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Student Perceptions of Different Feedback Givers' Written Responses

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This study aims to investigate the different opinions about feedback given to high level Middle School students about their writing.18 students in the Gifted Program participated in the study. They were divided into three groups through their pre-survey answers according to their language learning opportunities and genders. Students language self-assessment was compared with achievement as well. Three times of students' written work were collected. They then received feedback from the teacher and their two peers respectively. With the teachers' and peers' feedback, they completed their final draft. The study then examines how much the students take feedback practically from the different feedback givers. Examples of formative and corrective feedback were arranged to find out the differences in the students practice when giving and taking feedback. These Gifted class students showed that they didn't care much about who gave them the feedback, instead they cared more about how much language competence they presumed the feedback giver had. Implications of the findings are discussed and future study is suggested.

[feedback/formative feedback/corrective feedback/language self-assessment/ English competence]

I. INTRODUCTION

The focus of evaluation of English communicative competence in Korea has been biased to the areas of listening and reading. This apparently results in the negligence of writing command in secondary schools in Korea. The lack of sufficient classroom hours, large class size and lack of confidence in teachers' own English writing (Leki, 2006; Shim, Eun-sook, 2009) are suggested as the obstacles faced by many teachers. Although most English textbooks which have been revised and adopted since 2009

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have developed the writing component, studies on the writing process of students learning English as a foreign language (EFL) have been overlooked in the Korean context (Chon, 2009). However, researchers contend that the writing intensifies the speaking, listening, and reading ability (Scott & Ytreberg, 1990), and helps the learners remember the contents they learned (Byrne, 1998). The importance of writing is counted these days for the academic purpose and for the global communicative purpose as well.

In order to make the writing process be a fruitful guide, researchers has demonstrated their theories, for example, Tsang (1996) claims that frequent writing practice with little or no teacher feedback only led to a limited improvement in L2 writing. Different from the traditional teacher centered response feedback, other teachers suggest the cooperative writing response of peers or self-evaluation (Liu & Hansen, 2002; Porto, 2001). Along the same line, Hyland (1990) and Muncie(2000) agree on the importance of feedback and they emphasize that relevant feedback could play a crucial role in advancing the learners' second language learning. To respond to student writing, Kroll (in Celce Murcia, 2001) addresses key questions that need to be considered (p.227):

1. What are the general goals within the writing course for providing feedback to students?
2. What are the specific goals for providing feedback on a particular piece of writing?
3. At what stage in the writing process should feedback be offered?
4. What form should feedback take?
5. Who should provide the feedback?
6. What should students do with the feedback they receive?

Looking over the studies which have been done comparatively lately, feedback givers are divided into two parts, mainly: teacher feedback (Peyton & Reed, 1990; Staton, 1983) and peer feedback (Liu & Hansen, 2002; Mangelsdorf, 1992; Mendonca and Johnson, 1994; Porto, 2001; Sengupta, 1998; Tsang, 1996). This paper specifically reviews how Korean Middle School students take the comments from teacher, and peers. Also this study investigates the students' confidence level in using English based on self-assessment to figure out the relevance between how they differently take the feedback and if it influences students' practical correction.

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II. LITERATURE REVIEW

1. Teacher/Peer Feedback[1]

To encourage students' writing activities in English for EFLs, researchers (Cheongsook Chin, 2007; Ferris, 2003; Hyland, 1990; Jeongwan Lim, 2007; Liu & Hansen, 2002; You, 2004) recommend effective and helpful feedback types. Teachersuse several feedback styles according to their circumstances; oral comments like conference, recorded or taped commentary, or written form of general response or markings with explicit information.

When teachers are centered as feedback givers, comments can be given in the form of dialogue. In dialogue journal writing, it is referred to communicative writing sharing their opinions and information regularly about free topics between teacher and student (Peyton & Reed, 1990; Staton, 1983). Dialogue journal writing is reported to have a very positive influence on students' learning attitude as well as for students' writing in (Hye-riKim, 2003, 2005; JaeminLee & Lim, Hyun-Woo, 2010; Song, Meong-Seok, 1997) and out of country (Abdel, 1998; Peyton & Reed, 1990; Staton 1983). Therefore it is focused on the process of writing and the content of the writing, not on the correction of local errors.

Hyland (1990) introduces two ways of providing feedback by teacher, minimal marking and taped commentary. He discusses the advantages of marking that direct students towards their own errors and help them avoid the same problems later. He also pointed out the drawbacks of marking, deficiencies in rhetorical structure, appropriateness of expression, or other communicative aspects, remain outside its reach. On the other hand, taped commentaries promote student reaction to the feedback and have them rewrite their works (Hyland, 1990).

