

# Effectiveness of Conference Feedback on College Students' Composition in the English as a Second Language (ESL) Context

Jeremy Ivan Thambirajah (Corresponding author)  
Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Selangor, Malaysia  
E-mail: spectra7566@yahoo.com

Dr Noreen Nordin  
Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Selangor, Malaysia  
E-mail: noyeen@yahoo.com

## Abstract

This article examines the negotiation teacher-student feedback conferences in a college writing course. The conferences were held in groups with one teacher and six participants who agreed to take part in this study. The study includes the right for the teacher to offer advice and to criticize, which is often considered to be threatening in more normal contexts. However, as the data analysis shows, participants also interact in ways that challenge the common norms, some of which might be considered more conventionally attacking. The article argues that conference feedback should be analyzed at the level of interaction (Haugh and Bargiela-Chiappini, 2010) and that situated and contextual detail is relevant to its analysis. The study suggests that teachers' in a second language writing classroom should provide conference feedback so that student understand what the teachers' expect of them and, provides a useful theoretical framework for doing so. The conclusion of the study draws on real-life talk-in-interaction (from transcribed recordings), the participants' perspectives (from focus groups and interviews) and situated detail (from field-notes) to produce a contextualized and nuanced analysis.

**Keywords:** Feedback, Education, Teaching Methodology

## 1. Introduction

It can be pointed out that providing written feedback to students is one of the English as Second Language (ESL) writing teacher's most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions (Hyland & Hyland, 2001). However, while generally acknowledged as pedagogically useful (e.g., Cohen & Cavalcanti, 1990; Hedgecock & Lefkowitz, 1994), the role of written feedback has largely been seen as informational, a means of channeling reactions and advice to facilitate improvements.

At present, it is becoming increasingly difficult to ignore the importance conference feedback. In the conference feedback, students have something to tell and teach the instructor about both their knowledge and writing style. Therefore, it is important and necessary to conduct conference feedback. More importantly, the central issue is using conferences to help students to realize their potential. Thus, it is important to have students not only acquire knowledge related to content matter, but at the same time gain a sense of confidence in them.

On the contrary, Atwell (1988, 1998), Calkins (1986), Murray (1979), Newkirk (1989), Sperling (1994), and Patthey-Chavez & Ferris (1997) argued that most teachers do not regularly include conferencing as an instructional format in the classroom. There are several reasons for this. First, testing writing is a priority. Second, teachers feel that they do not have enough time because they have many other subjects to cover. Third, they do not see the value and necessity of writing conferences in their curriculum. Fourth, they do not feel comfortable holding conferences nor have knowledge of conferences as effective strategies to teach writing (Kara-Soteriou & Kaufman, 2002; Lerner, 2005).

## 2.0 Literature Review

The importance of conference feedback, however, has been well documented in several studies, which explain their positive effects on students' writing achievement (Graves, 1983; Hansen, 1987; Harris, 1986), attitudes (McAndrew and Reigstad, 2001), and effectiveness toward writing (Harris, 1995a; Kelly, 1995; Wong, Butler, Ficere, & Kuperis, 1997). The literature clearly points out that writing conferences, in which independence and ownership are promoted, increase students' achievement in writing (Jacobs & Karliner, 1977; Koshik, 2002). Equally important is that students', seeing their achievement, progress, and potential increase their level of effectiveness (Bandura, 1993; Jinks & Lorsbach, 2003, Snowman & Biehler, 2003).

Recent developments in the context of feedback studies have heightened the need to investigate the effectiveness of conference feedback in a second language classroom setting. Therefore, in the study reported, the researcher examined the interactions that occurred in a series of oral conferences between a teacher and first year college students in a writing classroom.

Having these increased skills gives students the confidence and competence to see themselves as authors. On the other hand, when conferences are done inappropriately, the writing conferences might have the opposite outcome, thus holding back students' competence and making them dependent on teachers' expertise and comments. The absence of conferences leaves students with a missed opportunity to develop and in turn, improve their writing (Atwell, 1988; Graves, 1983; Harris, 1995a, 1986; Kelly, 1995).

To this end, the researcher investigated the following research questions:

- i. To what extent does conference feedback motivates students to perform better in their writing drafts?
- ii. How do students understand conference feedback as they improve their writing?
- iii. To what extent does the teacher-student relationship affect ESL student's writing using the conference feedback?
- iv. What are the benefits and limitations of conference feedback in developing writing skills?

This research question concerns the extent of motivation to which learning is evidenced in how the conference feedback are implemented within a single conferencing session and from one conferencing session to another. With this study, the researcher aimed to explore whether conferences could be effective in improvising students' subsequent drafts of their compositions. Confidence and competence are said to be necessary (Bandura, 1977, 1993) in conferences. For instance, when conferences are conducted according to practices supported by process researchers, students gain knowledge about writing skills they need.

### **3.0 Method**

The researcher chose to use his own students instead of other lecturers' students for several reasons. Recent evidences suggests that, most lecturers use written feedback as their primary method of individual feedback and conference feedback is used occasionally to support the written feedback (McLaughlin, 2009). In addition, teaching other lecturers the method of giving conference feedback to students would have been impossible, as it would require extensive training for the lecturers. It would also be probably unethical, as lecturers are generally most successful teaching students using their own methods. Therefore, the participants of this study included a lecturer and six students, (3 males and 3 females) from the American Degree Programme (ADP) Basic Composition 1 (ENL 101) classroom from a private college in the heart of Kuala Lumpur. A small number of participants were chosen for this study because of the expected difficulty of obtaining the data from the students and also the time constraint of this study. Therefore only six participants and a lecturer were chosen to participate in this study.

### **4.0 Results**

The study examined the nature of teacher-student writing conferences while also giving attention to the role of effectiveness during writing conferences. Below, the research questions of the study are listed:

1. To what extent does conference feedback motivates students to perform better in their writing drafts?
2. How do students understand conference feedback as they improve their writing?
3. How does the teacher and students develop a relationship in an ESL college composition classroom and how does this relationship change over time?
4. What are the benefits and limitations of conference feedback?

