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**EFL Students' Reaction to the Written Feedback Provided by a University Professor**

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To Joseane (wife, mother and counselor) and  
Louise (daughter and inheritance from Above)

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*"Lord Bacon said, 'Writing makes an exact man.' He spoke the truth. Writing produces exactitude by forcing you to set down ideas in logical relation to one another. Writing crystallizes your thoughts and makes your ideas specific."(HAGGAI, 2010, p. 2)*

*"What is said in [written] comments and what is done in the classroom mutually reinforce and enrich each other" (SOMMERS, 1982, p.155).*

## RESUMO

Esta dissertação teve como objetivo investigar em que medida estudantes de graduação reagem ao *feedback* escrito feito por um professor universitário. Para atingir esse objetivo, os 109 comentários marginais identificados nas primeiras versões *dos extended abstracts* escritos de 05 estudantes de graduação em um curso de Letras-Ingês de uma universidade pública no sul do país foram analisados em termos de tipos de comentários, formas linguísticas e focos dos comentários, seguindo o modelo adaptado de Ferris (1997) e Treglia (2009). Após essa etapa, o pesquisador comparou as versões revisadas dos estudantes com as primeiras versões para verificar em que medida os estudantes efetuaram mudanças ou não em relação aos comentários escritos fornecidos pelo professor. Em seguida, o pesquisador entrevistou os estudantes para entender se as razões por trás das mudanças ou não foram influenciadas pelo *feedback* do professor. Os resultados sugerem que quanto aos tipos de *feedback* usados pela professora, os comentários mais usados foram, em primeiro lugar, os comentários em “gramática/mecânica”, seguidos pelos comentários “prover informações/sentença” e “perguntar por informações/pergunta”, respectivamente. Além disso, a professora usou mais *non-hedged comments* do que *hedged comments* e mais comentários específicos que genéricos. Com relação ao foco dos comentários os resultados mostraram que apesar da maior parte dos comentários terem sido sobre a forma, os comentários em ideias e organização também representaram uma parte significativa do *feedback* da professora. Em relação às mudanças realizadas ou não pelos estudantes nas versões finais os resultados mostraram que a maioria das mudanças realizadas pelos alunos esteve relacionada àqueles tipos de comentários em que a professora deu informações para os alunos através de uma sentença, seguidos pelos tipos de comentários em que a professora referiu-se à gramática/mecânica do texto. A análise das versões finais dos estudantes também mostrou que os denominados *hedged comments* ou comentários indiretos quando comparados com comentários que não apresentavam essa característica, a saber: *non-hedge comments* não apresentaram diferença significativa em relação às mudanças realizadas pelos alunos nas versões finais. Por outro lado, quando comparados comentários genéricos e específicos, os resultados mostraram que os alunos fizeram mais mudanças em relação aos comentários específicos. No que diz respeito às razões dos alunos em mudar ou não mudar seus textos, a análise das entrevistas mostrou que os alunos efetuaram mudanças principalmente por causa da confiança na figura de autoridade da professora e também por razões instrucionais. Por sua vez, as mudanças não realizadas pelos

alunos foram devido a dificuldades para lidar com a tarefa, problemas de entendimento dos comentários, falta de atenção e autoconfiança. Esses resultados sugerem que a professora forneceu *feedback* de uma forma balanceada (ASHWELL, 2000), isto é, referiu-se tanto à forma quanto ao conteúdo e que quando deu informações aos alunos parece ter feito de forma detalhada e específica. Os resultados das mudanças realizadas ou não pelos alunos mostraram que, além de conhecer os tipos de comentários que os alunos reagem com mais mudanças ou menos mudanças, os professores precisam ter em mente outras razões instrucionais, como o gerenciamento das tarefas, por exemplo, que podem ir além dos comentários.

**Palavras-chave:** Escrita acadêmica. Feedback Escrito do Professor. Reação dos Estudantes  
Tipos de Feedback .

## ABSTRACT

This thesis aimed at investigating to what extent EFL undergraduate students react to the written feedback provided by a university professor. In order to reach this objective 109 marginal written comments identified in the first versions of 05 EFL undergraduate students from a public university in the south of Brazil were analyzed in terms of the types of the comments, linguistic forms and focus of the comments following an analytic model adapted from Ferris (1997) and Treglia (2009). Then, the researcher compared the revised drafts of the students with the first versions in order to verify to which extent the students incorporated the requested changes given in the feedback or not. After, the researcher interviewed the students to understand if the reasons that led to changes or no changes were linked or not to the written comments provided by the teacher. Regarding the types of feedback used by the professor, the results suggested that most of the comments given by the teacher were “grammar/mechanics”, followed by giving information/statement, and asking for information, respectively. In addition, the teacher used more non-hedged comments than hedged comments and more specific than generic comments. With regards to the focus of the comments, the results showed that even though most of the comments had been on form, the comments on ideas and organization represented a significant part of the teacher’s feedback as well. In terms of changes and no changes performed by the students in their final versions, the results showed that most of the changes made by the students were related to those types of comments in which the teacher gave information to the students through a statement, followed by the types of comments made on grammar/mechanics. The analysis of the final versions of the students’ drafts also showed that hedged comments or indirect comments when compared to the non-hedged comments did not show a significant difference in relation to the rate of changes incorporated by the students in their final versions of their drafts. On the other hand, when comparing the generic types of comments with the specific comments, the results showed that the students presented more changes in relation to specific types of comments. In terms of the reasons to students to change or not to change, the analysis of the interviews showed that the students changed mainly because of their trust on the authoritative figure of the teacher as well as for instructional reasons. The no changes performed by the students, in turn, were due to their difficulties to deal with the writing task, problems to understand the comments, lack of attention and even their self-confidence. These results suggest that the teacher provided written feedback in a balanced way (ASHWELL, 2000), that is, with the feedback addressing both form and content. It also seems that the teacher when giving information to the students

made it in a detailed and specific way. The results of changes and no changes performed by the students showed that, besides of knowing the types of comments that the students react with less or more changes, teachers also need to be aware that exist other instructional reasons, such as task management, that may go beyond the written comments.

**Keywords:** Academic writing. Teacher written feedback. Students' reaction. Types of feedback.

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## 1. INTRODUCTION

### 1.1 CONTEXT OF THE INVESTIGATION

Writing has been a major issue in the field of English as a Second Language/ Foreign Language (ESL/EFL)<sup>1</sup> and one of the aspects that has been approached by research is feedback. In fact, in the past few decades, ESL/EFL teachers and researchers have had an increasing interest in the written feedback teachers give to their students' writing. According to Hyland and Hyland (2006) and Hattie and Timperley (2007), teachers' written feedback is vital in the promotion of students' learning process. Many studies have recognized the importance of teachers' written feedback in the development of the students' writing process (AGBAYAHOUN, 2016; COHEN; CAVALCANTI, 1990; FERRIS, 1997; HEDGCOCK; LEFTKOWITZ, 1994; PETERSON, 2010;). Research has also shown that teachers' written feedback has gained the preference of students over other forms of feedback such as conference feedback, peer-feedback and electronic feedback (LEKI, 1991; SAITO; 1994, ZHANG, 1995, apud HYLAND, 2003).

One important aspect that involves teachers' written feedback is the students' reaction<sup>2</sup> to that feedback. Students' reaction to feedback has been recognized as essential to be investigated since it helps teachers to reflect on their own written feedback practices (COHEN, 1987; FERRIS, 1995; LEKI, 1991; AGBAYAHOUN, 2016) and to better understand if quantity and quality of the feedback they are providing are helping students to reach their writing goals (HYLAND, 2006, AGBAYAHOUN, 2016). As Lee (2008) declares, "without understanding how students feel about and respond to teachers' feedback, teachers may run the risk of continually using strategies that are counter-productive" (LEE, 2008, p.154). In fact, the importance of understanding how students react to teachers' written feedback is a crucial aspect of teacher-student communication in academic writing classes.

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<sup>1</sup> Despite knowing the difference between ESL and EFL the present study considered these terms as interchangeably.

<sup>2</sup> Reaction in the context of this study means changes or no changes according to the written comments received by the teacher that the students promoted in their subsequent drafts.

## 1.2 SIGNIFICANCE OF THE RESEARCH

According to Lacerda (2018), few studies have addressed the issue of teachers' written feedback in the Brazilian context (i.e., FIGUEIREDO, 2011; KNECH, 2011; FREUDENBERGER; LIMA, 2006, apud LACERDA, 2018). Besides the scarcity of studies in the Brazilian context, to the best knowledge of this researcher, no study has addressed the relationship between the students' reaction and the specific types and linguistic forms of feedback. In addition, many studies (COHEN; CAVALCANTI, 1990; FATHMAN; WHALLEY, 1990; KEPNER, 1991) have limited their focus of analysis on the impact of content-versus form-based comments, which are general categories. However, these broader categories do not provide details on how teachers state their comments (FERRIS, 1997; TREGLIA, 2009; REZAEI, 2012). In this regard, Ferris (1997) was one of the first studies to develop a model of analysis in which the analyses of the teacher's comments were not restricted only by broad feedback categories such as form and content. More specifically, Ferris et al., (1997) argued that studies that "develop and refine useful analytic models to examine teacher feedback, student revision and the relationship between them should be promoted" (FERRIS et al., 1997, p.159).

In addition to the gap in the research concerning how teachers give their comments and the extent to which students incorporate or not these comments in their revision, there is also the need to develop studies that conjugate this kind of analysis with the analysis "of the potential reasons why students sometimes either use or do not use their teachers' comments when revising" (GOLDSTEIN, 2004, p, 71). Therefore, the investigation of these potential reasons might corroborate to pre-service and more experienced teachers to better understand students' attitudes which many times are not captured by the textual analysis of the drafts alone. As a consequence, teachers would have a more precise picture of their target audience in order to calibrate both the intent and linguistic form of their comments. In addition it could provide insights for teachers to reflect on the efficacy of their own feedback practices in order to devise better ways to target their audience.

## 1.3 OBJECTIVE AND RESEARCH QUESTIONS

Taking into account the importance that written feedback plays in the writing development of undergraduate students and the lack of studies in the area, this study aimed at investigating the extent to which EFL undergraduate students react to the written feedback

provided by a university professor and why. Therefore, in order to reach this objective, this study will have two specific research questions:

1- What types of feedback lead students to make more changes according to the comments received?

2- How do students justify their reactions?

#### 1.4 ORGANIZATION OF THE THESIS

This thesis is composed of five chapters: the first chapter presented the context of investigation, the importance of the research for the area, the objectives and research questions and the organization of the thesis. The other chapters were organized as follows:

Chapter two presents the review of literature and it covers aspects of the writing process, the importance of feedback in ESL/EFL classroom, written Feedback and EFL/ESL students, corrective feedback effectiveness, types of feedback and related studies, focus of written feedback, the influence of the types of written feedback on students' reaction, studies related to students' reaction to feedback, and finally, exploring the reasons behind students' reaction.

Chapter three brings the method of the study, which recaps the objective of the study and presents the qualitative nature of the study. It presents the context of the study and the participants, the procedures for data collection and analysis and, finally, it covers the issues of the Ethics Review Board.

Chapter four revolves around the results and discussion. The first part discusses the findings on the predominant types and focus of teachers' written feedback. The second part of the analysis deals with the students' revisions and their relationship with different feedback types. The third part of the chapter presents the interviews conducted with participants concerning their justifications for incorporating or not the comment given by the professor in the final versions of the extended abstract.

Finally, chapter five concludes this study and presents the summary of its main findings, limitations and possibilities for further research in the area, as well as its pedagogical implications.

## 2. REVIEW OF LITERATURE

This study investigates the extent to which EFL undergraduate students of a Federal University in the South of Brazil react to the written feedback provided by a university professor. In order to pursue such objective, this chapter will promote an overview of the main theoretical issues that will serve as the basis for data analysis. This chapter begins by presenting the process-oriented approach to writing in comparison to the product approach; then, it brings a brief distinction on the various kinds of feedback sources. After, it emphasizes the role of the process approach to students' writing development and it also brings studies on the effectiveness of some types of written corrective feedback. It follows exploring studies regarding form versus meaning feedback. Then, it continues by bringing some research on students' reaction and types of feedback and finally, it stresses the importance of researching on the reasons behind the students' reactions.

### 2.1. WRITING AS A PRODUCT AND WRITING AS A PROCESS IN EFL/ESL WRITING CLASSROOM

The teaching of writing has passed through changes since teachers started to approach writing more as a process than as a product. Before the 70's, teachers were mostly driven by the product-oriented approach in order to teach students writing skills (WEN, 2013). Hyland (2003) refers to the texts produced in the product approach as an imitation of a model that teachers give to their students that emphasizes grammar, mechanics, syntax and lexical items. In the words of Badger and White, "the product-based approach sees writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of text provided by the teacher" (BADGER; WHITE, 2000, p. 154, apud JAMOOM, 2016, p.19). More specifically, in the product-approach the writer becomes a mere reproducer of language patterns and sentences and, as a consequence, the reader (EFL/ESL teacher) plays role of an editor interested mostly on the linguistic features of the text (WEN, 2013). Differently from the process approach, the product approach emphasis on grammatical aspects and form does not allow students to bring their previous experiences to the text and, thus, students are not encouraged to "add anything of their own" (WEN, 2013, p. 428).

As a reaction to the drawbacks of the product approach, the process approach gained prominence after the 70's in writing classrooms as well as in the writing research field.

According to Scarcela (1992, apud WEN, 2013), writing as a process encompasses, in a first moment, the generation of ideas by the writer, then the drafting of ideas and, finally, the revision of those ideas, including other techniques (e.g; the elements of a paragraph, etc.). Richards and Schmidt (2002, apud JAMOOM 2016, p.19) view the process approach as a process that highlights the composition sub-processes, such as planning, drafting and revising, which are essential to develop students' writing skills. In addition, according to Keh (1990), the process approach is a multiple-draft process by nature which consists of pre-writing, writing a first draft with emphasis on content and subsequent drafts with the intent to improve those ideas. Jamoom (2016) highlights that although the emphasis of the process approach is on content, it does not ignore the quality of the end product. Therefore, the shift from product approach to writing as a process brought a new way of teaching writing and a greater respect for the teaching as well as for the research on writing (HYLAND, 2003)

According to Wen (2013), one of the advantages of the process approach is that students have to write more than one draft and, as a consequence, they would benefit from receiving more written feedback from their teachers. Therefore, students would become more aware of their weaknesses and strengths and also would improve their writing skills (KEH, 1990). Regarding the benefits of the process approach, specifically for language development, Ferris (2003) reminds that it is even more beneficial in the learning of a second/foreign language since students need more of teachers' assistance through written feedback. Mainly in the context of writing as a process, written feedback provided by teachers has shown to be of great pedagogical interest in the ESL/EFL writing classroom.

## 2.2 FEEDBACK IN EFL/ESL WRITING

According to Mack (2009), written feedback given by the teacher is an evaluative process on the EFL/ESL students' papers in which written feedback is considered as "any comments, questions or error correction written on students' assignments (MACK, 2009, p.34). Mack's definition of written feedback is the definition in which this Thesis will stand henceforth. Hyland and Hyland (2006) see feedback as a relevant tool for helping students in the development of their writing skills. These authors assume that feedback may be of different types, namely, teacher-student conference, peer-feedback, computer-mediated or electronic feedback and teacher written feedback.