In the ESL setting, teachers are regarded as the knowledge of correct English, the grade giver (Sengupta, 1998), and "figure of authority that guarantees quality" (Tsui& Ng, 2000, P. 149).It might be understandable for students to prefer teacher feedback to peer feedback as many researchers have demonstrated (Bitchener, 2008; Leki, 1991, 2006; Zhang, 1995). Others revealed doubts about the capacity of novice writers to help each other in the revising process (Brooks & Donato, 1994; Carson & Nelson, 1996; Mendonca & Johnson, 1994; Nelson & Carson, 1995, 1998; Villamil & Guerrero, 1996). However, teacher feedback does not always have a positive influence on students' writing.

Teacher feedback can lead to depression and confusion (Mantello, 1997), or may

[1]The terms, response, comment, and feedback are used compatibly in this paper.

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render students passive and reliant (KimJi-Hyun, 2010).On the other hand, teachers find it hard to look for time to give feedback on the students' writing. Learners' collaboration interaction between peers is expected based on the five basic principles of cooperative learning proposed by Johnson and Johnson (1998): positive interdependence, individual accountability, face-to-face positive interaction, interpersonal and small group skills, and group processing. Murphy and Jacobs (2000) claimed that when students learn collaborative skills with which to work with one another, their peer feedback session can be more effective. This indicates the possibility of constructive peer writing feedback between students who are eager to listen to the readers' opinion about their writing.

In peer response, L2 writing researchers documented how students interact and react differently among peer group members (Adina, Bredda, Ulla, and Iveta, 2002). For example, Mendonca and Johnson (1994) reported that they use negotiation skills like asking questions, offering explanations, making suggestions, restating what their peers have written and correcting grammar mistakes. According to Guerrero and Villamil (1994) and Villamil and Guerrero (1996), reading, assessing, dealing with trouble sources, and discussing task procedures were observed in peer-response groups. They also categorized the different social aspects of students' behaviors as control, collaboration, or adopting reader or writer roles. Villamil and Guerrero informed that the issue of collaboration was highly related to the social context of the group and the group dynamics. Nelson and Murphy (1992) found that positive social interaction resulted in more effective feedback while negative response was caused by aggressive criticism. Four reader stances that affected peer response are authoritarian, interpretive, proving and collaborative (Lockhart and Ng, 1995). Lockhart and Ng also added that the authoritarian stance, which is the main stance in their study did not provide helpful group dynamics. Instead the probing and collaborative stances contributed to create a more positive and encouraging atmosphere for peer review (1995).

2. Formative/Corrective feedback

General response can be replaced by formative feedback which helps the writer with contents and the structure of the writing. Corrective feedback instead of explicit markings which were discussed in the above section, focuses on correcting the grammatical errors (McGarrel & Verbeem, 2007; Yi, Jyi-yeon, 2010). Kim Ji Hyun (2010) classified the previous studies on teacher written feedback from various perspectives: the effects of different types of feedback on revision or on L2 writing skills (Ashwell, 2000; Ferris, 2003) how teachers practice feedback on student compositions (Ferris, Pezone, Tade, &Tinti, 1997; Zamel, 1985) and learner preferences and reactions to teacher feedback (Ferris, 1995; Hedgcock & Lefkowitz, 1994). She also introduces

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the division of feedback on global errors which is referred to as content feedback and feedback on local errors as form feedback.

The advocators like Flower and Hayes (1981) of process approach to writing contends that students obtain a clearer understanding of the whole writing process through activities like brainstorming, interview games, graphic organizers, making drafts, and reviewing. Students will be able to learn how to extend their ideas to deliver their messages creatively and clearly to their readers (ChoiSeinghee, 2010). This shows how closely the process writing approach is related to the content focus.

There are lots of arguments about grammar correction feedback by teachers. For example, Truscott (1996) and Zamel (1985) advocated content emphasized feedback rather than grammar correction feedback. [2]Ferris (1999), however, argued Truscott's view and contended the necessity of more research on error correction. This is closely related to the ESL students' expectation that they want more teachers' overt comments about their grammar errors (Cohen & Cavalcanti, 1990; Leki, 1991) than covert error correction (KimJi-Hyun, 2010).

Different from the L2 writers who usually come from different linguistic and cultural backgrounds, EFL writers share the same cultural and linguistic background. Through the comparison between homogeneous EFL group in Israel and heterogeneous ESL group in the U.S respectively, Adina et al. found notable differences between them. The ESL students wrote more extensive and specified comments than the EFL Ss who used to give briefer comments. Also these ESL Ss' extensive comments include personal reactions to the topic of the essay rather than evaluations of the writing. Although the brief comments of the EFL students devoid of personal reactions, they gave practical and more supportive suggestions than the ESLs (Adina et al, 2002).

