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A Study on EFL College Students' Writing Responses to Different Written Feedback Styles

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The purpose of this study is to investigate how college students (CSs) incorporate written feedback in their revision. This study attempts to answer the need for more focused research on feedback among 15 CSs from a college writing class. Three times of CSs' written work were gleaned with the written feedback from the instructor and their two peers and filed respectively. The study then examined how much the students reflected suggestions actually from the different feedback givers in their final drafts. The correction practice of CSs was compared between the written feedback types with students' original writings and incorporated comments. CSs showed different actual correction when they were given the comments with detailed suggestions and when with correction symbols without any examples. They were rather reluctant to conform to the comments with the correction terms that they did not fully grasp the meaning. Thus a further study with more opportunity of the correction symbols to students is needed to understand Korean CS's writing incorporation tendency to improve their writing. By and large, students adopted positively the instructor's formative feedback and their peers' corrective comments. The process of developing final drafts is described and implications of the findings are discussed.

[written feedback/self-assessment/self-confidence/correction symbols]

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I. INTRODUCTION

Writing has been known as the most difficult area for EFL learners to acquire among four skills of English (Krashen, 1984; Makalela, 2004; Nunan, 1989). Considering the current school situation in Korea where the focus of evaluation of English communicative competence has been biased to the areas of listening and reading, writing lags behind in the English teaching and learning environment (Chon, 2009). Nevertheless, it's worth paying attention to researchers' contention that the writing intensifies the speaking, listening, and reading ability, and helps the learners remember the contents they learned (Byrne, 1998; Scott & Ytreberg, 1990).

English language teachers appear to be required to boost students' writing in secondary schools and colleges more than before. Also, college students are encouraged to improve their writing skill, which is an important language skill for finding a better job after graduation as well as for their academic achievement. Accordingly, importance of feedback has been gaining more attention about how to provide and receive feedback along with the effect of feedback (Lee, 2005). In order for students to make feedback useful and effective, EFL teachers are required to have a clear understanding on how students perceive writing experiences with feedback and how they take feedback into their revision (Hyland, 2003; Kepner,1991). However, J.-S. Kim (2013) noticed that little attention has been paid to how feedback is delivered to EFL writers and how students apply feedback for their writing. Therefore, this study tried to explore how differently EFL college students accept the instructor's feedback and peers' written feedback as well. The followings are the research questions that led to the analysis and comparison looking through the students' writing examples.

(1) How differently do college students incorporate their instructor's and peers' written feedback in their final draft?
(2) How do college students use the correction term usefully in receiving comments?

II. LITERATURE REVIEW

1. Feedback on Writing[1]

Researchers diversified the terminology of the feedback; feedback on form &

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

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feedback on content, criterion-based feedback & reader-based feedback, and corrective feedback & formative feedback. The most commonly used feedback is categorized into two: feedback on form and feedback on content. Many researchers (Cohen, & Cabalcanti, 1990; Fathman & Whalley, 1990; Fregeau, 1999; Leki, 1991; Williams, 2003) look at the effectual ways of providing feedback and students' preferences as well.

J.-H. Kim (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) rather than feedback from peers. She also introduces the division of feedback on global errors which is referred to as content feedback and feedback on local errors as form feedback.

In peer feedback setting, however, students lower anxiety and elevate learning motivation through checking, commenting and editing each other's writing (Shin & Seong, 2013). L2 writing researchers documented how students interact and react differently among peer group members in peer response (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. (J.-O. Kim, 2012, p, 48).

In contrast with traditional paradigm (Hairston 1982) of focusing on the evaluation of student-composed essays, the recent research has been shifting from controlled, result-centered composition focusing on reducing the possibility for error to process-centered writing (Betty, Sandy & Paul 2005; Zamel 1982, 1987), to emphasizing student-centered writing tasks focusing on the procedure of the writing (Kim & Parent, 2011). The advocators like Flower and Hayes (1981) of process approach to writing contend that students obtain a clearer understanding of the whole writing process through activities like brainstorming, interview games, graphic organizers, making drafts, and reviewing. Students, all along the line, will be able to learn how to extend their ideas to deliver their messages creatively and clearly to their readers (S. Choi, 2010). This shows how closely the process writing approach is related to the content focus.

2. Providing Feedback

Feedback on students' writing, regardless of verbal or written comment from the teacher or the peers, has a great impact on their composition development. Peterson and

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McClay (2010), for instance, demonstrate that how providing feedback can be a strong teaching tool and remind us to consider the timing of our feedback. In most cases, few students are inclined to incorporate feedback to improve their writing once they are graded. For example, when students receive suggestions while they are writing, they are likely to use them to edit their draft rather than when they are provided the suggestions on a graded copy.

