. He is a bad person.*" Her responder suggested that she can change it to, "*The main character is a good looking but bad person.*" The meaning of the sentence was not changed, but the suggested revision created a better sentence and improved clarity. Therefore, making meaning-preserving comments required the ability to reflect on the need and appropriateness of phrases or sentences and to think of a possible revision. The ability to offer such critique is very important in learning writing, especially for L2 learners, who often underperform in their output. When these language learners face difficulties in output, they often simply translate the meaning from L1 into L2, causing unnatural production. The learners in this study understand what their partners are trying to convey in their feedback, as they are helping to find a better way to express the intended meaning. This can not only reduce teachers' heavy workload in responding to students' writing, but also provide learners with opportunities to think in their target language. To sum up, when students make surface-level comments, it improves their abilities not only in pointing out linguistic errors but in thinking in their target language.

Aside from the increasing number of surface-level comments in the 4th composition, surprisingly, there was also a slight increase in the number of text-based comments. In terms of number, compared to the 2nd composition, 4 more microstructure comments and 1 more macrostructure comments were made in the 4th composition, resulting in an increase of text-based comments by 5%. The following are the possible reasons for this growth in text-based comments. First, the teacher-student talk after every composition exchange might have an influence on students' subsequent writings. During the intervals between each composition, the researcher talked to them individually and offered some suggestions based on observations. Aside from gaining a basic understanding of students' perceptions towards composition exchange, the main purpose of this interview was to facilitate and encourage students to provide feedback. The issues that were discussed not only focused on students' writing content, but on how to provide relevant and useful feedback. Every participant agreed that this was a learning process and acknowledged the importance of expanding their feedback in subsequent exchange activities. Second, the familiarity of a weekly composition topic might have influenced students' performance. The topic of the 2nd composition was the introduction of each student's favorite thing, whereas the 4th composition concerned the places that they liked to go. Due to the fact that the students all lived in Japan, they all described places that were famous, and their partners wanted to learn more about them. Therefore, responders suggested that student-writers provide more details, examples and descriptions. This may explain why the number of text-based comments of additions increased in the 4th composition, as responders gained a strong sense of what they were looking for as readers.

As a result, despite a great number of surface-level comments, students in the study were able to respond to more global-level changes in the 4th composition, and the number of text-based comments increased. In this sense, this study is similar to a study by Stanley (1992), which showed that with careful coaching, students can offer their partners substantially more specific comments about their writing.

## 4. Conclusion

The main purpose of this study is to investigate what kind of comments students provide in peer review activity. In regard to the comments produced, the results reveal that students tend to make more surface-level comments than text-based comments, a finding which is consistent with the research conducted by Gaskill (1986), Hall (1990), and Tagong (1991). Although there were a high percentage of surface-level comments, it is rather crucial in an assessment-oriented teaching environment to develop students' abilities in detecting linguistic errors and thinking in the target language.

Although this study reveals the positive effects of using peer review with university students, several limitations constrain the extent of this study. First, due to the small sample size and short time duration, one might not be able to generalize the findings to other Japanese students. To fully meet relevant pedagogical needs, a sufficient number of participants is necessary to explore with quantitative methods the effects of peer review on students' writing abilities. Furthermore, this project cannot predict all possible difficulties when implementing peer review activity in the classroom because all six participants were volunteers, and their motivation for learning writing might be higher than other students. Also, the participants in this project have studied English writing for at least one year. Therefore, the findings may not be applicable to novice student writers or expert student writers.

In conclusion, peer review activity can be implemented in the university in Japan to provide students with productive learning experiences. This study found that subjects are able to produce useful comments in this project. It is suggested that the combination of peer feedback and teacher feedback would meet the diverse needs of students in writing classes, so that their learning performance may develop to the best of their efforts.

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**Appendix A.－ Guidelines on peer feedback**

**Guidelines on Peer Feedback** *(Adapted from Wu 2006)*

**Giving peer feedback:**

1. When giving peer feedback, you do not need to change your role to be a teacher. When you read your partner's writing, you are a reader not a teacher. If you have some problems or suggestions about his/her writing, please tell the author your thoughts and ideas honestly. Of course, you cannot expect he/she will accept your opinions, but you and your partner must have the opportunity to learn from each other.
2. You need to tell your opinions to your partner honestly, even if his/her English ability is better than yours. The reasons are as below:
    a. During a peer review activity, he/she doesn't know your English writing ability. What you suggest may be a blind spot that the author ignores.
    b. Even if his/her English ability is better than yours, he/she may have weaknesses in his/her writing. A good writer needs to revise constantly so that he/she can produce a perfect piece of writing for readers.
    c. The main purpose of peer review does not lie in finding errors, but in enhancing your writing ability. Even though his/her writing is error-free, it does not mean there is no room for improvement. That is what you have to try to find out, because writers sometimes find it hard to detect their own blind spots or to see room for improvement. If you are not sure whether their writing will be better based on your suggestions, you still can raise an issue for your partner to review unclear parts and see room for improvement.
3. When giving peer feedback, you can choose the following approaches:
    a. Positive comments: Read your partner's writing at one time and give any thoughts about the writing, while in the process of reading. However, if you are the writer who receives positive comments like 'good' and 'interesting', how much help you will gain? Of course, this does not mean you cannot give those positive comments, but you have to give them appropriately and figure out what parts can be improved upon in the composition.
    b. The comments should be as clear and easy to understand as possible, and they should also suggest how to improve. For example, you can say 'it is not so clear on…' but you need to provide the author with some specific suggestions. If you cannot figure out a better comment, you can give the author vague ideas to draw their attention to an issue. At least, you will help him/her to know the weaknesses in his/her writing.
    c. Categories of comments: Generally, the comments you make will be divided into two parts. (1) surface-level comments— mechanics (punctuation, spelling, capitalization), grammar, sentence structures, and so on; (2) text-based comments— organization, content and rhetorical features. Both types of the comments are very important. For example, creative writing with a lot of errors hinders the overall clarity, and an error-free paper that is not well organized is also valueless.
4. Examples of comments (you can choose either English or Japanese to give comments.)
    a. I think this sentence is not so clear. It would be better if you can give me more examples to express your ideas.
    b. I think I can use A to replace B because…
    c. Some people might think…Your argument would be more comprehensive if you take their thoughts into consideration.
    d. I think you can use conjunction or a relative clause to connect the two sentences. For instance, …
    e. I think in this paragraph you mention many ideas but without a main point. You can…
5. The interaction between reader and writer: The main purpose of using peer review is to increase the interaction between you and the author. Your partner will give you comments on your writing. Such mutual assistance is not only a chance to express your opinions but to provide more constructive feedback. Therefore, the interaction between the reader and writer is strong encouraged. With this interaction, the effects of this activity will be greater.
6. In order to give you the direction of offering feedback, a peer response sheet is provided. You can give your comments based on the instructions on the peer response sheet. It is suggested that you copy this peer response sheet to me when you send the feedback to your partner.