3. Self-Assessment in learning language

Gipps(1994) claimed that assessment is becoming a part of and a way to support to learning and teaching process. Therefore, the focus of assessment is formative and process-based rather than summative and product-focused. In the pedagogical-educational argument, Anne Dragemark(2004) described self-assessment as when the student or learner evaluates or assesses his or her own learning. Self-assessment has become important in all learning situations because it reflects how confident students are using language. Blanche(1988) emphasized the role of language learners' self-assessment that "If students can appraise their own performance accurately enough, they

[2] It is also followed by John Truscott's "The Case Against Grammar Correction in L2 Writing Classes":A Response to Ferris. *Journal of Second Language Writing, B*(2), 111-122 (1999)".

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will not have to depend entirely on the opinions of teachers and at the same time they will be able to make teachers aware of their individual learning needs (p.75)."

In recent years there has been a surge of interest in methods for self- assessment of foreign language proficiency by researchers (Butler & Lee, Jiyoon, 2010; Chen, 2008; Oscarson, 1989). Butler and Lee, Jiyoon (2010) stressed the effect of self-assessment of elementary school students of Korea in EFL environment and stated that the students improved their ability to self-assess their performance over time. They shed light on again the positive effects of self-assessment on the students' English performance as well as their confidence in learning English. Likewise, through the longitudinal case study, Chen (2008) also confirmed that students make significant progress in learning to assess their own oral performance participating in feedback and practice.

III. RESEARCH METHOD

1. Participants

The participants of the current study were compiled from a liberal arts Gifted Middle School students' program, which was officiated by the office of education in D-city. These Gifted students are chosen through the admission test in the areas of a Gifted students program. When they were chosen in the Gifted student class, they were taught by three teachers of Korean writing, logics, and English four classes once a month respectively. The class was planned to have 20 students of 3rd grade of Middle School in 2011, but two dropped out, so the class consists of 18 3rd grade Middle School students from 13 different schools in D-city.

TABLE 1

Background information of participants

order	Group name	gender	experience of learning English out of country	entrance test score	Mean of entrance test
1	FE 1	F	1 year & a half in Canada	68.88	
2	FE 2	F	1year in New Zealand	74.15	
3	FE 3	F	10months in New Zealand	69.60	69.97
4	FE 4	F	2years in U.S.A	67.52	
5	FE 5	F	2years in Czech Republic	69.71	

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6	KB 1	M	-	72.29	
7	KB 2	M	-	72.52	
8	KB 3	M	-	69.18	70.64
9	KB 4	M	-	67.71	
10	KB 5	M	-	71.49	
11	KG 1	F	-	71.01	
12	KG 2	F	-	71.20	
13	KG 3	F	2months in Canada	70.89	
14	KG 4	F	-	69.23	
15	KG 5	F	-	73.80	70.66
16	KG 6	F	-	71.21	
17	KG7	F	-	70.98	
18	KG8	F	-	66.93	

Table 1 provides the basic information about the participants. The students who had lived in foreign countries or had lived in an English speaking environment for more than 10 months are named as FE (n=5).The students who had less than three months of experience in an English speaking environment are called as KG (n=8) for girls and KB (n=5) for boys. Based on the entrance test score, big level difference didn't exist between groups (0.69).

2. Procedures

In English class which was taught by the researcher, students were guided to focus on English speaking and writing rather than reading and listening. The emphasis on the speaking and writing was decided based on their opinion drawn by the survey in the first class in order to determine their weak area which caused them to desire to improve through the program. In the questionnaire, 61.1% (n=11) said they needed to improve their speaking skills, 33.3% (n=6) counted writing as their weakest English skill, and 5.6% (n=1) said they wanted to improve all their English skills. Even they were Gifted students, 44.4% (n=8) of them showed weak self-confidence in English writing, answering that they had very weak English writing competence. Considering that they were Middle School students in Korea, they were presumed to have rare opportunities to

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try English writing in school. However, 61.1% (n=11) students answered that they practiced English writing through keeping English diaries on a regular basis. 27.8% (n=5) answered they have learned English writing at private institutes. The other three students said they had few opportunities to write in English.

As Tsang (1996) claimed that little or no teacher feedback only led to a limited improvement in L2 writing, therefore, any kind of feedback seems to be necessary in the process of the students' writing. To find out the students' preferred English writing feedback giver which is helpful for their further writing, in this research, their writing and teacher and peer feedback were collected. Also, students were asked about their opinions on the different feedback givers.