#### ***1<sup>st</sup> Research Question: To what extent does conference feedback motivates students to perform better in their writing drafts?***

Moses' motives for taking this course were because he wanted to improve his English writing ability, study abroad after graduation, and make a wise use of his time during the college term break. In addition to these goals, he chose to take this course because he had a high degree of trust in Daisy and her course, which he had constructed by reviewing the syllabus on the website even before the semester started. Moreover, throughout the class activities and writing assignments, and after receiving feedback directly from the teacher through one-to-one discussions, he continued to build his trust in his teacher very quickly.

After a few class meetings, he commented on his teacher and the course to the researcher. He pointed out that when the teacher conducted the conference feedback sessions with him, Moses knew that he lacked certain technical abilities when he writes the essay. These technical abilities are vocabulary which mainly stresses on incorrect word choice, expression where appropriateness for written English, redundancy and non-English usage was given importance and finally the organization of the essay.

Everything that Daisy spoke during the conference feedback sessions was extremely helpful for him. In addition, Moses felt deeply motivated to write better as it served as an encouragement for him because the teacher had also shown care for his written work. Moses knew that Daisy seems to know his weaknesses and wanted him to show gradual improvement when he starts to writes his following draft. Moses felt that he can

learn a lot about how to write in English from this class.

**Researcher:** *How well do you understand these comments be more specific, not clear enough, or unclear? Did you find the conference session motivating you to be a better writer?*

**Moses:** *I know my teacher gives these comments to make me think from different perspectives...But it is not too hard to change my drafts based on these comments. Without her detailed explanations during the individual conference, I would have had difficulty revising my drafts. The conference session also motivated me to write better in my following draft, because I feel that I could ask her lots of questions pertaining to my weaknesses and strength and how to improve on this.*

In his view, a caring teacher was able to find students' weak points in their writing, motivate them to improve in their writing and help them improve these areas by providing conference feedback. He expected this course to help him develop not only his writing ability in particular but also his English ability in general. In all, Moses was very much self-motivated to improve his writing ability in English and took everything that his teacher had done for him in appreciation, which seemed to contribute to the development of a caring relationship with his teacher because he accepted and appreciated every comment she made. Moreover, he was a relatively good writer and had a comparatively good command of English, which also seemed to contribute to the development of a caring relationship with his teacher because he was better able than other students to respond to his teacher's conference feedback.

Just as Moses brought in with him good feelings about his teacher and the course, his teacher also demonstrated a high degree of trust in him from the very beginning of the semester. It seemed to the researcher that the teacher's trust in and care for him arose out of obligation as a teacher but grew stronger and stronger. For example, after returning the first draft of the second assignment, the teacher told Moses that he is a really good writer, and the teacher gave exceptionally good comments on his first draft of writing along with the second highest grade in class.

#### **4.1.6.1 Research Question 1: To what extent does conference feedback motivates students to perform better in their writing drafts?**

Nadrah had chosen to take this course to overcome her apprehension about writing in English, to complete her course work to graduate, and to improve her English writing ability. At the first interview conducted in the second week of the semester, she made positive and negative comments about the teacher and the course. Although Nadrah demonstrated a high degree of trust in her teacher out of obligation as a student, she did not connect herself with her teacher at the beginning of the semester, mainly due to her perceptions of her teacher as having an overbearing attitude and due to the difficulty of the content presented in the class.

In the same way, the teacher did not seem to care for her at first because of her perceptions of his attitudes toward her instruction. For example, although she gave her students clear instruction about the format at the beginning of the semester, she did not use double spacing, but single spaced his first drafts of his writing. Looking at her draft, she commented, "Look at her format. She used single spacing." She also told this to her during the individual conference.

In terms of frequency of talk even though Nadrah and Alex had balanced conferences in terms of turn taking, since Nadrah's responses were limited and incomplete, she had only one conference session with the teacher.

Daisy dominated the conference talk. As discussed earlier in most of those conferences the recommendations and suggestions were mainly provided by the teacher which also led her to dominate the conference talk. Likely, in the first and the fourth conference Nadrah was also an active participant and provided lengthy responses that led to having more balanced conferences.

Out of six conferences, the sixth conference was the only one where Nadrah received specific and positive praise from the teacher as seen in the scripts below.

**Nadrah:** (reads from the text) "Going overboard" .....

**Daisy:** Put that.

**Daisy:** That's a good detail...

**Nadrah:** (reads) "Finally, fun and candy was up to our heads and we left"

**Daisy:** Oooh good.

**Daisy:** That's like a metaphor.

**Daisy:** You're so smart.

Nadrah's first, third, fourth, and fifth conferences were coded as balanced where Daisy provided general statements such as "Okay; Alright; and Umm humm". In her second conference, all the responses that came from the teacher showed only active listening thus that conference was coded as teacher-centered.

However, the sixth and the eighth conferences were excluded from the analysis because there were no general or specific praise statements generated by the teacher.

Throughout conference sessions it was clear that the draft stage affected the effectiveness of the conferences. Nadrah conferred with the Daisy six times while she was writing her essay. The first conference session was labeled as a topic and content conference where Nadrah introduced her topic and they both talked about possible events to be included into her story. The second, third, and fifth conferences were labeled as content conferences where again both parties brainstormed together to create scenes and events for her story. In the fourth conference, Nadrah stated that she mostly wrote about her experience when she used the Social Networking Websites such as Facebook and HighFive.

Daisy reviewed Nadrah's texts and pointed out strengths and weaknesses. Thus, this conference was labeled as a content and assessment conference. In the sixth conference, the teacher used a trade book as a sample to teach indenting paragraphs and separating dialogues from regular texts.