Different from L2 writers who usually come from different linguistic and cultural backgrounds, EFL writers tend to share the same cultural and linguistic background (J.-O. Kim, 2012, p.49). Adina et al. (2002) found notable differences between homogeneous EFL group in Israel and heterogeneous ESL group in the U.S respectively when providing suggestions to peers. The ESL Ss 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 Ss devoid of personal reactions, they gave practical and more supportive suggestions than the ESLs.

Williams (2003) divides the feedback on form such as outright teacher correction of surface errors, teacher markings that indicate the place and type of errors without corrections and only underlining to indicate the presence of errors. The first requires students to copy the corrections and the latter demands students to revise the errors on their own. Feedback on content, on the other hand, mainly consists of comments written on drafts that allege problems and offer the writer suggestions to revise it. 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. 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 (J.-H. Kim, 2010). Nevertheless, it is also followed by Truscott's refutation (Truscott, 1999). In this research, we adopted mainly corrective or grammar feedback and formative feedback or comments or suggestions in written form.

However, having students passively copy teacher's correction cannot benefit them to learn and just indicating the presence or types of errors without correction is ineffective (Fregeau, 1999). Likewise, marking of student errors may cause them to focus more on the surface errors. In contrast, Fathman and Whalley (1990) witnessed that when students were given grammar feedback that indicated the place but not the type of errors, they improved their grammar score on following rewrites of the papers. Frodesen (2001) joins this claim and asserts that indirect feedback is more effective than direct comment. In the same vein, Fregeau (1999) notes that students want to participate in the process of

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writing and conferencing (Peterson & McClay, 2010) or dialogue (Leki, 1999) than getting written comments.

III. RESEARCH METHOD

1. Participants

The participants of the current case study consist of 15 college students (CSs) from an intermediate writing class in a university, which is a private 4-year university in one of metropolitan cities of Korea. CSs have studied English in regular school classes for 10 years since they started to take English classes from third grade before entering college, so this was their $12^{th}/13^{th}/14^{th}$ year of studying English. These 15 CSs were preparing for their teacher certification test to be English teachers in secondary schools after graduation. They were taking the course as a required teaching course in order to be prepared for their second teacher certification test which is focused on English writing. The instructor, one of the researchers, is a Korean English professor who has been teaching EFL writing for five years in class and 20 years of teaching general English at secondary and college level as well.

TABLE 1
Background Information of CS Participants

Student	Gender/ Major	Experience of learning English out of country	TOEIC score	Self -Evaluation
CS1	F/ELL	Less than 6 months in --	900+	Upper mid
CS2	F/ELL	1year in U.S.A	800+	Upper mid
CS3	M/ELL	-	800+	Upper mid
CS4	F/ELL	2 years in U.S.A	700+	Upper mid
CS5	F/ELL	Less than 6 months in Canada	700+	Upper mid
CS6	F/ELL	-	700+	Upper mid
CS7	F/E	2 months in Philippines	700+	Mid
CS8	F/EE	-	700+	Mid
CS9	F/ELL	-	600+	Mid
CS10	F/E	2 months in Philippines	600+	Mid
CS11	M/EE	-	600+	Mid
CS12	F/CE	Less than 6 months in Australia	600+	Mid
CS13	F/CE	-	600+	Upper mid
CS14	F/E	-	500+	Mid
CS15	F/CE	-	500+	Mid

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Table 1 provides the background information about CSs. Two out of 15 CSs lived in an English speaking country for over 10 months and six of them lived in those countries for less than six months taking a language course. Out of the 15 CSs, two majored in English Education, seven in English Language and Literature, three in Children English, and three in Education.

A questionnaire was administered in the first class as the course started (appendix 1). According to the questionnaire, CSs stated that their writing opportunity had been limited to mainly writing English e-mails 73.3% (n=11) and diaries 26.7% (n=4). None of CSs answered they were engaged in any out-of-school writing class such as private institutes to help their writing development.

Self-evaluation about students' own general English command part is included in Table 1 reflecting the study of Butler and Lee, Jiyoon (2010). They emphasized the effect of self-assessment of elementary school students of Korea in EFL environment and contended that the students improved their ability through self-assessing their performance over time. They again shed light on the positive effects of self-assessment on the students' English performance and their confidence in learning English as well (Kim, 2012).