Three topics of writing were given and three different types of feedback were practiced respectively. The feedback process was aimed to help the students improve their writing in the next draft with the same topic and future writings as well. Following the objectives of the feedback, responding letter feedback which was tried by the teacher in the first writing, formative and corrective or evaluative feedback which were tried in the second and third writing, were practiced. The table 2 is showing the process of the feedback styles used in each writing practice.

TABLE 2

Writings and feedback style

Order	Topic of the writing	Feedback giver	Feedback style
1st writing	A letter to teacher	Teacher	Responding letter
2nd writing	An article of a reporter	Teacher	Corrective & Formative style
3rd writing	What's bugging you?	Peer	Corrective & Formative style

In the first writing, students wrote a letter to the teacher about why they were going to be absent from school under the assumption that they were sick and could not go to school for some time. When the teacher read the letter, teacher responded kindly because it was their first writing in the class, and the teacher wanted students to be encouraged. Therefore the discussion about the students' letters and teacher's response letter are not discussed much in the paper[3].

The second and third writing was followed by the teacher's and peers' responses respectively to find out how students give and take comments differently and how much

[3]Also, students didn't show any difference in their opinion about the general and specific feedback in the questionnaire (appendix # 15-23).

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they reflected the feedback in their practical writing. After their second writing, an article of a reporter, teacher's written feedback was given and students wrote their final draft with the teacher's corrective and formative feed back in the next class."What's bugging you?" was the topic of the third writing. Each student gave and took feedback with two peers[4], and wrote their final draft with the feedback from their peers.

After going through three times of writing and giving and taking feedback, the survey was administered to collect the students' opinions about each feedback they've taken. The next research questions are followed by the analysis on the students' written work after they experience the different feedback styles:

(1) What feedback style do the students take as reliable for their writings?
(2) Do they show any relation in their confidence level in English and practical correction?

IV. RESULT AND DISCUSSION

1. Which feedback giver's comment do the students take as reliable for their writings?

As many researchers (Leki, 1991, 2006; Mendonca& Johnson, 1994; Zhang, 1995) already suggested, students showed stronger preferences toward the teacher's feedback. Then do they have a low opinion about their peers' feedback? Despite Mendonca and Johnson's claim (1994: 762) that "students writers may not always trust their peers, but the same comment from a teacher will be taken into account when they revise," most Gifted students agreed that they would respect and want to follow their peers' feedback and their opinions, although they seemed to favor teacher's feedback over peers. This is also compared to the low rate of the result in the case that if the feedback givers were the current school peers that are presumed to have lower English competence than the Gifted class peers.

In the question naire(appendix # 28-30), students were asked how much they would abide by the feedback from the teacher, Gifted class peers, and current school peers. As expected every student answered that s/he would take and follow the comments of the teacher as much comments as 80% (13Ss) and 100% (4Ss), except for the one student

[4]Giving and taking feedback should be another practice for the students. After taking the teacher's response at the 2nd writing, students wanted to practice how to give formative and corrective feedback. As such, students were attributed to give any comment to two students. Likewise, each student was supposed to be provided peer feedback from two peers.

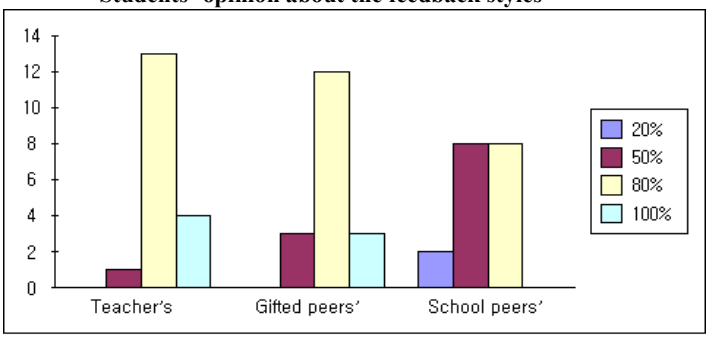
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who answered he would take 50% of the teacher's comments. They also showed a high intention of correction tracing the peers' comment in the Gifted class and it is rated significantly high compared to their opinions about the correction level from school peers in the school environment. This result showed how differently students took the comment according to their confidence level about peers and reflects students' different attitudes in terms of peer feedback.

The figure 1 shows the students' different reactions to the teacher's and different peers' responses. Speaking of the current school peers' feedback, two students of 18 answered they would take just 20% of the school peers' feedback, eight would take 50%, and another eight would take 80%. However, no student answered that s/he would take 100% of school peers' feedback for the final draft of writing, which is different from the cases where the feedback giver was the teacher or the Gifted class peers. Every student chose rather to take more than 50% of teacher's and Gifted class peers' feedback than to take feedback of school peers (Figure 1).