**Appendix B.－ Peer Response Sheet**

## Peer Response Sheet

Reader:
Writer:
Topic of the composition:

　　The purpose of peer response is to help each other write better. If you can point out the defects in your key-pal's writing, please remember that feedback should be as specific and concrete as possible. Your key-pal will appreciate your help.

**1. Read your key-pal's writing at one time and write down any thoughts about the writing while in the process of reading.**

**2. Read your key-pal's writing one more time and try to answer the questions as below.**

| | Content, Organization and Vocabulary | |
|---|---|---|
| Read carefully and try to find a topic sentence and concluding statement. Check those items below: If 'Yes', please tick (√) in the blank, if 'No', please cross (×) in the blank. | |
| **A.** | 1. Can you understand the thesis of the writing? If yes, what is it? | |
| | 2. Is there an introduction? Is it clear to you? If no, why not? | |
| **B.** | **Topic Sentence** | √ |
| | 1. There is a topic sentence in every paragraph. Is it clear to you? If no, why not? | |
| | 2. Topic sentence states the main idea of the paragraph. | |
| | 3. The statement in the topic sentence is not too general. | |
| | 4. Author expresses a clear idea in the topic sentence. | |
| | 5. Please state the main idea (topic sentence) of each paragraph<br>Paragraph 1:<br>Paragraph 2:<br>Paragraph 3: | |
| **C.** | **Supporting Sentences** | |
| | 1. There are supporting sentences in every paragraph. | |
| | 2. Supporting sentences are more specific than topic sentence. | |
| | 3. Every supporting sentence in a paragraph is related to the main idea stated in the topic sentence. | |
| | 4. There is no irrelevant sentence in the paragraph. | |
| **D.** | **Concluding Sentences** | |
| | 1. There is a concluding sentence in the conclusion paragraph. Is it clear to you? If no, why not? | |
| | 2. This concluding sentence can summarize the main idea of the paragraph or make a final comment on the topic. | |
| **E.** | **Suggestion** | |
| | 1. Is there any point that should be supported with more examples and explanations? If yes, what is it? | |
| | 2. Is there any word/sentence/idea that is unclear? If yes, find a better way to state it. | |
| | 3. Are there any problems with this writing? If yes, what are they? | |
| | 4. What do you like best about this writing? Why? | |
| | **Language Use and Mechanics** | |
| | Reread this writing again and check any grammatical errors as below. Try to point out what you think might be problematic and highlight it. | |
| **F.** | Are there any errors in grammar? If yes, what are they? | |
| **G.** | Are there any errors in spelling, punctuation and capitalization? If yes, what are they? | |

**3. Overall comments for the writer**

**Appendix C.－ Taxonomy of comments**

**Taxonomy of Comments** (Adapted from Faigley and Witte 1981)

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┌─────────────────────────────┐
│         Comments            │
└─────────────────────────────┘
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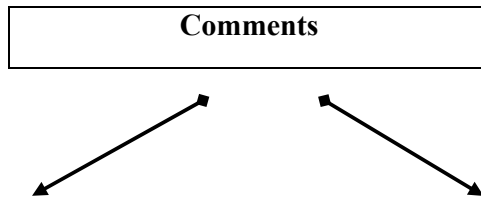
| Surface level comments | Text-based comments |
|---|---|
| (Do not change the meaning and no new information is added to the text) | (Affect the concepts and meaning and new information is added to the text) |
| ※ **Formal Comments**<br>－Mechanics<br>(Spelling/Punctuation/Capitalization)<br>－Grammar<br>※ **Meaning-Preserving Comments**<br>－Additions (add a word or a phrase)<br><br>－Deletions (omit a word or a phrase)<br><br>－Substitutions (exchange words by another)<br><br>－Permutations (rearrangements of words)<br><br>－Distributions (one segment is divided into more than one)<br><br>－Consolidations (two or more segments are combined into one) | ※ **Microstructure Comments**<br>－Additions<br>－Deletions<br>－Substitutions<br>－Permutations<br>－Distributions<br>－Consolidations<br>※ **Macrostructure Comments**<br>－Additions<br>－Deletions<br>－Substitutions<br>－Permutations<br>－Distributions<br>－Consolidations |