In teacher-student conference feedback, the teacher and the student meet to discuss the student writers' weaknesses and strengths. In these conferences, students have the chance

to interact face to face with their teachers and ask for clarification as the teacher talks to them. In the words of Keh (1990), “the students’ greater benefit is that in the teacher-student conference students and teacher, when face to face, can form ‘a live audience’” (KEH, 1990, p.298). In peer feedback, students generally produce a text of their own which will be read by other colleague-student that, in his/her turn, will also produce a text to be read by a peer. According to Jamoom (2016), in peer feedback there is an exchange where students promote a mutual peer-review with one another and, most importantly, they may be engaged in a “(...) truly communicative process rather than an artificial one” (LEE, 1997, p.59, apud JAMOOM, 2016).

Concerning computer-mediated feedback or electronic feedback, Hyland and Hyland (2006) refer to it in two ways: (1) synchronous, when the communication between teacher-student or student-teacher takes place via the internet through chat and sites, for example, in real time, and (2) asynchronous, when the communication happens via e-mails, for example, in a delayed time. Jammoom (2016) points out that computed generated feedback are computer programs in which students can submit their pieces of writing and receive analyses through different feedback types, as well as to receive revising strategies and specific tips for their writing tasks.

Although all these kinds of feedback above are important in helping students to foster their writing development and a more communicative writing process between teachers and students, Hyland and Hyland (2006) point out that surveys of students have reported that students usually place teacher written feedback above other forms of feedback. Teacher written feedback is also the form of feedback that dominates the feedback practices in the EFL/ESL writing context (Hyland and Hyland, 2006).

According to Jamoom (2016), some scholars (LALANDE, 1982; SOMMERS, 1982 ELLIS, 2005; apud JAMOOM, 2016, p.23) have delineated similar definitions of teachers' written feedback. These definitions have revolved around the idea that this source of feedback is understood as a teacher written response to students' papers. It is also assumed by these scholars that through this kind of feedback teachers are expected to provide their students a sense of their weaknesses and strengths.

### 2.3 WRITTEN FEEDBACK AND EFL/ESL STUDENTS

As previously stated, the framework of writing as a process has added value to one of the most important teachers' roles, which is providing written feedback to students' writings (KEH, 1990). Many studies have attested multiple draft contexts as being more efficient and more encouraging to instill students' motivation in comparison to single-draft settings (FERRIS, 1995; FERRIS, 1997; HYLAND; HYLAND, 2006; AGBAYAHOUN, 2016). This happens because students are generally no longer motivated to implement changes in response to the written feedback when this is received only in their final versions (FERRIS, 1995; AGABYAHOUN, 2016).

The importance of teachers' written feedback also relies on the fact that teachers written comments open a channel of communication between teacher-student (GOLDSTEIN, 2004). However, in order to take advantage of this channel, teachers need to assess students' reactions and preferences in relation to the written feedback they have given in order to calibrate the manner they deliver written feedback. Therefore, only by opening a channel to students' criticism, teachers might know whether the way they are providing feedback is having a positive or negative impact on the students' writing development (HATTIE; TIMPERLEY, 2007).

Teachers' written feedback is also important because it unfolds students possible communication mistakes that they make when writing their texts. In this regard, Sommers (1982) states that students, by ignoring teachers' written feedback, run the risk of not reaching their target audience. They may think they are reaching their audience when in fact they are not communicating the intended message in a way their readers are able to understand. Therefore, the role of written feedback in such cases is to bring a helpful intervention and allow students to communicate their intended message (GOLDSTEIN, 2004). Similarly, Sadler (1987) states that feedback that teachers provide to their students have the potential to build a bridge between what is understood and what is intended to be understood (SADLER, 1987, apud HATTIE; TIMPERLEY, 2007). In addition, besides considering the manner they are delivering their comments, teachers have to take into account the students' weaknesses and strengths on content, organization or form (GOLDSTEIN, 2004; LEE, 2008). Therefore, only bearing in mind students' needs it is possible to provide a more suitable answer to students' writings. In other words, it is through feedback that teachers have the opportunity to respond to their students' writings in order to explain to them the reasons for having given certain



grades and not less importantly, also acting as readers of their own students (KEH, 1990; GOLDSTEIN, 2004).

Another reason teachers' written feedback is important is because this form of feedback has the potential "to carry a heavy informational load, offering commentary on the form and content of the text to encourage students to develop their writing and consolidate their learning" (HYLAND; HYLAND, 2006, p. 206). In other words, by providing written feedback teachers act as critical readers and are able to motivate their students to improve both content and form aspects in order to satisfy their expectations and needs.

According to Ferris (1995), studies have shown that students feel that receiving corrective feedback is important. Therefore, given the importance and the effectiveness of corrective feedback, this important issue will be addressed in the next section.

#### 2.4. THE EFFECTIVENESS OF CORRECTIVE FEEDBACK

According to Park (2006), written feedback may assume different foci, namely, form-focused feedback, content-focused feedback or integrated feedback. In the literature, form-focused feedback is also known as error correction or grammar correction (TRUSCOTT, 1996) and as written corrective feedback (WCF) (FERRIS; LIU; SENA, 2013) term used from now on. Regarding corrective feedback, Hyland and Hyland (2003) explain that despite the ever-growing number of studies regarding this type of written feedback nowadays and their popularity among teachers, it is important to trace back the way to some authors' views on the topic (TRUSCOTT, 1996; ZAMEL, 1985).

In his 1996's seminal article "The Case Against Grammar Correction in L2 Writing Classes", Truscott made a review of previous studies (KEPNER, 1991; LEDER, 1981 ROBERT et al.; 1986; SEMKE, 1984; SHEPPARD, 1982, ZAMEL, 1985 apud TRUSCOTT, 1996) in which he concluded that there is no evidence that grammar correction contributes to develop students' writing accuracy over a long period of time and that corrective feedback is irrelevant and even harmful to students' writing development. Truscott also assumed that feedback on grammatical aspects should be abandoned in favor of more productive activities focusing on content.

However, differently, from what Truscott defended, many studies (CHANDLER, 2003; FERRIS, 2002, FATHMAN; WHALLEY, 1990) have shown that corrective feedback can be effective in improving students' accuracy over time. Chandler (2003), for example, has

found that both underlying and direct correction diminished students' problems with grammar and lexical choices in their posterior writing versions. Other studies (FERRIS, 2004; HYLAND, 2003) also presented other findings that contradicted Truscott's views. Ferris (2003), for instance, started to endorse the importance of a balanced emphasis on content and form in order to cover all the student's needs. Ferris (2003) criticizes Truscott's attempt to separate content from form. According to her, Truscott's approach has shown to be artificial. In addition, she claims that it may prevent students-writers to address purposefully their target audience once the form with all its grammar aspects should not come disconnected from the communicative purposes of texts. In fact, researchers as Ferris (2003) and, Ferris, Liu, Sinha and Senna (2013) demonstrate evidence that endorse corrective feedback positive effects on both short and long term (FERRIS, 2004). EFL/ESL teachers have been encouraged to provide this type of feedback also because EFL/ESL students frequently ask teachers to cover aspects related to accuracy, grammar, and mechanics (FERRIS, 2004). According to these authors, the emphasis should not be whether giving or not this type of feedback, but on how to approach this type of feedback in writing classes.

Another aspect that researchers have defended is that there are no conclusive answers or recipes with regards to research and techniques related to corrective feedback. Therefore, some research findings present problems in that they do not take into account complex variables such as population, treatments and research design. In tune with Hyland and Hyland (2006), Guenette (2007) claims that there is no recipe on the issue of corrective feedback because this issue is always interrelated with multiple variables. For Guenette, the effectiveness of corrective feedback will always depend on the context, students' proficiency level and other even unknown variables. In other words, the teacher must act on the assumption that corrective feedback is effective and investigate the effects of corrective feedback respecting the multiple variables that encompass each teaching context, besides examining students' reaction in relation to different types of corrective feedback (JAMOON, 2016). The next section brings a typology on some well-known types of corrective feedback according to Ellis' (2008) study and the review of some related studies.

## 2.5. TYPES OF CORRECTIVE FEEDBACK AND RELATED STUDIES

One of the most important efforts in categorizing specific types of corrective feedback that is related to feedback on form is presented in Ellis' (2009) seminal article

entitled “A typology of Written Corrective Feedback”. This article is an attempt to encapsulate the previous literature on feedback typology. Ellis listed the following types of corrective feedback: direct, indirect, metalinguistic, focused, unfocused. Direct is when the teacher indicates the error and provides the correct form, by crossing out the mistake, for example. Ellis claims that this type of feedback is recommended for less proficient ESL students. In the case of the indirect feedback, the teacher does not provide the correct form, only indicates the mistake. In the metalinguistic feedback, the teacher indicates that something is not correct and writes a metalinguistic clue about the nature of the mistake and the students by themselves implement the correct form on their papers following the teachers' clue that can be on vocabulary or sentence structure, for example. The clue can be in the form of codes or numbers that are correlated to a specific kind of error that is listed at the end of the text, for instance.

While in the unfocused feedback the teacher addresses all kinds or most of the errors present in the text, in the focused feedback the teacher addresses a limited amount of errors. For example, instead of focusing on every single grammar mistake, the teacher chooses to focus only on errors concerning the use of articles and prepositions. According to Ellis (2009) unfocused feedback tends to be more time consuming than focused feedback because teachers have to deal with a much greater amount of errors. Ellis (2009) refers to focused feedback as extensive and focused corrective feedback as intensive.

Still regarding corrective feedback types, Hyland and Hyland (2006) present similar categories. For example, they have presented some studies that relate the differences on responding to students' writings errors using indirect feedback, that is, the type of feedback in which the teacher only indicates the error by means of strategies such as underlining, circling, coding etc., or direct feedback, in which the teacher shows the error in an explicit manner. In relation to the explicitness or implicitness of the feedback, Lalande (1982) associated indirect feedback with stimulating learners' autonomy and learning. However, Ferris and Hedgcock (1998) pointed out that low proficient students may have difficulties in identifying indirect feedback or even correct the errors marked by their teachers.

Concerning the results on the impact of direct and indirect feedback on error, (FERRIS 2006; LALANDE, 1982; ROBB, et al., 1986, apud HYLAND; HYLAND, 2006), Hyland and Hyland (2006) claim that they have been conflicting. For example, Lalande (1982) found a reduction of error in students who received indirect feedback, whereas Robb et al., (1986) found that indirect feedback presented no significant difference in relation to direct feedback in terms of long-term gains in accuracy. In a study that investigated more than 5.000

teacher comments, Ferris (2006, apud HYLAND; HYLAND, 2006) found that students implemented more changes and revisions as a result of direct feedback received when compared to indirect feedback. However, Ferris credited these results as a consequence of students only copying the teachers' suggestions for the next drafts. On the other hand, indirect feedback and less explicit teachers' comments also led to changes and improvements into the next drafts. This occurred regardless of indirect feedback being coded or not. Ferris claims that even though students had an apparent benefit for having incorporated more direct types of feedback in to their texts, this is not necessarily related to long term benefits (HYLAND; HYLAND, 2006).

More specifically, regarding the use of codes by teachers, which is a strategy to give indirect feedback, Jamoom (2006), by reviewing some studies concerning codes (FERRIS, 2002; FERRIS; ROBERTS, 2001; LEE; SHEEN, 2007), concluded that in general there is no objective evidence that using codes is more effective than not using them. However, Jamoom points out that the use of codes generally implies a higher proficiency level of students and enough previous grammatical knowledge that allows them to process the codes and thus, make the required changes in their texts. Therefore, the use of codes by less proficient students may generate difficulties in processing and using the written comments. Even with more advanced students, Hyland (1990, apud JAMOOM, 2016) recommends teachers to use a limited amount of codes to not overload students. Another important suggestion for teachers (FERRIS, 2002) is to provide a list of codes with its related meanings and applications aiming at decreasing students' confusion during the instructional part of writing courses (JAMOOM, 2016). Similarly, Keh (1990) recommends teachers to set priorities during the process of feedback provision since students generally have difficulties in paying attention to every single comment.

In another study, Ferris and Roberts (2001) investigated 72 students who were split in three groups. The first group received indirect feedback with codes, the second group received indirect feedback with no code and the third group received no feedback. The results have shown that the groups who received feedback improved more their writing accuracy in the next drafts in relation to the group who received no feedback. However, there were no differences in terms of writing accuracy performance when comparing the group who receive coded feedback with the group in which the errors were only underlined.

Ferris' (2002) pedagogical advice regarding the different strategies of indirect feedback is that when teachers use the strategy of only circling, underlining or putting a mark on the margins to locate an error, students may face difficulties once they may not be

equipped to edit the error by themselves whereas when teachers identify errors through the usage of codes and symbols, they foster long term benefits on students' learning autonomy. In tune with Ferris, Ellis (2009) defends that not providing students with an explicit correction leads students to foster a problem-solving approach to revision and an increment on their learning processes. Ferris claims that that the apparent effectiveness of indirect feedbacks seems to be related to the level of grammatical knowledge of students as well as their ability to interpret the codes provided by teachers. Ferris concluded stating that the use of indirect feedback through codes is advisable for teachers. However, the exceeding number of codes and symbols may confuse the students (HYLAND; HYLAND, 1990, apud JAMOOM, 2016).

## 2.6 FORM VERSUS MEANING FEEDBACK

Since teachers' practices in providing written feedback do not occur dissociated from the teachers' preferences, purposes and kinds of writing tasks, it is important to decide which focus and types of feedback to use before they provide evaluation, correction and assessment, (HYLAND; HYLAND, 2003). Park (2006) refers to the term "focus" as broader categories of feedback. Park (2006) states feedback may assume different foci regarding the tendency that a teacher has in addressing students' texts. It can be form-focused (written corrective feedback or grammar correction), content-focused (quality and organization of the content) and integrative (the combination of both). Fathman and Whalley (1990) assume that the foci of feedback may be divided in form which comprises the corrections of the teacher regarding grammar, mechanics and content which refers to comments made addressing the ideas, organization and details of the text which is the division in which this thesis stands for henceforth.

Studies demonstrated that teachers have the tendency to provide more feedback on form (LEE, 2008; LACERDA, 2018; REZAEI, 2012). In a study that investigated the focus of teachers' written feedback on two groups of students (a proficient group and a less proficient group), Lee (2008) demonstrated that while the teacher of the group with the higher proficiency focused basically on the language form (75, 8%), the teacher of the group with a lower proficiency focused even more on form, about 98% on grammatical mistakes.

Similarly, in a feedback study with Brazilian ESL/EFL undergraduate students, Lacerda (2018) found that from the 727 comments provided by the professor, around 70% were given on form. However, Lacerda found no differences regarding feedback on students'

preferences. In this case, students reported 35% of preference on form and 35% of preference on form and content, 25 % only on content and 5% in other kinds of feedback. Still, 35% admitted that feedback on form helped them to improve their writing. Despite Lacerda's questionnaires that revealed students' preference for feedback on both form and content, both Lee's (2008) and Lacerda's (2018) studies have demonstrated that teachers involved in their studies gave emphasis to feedback on form.