FIGURE 1

Students' opinion about the feedback styles



These Gifted students showed a highly respectful attitude toward their Gifted peers' feedback opinions and comments which are similar rate to the teacher's. On the other hand, they seemed not to rely much on the other students who are not in the Gifted class. They showed weaker intention to act on the feedback of school peers who are presumed to have much lower English command than Gifted class peers. This demonstrates that high level Middle School students conform to there sponses according to the feedback givers' communicative ability, regardless of their status. Unlike the researchers argument (Sengupta, 1998; Tsui & Ng, 2000) that teachers are regarded as the authority of correct English and grade giver and "figure of authority that guaranteed quality" in the ESL environment, higher leveled Middle School students revealed their preferences about their high leveled 'peers' feedback to their writing. As such, the Gifted students

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apparently didn't care about who the feedback giver was, instead they put more weight on how much language competence they presumed the feedback giver had.

2. Do they show any correlation in their self-assessment about English and practical revision?

To explore the students' confidence about using English and giving and taking writing feedback, it is assumed to be necessary to determine their self-assessed level in English competence. In this study, the researcher used no measurement for the students to assess themselves, instead let the students give their opinion about their language command.

TABLE 3

Self-assessment about English command of the participants (n=18)

	General English command			English reading command			English writing command		
level / students	upper mid	high	upper high	upper mid	high	upper high	upper mid	high	upper high
FE		2	3	1	3	1	1	3	1
KB	3	1	1	2	2	1	3	1	1
KG	1	7		3	5		2	6	

TABLE 4

Last term test results

Students	English score
FE1, KG1	40
FE2, FE3, FE4, KB1, KB2, KB3	35
KB4, KB5, KG2, KG3, KG4, KG5	30
FE5, KG6, KG7, KG8	25

In the questionnaire, students assessed their language competence in the general English command, English reading command, and English writing command (Table 3). Collected answers were classified by groups, FE, KB, and KG and their results were compared to the last-term English test which was administered at the Gifted students' center. The questions of the last-term English test were designed to assess mainly

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students' English reading and writing skills. Table 3 shows the results of the last-term English test (Table 4).

They showed distinct similarity between the result of the students' self-assessment and last term test result. Generally, students who expressed higher self-confidence in English recorded higher test result in the last term test. Most FE students assessed themselves as high English competence. Two students marked as upper mid, one in English reading command and the other in English writing command. Also all FE students scored 35-40 but for one who scored 25. More KB and KG students answered upper mid about their English reading and writing ability, as well as general English command, than FE students.

TABLE 5

Frequency of Corrective/Formative feedback

Ss	2nd writing feedback				3rd writing feedback							
	Corrective feedback		Formative feedback		S1 feedback				S2 feedback			
					Corrective feedback		Formative feedback		Corrective feedback		Formative feedback	
	FB#	Co#	FB#	Co#	FB#	Co#	FB#	Co#	FB#	Co#	FB#	Co #
FE1	7	7	1	X	0	0	1po	-	0	0	1po	-
FE2	1	1	1	X	3	3	0-0	-	1	0	1po	-
FE3	5	4	1	X	3	0	0-0	-	6	0	1	-
FE4	3	1	1	O	0	0	1po	-	0	0	1po	-
FE5	4	4	1po	X	5	5	0	-	2	2	0	-
KB1	10	10	1	X	0	0	1po	-	0	0	1po	-
KB2	5	5	1	X	1	1	1po	-	3	2	1po	-
KB3	3	1	1	X	0	0	0	-	0	0	1po	-
KB4	4	4	1	X	9	9	1	O	0	0	1po	-
KB5	8	8	1	X	2	1	0	-	6	6	1po	-
KG1	6	5	1	X	0	0	1po	-	1	1	1po	-
KG2	5	5	1	X	4	4	1	O	3	0	1po	-
KG3	7	6	1	X	8	8	1	O	0	0	1po	-
KG4	4	3	1	X	0	0	1po	-	0	0	1po	-
KG5	9	9	1	O	0	0	1	-	0	0	1po	-

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KG6	13	13	1po	X	4	4	0	-	0	0	1po	-
KG7	6	6	1	O	1	1	0	-	0	0	1	O
KG8	10	10	1	X	0	0	1po	-	1	1	1po	-
Total	110	102	16	3	40	36	4	3	23	12	2	1

The other students seemed to have weak confidence in their English referring to only one KB student and no KG students answered they have upper high English command. In the test result, most KB students scored 30-35 (Table 4).Most KG students marked themselves high and upper-mid level, which is a lot lower self-assessment than the FE and KBs. One KG student scored 40 in the last term test, though the other KGs scored 25 or 30.