## 5.0 Discussion

Students' confidence in their writing ability can improve when writing conferences are provided in a student-centered approach where students are seen as active participants and were provided opportunities to share and highlight their ideas and suggestions during conference dialogue. Besides engaging in student-centered writing conferences, a student is able to gain opportunity to pay attention to their previous learning and progress, observes the teacher to improve writing skills, and utilize verbal feedback to better recognize and determine skills and level of confidence towards writing. The information gained through these important aspects of writing conferences ultimately may help student writers to assess their level of effectiveness (Bandura, 1993). Furthermore, by being aware of their progress students can increase their motivation, confidence, and the effectiveness of the conference (Bandura, 1993; Jinks & Lorsbach, 2003; Snowman & Biehler, 2003).

Based on characteristics of effective writing conferences identified in the literature (Atwell, 1987; Boynton, 2003; Calkins, 1986; Graves, 1983; Harris & Silva, 1993; Kaufman, 1998; McAndrew & Reigstad, 2001; Murphy, 2000; Murray, 1978, 1979, 1980, 1985; Reigstad & McAndrew, 1984; Straub, 2001; Wilcox, 1997) research observations uncovered several ways in which the teacher's conferencing approach could be characterized as student-centered. For example, she played a supporting role by creating a conference environment in which both parties shared authority and were treated equally (Boynton, 2003; Graves, 1983). A table to carry out the conferences was designated and the teacher always sat next to the student, not across from them. It can be pointed out that for less confident students; the seating arrangement was less threatening because it did not force them to make unwanted eye contact. To give the student authority during the conference and promote an equal sharing of authority (Boynton, 2003; Graves, 1983), the teacher was observed placing the essay in front of the student or between teacher and student. Furthermore, in order to allow students to determine the conference agenda (Calkins, 1986; Graves, 1983; Murray, 1980, 1985; Walker & Elias, 1987) the teacher generally started writing conferences with a predictable question such as "So how did you manage to write your essay?" or "Okay, how are you doing?". Students were also encouraged to lead the conference talk and were able to speak up at any time allowing the teacher's role to be more of a coach instead of being a strict teacher (Boynton, 2003; Graves, 1983; McAndrew & Reigstad, 2001; Murray, 1980; Reigstad & McAndrew, 1984). Therefore, this led students to explain about their texts and ideas because the teacher often asked them open-ended questions (Murray, 1978, 1979; Smith, 2005).

As a result of keeping the conferences brief and focused, the teacher allowed students to have several conferences over the period of the writing process (Atwell, 1987; Boynton, 2003; Graves, 1983). During these conferences the teacher remained attentive by listening carefully to students' ideas, questions, and responses. Her role encouraged students to be more open and share their topics and concerns (Kaufman, 1998). Observations showed that the teacher provided opportunities for students in terms of turn-taking by using pauses as their sign to generate a response (Boynton, 2003; Graves, 1994). This allowed students to become more actively involved in turn-taking and consequently most of the observed conference interactions were coded as balanced in which the two participants took an almost equal number of turns.

Another promising observation was the teacher's use of longer pauses with less confident students since these students might have needed extra time to formulate a response to unforeseen questions or comments. The teacher also provided both general and specific praise statements in order for students to learn more about their strengths and to assure them that their opinions were being heard.

In order for students to be positive about the writing process, the teacher used a positive approach when revising and editing. Consistent with the literature (Harris & Silva, 1993; McAndrew & Reigstad, 2001; Reigstad & McAndrew, 1984; Straub, 2001; Wilcox, 1997), she mentioned that students should be first concerned about higher order concerns of content and meaning before dealing with the lower level concerns such as grammar, spelling, and punctuation. The teacher reassured students through eye contact and very often used her wittiness as a tool for lightening the mood whilst providing recommendations for revisions and editing (Boynton, 2003; Graves, 1983; Kaufman, 1998). When making editorial corrections to students' texts, the teacher often attempted

to identify with students by mentioning that she had also experienced similar difficulties with writing and spelling.

It can be pointed that students recognized the importance of the writing conferences and their role as active participants when the teacher reminded other students in the classroom not to interrupt her while she was conferring with their friends (Glasswell, Parr, & McNaughton, 2003; Hansen, 1987). When there were interruptions the teacher focused on getting the writing conference back on topic as quickly as possible and returned the discussion back to the point where it had left off. Her actions therefore were helpful in promoting student-centered conferences.

To summarize, by means of engaging in student-centered activities, the teacher tried to share the authority and decision making process with her students. Consequently, this encouraged the study group students to see themselves as writers who were experienced enough to assess their strengths and weaknesses of a written text. Prior researches by Wong, Butler, Ficzere, & Kuperis (1997) supported this notion stating, "trainees gained writing skills in areas specifically targeted in the intervention, and increased their self-efficacy in writing because of awareness of their learned skills in planning, writing, and revising" (p. 209). Similarly, Kelly (1995) argued that during writing conferences students worked with their partners and by gaining feedback on revisions, students wrote their essays repeatedly. This re-writing may have increased the effectiveness of the conference because gradually students became more experienced writers.