Another researcher (VENGADASAMY, 2002) criticizes the tendency that some teachers have to emphasize corrective feedback. Vengadasamy points out that EFL/ESL students can suffer intimidation when encountering their drafts all over corrected, and, consequently, show a decrease in their motivation. In addition, Vengadasamy claims that an excess of emphasis on corrective feedback could lead students' attention mostly to form at the expense of content.

In a similar line, Sheppard (1992) investigated two groups of students on their performance on grammatical accuracy. One group was submitted to corrective feedback while the other group was submitted to meaning related problems feedback. Although Sheppard's assumption that there would be no difference between the performances of the two groups in relation to their grammatical accuracy improvement, the results demonstrated that the group that received emphasis on content feedback had a better performance on grammatical accuracy. Regarding this result, Sheppard points out that "the results challenge a common assumption, i.e. that close attention to mechanics will result in more accurate mechanics" (SHEPPARD, 1992. p. 107). In other words, conversely to the researcher's expectation, the group who received content-focus feedback outperformed in grammatical accuracy the group who received form-focused feedback.

Ashwell (2000) suggests that Truscott's (1996) arguments against feedback on grammar correction were based solely on the idea that giving error feedback was not efficient to improve the students' writing accuracy over time. Ashwell points out that Truscott's argument did not consider those teachers that provide feedback on mechanics and grammatical accuracy aiming at improving the communicative purpose of the texts via improvements on the quality of the final product. In this case, Ashwell advocates that when writing accuracy serves a communicative purpose and it works as a servant for the content, not the reverse, giving feedback on grammar aspects does not oppose Truscott's assumptions (ASHWELL, 2000).

In tune with Ashwell's view, Ferris and Hedgcock (1998) found that one of the reasons for students receiving a negative evaluation from their teachers was that their final

papers communicative purpose was misleading due to their amount of problems in relation to grammar and mechanics issues. In other words, these authors suggest that the negative evaluations of the students many times are due to the low grammatical accuracy which in turn led them to weaken the communicative purposes of their texts. In fact, by ignoring feedback on grammatical aspects teachers may hinder the communicative effect and acceptability of the text in relation to institutional patterns required by the social community in which the text is being addressed (BAZERMAN, 2009). In addition, Ferris (2004) states that the lack of provision of written corrective feedback may generate resentment and even negative feelings in students (FERRIS, 2004). This is even more salient in those students who come from cultures where the teachers are more prescriptive (HYLAND; HYLAND, 2006, p. 3).

Despite the discussion related to teachers' preferences on whether to focus on form or content, another line of feedback studies strongly suggests that to focus on form and content simultaneously is advisable. This line of studies (ESKEY, 1983; FATHMAN; WHALLEY, 1990; MASTER, 1995, apud HYLAND. 1998) has suggested that an emphasis on form/content dichotomy tends to ignore the students' needs that are form-meaning related issues. In other words, the tendency to separate the form-meaning relation has led teachers to ignore the fact that form-meaning issues are interrelated. In addition, Ferris et al., (1997) advise writing teachers not to ignore other variables that may appear in a writing classroom (e.g. contextual features, the intended text genre, the individual ability and even personality of each student).

Another group of studies (FERRIS, 1995, 1997, REZAEI, 2012) demonstrated that the combination of form-focused with content- focused approach to written feedback has produced better results in comparison to other patterns of giving feedback. Ashwell (2000), for example, investigated different patterns of giving written feedback in a multiple draft context (content followed by form, form followed by content, content and form given simultaneously, and zero feedback). Ashwell found that the content followed by form pattern did not show any superiority in relation to other patterns. Even though the majority of the students' revisions or changes into subsequent drafts occurred as a result of the feedback on form. Thus, it is possible to infer from Ashwell findings that giving simultaneous feedback on form and content, in the same draft, may be superior to the benefits of other patterns investigated. On the other hand, it was also inferred in line with other studies (FATHMAN; WHALLEY, 1990; FERRIS, 1997), that Ashwell findings suggest that giving simultaneous feedback or Integrated-feedback does not cause any harm to students' writing development.

Despite positive views on the use of integrated feedback, Ferris et al. (1997) claim that the discussion should not be limited to the focus of the written feedback, but rather, it is necessary to discuss studies on different types and linguistic forms of written feedback as well as their influence on students' writings.

## 2.7 STUDENTS' REACTION<sup>3</sup> AND THE TYPES OF FEEDBACK.

As demonstrated in the previous section, the focus of feedback is an important issue to which teachers must consider in order to address the students' needs purposefully. However, equally or even more important are the specific types and the linguistic forms that teachers use to address their students' writing goals. Types of feedback refer to the attempts of researchers to categorize and systematize the written responses that teachers give to students' papers (ELLIS, 2009). Ellis (2009), for example, suggests that categorizing and systematizing feedback in types is indispensable for researchers to investigate how students react to those specific feedback types and even to refine those categories of analyses. However, the linguistic forms in turn refer to the way how the comments are worded, for instance, if they are worded in questions, statements, imperative etc.

According to Treglia (2019), if one assumes that social interactions are mediated by acts of speech and writing (VYGOTSKY, 1978, apud TREGLIA, 2019), one may imply that depending on the linguistic form of feedback provided by teachers, students may react with a better or worse performance on their subsequent drafts (TREGLIA, 2019). Furthermore, Goldstein (2004) points out that besides the linguistic form of written feedback, teachers should be instigated to examine their own intents in providing written comments. Most of the studies that investigate students' reactions to feedback have considered specific types of feedback as a necessary tool to analyze the teachers' written comments (JAMOON, 2016). Therefore, researchers have relied on studies (FERRIS et al., 1997, FERRIS, 1997, TREGLIA 2009) that have proposed specific categories for investigating comments that relate either to content or to form issues. As a consequence, researchers may better explore the comments that teachers' provide and also comprehend how these comments mediate students' reaction

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<sup>3</sup> As already stated, the term reaction in the present study means the quantity of changes and no changes expressed both in the number of occurrences as well as percentages that students made in response exclusively to the written feedback received in their first drafts.



towards the subsequent drafts as well as devise plausible pedagogical interventions related to those comments.

As communication needs to be considered not only from the perspective of the teacher to the student but also from the perspective of students to the teachers (GOLDSTEIN, 2004), it is necessary not only to consider the types of written feedback and students' reactions towards them, but also the extent to which students react to these types of feedbacks. Regarding students' response to feedback, literature brings two lines of research (FERRIS, 1995), (1) students' feedback preferences and (2) students' reactions to feedback. For the purposes of this research, this section will focus mainly on the studies that deal with the students' reactions to feedback, including studies in revision, which are part of the students' reactions to written feedback, as well as some of their implications to the writing classroom.

As one of the most known studies conducted within a multiple draft context, Ferris (1995) investigated ESL students' answers to a survey inspired on the surveys of ESL which intended to obtain the feedback perception of these students. These surveys were conducted by Cohen (1997), Cohen and Cavalcanti (1990) Cohen (1987) found that the majority of students read teachers' comments and 20% did not read them. Moreover, students presented difficulties in using teachers' feedback in the subsequent drafts. On the other hand, Cohen and Cavalcanti (1990) found that students view teachers' written feedback as helpful in general and also that they had read most of the comments given by teachers.

Ferris (1995) found out that students relied more on the written feedback made on the preliminary versions of assignments in comparison to that feedback made only on the final versions. In addition, Ferris found out that students felt encouraged by teachers' written comments and implemented a variety of strategies in order to incorporate the necessary changes required in the teachers' comments. Nonetheless, part of the students reported having difficulties in understanding both the comments and the teachers' intentions behind these comments (FERRIS, 1995).

In another study conducted by Ferris (1997), she investigated the comments given by a teacher in the first drafts of 47 advanced ESL students in their subsequent versions. She took into account the intent of the comments and the linguistic forms of each comment in both marginal and end comments. After, she examined the influence that those specific comments had on students' subsequent drafts. Finally, she investigated the number of changes incorporated by students as well as the improvement of the students' final paper influenced by the teachers' comments. Ferris conducted her analysis observing the following categories: feedback length, feedback types, linguistic forms, that is, question; statements; imperatives;

exclamation; comments on grammar; use of hedges like " maybe, " please", " "might", and if the comment had been text-specific, that is, if the comments given could refer only to the text being evaluated or to any other kind of text. This study will serve as a basis for the analysis of feedback categories of the present study, which will be further explored in the method chapter.

Ferris' (1997) results showed that marginal comments aiming at making a request-suggestion regardless of their linguistic forms led to the most substantive amount of revisions, that is, changes implemented by the students. In addition, she found that questions and statements that the teacher used to give information to the students were less influential. The use of hedges had not proved to be either more or less influential than non-hedged comments in terms of the amount of changes. However, she found that 24% of marginal comments in which the teacher asked for information or used statements were not changed by students in their revisions. Ferris concluded that this percentage meant that a significant group of students ignored or avoided teachers' marginal questions either for doubts on how to interpret these kinds of comments or for lacking the knowledge on how to incorporate this information in the subsequent drafts. Text-specific comments led to more changes in comparison to non-specific or general comments. Overall there were few comments given in imperative form but when they appeared Ferris found that 72% of them were associated with change.

Furthermore, Ferris (1997) also found that long comments produced more substantive changes in students' revision in comparison to shorter comments. She concluded that not all types of comments had the same impact on students' revision. For example, students showed difficulties in responding to comments that required giving information. In the case of these two types of comments, she concluded that these difficulties may have been raised due to the lack of explicitness of the comment on how to add specific information. Ferris concluded that the absence of changes cannot be directly related to students' laziness, since sometimes highly proficient students react in an autonomous and creative way. In addition, she suggested that if the same issues were investigated with other audiences that were not acquainted with US' rhetoric, it would probably bring different results and conclusions. It is important to say that Ferris included the absence of control on individual factors and the understanding of individual variables as one of the caveats of this study.

In another study which had the participation of Ferris (FERRIS et al., 1997), they found that students incorporated less teachers' comments when these comments asked them to deal with problems of logic and argument. Similarly, while investigating the effect of different types of teacher's comments on student revision, Conrad and Goldstein (1999) found

that the form of teacher's written feedback was not the major reason for students not to incorporate changes in subsequent drafts. Instead, these researchers found that, similar to Ferris et al (1997), the no changes of the students were not associated primarily with the type of comments itself or even linguistic form of comments, if it was a question or imperative, for example, but rather the no changes were associated to the lack of students' skills or strategies to solve logic argument problems present in their texts.

In other study which replicated FERRIS' (1997) study, Rezaei (2012) analyzed the students' reaction to different focus and comment types following Ferris' (1997) analytical model in the first drafts of 81 intermediate students. Rezaei (2012) found that marginal comments prompted more revision changes than end comments as in Ferris' (1997) study. According to Rezaei, it was due to the fact that marginal comments in his study were longer and more detailed in comparison to the teacher's end comments. In addition, this researcher found that the comments which were targeted at grammar/mechanics had a high percentage of change like Ferris' (1997) study. Differently from Ferris's study, in Rezaei's (2012), the teacher focused primarily on grammatical issues. Regarding students revisions in response to hedges, Rezaei found that hedges did not bring students to do more revision than non-hedged comments. Similar to Ferris, Rezaei found that text-specific comments produced more students' revision or changes.

Al Kafri's (2010) study found that one of the teachers in the study focused mostly on form (94%). The author found that the most prominent type of comment was giving information in the form of statements. Al Kafri's (2010) findings suggested that the extent of changes regarding formal issues were almost four times higher than the rate of change in organization and ideas together, which, according to the author, corroborated other studies (COHEN, 1987; DOHRER, 1991; FERRIS, 1995; SILVER; LEE, 2007; TREGLIA, 2009).

Another study that investigated the relation between comment types and students revisions was Nurmukhamedov and Kim (2009). More specifically, they investigated the relation between questions, statements, imperatives and hedges types in the revisions of students. While they found that hedges came associated with a significant amount of changes, the interview with the students showed that they had faced difficulties in interpreting this kind of comment. In addition, they found that hedging and imperative showed a higher rate of changes in relation to statements and questions comments. The authors suggested that this result could be due to imperative comments offering a more concrete suggestion to be incorporated by students in their revisions while statements and questions did not.

In another study Sugita, (2006) investigated the influence of three types of teacher feedback, that is, imperative, questions and statements on students' revision. Specifically, it was observed the extent to which students incorporated these types of feedback in response to the teachers' written feedback. The researcher found that imperative forms mostly influenced the revisions that students made when compared to the other two forms i.e., questions and statements. According to Sugita, these findings contradicted Zamel's (1985) advice for teachers to provide more comments on the form of questions in order to foster students' thinking process. Sugita explains this contradiction arguing that students many times feel confused with such teachers' comments, suggesting that the linguistic feature of the comment has to entail both form that makes the comment easier for students to understand and tips on how students can incorporate that comment in their revisions. In addition, when students were asked to freely say anything about their teachers' written comments, they answered to feel confused about teachers comments because there were no clear and specific strategies on how to revise their papers. In addition, in this same study, Sugita states that it is indispensable for teachers to consider the reaction of students to harsh comments before formulating their comments to address students' drafts since it has been an underexplored issue for many teachers.

More specifically with regards to the issues of praise and criticism, another study (HYLAND; HYLAND, 2001) investigated three feedback functions (praise, criticism, and suggestions) that two teachers gave for their students. The researchers found that the majority of both teachers' comments were related to praise. However, praise was not related to responding to the good work that the students had done. Instead, praise was related to mitigate harsh criticism and suggestions. Hyland and Hyland (2001) pointed out that mitigation strategies, although delivered with the intent of softening criticism, may carry in themselves the risk of confusing or misleading the message of the feedback. Another important conclusion of these researchers was that mitigating or hedge devices, instead of leading students to more revisions, led them to more confusion. Hyland and Hyland (2001) argued that while less proficient students may not be able to use indirect comments in reason of their lack of familiarity with hedged comments, it may occur that advanced students also may present difficulties with these comments since hedges tend to be "invisible" for SL/FL readers sometimes (FERRIS, 1997; HYLAND, 1998).

In order to cope with this problem, Hyland and Hyland (2001) advised teachers to avoid taking for granted students' understanding when delivering indirect/hedged comments. In addition, they recommend teachers to diminish the number of their mitigation devices as

well as to consider stating comments in a more direct and frank way according to the needs and specificities of students' texts. Furthermore, they remarked that teachers, when using praise comments, they have to take care for the praise not be insincere or just formulaic, and with a comment that would be used with another text with any other student, for example. According to them, this is a necessary procedure in the teachers' feedback practice once students are easily able of "recognizing formulaic positive comments which serve no function beyond the spoonful of sugar to help the bitter pill of criticism go down" (HYLAND; HYLAND, 2001, p. 208). As a consequence, although teachers always expect a positive response and improvement of the teacher-student relationship, even the use of unintentional formulaic and positive comments may lead teachers to lose their credibility in relation to their students.