It is very noticeable that the Gifted students' self-assessment was consistent with their last term test result. Yang et al (2006) emphasized the role of language self-confidence in the ESL environment, especially in the process of psychological adjustment and sociocultural difficulty. Students proved the same that language self-confidence is deeply related to language learners' self-assessment and their achievement.

In the 2nd writing, the teacher gave the students a total 110 comments and students corrected 102 of them (Table 4). Likewise, in the 3rd writing, 18 students gave feedback to two students each. The total number of comments they obtained from peers was 63, and 48 comments were used for revision. These comments usually consisted of grammatical errors or mistakes, and word usage.

1) How did students take feedback?

Example 1-3

-1:Teacher's formative feedback to KB3
You reported the incidents very concretely and it was easy to follow up. However, I hope you would think more about the 5W1H rule. "When" part was good but "where" was unclear. Consider the rule more next time.
-2: Teacher's formative feedback to KG4
The content of your report was very compact and informative. It is apparent you have a potentiality to be a keen reporter someday. I especially liked the part that you added your opinion about the incident in the last part.
-3: Teacher's formative feedback to FE4
Your report seemed to include lots of information about the incident. Also you had very keen and considerate sense to write a report which provides enough views to the

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readers. However, I still feel like you might want to add your own opinion in the past part.

Formative feedback about the contents and structure was also given by the teacher and students, however, students rarely seemed to consider them at all in the final draft. Moreover, formative comments usually include some positive comments (‘po’s in the table 4) and some guidance for the good writing (Example 1-3). Just a few of students’ intended to give constructive feedback (Example 4-8). Most students’ formative feedbacks were given by KB and KG groups, but just one of FE groups (Ex 5) gave short written feedback. So the students who showed higher self-assessment rarely gave any formative feedback to their peers. Out of 8 high scorer in the last exam, only two students gave their peers feedback actively. Therefore, mainly corrective feedback and students’ revisions are discussed more here.

Example4-8

-4:KB1’s formative feedback to FE2
Your idea is quite creative. I have never thought that your friend can be the most annoying thing in your life. Also, your sentences are easy to understand, with no grammar mistakes at all.
-5:KG4’s formative feedback to KB2
It seems that your sister is a good person. She brings you food. I think there are some grammatical errors, but that’s ok. Anyone can make mistakes.
-6:KG5’s formative feedback to KB5
You had a same problem with me about vacation homework. I really like that part. But I can’t understand the fourth paragraph. Why did he bugs you on a test day? Because of a girl?
-7:KB4’s formative feedback to FE3
This is very good essay. But there are about 3-4 sentences that I can’t understand.
-8:FE1’s formative feedback to KB3
Good job XD. I really like your font.

At the 2nd writing, most students corrected the specific errors marked by the teacher when they develop their final draft, but at the 3rd writing, a few of them took their peers’ comments differently. For example, student FE #3 answered her general English command, English reading, and English writing command were high and she would take teacher’s comment 80%, her Gifted peer’s 50% and her current school peer’s 20%. In the practical writing, she corrected all her writing errors following almost of all teacher’s

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feedback, not just 80%. This is compared to the case when the peers were her feedback givers in the 3rd writing.

Although most of students tried to fix their writing according to the teacher's and peers' comments, she showed a different attitude and opinion towards feedback. In her writing (Ex9), "He threw himself from Empire state building," following the teacher's feedback about the word usage, "threw" was changed into "jumped" in her final draft. She also changed "cannot" into "could do nothing" for tense agreement. She revised some of her errors, but not all of them were changed correctly. For example, about her usage of "threw himself," the teacher wrote "word choice-jumped," the student revised as "jumped out from Empire State building…" She used "from" again in her final draft. She also missed the correction of the tense change "finds" which was provided by the teacher. This shows either specific revision might be necessary or oral comments like conference and negotiation with the feedback giver could be more effective.

Example 9

2nd writing - FE #3 –1st draft	2nd writing - FE #3 - Final draft
…He threw himself from Empire State building at about 12:00 pm… …But after the woman became disabled that cannot even breath properly, Hefinds a dead rat. Also his brother left him …	…He jumped out from Empire State building at about 12:00 pm… …But after a few days, the woman became disabled and could do nothing. Then Max finds a dead rat. Also his brother left him …

However, she didn't change her word usage following FE5's comment at the 3rd writing (Ex 10).