## References

- Allen, N. J. (1986). Who owns the truth in the writing lab? *The Writing Centre Journal*, 6 (2), 3-10.
- Anderson, C. (2000). *How's it going?: A practical guide to conferring with student writers*. Portsmouth, NH: Heinemann.
- Athanasourelis, J. P. (2006). Conference teaching: A response to Donald M. Murray. *Teaching English in Two Year College*, 33(4), 407-409.
- Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.
- Atwell, N. (1988). Making the grade: Evaluating writing in conference. In T. Newkirk & N. Atwell (Eds.), *Understanding writing: Ways of observing, learning, and teaching K-8* (pp. 236-244). Portsmouth, NH: Heinemann.
- Atwell, N. (1998). *In the middle new understanding about writing, reading, and learning*. Portsmouth, NH: Boynton/Cook Publishers, Heinemann.
- Atwell, N. (2003). Hard trying these recipes. *Voices from the Middle*, 11(2), 16-19.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148.
- Bayraktar, A. (2009). An Exploration of the Teacher-Student writing Conference and the Potential Influence of Self-Efficacy.
- Beach, R. (1989). Showing students how to assess: Demonstrating techniques for response in the writing conference. In C. M. Anson (Ed.), *Writing and response: Theory, practice, and research* (pp. 127-148). Urbana, IL: National Council of Teachers of English.
- Bell, J. H. (2002). Research report: Better writers: Writing center tutoring and the revision of rough drafts. *Journal of College Reading and Learning*, 33 (1), 5-20.
- Bereiter, C & Scardamalia, M. (1994). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berliner, D. C., & Biddle, B. J. (2000). *Why now? The structure of schooling: Readings in the sociology of schooling*. Mayfield Publishing.
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of second Language Writing*, 14, 191-205.
- Bissex, G. L. (1982). Writing conferences: Alternative to the red pencil. *Learning*, 11(4), 74-77.
- Bissex, G. L. (1982). Writing Conferences: Alternatives to the red pencil. *Learning*, 11(4), 74-77.
- Blau, S. & J. Hall (2002). Guilt-free tutoring: Rethinking how we tutor non-native English speaking students. *Writing centre journal* 23.1, 23-44.
- Boudreaux, M. A. (1998). Toward awareness: A study of nonverbal behavior in the writing conference. Unpublished doctoral dissertation, Indiana University of Pennsylvania.
- Boynton, L. (2003). See me: conference strategies for developmental writers. *Teaching English in Two Years College*, 30(4), 391-402.
- Braine, G. (1997). Beyond Word Processing: Networked Computers in ESL Writing Classes. *Computers and Composition*, 14, 45-58
- Brennan, J and Williams, R. (2004). *Collecting and Using student feedback: a guide to good practice in Higher Education Funding Council for England (HEFCE), Learning and teaching Support Network (LTSN)*, and the

- Centre for Higher Education Research and Information (CHERI).
- Brown, E & Glover, C. (2005) Refocusing Written Feedback. Paper presented to the 13<sup>th</sup> Improving Student Learning Symposium, Imperial College, London, UK, 5-7 September 2005.
- Brown E & Glover C. (2005), Refocusing Written Feedback. Paper presented to The 13th Improving Student Learning Symposium, Imperial College, London, UK, 5-7 September 2005.
- Butler, R. (1988). Enhancing and undermining intrinsic motivation; the effects of task involving and ego-involving evaluation on interest and performance. *British Journal of Educational Psychology*, 58, 1-14.
- Butler, D., & Winne, P., (1995) Feedback and self-regulated learning: a theoretical synthese. *Review of Educational Research*, 65, (3) 245-282.
- Calkins, L. M. (1985). Learn to think through writing. In A. Jaggar & M. T. Smith-Burke (Eds.), *Observing the language learner* (pp. 190-198). Urbana, IL: National Council of Teachers of English.
- Calkins, Lucy, Hartman, A. and White, Z. (2005), *One to One: The Art of Conferring with Young Writers*. Portsmouth, NH: Heinemann.
- Campbell, T. (1996). Technology, Multimedia and Qualitative research in Education. *Journal on Research on Computing in Education*, 30(9), 122-133.
- Carnicelli, T. A. (1980). The writing conference: A one-to-one conversation. In T. R. Donovan, & B. W. McClelland (Eds.), *Eight approaches to teaching composition* (pp. 101-131). Urbana, IL: National Council of Teachers of English.
- Cazden, C. (2001). Classroom discourse: The language of teaching and learning. Portsmouth, NH: Heinemann.
- Chandler, J. (2003). 'The Efficacy of Various Kinds of Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing', *Journal of Second Language Writing*.
- Chaudron, C (1983). Evaluating Writing: Effects of Feedback on Revision. Paper presented at the 17<sup>th</sup> Annual Teachers of English to Speakers of Other Languages, Toronto.
- Cho, K., Schunn, C. D., & Charney, D. (2006). Commenting on writing: Typology and perceived helpfulness of comments from novice peer reviewers and subject matter experts. *Written Communication*, 23(3), 260-294.
- Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T.M., Swann, J. (2003). *Teaching Academic Writing: A toolkit for higher education*.
- Cohen, A. D. and Robbins, M (1976). 'Toward Assessing Interlanguage Performance: The Relationship between Selected Errors, Learners' Characteristics, and Learners' Expectations', *Language Learning*, 26, pp 45-66.
- Cohen A.D., (1987). 'Students Processing of Feedback on Their Compositions', In: Wenden, A. and Rubin, J 1987 *Learning Strategies in Language Learning*, Prentice Hall International, pp 57-69.
- Collins, J. L (1982). Self Efficacy and ability in achievement behaviour. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Conrad, S., & Goldstein, L. (1999). ESL student revision after teacher-written comments: Text, contexts and individuals. *Journal of Second Language Writing*, (8) 147-179.
- Corden, R. (2007). Developing reading-writing connections: The impact of explicit instruction of literary devices on the quality of children's narrative writing. *Journal of Research in Childhood Education*, 21(3), 269-289.
- Craven, R. G., Marsh, H. W., & Debus, R. L. (1991). Effect of internally focused feedback and attributional feedback on enhancement of academic self-concept. *Journal of Educational Psychology*, 83(1), 17-27.
- Creswell, J. W. (1998). *Qualitative Inquiry and Research Design Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.
- Dessner, L. (1991). English as a second language college writers' revision responses to teacher-written comments. Ph. D. dissertation, University of Pennsylvania.
- Delpit, L. (1998). The silenced dialogue: Power and Pedagogy in Educating other people's children. *Harvard Education Review*, 58.
- Di Pardo, A. (1992). "Whispers of coming and going": Lessons from Fannie. *The Writing Center Journal*, 12 (2), 125-145.
- Edgington, A. (2004). Encouraging collaboration with students on teacher response. *Teaching English in Two Years College*, 31(3), 287-296.
- Eickholdt, L. A. (2004). Scaffolding in the writing workshop. Unpublished doctoral conference dissertation, Georgia State University.
- Ellis, R. (1995). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (2006). Theoretical Perspectives on Interaction and Language Learning. In R. Ellis (Ed) *Learning a Second Language through Interaction* (pg 3-31). Amsterdam. Benjamns Publishing Company.
- Faigley, L., & Witte, S.P. (1984). Measuring the effects of revisions on text structures. in R. Beach & L.S. Bridwell (Eds.), *New directions in composition research* (pp. 95-108). *New directions in composition research* (pp. 95-108). New York: Guildford Press.
- Fathman, A. K. and Whalley, E. (1990). 'Teacher Response to Student Writing: Focus on Form Versus Content', In Kroll, B (ed.) 1990 *Second Language Writing: Research Insights for the Classroom*, Cambridge University