According to self-confidence level based on a questionnaire, all but one CS (93.3%, n=14) agreed that s/he had "low" English writing competence and the one CS said that s/he was "very poor" at writing. CSs appeared to have lower confidence in English writing than general English, overall. None of the CSs answered that they have "High" English in general in table 2. Even the CSs who had stayed in English speaking countries described their English as "upper mid." Regarding to overseas living experience, researchers decided not to differentiate since they showed similar confidence level and mistakes. Likewise, three students of the high Toeic score group (over 800) described their English as just upper middle level compared to regular Korean college students.

2. Procedures

The course which the researcher was teaching at a university was a writing class. CSs met once a week for two hours within a semester respectively. Three topics of writing were set up and three different types of feedback were practiced. 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 was given by the teacher in the first writing, formative and corrective or evaluative feedback were provided in the second and third writing. General response can be replaced by formative feedback which helps the writer with contents and the structure of the writing.

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Table 2 indicates the process of the feedback styles used in each writing practice for CSs. Two different conditions were adopted for CSs. Correction symbols in the appendix of the course textbook (Hogue, 2008) were used at their 2nd writing feedback instead of suggesting specific examples since the teacher expected CSs could possibly be granted more alternatives in their correction on the final draft. The teacher explained the meaning and usage of the correction symbols in class before providing them.

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 with correction symbols & Formative style
3rd writing	Hero in my life	Peer	Corrective & Formative style

CSs wrote an introduction letter to the teacher in the first writing assignment about their plans and vision after graduation. The researcher welcomed and encouraged the CSs to accomplish their plans and dreams. Responding to the first writings kindly, the teacher tried not to indicate the mistakes in their writings. Also the teacher's written feedback was provided and students were expected to develop their final drafts using the teacher's corrective and formative feedback.

The second and third writings were followed by the instructor's and peers' responses respectively. After taking the instructor's response on the 2nd writing, students were demanded to practice how to give formative and corrective feedback. As such, students were asked to provide any comments to two other peers in their third writing and supposed to write their final draft reflecting the feedback.

IV. RESULTS AND DISCUSSION

1. How do CSs Take the Instructor's Comment?

Table 3 indicates the number of Corrective /Formative feedback (FB#) of CS from the teacher in their second writing and the number of follow up feedback as Changed # (number of fixed ones). Also O and X indicate whether formative feedback was taken or not and 1 po/- stands for one positive comment which does not elicit any changes.

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TABLE 3
2nd Writing Feedback
Number of Corrective/Formative Feedback of CS

CS Student	Corrective feedback		Formative feedback	
	FB#	Changed#	FB#	Changed #
CS1	11	7	1	O
CS2	6	6	1	O
CS3	12	12	1	O
CS4	4	4	1	O
CS5	10	7	1po	-
CS6	11	1	1	X
CS7	9	6	1	O
CS8	7	2	1	O
CS9	20	9	1	X
CS10	13	2	1	X
CS11	12	1	1	X
CS12	5	3	1	O
CS13	9	3	1	O
CS14	2	2	1	O
CS15	10	1	1	O
	141	66	14	10
		155/76		

As a whole, CSs took 49% (76 out of 155) of both types of the teacher's comments. CSs reflected just 46.8% of the corrective feedback, that is, 66 correcting symbols out of 141 which were given by the instructor. However, they seemed to follow more formative feedback as 71.4%. Looking at the length of their writing, CSs show some difference between first and the final draft. Most CSs usually made their final draft longer than the first one – from 9.6 sentences average to 15.2 sentences in the final.

Example 1

CS1-2nd writing–1st draft	Changed in the final draft
#1: [It was cold winter snowing heavily.] (ro)	It was cold winter in December 25. In this happiest day, something horrible happened. All around the world it was snowing heavily.
#2: Finally the man fall down to the bottom. (ww)	Finally the man fell down to the ground.

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CS5-2nd writing–1st draft	Changed in the final draft
…but he couldn't be an angel by people. (nfs) [Many people who was(s-v) down the building made some space to jump down by using their warm jacket.] He is alive now.	… but he couldn't be an angel because people who watched him made some duvet by their clothes when he fell down, he could live by it.
CS7-2nd writing–1st draft	Changed in the final draft
He was desperated ∧the result. (ww) (prep)	He was so desperated that he couldn't handle his emotion.