Another study that took into account the impact of the tone of the teacher's comments on students' reactions was Silver and Lee (2007). Silver and Lee considered three types of feedback, namely, advice, praise, and criticism. They have analyzed students' drafts and used questionnaires to unfold students' attitudes. Their findings revealed that students appreciated teachers' written feedback in general and that praise comments have shown to be useful combined with other kinds of feedback, most of the time when those comments gave students specific ideas on "what is well done (praise), needs to be done (criticism) and how it can be done (advice)" (SILVER; LEE, 2007, p.42). According to these authors, the conjunctions of these feedback types may calibrate the ineffectiveness of addressing students' drafts on the basis of only one type of feedback. In addition, Silver and Lee highlighted that students' answers on questionnaires showed that students appreciated more the role of the teacher as a facilitator than the teacher as an evaluator, since they implied in their answers to dislike harsh criticism. Finally, Silver and Lee reminded that teachers should equip students with specific strategies on how to understand teachers written comments as well as on how to apply those commentaries into subsequent drafts. In other words, teachers are advised to consider the classroom context and individual students' factors in order to design specific strategies that are related to teaching pedagogies without putting aside the fact that different feedback types such as praise, advice, and criticism must be always specific to each text (HYLAND; HYLAND, 2001). In other words, instead of using a praise comment such as "nice paragraph" that can be used to any other student and to any other text, teachers could use "nice paragraph on Abraham's Lincoln life" in order to relate the comment exclusively to the content and the previous knowledge of the text being evaluated.

Regarding the efficacy of mitigated comments, the literature has shown mixed results (TREGLIA, 2009). Some studies have shown evidence that both mitigated or unmitigated comments may help students to develop their confidence and ability to write, leading them to implement more revisions (FERRIS, 1995; FERRIS, 1997); however, in Hyland and Hyland's (2001) study the researchers have found that students had difficulties in understanding these kinds of comments and, as a consequence, the revision process was affected negatively.

Based on this literature gap, Treglia (2008) decided to investigate critical and positive commentaries, mitigated and unmitigated, received by 14 students. Treglia's data was collected considering multiple draft versions of the students' writings as well as interviews with students. Treglia found no significant impact of mitigation or hedging on the extent or quality of the students' revision but found that, through the interviews that she conducted, mitigation was appreciated by students for being it a manner to soften negative emotional feelings. In addition, she found students appreciated comments that recognized their writing abilities and gave suggestions or choices on how to implement revisions. Moreover, students in Treglia's (2008) study considered discouraging unmitigated comments without any praise to their writing abilities but demonstrated a happy face when talking about praise comments during the interview. The students liked teachers' mitigated comments especially because, at the same time these comments did not impose a specific solution to students' revisions, they offered suggestions without preventing them to come with their own solutions to the text. Treglia further explores her findings by comparing them with Hyland and Hyland's (2001). While Hyland and Hyland's (2001) study associated mitigated comments with confusion and misunderstandings, Treglia (2008) brought evidence that mitigated comments favored students' revision. Similarly, Treglia (2008) concluded that her findings also did not corroborate those of Ferris (1997). According to Treglia, Ferris' (1997) study associated the difficulties of some students in using mitigated comments to their low proficiency level. Conversely, Treglia concluded that the reason for students to have perceived mitigated comments as helpful was their preference for disliking harsh comments that generally are associated with direct comments. It suggests that teachers must invest part of their class time in teaching students to receive and understand written feedback. Especially, in the case of less proficient students, in EFL contexts that follow a communicative purpose, teachers may have to give part of their instructions in the students' first language (L1).

In fact, Ferris' (1997) suggestion to associate the students' failure in using mitigated comments to their low proficiency level might be contrasted with Yasuda's (2004) and Leki, Cumming and Silva's (2010) suggestion. These authors suggested that the use of teachers'

comments was more related to previous instructional knowledge on revision strategies than to the students' proficiency level itself. Therefore, one may conclude that despite the importance of considering the influence of the low proficiency level on students' understanding and usage of certain comments (e.g., mitigated comments), one may not ignore the role that past instruction experiences may have had in promoting revisions changes and improvements. In this case, even advanced students may face difficulties to implement revision changes without having had previous specific instruction on how to read and interpret teachers' comments.

In another study, Treglia (2009) aimed at investigating the most prominent types of comments given by two teachers and how these types, mitigated versus unmitigated comments, affected students' revisions, she found that being mitigated or not did not affect the amount of their revisions and that the difficulties of the students relied on the nature of the problem to be revised. It meant that students had difficulties in incorporating comments that requested to connect ideas or reorganize the entire paper. In this regard, one of her pedagogical advices was to prepare students to cope with these situations that may occur during their writing classrooms.

## 2.8. SEARCHING FOR THE REASONS BEHIND STUDENTS' REACTION

Goldstein (2001) claims that research on feedback and revision has been conducted in a linear way and, thus, relies mostly on texts and in following the model: teachers provide feedback- students revise. Because of that, she defends that research needs to consider contextual factors such as individual students' skills and institutional factors. According to her, as already stated earlier, these factors are important because they play a role on how students perceive and react to teacher's commentary, and how students use such commentaries when revising (GOLDSTEIN, 2001). In other words, Goldstein states that individual reasons may influence the way students' perceive teachers' comments and implement them in their revision.

In order to access students' individual reasons, Goldstein (2004) advises teachers to pay attention not only to the students' revision as a reaction to teachers' comments, but also to the reasons behind students' reactions in relation to the written feedback received. For example, Goldstein (2004) refers to two students' interview in another study she conducted (GOLDSTEIN; KOHLS, 2002, apud GOLDSTEIN, 2004) and reports that one of the students that she interviewed did not use the teacher's comments regarding a citation because s/he

judged the teacher's comments as incorrect. Another student understood the comment, but as this student did not have enough strategies on how to revise the text, he/she did not incorporate it. Goldstein found that the lack of communication between teacher-student was the main reason for the frustration on both sides. She found out that the teacher kept repeating the comments in subsequent versions because she took for granted that implementing revisions was an ability that this student already had. The student in his/her turn was frustrated because the teacher had not provided enough information on how to incorporate the comments required (GOLDSTEIN, 2004). Thus, by interviewing each student individually, the researcher uncovered more realistic reasons for the students' behavior regarding their refusal to incorporate teachers' comments in their revised texts.

In fact, individual reasons play an important role on how students react to the written feedback provided by a teacher. In another study, Conrad and Goldstein (1999) state that students' experience and previous knowledge about writing and revision played a role on how students react to teachers' written feedback. For this reason, Goldstein (2006) advises teachers and researchers to analyze students' motivation in the process of both interpreting and using feedback in the revision processes. Therefore, by asking students the reasons behind their reactions to teachers' comments, teachers can fill the communication gap (teacher-student) and, as a consequence, rethink the way they have been delivering their comments.

As discussed previously, some researchers believe that teachers have to provide students with strategies that may guide them to better understand and use the written comments received in their texts, however, it is equally important to mention that due to a large number of students in many writing classes, as well as the time-consuming nature of teachers' work (FERRIS, 1995; LEE, 2008), it is also crucial to discuss how to equip teachers with realistic solutions. By realistic, it is meant a solution that is attainable considering the great amount of work and time constraints faced by most teachers.

As a possibility, surveys as the one used by Leki (1991) to assess students' preferences on feedback and their difficulties could be used. By knowing the classroom's characteristics, trends, and mainly the personal reactions and students' preferences, teachers could tune their feedback criteria and feedback comments according to their own teaching realities.

However, even if the teachers assess students' preferences and desires concerning written feedback, institutional or instructional variables also need be considered, since student individual factors are not separated from it. This variable most of the time plays a role in the teaching practice and eventually influences feedback practices. For example, even though



sometimes the rigid institutional rules constraint teachers from implementing certain students' requests, teachers may explain to students the reasons for not implementing their suggestions in light of the institutional variables at work (GOLDSTEIN, 2004).

Regardless of the essential mechanisms that teachers may employ to better understand the students and their preferences to certain linguistic forms of feedback, another important factor is to respond to students on the one-on-one level through written feedback in which they treat students as individual and unique writers. In Ferris and colleagues' (1997) words: "it allows for a level of individualized attention and one-on-one communication that is rarely possible in the day-to-day operations of a class, and it plays an important role in motivating and encouraging students" (FERRIS et al., 1997, p. 155). Therefore, Ferris and her colleagues suggest that unless teachers cope with individual factors via written feedback, they may run the risk of not addressing the text-specificities of each student, losing the opportunity to effectively communicate with them and eventually losing the opportunity to contribute to their revision processes.

In brief, this chapter presented the advantages of writing as a process over writing as a product, feedback in EFL/ESL writing context, the importance of written feedback to students, the effectiveness of corrective feedback and some of its types. In addition, it provided a review on form versus meaning feedback and a review on the students' reaction in relation to the types of written feedback. Finally, it discussed the importance of searching for the reasons behind students' reaction and presented some studies related to it.

After presenting the review of literature, the method used in this study will be presented in the next chapter giving details on how the present study was conducted in order to address the specific research questions mentioned in the first chapter of this Thesis.

### 3. METHOD

This chapter describes the method used to implement this study and it is organized into five sections. Section 3.1 addresses the objective and the qualitative nature of the study. Section 3.2 presents the context of the study and the participants. Section 3.3 presents the writing course and the writing samples. Section 3.4 provides details on the instruments for data collection and the processes for data analysis, and section 3.5 brings information regarding the Ethics Review Board.

#### 3.1 THE STUDY

The objective of this study was to investigate the extent to which EFL undergraduate students react to the written feedback provided by a university professor and why. The following specific research questions were used to pursue this objective:

- 1- What types of feedback lead students to make more changes according to the comments received?
- 2- How do students justify their reactions?

In order to address these research questions, a qualitative approach was used in this study (DORNYEI, 2007). This approach was chosen since it covers a variety of data analysis procedures which served for the purpose of the present study. Qualitative data may include recorded interviews, texts such as documents, field notes and images such as photos and videos (DORNYEI, 2007). In addition, according to Mafoodth (2017), many studies in the area of written feedback have employed qualitative research with a small number of participants (HYLAND; 1998; CONRAD; GOLDSTEIN, 1999).

#### 3.2 CONTEXT OF THE STUDY AND PARTICIPANTS

The current study was conducted in a public University in the South of Brazil in the Languages - *Letras - Inglês* - major program. This program is 08 semesters long and covers courses that aim at preparing students to be either English language teachers, in the case of the students who take the Licentiate degree, or translators, researchers, in the case of students who take the Bachelor degree. More specifically, the program includes courses in the fields of Linguistics, Literature and Translation Studies.

The participants of this study were 05 Brazilian EFL undergraduate students (04 female referred in the present study by the pseudonyms of Hope, Grace, Mercy and Constance and 01 male, referred by the pseudonym of Ben). The students aged from 22 to 28 years old taking the 7<sup>th</sup> semester of the Languages *Major* (Letras-Ingês) in an academic writing course named *Produção Textual Acadêmica VII*. This course was offered from March 15<sup>th</sup> to July the 08<sup>th</sup> of the year 2019 and it happened once a week in a total of 36 hours. The students, therefore, had to produce texts belonging to different academic genres. Two of the students were writing about topics related to the field of literature while 03 of them were writing topics related to linguistics. The criteria for having chosen this class were based on the availability of the professor's class to participate in the research as well as their advanced level of proficiency in English. Their level of English was assumed to be advanced because they were taking the seventh semester of the major and, as a consequence, they had already received a great amount of input, around 2.500 hours, in the English language skills.

The researcher entered the class and invited students to participate. There were 5 volunteers. It was explained that students who agreed to participate were supposed to let the researcher access their first and final versions of their extended abstracts and also participate in an individual interview that would last around 20 minutes.

The professor of the course has been teaching English as a Foreign Language for almost two decades. She has been teaching English as a Foreign Language both in private and public institutions. Particularly, in the institution where the present study was conducted, the professor has been working for more than five years teaching different English undergraduate courses, besides having many years of experience in teaching courses related to academic writing issues. She consented to have had this investigation conducted with her group. This professor was chosen due to her availability in opening her class to this research and also due to the fact that this professor sees writing as a process.

### 3.3 THE WRITING COURSE AND THE WRITING SAMPLES




The course named *Produção Textual Acadêmica VII* aimed at developing students' linguistic, communicative and discursive skills which are essential for the production of both written and oral genres of future professionals in the area. In addition, the course aimed to foster students' skills to produce written assignments in different academic genres, such as abstracts, extended abstracts and slides. In addition, the course aimed at preparing students to make oral presentations of the slides.

The syllabus of the course, which was given to the students on the first day of class, presented the elements emphasized in the course as follows: (1) adequate language for oral presentation (2) Appositives (3) Strategies for revision (4) strategies for improving the clearness of the sentences, such as connectors, parallelism, run-on sentences, consistency on the use of verbal tenses. In addition, a support on issues such as text planning, organization of the information, rhetoric, organization of the text, as well as issues on preparing an outline of the first versions, implementing revision and preparing the final versions were also provided as part of the course.

The professor provided both written and oral feedback on the majority of students' writing assignment, that is, in the abstracts, slides and oral presentations, but in the extended abstracts the professor provided only written feedback. These were the genres that the students had to make. Regarding the written tasks, students had to write the first drafts of the writing tasks given by the professor and post it on Moodle platform<sup>4</sup>. Then, the professor gave back the students' drafts with written feedback after one or two weeks. Students received written feedback both in the first and in the final versions. The professor used the Word software comment function as the means to deliver the written feedback. It is worth mentioning that there was also a monitor in the course that gave written feedback but the feedback was counted as being of the professor since all the feedback of the monitor were read and supervised by the professor who was in charge of the class.

In addition, the professor used Moodle Platform to develop the pedagogical activities throughout the semester. The students also had to post the written versions of their first and final versions on the Moodle platform. Figure 01 illustrates the area where the students posted the first versions of their extended abstracts on Moodle platform.

Figure 1- Moodle Platform area to post written texts and teacher's feedback

Última modificação (envio)	Envios de arquivo	Comentários sobre o envio	Última modificação (nota)	Comentários de feedback	Anotar PDF	Arquivos de feedback	Nota final
Friday, 14 Jun 2019, 23:02	 Extended abstract first version.docx	 Comentários (0)	Sunday, 7 Jul 2019, 15:19			 Extended abstract first version updated grade.docx	8,5 / 10,0

Source: data collected by the author from Moodle Platform (2019)

<sup>4</sup> Moodle Platform is free online software used by the Public University where this study was conducted to give support to the teaching activities.

Figure 01 shows that this student posted her first version in “Envios de Arquivo” and received the same first version with the professor’s feedback in “Arquivos de Feedback”. The students were graded in the first version as one can noticed in the picture. There was a specific place where students posted their final versions, too. After they revised their drafts they received another grade in their final versions.

Each student had 04 graded written assignments, that is, both the first and final versions of the abstract and the extended abstract, and one for their oral presentation task. The focus of the written assignments was on two genres, namely abstracts and extended abstracts. The written task on the extended abstract was one of the last written tasks of the semester and was also the genre that was used for the analysis of the present study. This writing task was chosen since it was the only one in which the students received exclusively written feedback. In the other writing assignments oral feedback through individual conferences were given to the students in addition to professor’s written feedback.