Example 10

FE3: -1-…She always say that I bother her, but in real, she's bothering me more. (from FE5)

-2-…I face many kickers on line, too. These sometimes feel very annoying. (from FE5- suggested "are" for "feel")

In the "…in real, she's bothering me more,"FE5 advised FE3 to change "she's bothering" into "she bothers," but she didn't change it. Also "feel" in "These sometimes feel very annoying," was used mistakenly and FE5 corrected it to "are," yet she didn't fix her words following the comments. Although most comments given by the peers were very useful, some of the corrective comments given by the peers were not exactly corrected. The above "…feel very annoying" should be changed to "…makes me feel

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very annoyed," for instance.

Another example is KG3, who marked herself as general English command, English reading, and English writing command as upper mid, which shows lower confidence in English. She answered that she would take 80% of teacher's, her Gifted peer's and her current school peer's comments. In the practical writing, she corrected all her writing errors following the teacher's feedback in the 2nd writing and her peers in the 3rd writing.

Example 11-12

11: 3rd writing - KG3 –1st draft	3rd writing with correction of KB1- Final draft
…I would choose three <u>which</u> annoys me the most. …the most <u>bugging</u> thing in my life is lack sleep. …My head <u>is</u> aching and I <u>am</u> stressful all day.	…I would choose three <u>that</u> annoys me the most. …the most <u>thing that bugs</u> my life is lack <u>of</u> sleep. …My head <u>get</u> aching and I <u>feel</u> stressful all day.
12: 3rd writing – KG2 –1st draft	3rd writing with correction of KB5- Final draft
…I spend too much time <u>to use</u> computer…	…I spend too much time <u>that I use</u> computer…

However, most students consistently followed their peers' feedback even though they were misguided comments as in the example 11 and 12. KG3 followed KB1's comments andKG2 by KB5 changed their lines.

Example 13-15:

13: KG 5: Also math always <u>bugging</u> me. ("bugging"–"is bugging")
It is not necessary if you aren't <u>going</u> a college. ("going" - "going to")

14: KG 6: One man <u>give up his life</u>. ("give up"–"takes his life")
He <u>jumped to</u> Empire State building. ("jumped to" has to be "jumped out of")
It is <u>a</u> biggest problem these days. ("a"–"one of the biggest problems")

15: KG7: …<u>commited</u> suicide by <u>falling at the his</u> apartment. ("commited"–"commit,""falling at"–"jumped out of,""the his"–"his")

The above 13-15 examples indicate that the feedback comments need to be provided correctly and sensibly considering that the Middle School students tend to follow the advice without careful thought. Without specific suggestion, students were repeating the

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same errors and mistakes. For instance, when one student gets the feedback as "word choice," although she had to change it into the right word, she just repeated the same word in the final draft.

Example 16-17
16: FE4: She screamed, bringing many people to notice the man…
17: KG1: -1- I know I work hard for the future, but it really pressure me….
-2- I play all day, and then regret in night.
-3- My mom doesn't understand my complaints, because she likes math the most.

In example 16, FE4 repeated the wrong word in her final draft, ignoring the comment about the word choice for "bringing" by the teacher in the 2nd writing. She should have corrected the word if there was a recommendation, considering thatshe followed other feedback provided. KG1, also, repeated the grammatical mistakes in the final draft which were not givenany comments from peerswith recommendation (Ex 17).

VI. CONCLUSION

To gather students' opinion sand tendencies about giving and taking feedback and revision related to effectiveness of the different feedback styles, a questionnaire was administered and their written drafts were discussed. Also feedback givers' formative and corrective feedback was analyzed and compared with their practical revision. The following research questions are summed up the discussion and comparison:

(1) What feedback style do the students take as reliable for their writings?

Through the questionnaire, students answered that they would follow teacher's feedback, as expected. Also they showed highly respectful attitudes towards their Gifted peers' opinions and comments on their writings. They seemed not to rely much on the opinion school peers who are not in the Gifted class. They rather showed weaker intention to follow the school peers' feedback when it is presumed they have much lower English command than Gifted class peers. This indicates that high leveled Middle School students tend to take feedback from those whose language command they consider reliable, regardless of who the feedback givers are.

(2) Do they show any relation in their confidence level about English and practical correction in English writing?

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Collected answers about students' opinions about their language command were interpreted as language self-confidence and were compared with their scores from last-term English test. They showed distinct similarity between them. Generally, students who showed higher self-confidence in English recorded higher test result in the last term test. With one exception, students took teacher's and peers' corrective feedback completely, but students didn't seem to be ready to take formative feedback from anyone. They just gave positive 'message or praises about peers' writing, not constructive comments which would benefit the next writing.