On the other hand, some of CSs did not seem to understand the correction symbols and this leaves another consideration for the instructor about how to cater for writing feedback appropriately. Speaking of the 2nd writing feedback, when the feedback was given by the instructor in the form of correction symbols, students tended to repeat the same errors in the final draft, especially when proper and specific examples were not offered. Example 1 provides some cases. At #1 of CS1, the instructor commented as "ro/cs" (run-on sentence or comma splice), and expected she would change it into "It was a cold, heavily snowing day." However, CS1 repeated the mistake in the changed draft. Also the instructor marked as ww (wrong word choice) at CS1's #2, expecting CS1 to change the word, "fall down" into "jumped to the ground." Instead, CS1 just changed it into its past tense "fell down." CS5 also seemed to misunderstand the instructor's correction symbols like nfs (needs further support) and s-v agr (subject verb agreement). CS7 also revealed his/her misunderstanding about the correction symbols, (ww) or (prep). He/she maintained the word, "desperated" in the corrected draft by the same token and added some words for the reader's understanding. Overall, most CSs appeared to be rather insecure and reluctant in conforming to the suggestions with the correction terms that they did not fully comprehend the meaning. This also reflects either the students' lack of vocabulary or low confidence and weak language competence as well.

Example 2

CS3-2nd writing–1st draft	Changed in the final draft
…and she became angry.	…and she became angry. She said to him that she will break up with him and he did an extreme action.
CS8-2nd writing–1st draft	Changed in the final draft

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There was an accident yesterday night. One man fell down.	In the day time today, a young man who seems to be 20's or 30's jumped off the 10th floor of a building in L.A, leaving on letter behind.
CS13-2nd writing–1st draft	Changed in the final draft
There is a one student who is a high school student.	Song's neighbor Kim saw him in front of his apartment while he returned to his home after jogging in this morning.
CS9-2nd writing–1st draft	Changed in the final draft
#1:A man was discovered under a building.	A man was discovered to the bottom of the building.
#2:So he was shocked very much. He missed her every day.	Therefore, they broke up and he is always missed her
CS15-2nd writing–1st draft	Changed in the final draft
I thought he is very a poor man and…	I thought he is very poor a man.

Since CSs were taking it as a Teacher education course, CSs seemed to struggle in order to make their final draft as perfect as they possibly could. They tried to elaborate more in the final, instead of just following the teacher's comments. Example 2 describes how CSs attempted changes in their final drafts of the second writing through elaborating their original lines abundantly, and in some cases unnecessary words were added. CS 3, CS8 and CS13, different from other cases, seem to be successful in elaboration and made the lines more affluent even though they are not completely exact. In the final draft, however, CS9 shows a worsening different problem, correcting the phrase on his/her own, even when corrective or formative comments were not given. At #2, CS9 rather made the wrong correction, of which the original line had no fault but the lacking of an auxiliary verb. Even CS15 still did not recognize his/her grammatical error without any accurate examples.

Written feedback with correction symbols without any helpful example or suggestions about students' writing did not demonstrate a big advantage for CS writing. When giving feedback, the comments should be delivered clearly as well, not making the receiver confused. Along with appropriate examples about the errors or mistakes if time permits, direct access to the instructor through conferences, or recorded voice comments might be more effective here. Therefore the instructor suggested to the students to entail examples

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when they give comments to their peers in order for the feedback receiver to consider the comments in the 3rd writing.

2. How do CSs Take the Peers' Comment?

Different from the second writing, the instructor guided two students to give comments along with examples or descriptions to make the feedback receiver comprehend those suggestions clearly in the third writing. This appeared to contribute to students' final writing positively. Subsequently, most students went after two peers' corrective comments and reflected the formative feedback in their final writing.

Table 4 represents the number of differences as well as similarities of catering and adopting the peers' comments. Almost all CS presented corrective and formative feedback. Also, all CSs conveyed their formative comments or at least a short positive encouraging phrase (1p in table 4).

TABLE 4
3rd Writing Feedback from Peers
Number of Corrective/Formative Feedback

CSs	S1 Corrective	S1 Formative	S2 Corrective	S2 Formative
	FB#/changed#	FB#/changed #	FB#/changed #	FB#/changed #
CS1	11/8	1/1	4/3	1p/-
CS2	13/13	1/1	4/4	1p/-
CS3	3/2	1/1	1/1	1p/-
CS4	10/5	0/-	3/2	1p/-
CS5	4/4	0/-	4/2	1p/-
CS6	11/6	2/2	1/0	1/0
CS7	6/4	1p/-	2/1	1/0
CS8	4/4	1p/-	4/1	1p/-
CS9	5/3	1/1/	2/2	1p/-
CS10	6/3/	1p/-	2/2	1p/-
CS11	8/7	1p/-	4/1	1p/-
CS12	7/5	1p/-	3/3	1p/-
CS13	2/1	1p/-	7/7	1p/-
CS14	5/1	1p/-	3/1	1p/-
CS15	7/7	1/1	8/8	1/1
	102/73	14/7	52/38	3/1
	154/111		17/8	