The production of the extended abstract had to follow guidelines provided by the professor and posted also on Moodle Platform. According to these guidelines, the extended abstract is a short article between 3-5 pages length. In this writing task students were expected to include the following sections: abstract and key words, introduction and objective, method, findings and argument, conclusion and suggestions. During the semester, the students had a whole class in which the students were taught specifically about the features of the extended abstract. Within this specific genre the students were allowed to write about any topic related to language which could be related to their teaching practicum<sup>5</sup>, monograph (TCC)<sup>6</sup> or any other topic of their interest. Each student who participated in this research wrote two drafts (01 first and 01 final version) of the extended abstract. According to the syllabus of the course the extended abstract written task was equivalent to 20% of the total grade of the semester. The first draft was worth to 8% while the final version was 12% of the total grade. These grades were given according to a grading sheet criterion. The grading sheet criterion of the students’ first draft of the extended abstract is displayed in Figure 2.

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<sup>5</sup> Practicum refers to the seventh semester activities in which the students who opted for taking the Licenciature degree have to observe classes given by other teacher at a public school and also give a couple of classes.

<sup>6</sup> TCC is the abbreviation for Trabalho de Conclusão de Curso which Bachelor’s degree students have to write as a requirement for the end of the Letras Program.

Figure 2 – Grading sheet criterion for students’ first draft

Criterion	Your abstract
Title (Times, 14, bold, ALL CAPS, centered)- 0.3	0.32
Name (Times, 10, centered)- 0.2	0.2
Abstract (Times, 10, justified, single line spacing)- 0.5	0.5
Keywords (Times, 10, separated by a semi-colon)- 0.5	0.5
Contextualizing your study - 1.0	1.0
Aim/objective - 0.5	0.5
Method(s) (procedural comments) - 1.0	1.0
Results - 1.0	1.0
Literature references (at least 3, including formatting)- 1.0	1.0
Spelling and punctuation - 0.5	0.53
Grammar - 2.0	2.01.0
Academic register - 0.5	0.5
Length (3-5pp*) - 0.5	0.52
Text format (Times, 12, 1.5 spacing, regular margins**)- 0.5	0.53
<b>Total</b>	<b>8.2</b>

Source: Data collected by the author (2019)

In Figure 2, which is a screen shot of the students’ first draft criterion, the total 8, 2 represented the final grade given to this student in this draft which represented 8% of the total grade of the semester. This grading sheet criterion also gives an insight on the numeric values ascertained to each criterion.

The grading sheet criteria for the students’ final version is given in Figure 3

Figure 3 – Grading Sheet criterion for the students’ final versions.

Criterion	Your abstract
Formatting-(title, name, abstract & keywords, type and size of font, margins, spacing between lines, etc.)-1.0	1.0
Length of abstract (between 3-5pp following the configuration above)- 0.5	0.5
Literature references (there at least 3, they are complete in the list of references)-1.0	1.0
Intro-(contextualization-references to existing literature)- 0.5	0.5
Intro-(objective)- 0.5	0.5
Intro-(justification)- 0.5	0.5
Method(s) (procedural comments)-1.0	1.0
Results and discussion-1.5	1.5
Conclusion/final remarks-1.0	1.0
Form-(spelling, punctuation, grammar, academic register)-2.0	2.0
Appendices (if they were necessary-the others will have this ‘for free’)- 0.5	0.5
<b>Total</b>	<b>10.0</b>

Source: data collected by the author (2019).

In Figure 3, which is a screenshot of the teacher’s instruction for the correction of students final version accessed on Moodle, it is displayed the value for each item/criterion that was ascertained by the teacher in the correction of the students’ final versions.

### 3.4 PROCEDURES FOR DATA COLLECTION AND DATA ANALYSIS

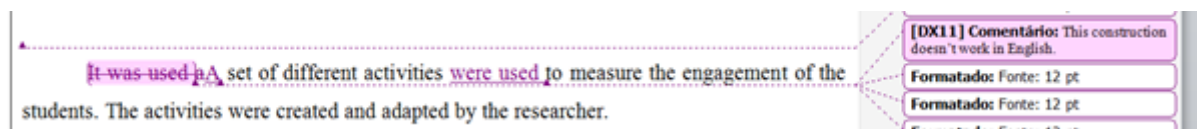
This section describes the instruments that were used for data collection as well as the process of data analysis of the present study. It is divided in two subsections: Answering the First Research Question and Answering the Second Research Question.

#### 3.4.1 Answering the first research question

In order to answer the first research question “What types of feedback lead students to make more changes according to the comments received?” this study used two instruments of data collection, namely, the first drafts of the students with the professor’s comments and the final revised drafts of the students.

The 05 students’ first drafts (APPENDIX A) were collected under the professor’s and students’ consent (APPENDIX B). The professor’s total marginal comments were counted and categorized based on the analytic model adapted from Ferris (1997) and Treglia (2009). The reason for having considered only the marginal comments was due to the fact that the marginal comments consisted of the majority of the comments and the end comments in the body of the first drafts were inexistent. There were few end comments posted together with their drafts on Moodle, but these were rare and, therefore, they were not taken into account for the present study. The comments delivered by the monitor of the course were few, therefore, given the fact that they were rare and that the final responsibility relied on the professor concerning the grade and also the students’ writing development, the monitor comments that existed were counted and analyzed as being part of the professor’s comments.. Figure 4 shows an excerpt of the first draft of a student with the professor’s comment:

Figure 4 – Excerpt from the student first draft with the professor’s written feedback



Source: Data collected by the author (2019)

Figure 4 illustrates a marginal written comment provided by the professor addressing the first draft of a student.

More specifically, the counting and categorization of professor’s comments in the present research followed the concept of feedback unit (HYLAND; HYLAND, 2001;

TREGLIA, 2009). Feedback unit consists of a single unit of the professor's response focused on a particular aspect of the text. An example of the professor's comment and its analysis following the concept of feedback unit is given below:

**Example:** (A) *This paragraph is exactly like your abstract, and this isn't good.* (B) *You can say all that, but paraphrase yourself.* (C) *It may sound silly or unnecessary, but approach your paper as a reader. Read the title, the abstract, and then start reading the intro. See how weird it is to find the exact same things being repeated immediately one after the other* (Hope, first draft).

This comment was given by professor addressing Hope's first draft and was categorized as three comment units. In Unit (A) the professor's intention was giving information regarding the presence of repeated information in the text. In Unit (B) the professor's intent was judged as making a request/suggestion regarding an information that did not need to be deleted, but needed to be paraphrased and in (C) the professor's apparent intention was to give more information to make the student reread the information and conclude by herself how weird that information was in the eyes of a potential reader. All these feedback units (A, B and C) occurred in the form of statements, they were all text-specific and only unit (B) was hedged. In unit (B), instead of the professor being direct and state the sentence only as "paraphrase yourself", for example, she decided to soften the sentence by placing "you can say all that" before requesting the student to paraphrase herself. All the three feedback units of this example focused on organization.

The marginal comments of the first versions given by the professor were analyzed in terms of the different types and focus of professor's comments. The types of professor's comments for this study followed an adapted model inspired on Ferris (1997) and Ferris et al. (1997) (see Table 1 for the adapted model). One of the reasons that this researcher chose this model was that differently from other models that emphasized large-scale areas such as "macrostructure" and "microstructure changes (FAIGLEY; WITTE, 1981) or content and form scale (SEARLE, 1976, apud TREGLIA, 2009), in Ferris' (1997) model it was possible to capture specific details of the text without "overarching limitations" (TREGLIA, 2009, p.72). As stated by Ferris et al. (1997), their analytic model was designed "to analyze larger areas of content and organization that teachers address more specifically and systematically, in an effort to describe teachers' aims for specific comments as they respond to various issues" (FERRIS et al; 1997, p.163).

Even though Ferris' categories cover most of the feedback provided by the professor in the present study, the analysis of the data showed that it was necessary to add other



categories to cover all feedback comments in the students' drafts. In order to do so, other categories were adapted from Treglia's (2009), namely, personal notes and larger feedback categories related to focus such as ideas, organization and form. It was a plausible solution since Treglia (2009) also based her study in Ferris's (1997) analytic model. Table 1 displays the analytical model used in the present study already with some categories of feedback borrowed from Treglia (2009). Most of the categories present in table 1 were from Ferris (1997), except for personal notes (intent) and one-two words ("formatting, for instance), and the focus of feedback which were inspired in Treglia's (2009).

Table 1 - Analytic Model adapted from (FERRIS, 1997; FERRIS et al., 1997; TREGLIA, 2009)

<b>Comment type</b>
<b>(intent/linguistic form)</b>
Asking for information/ question
Giving information/statement
Request-suggestion/question
Request-suggestion/statement
Request-suggestion/imperative
Praise/statement
Personal note/statement
Make a grammar/mechanics comment (question, statement or imperative, one-two words)
<b>Focus</b>
Ideas
Organization
Form
<b>Other Types of comments</b>
Hedged
Non-hedged
<b>Other types of comments</b>
Generic
Text-specific

Source: Adapted model of analysis organized by the author (2019)

Table 1 displays the feedback categories that were used to classify the professor's comments that were given in the first draft of the students' assignments. This adapted analytic model illustrated above enabled the analysis of units of marginal comments in terms of their types, which includes intent and linguistic form, the focus of feedback, including ideas, organization and form; and yet hedged comments such as "I think", "please", "maybe" etc.; and non-hedged comments which appear in Table 1 as other types of comments. In addition, it included the classification of whether the comments were generic, that is, those comments that could be addressed to any text and, text-specific comments which could be addressed only to the text of a particular student.

In order to classify the comments on the first drafts, the intent of the comments were analyzed and the linguistic forms of the comments were categorized in questions, statements and imperatives and only one or two words, that is, when professor's comment was comprised of only one or two words, e.g. "formatting"; intent or purpose of comments, following Ferris et al (1997): asking for information, giving information, making a request-suggestion, make grammar/mechanics comment while, Treglia (2009) used as intent of comments praise, personal notes and one-two words as linguistic form. Below, examples and explanations of each feedback type (intent plus linguistic form) and the focus of each feedback categorized in the students' first drafts follows.

#### A - Asking for information

Asking for information occurred in the following situations below:

1- When the professor/reader asked the student for further information because the professor did not know the information.

**Student first draft:** A psycholinguistic experiment was conducted in order to investigate the relations between memory and language. 16 native Brazilian Portuguese speakers (10 women and 6 men) completed an oral production task in 45 minutes each.

**Teacher's comment:** *Wasn't it only one?* (Ben, first draft)

As it can be noticed in the situation above the professor makes a comment asking about the number of experiments because perhaps the professor herself had understood that it was only one experiment reported in the student's text. Apparently, in this case, as it was observed by this researcher, the student addresses this question answering in the final version

that it was more than one experiment and not only one. Thus, it is concluded that the professor did not know the information.

2- When the professor asked the students known information with the intent to make the students think more about the development of the ideas in a paragraph.

Example: its' who/what? Are you talking about the students? (Constance's first draft)

#### B - Giving information

According to Ferris et al. (1997), this type of comment happens in a distinctive manner in relation to making a request or suggestion. In making a request/suggestion comment type, the professor states what the students need to do, whereas in "giving information", the professor tells indirectly that the student has to do something with the information delivered through the comment. It follows an example where the professor intended to give information through the use of a statement.

**Teacher's comment:** *You already gave this info above.* (Hope's first draft)

In the comment above, professor stated that one repeated information was given by the student.

#### C - Make a request or suggestion

These comments occurred in the form of statements and imperatives. Examples in these two forms are given below, respectively:

**Teacher's comment:** *Make this clear here, please* (Mercy's 1st draft)

**Teacher's comment:** *check professor's direction* (Constance's 1st draft)

Though making a suggestion may be manifested through questions, sometimes they differ from asking for information because in making a request-suggestion the teacher states what the student should do while in asking for information because either the professor does not know the information or knows the information but asks aiming at spurring the students' thoughts.

#### D - Praise

This comment comprised the positive comments the professor made in form of statements.

**Teacher's comment:** *I had never heard of that. Really liked it. I'll start using it in my classes. Thanks!* (Hope's 1st draft)

E- Personal notes

**Teacher's comment:** *5 of these (that I know) have their PhD from the English program at UFSC. Nice, isn't it?* (Constance, first draft)

F - Grammar/mechanics comments.

These types of comments refer to grammar, spelling, punctuation, vocabulary, academic register, typing and formatting problems. Since these comments address only form instead of content (ideas plus organization), they were separated from the other comment types. This procedure of separating other types of comments, that is, types that were related to ideas and organization was done by Ferris (1997) and followed in the present study. Ferris et al (1997) explained that they did not classify the grammar/mechanics comments in terms of asking for information, giving information etc. because that terminology was used only for comments that had to do with content, that is, ideas plus organization. For this reason they decided that grammar/mechanics comments would be “analyzed separately because they dealt with the form(s), rather than the content of the students' papers” (Ferris et al., 1997, p.165).

Therefore, this study followed this same separation that Ferris presented because it made possible to compare the findings of the present study with other studies that had also been inspired in the smaller categories considered in Ferris' (1997) analytic model. Even though this “form” category was equivalent to the type “grammar/mechanics”, the researcher kept it aiming at displaying a contrast between form and other focus categories, i.e., ideas and organization, to make possible the comparison of the present study with regards to focus on other studies that only investigated the focus of comments instead of smaller categories as Ferris' (1997) did.

Grammar/mechanics type appeared in the linguistic form of question, statement, imperatives and one-two words comments. Below, it follows an example of this recurrent comment type.

**Student's first draft:** Within Puritanism, the mere idea of a sexualized body that did not behave according to the religious stigmas – of only engaging in sexual intercourse for procreation, for instance – generated a deviation from the social norm **which** threatened (bold mine).

**Teacher's comment:** *How about 'and' here?* (Mercy's first draft)

In the comment above, the professor suggests the student to change the preposition “which” (in bold letters) for “and”. This was made through a question form.

#### G - Use of Hedges

According to Hinkel (1994, apud NURMUKHAMEDOV; KIM, 2009, p.274), hedges are devices that are designed to show hesitation, politeness and indirectness. They can appear as modals of possibilities like “can”, “could”, as well as expressions of possibility such as “it could be a good idea”, for example. Hedges may also appear as personal attribution such as “I think”, “I believe” to attenuate the criticism of a statement (HYLAND; HYLAND, 2001).

Ferris et al. (1997) assume different forms such as “maybe”, “please”, etc., or still the professor can make a hedged comment by using a question form such as “can you” to make a suggestion or request, for example. In addition, Ferris (1997) adds that sometimes hedges can be used to soften a criticism or suggestion. In this case, the professor may place another expression or sentence in the initial part of a sentence. One example is given below with excerpts from students’ drafts.

**Teacher’s comment:** “You can say all that, but paraphrase yourself” (Hope’s 1st draft)

In the comment above, the professor decides to write “you can say all that” in the initial part of the sentence as a means to attenuate the potential negative effect of have written ‘paraphrase yourself’, for instance.

#### H - Text-specific and Generic Comments

According to Sommer (1982) and Zamel (1985), text-specific comments are advisable since they are correlated to a high level of professor’s commitment with students’ papers. On the other hand, generic comments many times come associated with little involvement of teachers with students’ papers.