- Press, pp 178-190.
- Ferris, D. and Hedgecock, J S (1998). *Teaching ESL Composition: Purpose, Process, and Practice*, Lawrence Erlbaum Associates.
- Ferris, D. (1999). 'The Case for Grammar Correction in L2 Writing Classes: A Response to Truscott (1996)', *Journal of Second Language Writing*, 8/1, pp 1-11.
- Ferris, D. And Roberts, B (2001). 'Error Feedback in L2 Writing Classes: How Explicit Does It Need to Be?', *Journal of Second Language Writing*, 10, pp 161-184.
- Ferris, D. (2002). *Treatment of Error in Second Language Student Writing*, The University of Michigan Press.
- Ferris, D. (2003). Response to Student writing: Implications for Second Language Students.
- Ferris, D. (2006). Does error feedback help student writers? New evidence on the short and long term effects of written error correction.
- Fletcher, D. C. (1993). On the issue of authority. In T. Flynn & M. King (Eds.), *Dynamics of the writing conference* (pp. 41-50). Urbana, IL: National Council of Teachers of English.
- Flower, L.S & Hayes, J.R., (1981). A Cognitive Process Theory of Writing.
- Flower, L., Hayes, J., Carey, L., Schriver, K., & Stratman, J. (1986). Detection, diagnosis, and the strategies of revision. *College Composition and Communication*, 37, 16-55.
- Flynn, T., & King, M. (1993). *Dynamics of the writing conference: Social and cognitive interaction*. Urbana, IL: National Council of Teachers of English.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. New York, NY: McGraw Hill.
- Freedman, S & M. Sperling (1985). Written language acquisition: the role of response and writing conference.
- Gibbs, G. & Simpson, C. (2004) Conditions under which assessment supports students' learning Learning and Teaching in Higher Education, 1 (1), 3-31.
- Glasswell, K., Parr, J. M., & McNaughton, S. (2003). Four ways to work against yourself when conferencing with struggling writers. *Language Arts*, 80 (4), 291-298.
- Goldstein, Lynn M. & Conrad, Susan M. (1990). "Student input and negotiation of meaning in ESL writing conferences". *TESOL Quarterly*. 24 (3). 443-460.
- Goldstein, L., & Simpson, C. (2004). Conditions under which assessment supports students' Learning and Teaching in Higher Education.
- Goldstein, L (2004). Questions and answers about teacher written commentary and student revision: teachers and students working together.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. New York: Longman.
- Graves, D. H. (1982). Six guideposts to a successful writing conference. *Learning*, 11(4), 76-77.
- Graves, D. H. (1983). *Writing: teachers & children at work*. Portsmouth, NH: Heinemann.
- Haneda, M. (2000). Negotiating meaning in writing conferences: An investigation of a university Japanese-as-a-foreign language class. Unpublished doctoral conference dissertation, University of Toronto.
- Hansen, J. (1987). *When writers read*. Portsmouth, NH: Heinemann.
- Hardin, C.J. (1988). *Access to Higher Education: Who belongs?* The Journal of From Access to Success: A book of readings on college developmental education and learning assistance programmes. Ed. M. Maxwell. Clearwater, FL: H&H 13-18.
- Harris, M. (1986). *Teaching one-to-one: The writing conference*. Urbana, IL: National Council of Teachers of English.
- Harris, M. (1995a). Talking in the middle: Why writers need writing tutors. *College English*, 57(1), 27-42.
- Harris, M. (1995b). What's up and what's in: Trends and traditions in writing centers. In C. Murphy & J. Law (Eds.), *Landmark essays on writing centers* (pp. 27-36). Davis, CA: Hermagoras.
- Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, 44(4), 525-537.
- Harris, J. (2001). *Negotiating the Contact Zone. Landmark Essays on Basic Writing*. Eds. Kay Halasek and Nels P. Highberg. Mahwah, NJ:Hermagoras Press. 159-170.
- Hatch, T., & Shulman, L. S. (2006). *Into the classroom: Developing the scholarship of teaching and learning*. San Francisco, CA: Jossey-Bass.
- Heller, D. (May, 1989). Silencing the soundtrack: an alternative to marginal comments. *College Composition and Communications*. 40.2.210-215. Retrieved March 27, 2006 from JSTOR.
- Herrington, A. J. (1985). Writing in academic setting: A study of the contexts for writing in two college chemical engineering courses. *Research in the Teaching of English*, 19, 331-359.
- Hewett, B. L. (2006). Synchronous online conference-based instruction: A study of whiteboard interactions and student writing. *Computers and Composition*, 23(1), 4-31.
- Heyden, T. (1996). Teacher-student interactions in a process writing course: The experiences of three freshmen and their instructor. Unpublished doctoral dissertation, New York University.