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The examples of formative comments by peers are shown at example 3. Obtaining #3 comment, she changed her original word following the concrete suggestion, however, others could not even conceive of changing how to "reorganize" (# 2) or "construct them into three parts" (#4). In terms of the number of comments, CSs provided two other peers with 154 grammatical/corrective feedback and 17 formative comments.

Example 3 – Examples of peers' formative comments

#1-Seeing your writing, my mind is touched. You will be a great teacher.
#2-I can feel your excitement about obtaining driver license. I think you should reorganize sentences because I couldn't understand when I read at first.
#3-I envy you that you got the scholarship. You will be proud of not only yourself but also your family. I think the word "quarter scholarship" would be better.
#4-Congratulations that you finished the race. I think you could construct this essay into three parts. Anyway, this include your true story. I can clearly see what you did and felt.
#5-(Written in Korean) I totally agree with you. I remember how much I cried after the K-SAT test.
#6-Although you have grammatical errors, your writing looks great. If I were you, I would sat the seat until I arrive at the destination.

CSs apparently tended to offer and embrace most of their peers' suggestions in their writing. 72.1% of CS accepted peers' corrective comments and 47.1% of them eventually took peers' formative feedback. Most CSs reflected and adopted those suggestions positively in their final drafts. 100% of CSs catered corrective feedback and 93% of them endued formative feedback respectively (Table 4). In terms of the number of taking corrective feedback, CSs showed bigger rate of reflection of peers' corrective comments than the instructor's as 71.4% to 46.8% (Figure 1).

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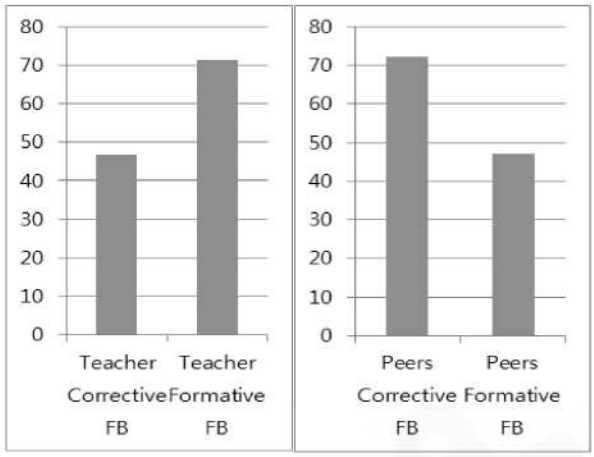
FIGURE 1

Frequency of Instructor's and Peers' Comments Taken



This demonstrates the parts of CSs' different accept of comment according to the type of feedback. Namely, "the examples or descriptions to make the feedback receiver comprehend" on behalf of correction symbols were conveyed as they were guided in the third writing. This led most of CSs accommodate the corrective feedback more positively.

Example 4

CS2-3rd writing–1st draft, from CS3	Changed in the final draft
My mom has ~~this~~ two individualities (these) in herself – one ~~for~~ normal life and (is) the other ~~for~~ a driving life. (is)	My mom has <u>these</u> two personalities at the same time – One is a normal personality which is so heavenly and the other is a driving personality which is the opposite of <u>the other</u>.
CS3-3rd writing–1st draft, from CS6	Changed in the final draft
So many students do their working, (subject) (verb) and part time job.	So many students do their working, and part time job.
CS4-3rd writing–1st draft, from CS12	Changed in the final draft
However, he choose me for varsity.	However, he <u>chose</u> me for varsity.
CS15-3rd writing–1st draft, from CS9	Changed in the final draft

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…, the teacher want to submit planner when I take a class.	…, the teacher wants to submit planner when I take a class.

Most CSs tried to conform to their peers' feedback as much as they considered them as helpful. Although all of the suggestions from their peers were not appropriate and necessary in some cases or wrong from time to time, they basically seemed to be ready to accept them. Out of these students, CS2 attempted to elaborate his/her sentences, accepting a part of the comment in example 4. "These" in the final draft of example 4 seems not necessarily, however, CS2 faithfully followed the suggestion. Likewise, "the other" should be changed into "the one." CS2, nevertheless, reorganized the sentence well according to the CS3's formative comment.