The present study followed the same criterion used by Ferris (1997) which defined text-specific comments as those ones that could be addressed only to a specific student’s paper, while generic comments were defined as those that addressed any kind of text. Examples of the students’ first drafts of text-specific comments and generic comments are provided below:

**Teacher’s text-specific comment:** “Yes! That’s why in research we always have something called counterbalancing. So, some people would do the Grey’s before and other the environment before. Perhaps their perception of the environment class wouldn't be as bad if they didn’t compare it to one activity they really liked it- the Grey’s one. Of course in your case this counterbalancing was not possible- especially counterbalancing 6 activities. So don’t worry about that”. (Hope’s first draft)

The comment above is text specific because it makes sense only in the light of Hope’s text. This same comment would not make sense in any other student’s text.

**Teacher’s generic comment:** *Check formatting* (Ben’s first draft)

This comment is generic because it might make sense when addressed to other student’s text.

The counting and categorization of the marginal comments in the students’ first drafts served to give an overview of the number of occurrences and percentages of each type and focus of comments that appeared in the first drafts. This procedure rendered the professor’s predominant types and focus of feedback that she used when responding to the first drafts of the students.

Next, before making the comparison between the final version and first drafts to see whether comments provided by the professor in the first draft were incorporated in the students’ final versions or not, it was necessary to make a distinction between those comments provided in the first draft, which the professor had given expecting a change from the students in the final versions, from those comments that the professor had given not expecting any change or revision from the part of the students (FERRIS et al., 1997, CONRAD; GOLDSTEIN, 1999). Those comments in which the professor was expecting a revision in the subsequent drafts were classified as “directive” comments, whereas those comments in which the professor did not expect any kind of revision were classified as “non-directive” comments. In other words, directive comments embodied directly or indirectly a request or suggestion made by the professor while non–directive comments did not embody requests or suggestions. For instance, comments in which the professor gave a praise or personal note to students were classified as non-directive comments, as these comments in the present study were not associated with a request for change (TREGLIA, 2009). After separating the directive comments from the non-directive ones, it was possible to relate change and no change revisions that students made in their final versions as a response to only the directive

comments provided by the professor in the students' first drafts. This procedure enabled this researcher to examine the relationship between the students' reaction and each type of comment and focus, which helped to answer the first research question.

In order to analyze the students' reaction in their final versions to professor's types and focus of comments in their first drafts, a revision scale was used. This revision scale expressed the changes and no changes in terms of each type of comment and focus that students made or did not make from one draft to the other in response to the professor's marginal comments. In this study, the researcher defined revision change as those modifications that students did related exclusively to the professor's comment; while no change revisions were defined as the absence of modifications in response to the professor's comment. Then, the number of changes and no changes were counted in terms of comments' types and focus. It is worth mentioning that changes were considered only in terms of quantity but not quality, meaning that regardless of the improvement of the students' second versions, they were counted either as "change" or "no change". In other words, "change" and "no change" in the present study are equivalent to comments that were "incorporated" or "not incorporated", respectively. It is worth mentioning that change was considered only in relation to the comment suggested or request by the teacher. Next, each type and focus of feedback was categorized in terms of amount (numeric expression) and percentages of changes and no changes in order to render the extent that students react to the types and focus of each feedback, that is, change or no change in response to each type and focus of the professor's comment described in the adapted model displayed earlier (see Table 1).

After taking into account the procedures for data collection and data analysis that underlined the analysis of the professor's comments as well as the extent that students' reacted to each type and focus of the comments which together answered the first research question, the next subsection gives the descriptions of data collection and analysis that were taken in order to answer the second research question.

### **3.4.2 Answering the second research question**

In order to answer the second research question "How do students justify their reaction?" the present study also used the first draft and final version of the 05 students who participated in this research. Here the purpose of using students' first and final texts was to compare the second version of each student with the first draft in order to see whether the student changed or did not change in response to each of the teacher's directive comments in

her/his first draft. The identification of changes and no change was crucial since it served as the basis for asking in the interview why they changed or they not change in response to the professor's comments; and, as consequence, to address the second research question.

In order to do that, this researcher scheduled an interview with each student via email. The interviews were conducted around one week after the students posted their final versions on Moodle Platform. The interviews were conducted in Portuguese not to overload the students and they lasted from 10 to 25 minutes. Even though the interviews' questions (see APPENDIX D for the interview guide) were related to why they changed or did not change as a means to answer the second research question, the students were also asked about other background questions concerning age, experience with academic writing and their views on feedback, for example. It is worth mentioning that this researcher, while interviewing each student, did not ask about specific categories of feedback that were used in this study or any other study since it was assumed that the students were not acquainted with terminologies of the feedback area. Instead, the students were asked questions such as "Why did you change in this [...]" or "Why did not you change in this comment?" for instance. During the interview, a printed version of their first and final version was provided in order to help them to remember what was written in the drafts and final versions. In addition, the first and second drafts were displayed on the computer screen so that the font size of the drafts could be amplified and the highlight option of the Word comments' function could be activated. The interviews were audio recorded and transcribed (APPENDIX E). They were transcribed with the help of scribe express device<sup>7</sup>. The answer of the 05 students to the interviews yielded transcripts, which in turn were read and annotated many times (DORNYEI, 2007) with the intent to find commonalities among the answers of the students. Therefore, the analysis of the interviews considered the most recurrent themes or students' justification for changed or not change that passed thorough the group of 05 students.

The themes of the interviews were analyzed and separated into two major areas, namely: "the main reasons for changes" and the "main reasons for no changes" which were coded according to an interview scheme (Table 2). Within reasons for change and no change emergent themes were identified (DORNYEI, 2007). These themes provided excerpts from students' discourse which in turn rendered insights to verify if the attendance or rejection of the professor's comments by the students were influenced by factors related to the professor's

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<sup>7</sup> Scribe Xpress is an electronic device that was created to turn the rhythm of the audio speech either more rapid or slower depending on the need of the researcher.



comments themselves or for any other contextual factor (GOLDSTEIN, 2004), such as instruction or paper length.

The emergent themes and subthemes that arose from students' interviews (DORNYEI, 2007) on the reasons why they did or did not change the essays after TWF are displayed in Table 2.

Table 2 - Coding Scheme for Interviews' themes

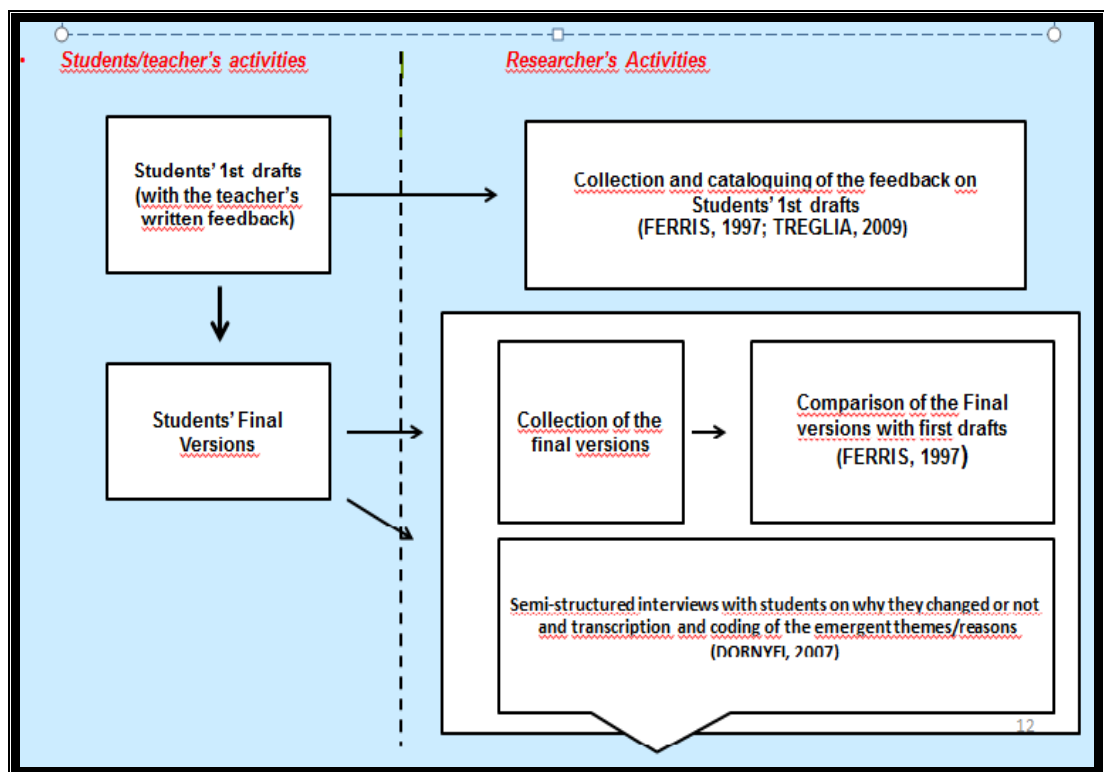
<b>Coding on why they changed</b>	<b>Description</b>
A- Resorted on the professor's authority to:	It is related to the students' recognition of the authoritative figure of the professor.
A1- see through the reader's eyes	It is related to the students' acknowledgement of the importance of the professor's intervention to perceive better their target audiences.
A2- take decisions in cases of doubt	It is related to the professor suggestion or request after having searched for other sources but still having not found a satisfactory answer.
A3- receive new information	It is related to any information offered by the professor which the students did not know or make sense before the professor's intervention.
B –Task management	It is related to the students concern to instructional aspects such as the length of the paper element of the textual genre.
<b>Coding on why they not changed</b>	
C –Task management	It is related to the students' concern to instructional aspects such as the length of the paper and elements of the extended abstract.
D- Lack of understanding concerning the Teacher written feedback.	It is related to the difficulties that the students present to understand or make sense of the Teacher written feedback.
E – Self-confidence	It is related to the autonomous behavior of the student due to the familiarity of them with the topic into play.
F – Lack of attention	It is related to any student's distraction regardless their source.

Source: Data elaborated by the author (2019). Model of the table adapted from Mahfoodh (2011)

Regarding the reasons that students changed, two main themes were identified, namely “Resorted on the professor’s authority” (A) and “Task management” “(B). Other subthemes (A1, A2 and A3) derived from the main theme (A). Regarding the reasons for no change, it was identified four themes (C, D, E and F). The analysis of the interviews provided the basis for answering the second research question.

In brief, figure 5 summarizes the main procedures for data collection and data analysis of the present study.

Figure 5 - summary of the Procedures for data collection and data analysis



Source: Procedures elaborated by the author (2019) - Scheme adapted from Mafoodth (2017).

Figure 5 displays the students’/teachers’ activities as well as the activities of this researcher while conducting the present research. As one can note, the students’ wrote their first drafts of the extended abstracts and then, the professor gave the written feedback on their first drafts. Then, this researcher collected and catalogued the teacher’s written feedback on students’ first drafts. After the students wrote their final versions, and, this researcher, collected their final versions in order to compare them with their first drafts to examine the extent to which students incorporated or not the teacher’s written comments. Moreover, this researcher conducted semi-structured interviews with the students to discover why they

changed or not. The data of the interviews were transcribed and the emergent themes were coded.

### 3.5 ETHICS REVIEW BOARD

The present study was submitted to the approval of *Comitê de Ética de Pesquisa com Seres Humanos* from *Universidade Federal de Santa Catarina* (CEPSH-UFSC). It is based on the resolution 510/16 and it has been approved under the number 09321619.7.0000.0121 that was issued on March 25<sup>th</sup>, 2019. The data collection of the present study happened only after the acceptance of this study.

Before participating in the study, the professor of the writing class and the 05 students who accepted to participate in this research signed a consent form on the participation of the present research (see APPENDIX D). The consent form delivered to the participants presented the objectives and procedures of the research as well as the rights, risks and the confidentiality of the data. In addition, the beneficial effects of participating in the present research were explained.

After having presented the method of the study, the next chapter presents the results and discussion of the data collected, which is organized in the following sections: Predominant types and focus of teacher's comments; Comment types and students' revisions; and Analysis of students' interviews.

## 4. RESULTS AND DISCUSSION

The current chapter brings the results and discussion of the data collected for reaching the purpose of the present study. The data analysis and its respective discussion comprised three sections. In the first section, the findings of the types and focus of the professor's written feedback are presented. In the second section, the extent to which students react to teacher's written different types of feedback and focus in the revisions of their final versions are explored. Finally, in the third section, the analysis of the interviews conducted with the students is explored and the students' justifications for having or not having changed their texts in reaction to the professor's written feedback received were analyzed.

### 4.1 PREDOMINANT TYPES AND FOCUS OF PROFESSOR'S COMMENTS

This section aims at categorizing the professor's written comments found in the first students' drafts. The 05 drafts (first versions) yielded a total of 109 units of feedback or comments. The number of comments found in the students' drafts varied from student to student. While two students (Ben and Grace) received 6 to 8 comments, other students (Mercy, Hope and Constance) received 18 to 41 comments. Despite the present study privileging the collective analysis of the students' reaction, the information on the number of comments given per student was provided only to demonstrate that the number of feedback units provided was not homogeneous.

As can be seen on Table 3, that follows, the teacher provided a total of 109 units of comments that were classified both in terms of types of comments and focus of the comments. The data in Table 3 displays both the number of comments and their corresponding percentages in relation to each type of comment found in the students' first draft, namely, asking for information/question; giving information/statement; request/question, request/statement; request imperative; praise statement; personal note/statement and making a grammar/mechanics comment. Table 3 also displays the focus of the comments, namely, ideas, organization and form.

Table 3.Types and Focus of Professor's Comments

<i>Teacher's Comment types</i> (intent/linguistic form)	Number of Comments	%
Asking for information/question	10	9,1
Giving information/statement	14	12,8
Request-suggestion/question	04	3,6
Request-suggestion/statement	04	3,6
Request-suggestion/imperative	03	2,7
Praise-statement	03	2,7
Personal note/statement.	05	4,5
Making a grammar-mechanics comment (question, statement, imperative, one-two words)	66	60,5
Total	109	100
<i>Focus</i>		
Ideas	30	27,5
Organization	13	11,9
Form	66	60,5
Total	109	100

Source: Researcher data organization (2019)

In terms of comment types Table 3 shows that the comment type with the highest frequency was making a grammar/mechanics comments with 60,5%, followed by giving information/statement with 12,8%., and asking for information/questions with 9,1%. All other comment types did not reach more than 4,5% of the total. One of the least expressive comments was praise comments which reached only 2,7 %. A higher rate of praise comments may be beneficial to foster students' long term confidence in their academic writing process.

With regards the linguistic forms of the comment, professor addressed most of the comments by using statements with 22,5% if we considered the sum of the statements of giving information with 14% plus the statements of request-suggestion with 4% and personal notes with 4,5%. Professor's use of questions was around 12% if considered the sum of asking information and request-suggestion together. Both in Ferris' (1997) and in the present study the professor used few imperatives. While the professor in Ferris used 7%, the professor in the presented study used even less (2,7%). It may indicate that the professor in the present study was interested in fostering students' autonomy by avoiding imperative comments. If we compare the results of the present study with the ones presented by Ferris (1997), which investigated the written comments that teacher made on 47 ESL students' first drafts, we could see that while the professor in Ferris' study addressed only 3% of her comments in grammar/mechanics the professor in the present study addressed 60,5 %. Although the students in both studies were considered to have an advanced level, this difference of approach may be to the fact that ESL students' permanent residents in the United the States of America has played a role in Ferris' study.. Another reason for that could be related to the different task types dealt by both teachers. While the professor in Ferris' study dealt with personal narratives, expository texts, for instance, the professor in the present study dealt only with extended abstracts, which is kind of expository text. Although there were other genres that the professor dealt with, but they were not investigated by this researcher.