- Hiatt, M. P. (1975). Students at bay: The myth of the conference. *College Composition and Communication*, 26, 38-41.
- Hillocks, G. (1982). The interaction of instruction, teacher comment, and revision in teaching the composing process. *Key Works on Teacher Response: An Anthology*. Ed. R. Straub. Portsmouth, NH: Boyton/Cook. 77-93.
- Horning, A. & Becker, A. (2006). *Revision: History, theory, and Practice*. West Lafayette, IN: Parlor Press.
- Hyland, F. 1998. 'The Impact of Teacher Written Feedback on Individual Writers', *Journal of Second Language Writing*, 7/3, pp 255-286.
- Hyland, K. (2003). *Second Language Writing*. Cambridge University Press. Chapter 7: Responding to student writing, pp 177-211.
- Hyland & Hyland (2006). Feedback on Second Language Students' Writing.
- Jacobs, S., & Karliner, A. (1977). Helping writers to think: The effect of speech roles in individual conferences on the quality of thought in student writing. *College English*, 38, 489-505.
- Jackson, J. W. (2002). Enhancing self-efficacy and learning performance. *The Journal of Experimental Education*, 70 (3), 243-254.
- Jacob, G. P. (1982). An ethnographic study of the writing conference: The degree of student involvement in the writing process. Unpublished doctoral dissertation, Indiana University of Pennsylvania.
- Jinks, J., & Lorsbach, A. (2003). Introduction: Motivation and self-efficacy belief. *Reading & Writing Quarterly*, 19, 113-118.
- Johnson, B.R (1997). Examining the validity structure of Qualitative Research Education, 118 (3), 282-292.
- Johnson Black, L. (1998) Between Talk and Teaching: Reconsidering the writing conference. Logan, UT: Utah State U.P.
- Johnson, J. B. (1993). Reevaluation of the question as a teaching tool. In T. Flynn & M. King (Eds.), *Dynamics of the writing conference* (pp. 34-40). Urbana, IL:National Council of Teachers of English.
- Kang, I. (1998). The use of computer-mediated communication: Electronic collaboration and interactivity. In C. J. Bonk & K. S. King (Eds.), *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse* (pp. 315-337). Mahwah, NJ: Erlbaum.
- Kara-Soteriou, J., & Kaufman, D. (2002). Writing in the Elementary School: The missing pieces. *The New England reading Association journal*, 38 (3), 25-33.
- Kassen, M. A. (1990). "Responding to foreign language student writing: A case study of twelve teachers of beginning, intermediate, and advanced level of French." Unpublished Doctconference Dissertation, University of Texas, Austin.
- Kaufman, D. K. (1998). In pursuit of "a good healthy chat": The roles of organization and rapport building in effective middle school literacy instruction. Unpublished doctoral dissertation, University of New Hampshire.
- Keh, C.L., 1990. Feedback in the Writing Process: A Model and Methods for Implementation.
- Kelly, L. (1995). One-on-one, Iowa City style: Fifty years of individualized writing instruction. In C. Murphy & J. Law (Eds.), *Landmark essays on writing centers* (pp. 11-25). Davis, CA: Hermagoras.
- Kepner, C. G., 1991. 'An Experiment in the Relationship of Types of Written Feedback to the Development of Second-Language Writing Skills', *The Modern Language Journal*, 75, pp 305-315.
- Knoblauch, Cy, and Lil Brannon (2006). Introduction: The Emperor (Still) Has No Clothes—Revisiting the Myth of Improvement. *Key Works on Teacher Response: An Anthology*. Ed. Richard Straub. Portsmouth, NH: Heinemann.
- Krapels, A. R. (1990). An overview of second language writing process research. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 37-56). Cambridge, UK: Cambridge University Press.
- Kroll, B. (1978) Cognitive egocentrism and the problem of audience. *Research in the Teaching of English* 12, 269-281.
- Kroll, B. (ed.) (1990). *Second Language Writing: Research Insights for the Classroom*, Cambridge University Press.
- Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) (pp.219-232). Boston, MA: Heinle and Heinle.
- Kroll, B. (2003). *Exploring the Dynamics of Second Language Writing*, Cambridge University Press.
- Koshik, I. (2002). Designedly incomplete utterances: A pedagogical practice for eliciting knowledge displays in error correction sequences. *Research on Language and Social Interaction*, 35 (3), 277-309.
- Lain, S. (2007). Reaffirming the writing workshop for young adolescents. *Voices from the Middle*, 4(3), 20-28.
- Lancaster GA, Dodd S & Williamson PR (2004). Design and analysis of pilot studies: recommendations for good practice. *Journal of Evaluation in Clinical Practice* 10(2): 307-12
- Lau, L.Y. 1990. A descriptive study of teacher responses in the English compositions of form four students in some selected Malaysian schools. Unpublished BA Thesis. Universiti Kebangsaan Malaysia.
- Lerner, N. (2005). The teacher student writing conference and the desire for intimacy. *College English*, 68(2), 186-208.