CS3 complied with the comments selectively. He/she acquired and modified the other comments, but when s/he could not understand the suggestion from CS6, s/ he just ignored it and did not show any change in the final draft. There were some students who fixed the mistakes themselves regardless of the comments. In case of CS4, she corrected her word "choose" into "chose" without any comment. She must have recognized the feedback giver's slip. According to CS15 of example 4, some comments should have been accompanied with proper examples. The sentences should be rearranged as "…the teacher wanted us to submit a planner…" with the indication of an object before "to submit" (Example 4).

V. CONCLUSION

This research ventured at how Korean College students (CSs) polish their English writing and draw feedback from the different feedback givers: the instructor and two peers. Based on three times of writing, students' writing drafts and feedback givers' written suggestions were juxtaposed and discussed. The following research questions are summed up with the discussion: (1) How differently do college students incorporate their and peers' written feedback in their final draft? (2) How do college students use the correction term usefully in receiving comments?

Fruitful foreign language class does not merely mean to teach students the mechanics of the target language, but takes them to deeper awareness and appreciation about the language. Instructor's positive and encouraging guide example provided after the first writing were keen to deliver this wish. Overall, CSs contributed sincerely to provide and incorporate feedback regardless of the feedback giver. Those who showed higher self-confidence in English tended to be highly motivated in giving and taking comments. Most of CSs usually made their final draft longer than the first one, adding average six

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more sentences in the final draft. This reveals CSs' enthusiasm to make their writing look more sophisticated. In the process, they used such strategies as elaborating their original lines, changing sentences, and adding new contents in the final. Peer feedback process has demonstrated that it leads to more positive attitude toward others, although some comments given by the peers were misguided or not used, and that students learn the writing better and perform at higher levels.

CSs showed different aspects in recognizing and using feedback from the instructor. 15 CSs reflected only less than half of the instructor's corrective feedback with correction symbols while they took peers' comments as 72.1% which is given as the form of examples and more detailed descriptions. Written feedback with correction symbols to CSs without any helpful example or explanation about students' writing did not appear to demonstrate a big advantage for CS writing. Along with the students' lack of vocabulary, low confidence and weak language competence, this also reflects Fregeau's claim that just the presence or types of errors without correction is ineffective (1999) and suggests the necessity of study about providing feedback such as direct access like conferences between the instructor and the student, or recorded voice comments based on time allowed.

Regarding to peers' feedback, students showed more positive adoption toward the comments of their peers. Considering that two respective peers were guided not to use corrective symbols, but to recommend providing comments with detailed examples or suggestions, it became evident that in general, students were readily accepted and incorporated most of comprehensible feedback. This led most of CSs accommodate the peers' corrective feedback more positively. As for formative feedback, however, CSs took 71.4% instructor's suggestions and is compared to that of peers' 47.1%, much higher incorporation rate toward instructor's feedback than peers'. By and large, CSs have put more focus on teacher's recommendation for their writing. Thus a further study with more opportunity of the correction symbols to students is needed to understand Korean CS's writing incorporation tendency to improve their writing.

There are some limitations in the study as follows. First, feedback givers were limited to the instructor and 15 college students in this study. 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. Also, in order to make the feedback environment more objective to teacher feedback, the correction symbol feedback should be recommended in peer feedback.

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APPENDIX A

Questionnaire for the course

1. Gender: ① Male ② Female
2. Experience of learning English out of country? _____
3. How long studying abroad?____/or How long studying English?
4. My general English level?
   ① high ② upper mid ③ mid ④ mid low ⑤ low
5. My English listening competence level?
   ① high ② upper mid ③ mid ④ mid low ⑤ low
6. My English speaking competence level?
   ① high ② upper mid ③ mid ④ mid low ⑤ low

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7. My English reading competence level?
   ① high ② upper mid ③ mid ④ mid low ⑤ low
8. My English writing competence level?
   ① high ② upper mid ③ mid ④ mid low ⑤ low
9. My main writing activity is _____
10. What do I do to improve my English writing?
   ① Writing English e-mails ② writing English journals
   ③ attending English writing institutes ④ reading English books ⑤ else_____
11. Which is the best way to improve English writing?
   ① studying textbooks ② attending private institutes ③ reading newspapers/Internet
   ④ writing journals ⑤ Else_____
12. My latest TOEIC score? _____

Examples in: English
Applicable Languages: English
Applicable Levels: College

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