Regarding the focus of the comments the professor of the present study delivered, mostly were form comments, 60,5%, which were equivalent to grammar/mechanics comments discussed above, followed by comments on ideas, 27,5%, and organization, 11,9%. In general, professor in the present study seemed to show a tendency for focusing mainly on form; that is, grammatical, mechanics, formatting and vocabulary issues. One of the explanations for that seems to be the importance that teachers credit to the communication of the writing conventions in the culture where English is been learned associated with the grammatical issues of the language, besides the fact that the students in the present study still learning the language (HEDGCOCK; LEFTKOWITZ, 1994; MONTGOMERY; BAKER, 2007, PAULUS, 1999). In addition, the students' EFL context and the need to make them literate in academic genre, that are many times a novelty even for advanced students, could have made professor to focus more on issues related to grammar and formatting.

In the present study, the professor's tendency to give written feedback was consistent with studies conducted out of the US context (LACERDA, 2018; LEE, 2008; REZAEI, 2012). In these studies, the percentage in which teacher addressed form issues ranged from

44,9% to 98,3%. In Lacerda's (2018) study, which was conducted in a Brazilian context, she found that 69,5% of the professors' comments were given on form. However, it is worth mentioning that, while Lacerda (2018) analyzed only written comments given on students' final versions, the present study analyzed only comments provided in the first versions of students' texts. However, the results of the present study were not consistent with other studies (FERRIS, 1997; TREGLIA, 2009) that were conducted in the US, which had 3% and 22,3% of the marginal comments addressed on form, respectively. It is worth mentioning that contextual differences and different textual genres used by the professor may have played a role as well. Regarding content and organization combined, Lacerda found 22% while in the present study it was found almost 40%. This gap on ideas and organization between the present study and Lacerda's (2018) may be due to the fact that, while the present study were conducted with seventh semester FL undergraduate students, Lacerda's (2018) study was conducted with fourth semester FL undergraduate students. While it cannot be taken for granted that proficiency level was the only reason for having influenced the professor of the present study to give more feedback on ideas and organization in comparison to Lacerda's (2018) study, it may have played a role since the higher students' proficiency level has been associated with high rates of feedback given on issues concerning ideas (FERRIS, 1997). In other words, it cannot be ignored the tendency of some teachers to give more feedback on ideas and organization for more proficient students (FERRIS, 1997). Thus, despite the professor's tendency for addressing form, it is noticeable that this professor also delivered a great amount of feedback on ideas and organization. The findings of the present study concerning ideas and organization comments were not sufficient to debunk the tendency that EFL teachers often have shown in giving feedback addressing primarily writing conventions and grammatical issues in the writing courses where they teach (MONTGOMERY; BAKER, 2007). It does not mean that giving more feedback on content issues is better or worse since it depends on students' needs according to their proficiency level and the weaknesses and strengths of each class or even of each student. However, it cannot be said that the professor of the study gave little attention to content issues. It was noticed that she has given a fair amount of comments on ideas (27,5%) and organization (11,9%). As one can see professor provided almost 40% of comments on content issues (organization plus ideas), promoting an integrated feedback differently from other lines of written feedback that advise giving only feedback on form on the first drafts (see Sommers, 1982). Interestingly, in some cases the professor gave feedback on lexical items (form) but the comment on form had the potential to make the students to rethink their text and the message that they were intending to convey.

She provided comments in a balanced way, meaning that both form and content issues were addressed, as it was defended by Fathman and Whalley (1990) and Ashwell (2000) as being an advisable feedback practice.

Below some examples of teacher's comments types and focus in students' first drafts are presented.

### **Examples of Grammar/mechanics comments (question, statement or imperative)**

This comment type was the most prominent one used by the professor in this study. Below, it follows some examples that fall under the grammar/mechanics type.

Teacher's comment: "Check in the APA manual how to start a sentence with a number"  
(Ben, first draft)

Here, the professor realized that the format this student used to start a sentence was not according to the APA manual. The student initiated the sentence writing "16", which is the numeric expression for sixteen. Then, the professor makes the above comment in the imperative form to make the student verify the correct format for initiating a sentence with a number.

Teacher's comment: "You only have the practicum in this semester. In the next one you have what is called 'student teaching'- the classes in which YOU are in charge of the group. I learned this with XXX a couple of years ago ;)" (Hope first draft)

Here, the professor perceives that the student was using the vocabulary choice "practicum" to refer to the seventh semester, the one she was taking at that moment, and also the eighth semester when she would be in charge while teaching a group of students. Then, the professor intervenes through a statement form in order to clarify to the student that the way the vocabulary had been used would communicate a misleading message to her readers.

### **Giving information/statement**

Teacher's comment: "I'm sorry about rewriting your text, but I didn't understand the way it was. I think it's clearer now".

After having rewritten the students' text to improve the communication of the students' intended message, the professor writes the comment above in the form of a statement in order to give student the information why she had rewritten the students' text – to make it clearer (Mercy's 1st draft). The fact that the professor apologized herself by stating



“I’m sorry about rewriting your text” may indicate that the professor knew about the risk of student interpreting it as if the professor was making appropriation of her own ideas. However, it does not seem appropriation since apparently the professor’s intent was to improve the message communication instead of changing the meaning of the message.

### **Asking for information/question**

This comment type, which was one of the second most prominent ones delivered by the professor, is exemplified and explained bellow:

Teacher’s comment: “how is this sentence connected to the previous one?” (Constance, first draft)

Here, the professor realizes that the last paragraph sentence of the first draft was not a necessary sentence as it was not logically connected to the other sentences that had come previously. Even knowing the organizational problem regarding the unrelated ideas between the sentences, the professor makes a rhetorical question in order to raise the student’s awareness about this point.

Moving to the focus and other types of the professor’s written comments, some examples with their respective explanations are provided.

### **Form**

Form in the present study comprised comments on grammar, mechanics, formatting and vocabulary.

After having noticed that the student wrote in her first draft the following excerpt: “[...]some of them who got interested in it after seeing the game happening. However, some of them considered the game **very** easy [...]”. (Hope’s first draft, bold mine). Then, the teacher made the following comment: “Check the difference between ‘too easy’ and ‘very easy’” (Hope’s 1st draft).

In this comment, professor addresses a grammatical error in which the student had used “very” instead of using “too easy” by stating that the student should search for the difference in use between these two grammatical forms.

## **Ideas**

Teacher's comment: "Of course it's not the point of your study, but it would be nice to ask them why they behave in such an unmotivated way in class if they think the contents of such class are important for them. God knows! I have plenty unmotivated students in the Letras courses, and they CHOSE this as a career for them. So.. go figure! Human beings are strange"

The comment above was focused on ideas once the professor, through a personal note, suggests another possible topic or content that could be used by the student.

## **Organization**

Student' first draft: It is likely that other passages of the film shall be included in the analysis but, for the moment, the ending is certain to be one major point of in-depth analysis (Mercy's first draft)

Teacher's comment: "Since what you're presenting- to me and others, readers of this extended abstract is a work that is ready, this part needs to be changed" (Mercy's first draft).

In the comment above, the professor focused on organization. Here, the professor perceives that this student was distant from the normal conclusion organizational pattern. That is, instead of presenting it as a concluding part of the extended abstract, she left the concluding part as something unfinished. In fact, her writing problem was the lack of a plausible solution expected in the conclusion.

Now, we present results related to other types of comments including the use of hedges, that is; whether the comment was hedged or non-hedged and text-specificity, that is, whether the comments were generic or text-specific.

Table 4- Other Types of Teacher's Comments

<b>Use of Hedges</b>	<b>Number of comments</b>	<b>%</b>
Hedged	40	36,6
Non-hedged	69	63,3
<b>Total</b>	<b>109</b>	<b>100</b>
<b>Text-specificity</b>		
Generic	11	10,0
Text-specific	98	89,9
<b>Total</b>	<b>109</b>	<b>100</b>

Source: Data collected by the author (2019)

Concerning the use of hedges, most of the comments were non-hedged, 63,3% of the total number of comments, but a significant amount was hedged (36,6%). The rate of hedged comments found in the present study was superior to the amount of hedged comments given by the professor in Ferris' (1997) study (15%). However it was very close to the amount of hedged comments found in Treglia's (2009) study (31,5%). As already mentioned in the Review of Literature, the reason for using or not using hedged comments is a controversial issue in the literature (see HYLAND; HYLAND, 2001; TREGLIA, 2009). This teacher predominantly gave non-hedged or direct comments, which is advisable since non-hedged comment tend to be related to clear and understandable comments (CONRAD; GOLDSTEIN, 1999; HYLAND; HYLAND, 2001). Hyland and Hyland (2001), for instance, defend that teacher's comments should be addressed in a direct and frank way to avoid confusing the students. At the same time, this same teacher also delivered a significant amount of hedged comments, which according to Treglia (2008), may be an indication that this teacher was concerned with the mitigation of harsh criticism. According to Treglia (2008), harsh criticism many times was reported by students as being demotivating. Therefore, the fact that this professor has delivered a significant amount of hedged comments seems to suggest that she was concerned with the relational aspect of giving written feedback. Therefore, it seems that that this teacher answered to persons instead of responding to textual entities (KEH, 1990;

TREGLIA; 2009; SOMMERS, 1982). It could be noticed that it was established a friendly tone towards the students' papers throughout the teachers' comments.

Examples of non-hedged and hedged teacher's comments are given below:

### **Non- hedged**

Teacher's comment: "add an article" (Constance's 1st draft)

Here, the professor uses this imperative comment to request the student the inclusion of an article that was missing in her text. Here, the professor framed her sentence in a direct way, avoiding any kind of mitigation or hedges with words, such as "please" before the sentence, that in general are used to attenuate harshness of the criticism that came associated with some comments (HYLAND; HYLAND, 2001; TREGLIA, 2009).

### **Hedged**

Teacher's comment: "I think this strange, How about 'ideas', 'proposal', 'view' "? (Constance' Teacher's 1st draft)

Here, the professor suggests the student another vocabulary choice, but she does that not in a directive way, such as "it is strange" or "ideas" "proposal". As one can note, the professor uses the expression "I think" in order to mitigate the potential damage of the criticism and also uses the expression "how about" to attenuate the force of the comment and give options for the student in order to make it clear that the final decision is still the students' responsibility.

Concerning text-specificity, the majority of the professor's comments was text-specific (89,9%) while only a small amount of comments were generic (10%). These numbers seem to be more aligned with Ferris' (1997) results which presented 82% of text-specific and 18% of generic comments. While the professors privileged text-specific comments in both studies, they diverged in terms of the focus of feedback. While the professor in Ferris' focused predominantly on content, professor of the present study focused her feedback predominantly on form. This may indicate that there is no casual relation between the amount of text-specific comments with professor's tendency to focus more either on form or on content when delivering comments. This researcher expected that given the fact that feedback on content revolves around ideas and details about their development, maybe there was a tendency towards giving more specific information when feedback addressed content.

Contrary to this expectation, the result of the present study suggests that giving more or less specific information depend not much on the focus of feedback, that is, if the teacher is addressing form or content, but mainly in teacher's attitude of conveying the feedback message the clear as professor can. In this sense, it is likely trying to paint a picture through words the more specific is the feedback the more shades of colors the teacher seems to offer in order to make the student better visualize her/his message. However, regardless feedback focus, it seems that text-specific comments tend to be associated with the level of professor's engagement with students' writing (FERRIS, 1997; TREGLIA, 2009; SOMMERS, 1982). The data of this study does not corroborate the findings of Zamel (1985), which found that the majority of the comments were vague and idiosyncratic. Vagueness is a feature many times associated with generic comments (ZAMEL, 1985). The professor in the present study addressed both form and content in a specific way since generic comments might have the potential to insult students by conveying the message that they do not worth the time to received specific information from the teacher (WILLINGHAM, 1990, apud MARTIN, 2011). The professor of the present study addressed the students most of the time with text-specific comments which indicates that when addressing students' writing problems she did it in a way that provided students with details on how to deal with the writing problems (FERRIS et al., 1997; KEH, 1990). Examples of both generic and text-specific comments are provided as follows:

#### **Generic comments**

Teacher's comment: "missing a comma" (Constance's 1st draft)

The comment "*missing a comma*" used by the professor to address this student's first draft falls under the generic category, since the same comment could be used in any other students' drafts regardless the student or the written context in which the comment was addressed.

#### **Text-specific comments**

Teacher's comment: *It was only about teaching and learning English, right? I mean, a discussion about world Englishes wouldn't be of interest to your review. Am I right?* (Constance's 1st draft).

This teacher's comment addresses particularities of the issues discussed in this student's draft that would not make sense when addressing another student that wrote the topic of his/her assignment in literature, for example.

In the next section, the findings of the research concerning the extent to which students implement revisions in relation to different comment types and focus are explored. The data is displayed with the aid of tables in which the number of occurrences of each feedback type is presented together with the correspondent percentages.

#### 4.2. COMMENT TYPES, FOCUS AND STUDENTS' REVISIONS

This section addresses the relationship between students' revisions in their final versions in relation to the types and focus of each comment. Table 5 displays the number and the percentages of each comment type in terms of their revision ratings, namely change and no change. In other words, the data displayed in this table provides the extent to which students incorporated or did not incorporate the different teacher's comments given expecting a modification on the students' final version. From the 109 comments teacher gave in the first draft, 93 were given expecting a change. The others were comments that the teacher had given without expecting any change on the part of the students. (i.e., mostly praise, personal notes and some give information, for example)

Table 5 – Relationship between Comment types, Focus and Revision Ratings

Revision Ratings <sup>8</sup>	Change <sup>9</sup>		No change		
	Number of changes	% <sup>10</sup>	Number of no changes	%	
<b>Comment types</b>	<b>Total</b>				
Asking information/question	08	06	75	02	25
Giving information/statement	15	14	93,3	01	6,6
Request-suggestion/imperative	06	03	50	03	50
Making grammar/mechanics comment (question, statement, imperative, one-two words)	64	51	79,6	13	20,3
<b>Focus</b>					

<sup>8</sup> Revision Ratings is the terminology used by Ferris (1997) in which the author describes the various kinds of quantitative and qualitative revisions that may occur. In the present study the revisions were measured only in quantitative terms with only two revisions ratings, namely, "change and "no change".

<sup>9</sup> "Change" in the present study refers strictly to those kind of changes suggested or requested by the professor in the comments.

<sup>10</sup> Abbreviation for "percentage"

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Ideas	17	13	76,4	04	23,5
Organization	12	11	91,6	01	8,3
Form	64	51	79,6	13	20,3

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Source: Research Data Analysis (2019)

Table 5 shows that from the total of 93 directives, the comment type that resulted in most of the changes was Giving information in the form of statements with 93,3% of changes, followed by Making a grammar/mechanics comment with 79,6% and Asking for information in the form of questions in the third place with 75%. Though requests in the form of imperatives had mixed effect, that is; 50% of change and 50% of no change, it had only 6 occurrences in the whole body of analysis of the students' group. Even though grammar/mechanics appeared in the second place, this type of comment had the highest number of occurrences (64) while giving information in the form of statements had 15 occurrences. The results of the present study show that, despite the majority of the teacher's comments being on grammar/mechanics, this type of comment appears only in the second place in terms of the extent to which these comments influenced/prompted students' changes in their final versions with 79,6%.