- Lalande, J. F. 1982. 'Reducing Composition Errors: An Experiment', *Modern Language Journal*, 66, pp 140-149.
- Lave, J & E. Wenger (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lee, I. 1997. 'ESL Learners' Performance in Error Correction in Writing', *System*, 25/4, pp 465-477.
- Leki, I. (1990). Coaching from the margins: Issues in written response. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp57-68) Cambridge: Cambridge University Press.
- Leki, I. (2006). " You cannot ignore": L2 Graduate students response to discipline-based written feedback. In Hyland, K & Hyland, F (Eds). *Feedback in Second Language writing: Contexts and issues* (pp. 266-285). New York: Cambridge
- Lerner, N. (2005). The teacher student writing conference and the desire for intimacy. *College English*, 68(2), 186-208.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills, CA:Sage.
- Lipp, E. (1995). Training ESL teachers to write effective feedback on composition drafts. *Journal of Intensive English Studies*, 9, 50-66.
- Lyster, R., Ranta, L. (1997). Corrective Feedback and learner Uptake: Negotiation of Form in communicative classrooms. *Studies in second Language Acquisition*, 19, 37-67.
- Mabrito, M. (2006). A study of synchronous versus asynchronous collaboration in an online business writing class. *American Journal of Distance Education*, 20(2). 93-107.
- Margolis, H., & McCabe, P. P. (2004). Self-efficacy a key to improving the motivation of struggling learners. *The Clearing House*, 77 (6), 241-249.
- Martinez, D. (2001). The experience and impact of writing conferences on selected English learners in a Puerto Rican University. Unpublished doctoral conference dissertation, New York University.
- Martone, D. (1992). Ways in which at-risk college writers collaborate to reconceptualise their essays in response to the varying prompts that exist during a writing conference. Unpublished doctoral conference dissertation, New York University.
- McAndrew, D. A., & Reigstad, T. J. (2001). *Tutoring writing: A practical guide for conferences*. Portsmouth, NH: Heinemann.
- McIver, M. C., & Wolf, S. A. (1999). The power of the conference is the power of suggestion. *Language Arts*, 77 (1), 54-61.
- McCarthy, L., (1987) A stranger in strange land: A college student writing across the curriculum. (*Research in the Teaching of English*. 21(3). 233-265).
- McCune, V. (Apr., 2004). Development of first-year students' conceptions of essay writing. *Higher Education*. 47.3.257-282. Retrieved 7 Oct. 2009 from JSTOR.
- McLaughlin,B.F (2009). Live Conference feedback as the Primary Mode of Teacher response to Freshman Writing: Perceptions, Patterns and Connections.
- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mitchell, A. (2004). Effective student-teacher writing conferences for first graders. Unpublished master's thesis, California State University.
- Moustakas, C (1994). *Phenomenological Research methods*. London, Sage publications.
- Murphy, S. (2000). A sociocultural perspective on teacher response: is there a student in the room? *Assessing Writing*, 7, 79-80.
- Murray, D. E. (1991). "The Composing Process for Computer Conversation". *Written Communication*, 8 (1), 35-55.
- Murray, D. M. (1985). *A writer teaches writing*. Boston, MA: Houghton Mifflin Company.
- Newkirk, T. (1989). The first five minutes: Setting the agenda in a writing conference. In C. M. Anson (Ed.), *Writing and response: Theory, practice and research* (pp. 317-331). Urbana, IL: National Council of Teachers of English.
- Nickel, J. (2001). When writing conferences don't work: Students' retreat from teacher agenda. *Language Arts*, 79 (2), 136-47.
- Nicol D.J. (2006) Formative assessment and self regulated learning: A model and seven principles of good feedback practise.
- North, S. M. (1995). The idea of a writing center. In C. Murphy & J. Law (Eds.), *Landmark essays on writing centers* (pp. 71-85). Davis, CA: Hermagoras.
- Oliver, S. J. (2001). How teachers promote writing as a transactional process during writing conferences. Unpublished doctoral dissertation, Auburn University.
- Ormrod, J. E. (2003). *Study guide and reader to accompany educational psychology developing learners* (4th Edition). Upper Saddle River, NJ: Merrill Prentice Hall.
- Oye, P. M. (1993). Writing problems beyond the classroom: The confidence problem. In T. Flynn & M. King (Eds.), *Dynamics of the writing conference* (pp. 111-119). Urbana, IL: National Council of Teachers of English.

- Panova, I., & Lyster, R. (2002). Patterns of Corrective Feedback and Uptake in an Adult ESL classroom. *TESOL Quarterly*, 36(4), 573-595.
- Patthey-Chavez, G. G., & Ferris, D. R. (1997). Writing conferences and the weaving of multi-voiced texts in college composition. *Research in the Teaching of English*, 31 (1), 51-90.
- Place, M. D. (2003). Conversations about composition: Investigating writing conferences and faculty feedback on writing in German as a foreign language. Unpublished doctoral dissertation, Michigan State University.
- Powes, J. (1993). Rethinking writing centre conferencing strategies for the ESL writer. *Writing Centre Journal*, 13, 9-47.
- Randall, M. & Mirador, J. (2003) How well am I doing? Using a Corpus-based analysis to Investigate Tutor and Institutional Messages in Comment Sheets Assessment & Evaluation in Higher Education, 28 (5) 516-526.
- Radecki, P. M. and Swales, J. M. (1988). 'ESL Student Reaction to Written Comments on Their Written Work', System, 16/3, pp 355-365.
- Ravichandran, V. (1996). Teacher feedback to student writing and student response to teacher feedback. Unpublished Master's Thesis. Universiti Kebangsaan Malaysia.
- Ravichandran, V (2002). Responding to Student Writing: Motivate, Not Criticise; GEMA Online Journal of Language Studies, Vol.2(1)
- Reid, J. (1993). Historical perspectives on writing and reading in the ESL classroom. In J. Carson & I. Leki (Eds.), *Reading in the second language classroom: Second language perspectives* (pp9-32). Boston: Heinle and Heinle Publishers.
- Reid, J. (2000). 'Responding to ESL Students' Texts: The Myths of Appropriation', In: Silva, T and Matsuda, P K (eds.) 2000, *Landmark Essays on ESL Writing*, Hermagoras Press, pp 209-224.
- Reid, J. (2002). 'Ask!', In Blanton, L L and Kroll, B 2002, *ESL Composition Tales: Reflection on Teaching*, The University of Michigan Press.
- Reigstad, T. J., & McAndrew, D. A. (1984). Training tutors for writing conferences. Urbana, IL: National Council of Teachers of English.
- Rossman, G. B., & Rallis, S. F. (2003). Learning in the field: An introduction to qualitative research. Thousand Oaks: Sage.
- Rust, C., Price, M. and O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment and Evaluation in Higher Education*. 28 (2), 147-164.
- Saito, H. (1994). Teachers' practices and students' preferences for feedback on second language writing: A case study of adult ESL learners. *TESL Canada Journal*, 11, 46-70.
- Sandman, A. (2006). Nurturing thoughtful revision using the focused question card strategy. *Journal of Adolescent and Adult Literacy*, 50(1), 20-28.
- Salkind, N.J., (2006). Exploring Research. Sixth edition (pp. 12). Pearson International Edition.
- Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 16-29). San Diego: Academic Press.
- Sekaran, U. (2003). *Research methods for business*. New York: John Wiley and Sons
- Seliger, H. W. AND Shohamy, E. 1989. *Second Language Research Methods*, Oxford University Press.
- Shell, D. F., Murphy, C. C., & Bruning, R. H. (1989). Self-efficacy and outcome expectancy mechanism in reading and writing achievement. *Journal of Educational Psychology*, 81 (1), 91-100.
- Shell, D. F., Colvin, C., & Bruning, R. H. (1995). Self-efficacy, attribution, and outcome expectancy mechanism in reading and writing achievement: Grade-level and achievement-level differences. *Journal of Educational Psychology*, 87 (3), 386-398.
- Shin, S. J. (2003). The reflective L2 writing teacher. *ELT Journal*, 57(1), 3-10.
- Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching learning, and learning to teach*. San Francisco, CA: Jossey-Bass.
- Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. *TESOL Quarterly*, 27, 657-677.
- Smith, A. (2005). Conferring with young second-language writers: Keys to success. *New Horizons for Learning*. Retrieved on 1/14/2008.
- Sommers, N. (1980). 'Responding to Student Writing', *College Composition and Communication*, 33/2, pp 148-156.
- Snowman, J., & Biehler, R. (2003). *Psychology applied to teaching*. (10th Edition). New York; Houghton Mifflin Company.
- Sommers, N. (1999). Responding to students writing. In R. Straub (Ed.), *A Sourcebook for Responding to Student writing* (pp. 107-116). Creskill, NJ: Hampton Press.
- Sommers, N. & Saltz, L. (2004). The novice writer as expert: writing in freshman year. *College Composition and Communication*. 56. 124-149. Retrieved 24 Sept. 2009 from JSTOR.