Although most comments given by the peers were very useful, some of the corrective comments given by the peers were not used. Moreover, students consistently followed their peer's feedback even when there were misguided comments. Also, without specific suggestions, they were repeating the same errors and mistakes. Therefore, in the high level Middle School level, it would be more helpful if the comments were given specifically and clearly with the recommended examples.

There are some limitations in the study. Feedback givers were limited to the teacher and 18Giftedclass peers in this study, so the result is hard to generalize. If the writing feedback samples were extended to the students' current school peers, although it is rarely tried in English regular classes in middle school environment, many more various comparisons would be expected. Also more students' written drafts through longer period of time could be collected for longitudinal study since students are assumed to reveal their practical writing and correction development by giving and taking feedback.

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APPENDIX

2011 인문영재 3 학년성명: _____

1. 성별: ①남②여
2. 해외연수 또는 영어권 국가생활경험: (있는 경우 국가이름:)
   ①없음② 6 개월 미만③ 1 년④ 2 년⑤ 3 년 이상
3. 학교수업 외 영어학습경험:
   ①없음②영어학원③방과후수업④학습지⑤영어과외
4. 영작문활동경험:
   ①영어일기②방과후수업③영작문과외④영작문학원⑤영어-이메일
5. 나의 영어능력은? (평균중학생을 기준으로 볼 때)
   ①중②중상③상④최상
6. 나의 영어읽기(독해) 능력은? (평균중학생을 기준으로 볼 때)
   ①중②중상③상④최상
7. 나의 영작문능력은? (평균중학생을 기준으로 볼 때)
   ①중②중상③상④최상
8. 영작문할 때 도움을 받는 것은?
   ①영영사전②한영사전③영한사전④선생님이나 언니

-본인이 영작문할 때 가장 문제가 되는 것은?-

9. 영어실력부족 :
   ①전혀 아니다②아니다③그렇다④전적으로 그렇다
10. 영어에 대한 자신감 부족 :
   ①전혀 아니다②아니다③그렇다④전적으로 그렇다

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11. 상황대처능력 부족 :
①전혀 아니다②아니다③그렇다④전적으로 그렇다
12. 실수에 대한 두려움 :
①전혀 아니다②아니다③그렇다④전적으로 그렇다
13. 주변사람들 의식 :
①전혀 아니다②아니다③그렇다④전적으로 그렇다
14. 영재-영어수업을 통해 본인에게 가장 필요하다고 느끼는 영어영역은?
①말하기②듣기③읽기④쓰기

-본인이 영작문 활동시-

15. 첫글쓰기에서 전체적인 글에 대한 교사의 일반적인 의견이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
16. 첫글쓰기에서 전체적인 글에 대한 교사의 일반적인 의견이 다음 글쓰기에 자신감을 주었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
17. 내가 쓴 글에 대한 나의 지적이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
18. 내가 쓴 글에 대한 교사의 세세하고 구체적인 지적이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
19. 내가 쓴 글에 대한 교사의 세세하고 구체적인 지적이 다음 글쓰기에 자신감을 주었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
20. 내가 쓴 글에 대한 동료친구들의 일반적인 의견이 다음 글쓰기에 도움이 되었다. (동료친구-영재반 학생들)
①전혀 아니다②아니다③그렇다④전적으로 그렇다
21. 내가 쓴 글에 대한 동료 친구들의 일반적인 의견이 다음 글쓰기에 자신감을 주었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
22. 내가 쓴 글에 대한 동료친구들의 세세하고 구체적인 지적이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
23. 내가 쓴 글에 대한 동료친구들의 세세하고 구체적인 지적이 다음 글쓰기에 자신감을 주었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
24. 선생님의 의견 및 지적이 동료친구의 의견 및 지적보다 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다

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25. 동료친구의 의견 및 지적이 선생님의 의견 및 지적보다 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
26. 내가 쓴 글에 대해 글에 직접 지적을 받는 것이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
27. 내가 쓴 글에 대해 '평가지'로 지적을 받는 것이 다음 글쓰기에 도움이 되었다.
①전혀 아니다②아니다③그렇다④전적으로 그렇다
28. 선생님의 의견 및 지적을 어느 정도 받아들이는가?
① 20% ② 50% ③ 80% ④ 100%
29. 동료친구들의 의견 및 지적을 어느 정도 받아들이는가?
① 20% ② 50% ③ 80% ④ 100%
30. 학교(영재반 아니고)에서 반 친구의 지적은 어느 정도 받아들이겠는가?
① 20% ② 50% ③ 80% ④ 100%

Examples in: English
Applicable Language: English
Applicable Levels: Secondary

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