- Sperling, M. (1988). The writing conferences as a collaborative literacy event: Discourse analysis and descriptive case studies of conversations between ninth grade writers and their teacher. Unpublished Ph.D. dissertation, University of California, Berkeley.
- Sperling, M. (1990). I want to talk to each of you: Collaboration and the teacher-student writing conference. *Research in the Teaching of English*, 24 (3), 279-321.
- Sperling, M. (1991). Dialogues of deliberation: Conversation in the teacher-student writing conference. *Written Communication*, 8, 131-162.
- Sperling, M. (1994). "Discourse analysis of teacher-student writing conferences: Finding the message in the medium." In P. Smagorinsky (Ed.), *Speaking about writing: Reflections on research methodology* (pp. 205-224). Thousand Oaks, California: Sage Publications.
- Straub, R. (1999). The student, the text, and the classroom context: a case study of teacher response. *Assessing Writing*, 7 (19), 23-55.
- Thonus, T. (2002). Tutor and student assessments of academic writing tutorials: What is "Success?" *Assessing Writing*, 8 (2), 110-134.
- Truscott, J. (1996). 'The Case against Grammar Correction in L2 Writing Classes', *Language Learning*, 46/2, pp 327 – 369.
- Tuzi, F. (2001). E-feedback's impact on ESL writers' revisions. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages, St. Louis, MO.
- Ulichny, P., & Watson-Gegeo, K. A. (1989). Interactions and authority: The dominant interpretive framework in writing conferences. *Discourse Processes*, 12, 309-328.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Walker, C. P., & Elias, D. (1987). Writing conference talk: Factors associated with high-and low-rated writing conferences. *Research in the Teaching of English*, 21 (2), 266-285.
- Walker, B. J. (2003). The cultivation of student self-efficacy in reading and writing. *Reading & Writing Quarterly*, 19 (2), 173-187.
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81, 470-481.
- Wilcox, B. (1997). Two roles of a teacher during a writing conference. *The Reading Teacher*, 50 (6), 508-510.
- Williams, J. G. (2003). Providing Feedback on ESL Students' Written Assignments. *The Internet TESL Journal*.
- Wilson-Powers, S. (1999). The examination of teacher discourse with four Eastern Kentucky fourth-graders during writing conferences. Unpublished doctoral dissertation, University of Kentucky.
- Winne, P., (1982) Minimising black box problems to enhance the validity of theories about instructional effects. *Instructional Science*. 11. 13-28.
- Wong, B. Y. L., Butler, D. L., Ficzere, S. A., & Kuperis, S. (1997). Teaching adolescents with learning disabilities and low achievers to plan, write, and revise compare-and-contrast essays. *Learning Disability Research Practices*, 12 (1), 2-15.
- Yedlin, J. A. (2003). Teacher talk and writing development in an urban first grade English as a second-language classroom. Unpublished doctoral dissertation, Harvard University.
- Yin, R. K. 1989. Case study research: Design and methods. *Applied Social Research Series*, Vol. 5. London: Sage.
- Young, R. F., & Miller, E. R. (2004). Learning as changing participation: Discourse roles in ESL writing conference. *The Modern Language Journal*, 88 (4), 519-535.
- Zimmerman, B. J., & Bandura, A. (1994). Impact of self regulatory influences on writing course attainment. *American Educational Research Journal*, 31 (4), 845-862.
- Zinn, A. (1998). Ideas in practice: Assessing writing in the developmental classroom. *Journal of Developmental Education*, 22(2), 28-33.
- Zellermayer, M. (1989). The study of teachers' written feedback to students writing: changes in theoretical considerations and expansion of research contexts. *Instructional Science*.
- Zhang, S. (1995). Reexamining the Affective Advantage of Peer Feedback in the ESL Writing Class. *Journal of Second Language Writing*, 4(3): 209-222.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:  
<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

### IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library , NewJour, Google Scholar