Similar rates of changes regarding grammar/mechanics were found in Rezaei (2012) with 80% of change and Ferris (1997) with 78%. It is worth mentioning here that in Ferris' (1997) study, the marginal comments on grammar/mechanics were one of the least used by the teacher but when used produced a high rate of changes. According to Ferris (1997) and other studies' findings (FERRIS, 1995; HEDGCOCK; LEFKOWITZ, 1994), the students pay attention and attend to comments on grammatical issues in their revisions. In addition, other studies (COHEN, 1987; SILVER; LEE, 2007; TREGLIA, 2009, ZAMEL, 1985) have shown that students incorporated more grammar and mechanics errors pointed by the teacher. Thus, the present study seems to confirm this tendency of students to attend to feedback on grammar/mechanics type. It may happens due to the fact that in general grammar/mechanics comments are made in a way that the teacher locate and point to the grammatical term that better replace the wrong terms. While the present study showed a higher rate of change in terms of the comment giving information/statement related to content issues, with 93,3 %, grammar/mechanics comments reached 79,6%. It might mean that the highest rate of change in organizational issues diverged in relation to the results of the studies presented above in which students tended do show a higher attendance to grammar/mechanics issues. There are two plausible explanations for that, the first one may be related to the giving

information/statements comments. In this regard, one can notice in Table 05 that the rate of change in comments focused on organization was similar to the rate of change on giving information/statements comments, that is, 91% and 93 %, respectively.

The high rate of change in giving information/statement may be explained due to the fact that these comment types often come associated with detailed information and specific revision strategies (GOLDSTEIN, 2004). Similarly, Ferris (1997) states that longer comments tend to promote more explicit tips on how students can promote revisions (p.329). The result in terms of students' attendance on giving information/statements was even greater than the one found by Ferris (1997), in which the students had 73% of change, and by Rezaei (2012), in which the students had 69% of change.

When considering the linguistic forms of the comments, one can notice that out of the 19 comments made in the form of statements, only two of them did not result in change (a relation from almost 10/1). Whereas two out of the 08 comments in question form resulted in no change (a relation from 4/1). Thus, the data of the present study regarding the linguistic forms of the comments show that statements were the most profitable form of comments in terms of influencing students' change. Conrad and Goldstein's (1999) study showed that students presented a better performance on their revision when reacting to statements than to questions. In addition, Conrad and Goldstein (1999) found that statements that embodied only what students should or should not do showed to be less effective than those statements that embodied a suggestion for revision. The higher rate of change with regards to comments in the form of statements in comparison to questions in the present study may indicate that those students had difficulties in interpreting question form comments or devising appropriate solutions to solve text-based related problems that may come with content and organizational issues (CONRAD; GOLDSTEIN, 1999). Conversely, the higher rate of change with regards to comments given in the form of statements may indicate that the teacher's comments included a significant amount of explicit suggestions for revisions. In addition, it suggests that despite comments given in questions having the potential to stimulate the thinking process (ZAMEL, 1985), these forms of comments may be more challengeable to be incorporated by students since these strategies when given through question forms are given often in an indirect or implicit way (CONRAD; GOLDSTEIN, 1999; HYLAND; HYLAND, 2001).

The results related to the use of question forms of the present study were similar to those of Ferris' (1997) study. Both Ferris' and the present study presented a rate of 25% of no change revisions with regard to comments given through question forms. Thus, it suggests that students had problems in interpreting or in knowing how to use it (Ferris, 1997). In these



studies both uses of imperative forms that were considered directives had few occurrences and, thus, it seemed not to have had a significant impact in terms of prompting students to revision. In fact, imperative had a mixed effect that may mean that out of 6 occurrences, 03 resulted in change and 03 resulted in no change.

In Sugita's (2006) study, which was conducted with college Japanese students; it was found that the group of students who received imperative comments presented more revision changes in comparison to the group of students who received question and statement comments. Sugita (2006) implied from those findings that teachers should give preference to imperatives over other forms of comments in order to prompt students to a higher level of changes. In a similar study (NURMUKHAMEDOV; KIM, 2009), which also investigated the relation between the linguistic form of comments and students revisions, they found that imperatives were associated with more changes than questions and statements. However, Nurmukhamedov and Kim (2009), while reviewing Sugita's (2006) study, counter argued Sugita's claim that teacher's should give preference to using imperative forms when addressing students' writing. Differently from Sugita (2006), Nurmukhamedov and Kim (2009) defended that teachers should be trained to use different linguistic forms of comments according to different students' writing problems since the results of a study should not be generalized without considering each teaching context. The results of the present study corroborate Nurmukhamedov and Kim's (2009) assumption that the teaching context matters. For example, in the present study, which was conducted in a Brazilian context, it was found that imperative forms were used few times by the teacher in comparison to statements to address students writing problems.

In terms of the focus of the comment, the data showed that the highest rate of change was on organization 91,4%, followed by form 81.2% and ideas 76,4%. It contradicts the findings of Chapin and Terdal (1990) in which the authors found that students received mostly feedback on form and tended to attend more feedback on form on their revision. As already mentioned, this contradicts the findings of other studies that demonstrate that students tend to attend more comments focused on form. The fact that comments focused on organizational issues resulted in more changes may be related to the specific information teacher may have provided. The least expressive results regarding the comments focused on ideas may be related to the fact issues concerning ideas associated with analytical tasks may be difficult to students to deal with (CONRAD; GOLDSTEIN, 1999; FERRIS, 1997). The difficulty of understanding that these tasks may be associated are due to the fact that students

have to elaborate whole parts or even the entire texts when compared to the elaboration of sentences or lexical items that grammar/mechanics comments tend to address.

The following examples illustrate change and no change revisions made on students' final versions. These examples are given in relation to the most expressive types of comments. The different focuses of each comment type (ideas, organization, form) are provided in parentheses.

*Example of Change –giving information statement (ideas)*

The student was writing her extended abstract on the topic of motivation of a 6<sup>th</sup> year student group that she had observed. According to the instructions on the rubrics the students should include an abstract before starting the extended abstract. The teacher noticed that the student had put the information in her final version in the same way as she had done in the abstract. Then, the teacher addresses this repetition problem and also offers a solution to correct it, as in the following excerpt:

This paragraph is exactly like your abstract, and this isn't good. You can say all that, but paraphrase yourself. It may sound silly or unnecessary, but approach your paper as a reader. Read the title, the abstract, and then start reading the intro. See how weird it is to find the exact same things being repeated immediately one after the other (Teacher's comment, Hope's first draft)

In her final version, this student revised this problem in the following way:

In ESL contexts, teachers may face difficulties in motivating their students, since motivation has to do with internal factors of each student (DECI AND RYAN, 1985). Therefore, low motivation may be a phenomenon that occurs in ESL classrooms. This same phenomenon was noticed by the researcher who was observing a 6th-grade group in their English as Second Language classes (Hope's first draft)'.

The student Hope (see her first and final version in appendix ) solved the repetition problem by paraphrasing the paragraph avoiding the repetition of ideas and changing the text.

Next, there is another example of change revision in which the teacher gave information about addressing a vocabulary choice (form) used by the student. In the first draft the student wrote:

As briefly delineated, Critical Pedagogy has a great potential to be a **consciousness** raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been "silenced, marginalized and misread in the academic agenda" (p. 677) (Constance's first draft, **My emphasis**).

In responding to this piece of writing, the teacher suggested other lexical choice to replace "consciousness", but also said to keep it in the case it were the case of the

international literature. According to the following teacher's comment "I think awareness fits better, but this may be just my impression". If they use **consciousness** in the international literature when talking about Freire, keep it" (**my emphasis**). Then, the student wrote the following in reaction to the teacher's comment:

As briefly delineated, Critical Pedagogy has a great potential to be a consciousness raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been "silenced, marginalized and misread in the academic agenda" (p. 677) (Constance's final version).

As one can notice from the excerpt above, the student kept her initial choice "consciousness" following what the teacher had asked to her. Thus, this researcher interpreted it as a change on the part of the student.

*Example of No change- Giving information/statement (ideas)*

This student was writing about the movie "The Witch" more specifically about how the women were represented in the puritan society. In the conclusion of her extended abstract, the student made an allusion to "another male figure" (Mercy's first draft)", which, according to the teacher's comment, had not been mentioned in any place before. Then, in her final version she reacted to the teacher's comment in the following way:

For this study, the main points of analysis were the depiction of the witch's body in different passages of the film, an in-depth look into Thomasin's character arch in relation to how she is first presented to the public and how she is shown in the last scene, as well as the ending sequence - and how the body of the protagonist relates to the aforementioned issues of witchcraft, sexuality and female identity in a male-dominated society. The reason for choosing these specific passages relies on the massive symbolism pertaining to the sequences when it comes to character development, visual elements and depictions of the female body (Mercy's final version).

In the revision of the final version above, the student did not change in response to the teacher's comment. She did not include or explain the alluded "male figure" neither in any place of the paper nor in the conclusion.

Next, there is another example of no change revision in which the teacher gave information about addressing a vocabulary choice (form) used by the student. In the first draft the student wrote:

As briefly delineated, Critical Pedagogy has a great potential to be a **consciousness** raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been "silenced, marginalized and misread in the academic agenda" (p. 677) (Constance's first draft, **My emphasis**).

In responding to this piece of writing, the teacher suggested other lexical choice to replace "consciousness": "I think awareness fits better, but this may be just my impression".

If they use **consciousness** in the international literature when talking about Freire, keep it” (**my emphasis**). Then, the student wrote the following in reaction to the teacher’s comment:

As briefly delineated, Critical Pedagogy has a great potential to be a consciousness raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been “silenced, marginalized and misread in the academic agenda” (p. 677) (Constance’s final version).

As one can notice from the excerpt above, the student kept her initial choice “consciousness” despite the teacher’s suggestion of replacing it for “awareness”. Thus, this researcher interpreted it as a no change on the part of the student.

*Change* - asking for information (organization)

In the first draft below, while developing a paragraph on the critical pedagogy of Paulo Freire, the student used a sentence (underlined) that, according to the teacher, had no relation to the previous one:

The Critical Pedagogy proposed by Freire (2005) comprehends education as a practice for freedom. The author claims that the “word” is made of reflection and action, and teaching should be authentic, that is, it should offer means to transform reality. Otherwise, it is just verbalism — empty words. The education is, then, a political act and the knowledge is not neutral. A teaching practice should have a democratic basis, i.e., should clarify the existed forces in it and open space to different choices (Constance’s first draft, underlined mine).

The teacher addressed this writing issue by making a question: “How is this sentence connected to the previous one?” (Teacher’s comment on Constance’s first draft). Then, the student in her final version revised the paragraph as follows:

The Critical Pedagogy proposed by Freire (2005) comprehends education as a practice for freedom. The author claims that the “word” is made of reflection and action, and teaching should be authentic, that is, it should offer means to transform reality. Otherwise, it is just verbalism — empty words. The education is, then, a political act and the knowledge is not neutral (Constance’s final version).

As it can be noticed from this excerpt of the student final version, she responded to professor’s comment by deleting the sentence, which the professor mentioned that had no connection with the previous one. Therefore, this student changed in response to the teacher’s comment in order to organize her paragraph.

*No change*- Asking for information/question (organization)

In the following first draft’s excerpt the student was reporting a class which she observed:

[...]In pairs/trios, the students received a picture of an issue on related to the Brazilian local environment (Appendix 5) and, Thus, they had to discuss causes and

solutions of/for those pictures and then share it with the big group through the numbered head strategy (underlined mine).

The teacher addressed this excerpt with the following comment: “The pictures don’t need a solution, right?” However, this student did not change the sentence in her in her revision in the final version by keeping it the same way it was in the previous version.

*Examples of Grammar/mechanics. (form)*

Change

The student wrote in her first draft: “It was used a set of different activities were used to measure the engagement of the students. The activities were created and adapted by the researcher”. Then, the professor responded to this part of the text by writing the following comment: “This construction doesn’t work in English” (Hope’s first draft).

In her final versions, the student revised in the following way:” A set of different activities were used to measure the engagement of the students. The activities were created and adapted by the researcher”.

No change (1)

While working on the first draft, the student wrote: “The first activity was a pre-reading activity from their English book *It fits 6 grade*” (Hope’s first draft).

The student, while detailing the activities used by the teacher during one of the classes that this student watched included the name of the book, that is, “*It fits 6th grade*”, but did not include the reference for the book in the body of the text. The teacher realized that and made the following comment: “Put the reference for the book here”. However, the student did not include it as the teacher had asked. Therefore, this student did not change in response to this imperative comment focused on form.

No change (2)

While working on her first draft, the student wrote the following: “[...] Nevertheless, this does not mean that it cannot be used to teach second language, or does it? Concerning this, Cox and Assis-Peterson (1999) expose the lack of a critical **view** in English teaching as a second language.” (Constance’s first draft, my emphasis).

The student used the word “view” (in bold) as her linguistic choice. The teacher addressed her text through the following comment: “I would use ‘perspective’”. Then, the

student in her final version did not attend to the teacher’s suggestion. When asked by this researcher in the interview why she had not changed in response to the teacher’s comment Constance answered: “(...) I don’t have a rational justification like that. I thought it would not make so much difference” (Constance’s interview – Appendix D). Thus, in this case the student seems to not remember the real reason for not changing as a response to teacher’s suggestion.

After analyzing and discussing the relation between the types of comments and the students’ revisions, the next part of this section moves to the analysis and discussion of other types of comments, namely, hedged and non-hedged, text-specific and generic comments. Table 6 displays students’ reaction in terms of change and no change in relation to each of these types.

Table 6 – Relationship between Other Types of Comments and Revision Ratings

Revision Ratings		Change		No change	
		Number of changes	%	Number of changes	%
	<b>Total</b>				
<b>Use of Hedges</b>					
<b>Hedged</b>	32	25	78,1	07	21,8
<b>Non-Hedged</b>	61	51	83,6	10	16,3
<b>Text- specificity</b>					
<b>Generic</b>	06	04	66,6	02	33,3
<b>Text-specific</b>	87	73	83,9	14	16,9

Source: Research data analysis (2019)

Regarding the students’ reaction in relation to hedged and non-hedged comments, the data shows that non-hedged comments prompted students to make more changes than hedged comments. While non-hedged comments presented a rate of 83,6% of change, hedged comments presented a rate of 78,1%. It might mean that students made more changes in

response to those comments that did not utilize hedges. Even though students presented a slightly higher rate of changes when reacting to non-hedged comments, this different rate did not seem so expressive (around 5%). When comparing the present study with other studies in terms of the use of hedged comments, similar rates were found in Rezaei's (2012) (78%) and in Ferris' (1997) (75%) studies.

Regarding the slight difference between the rate of changes between hedges and non-hedged comments in the present study, it seems that non-hedged comments did not show to be more influential than hedged comments in terms of prompting students to make changes in their subsequent drafts in the present study. In this regard, the results of the present study did not corroborate Nurmukhamedov and Kim (2009) who found that hedged comments lead to a greater amount of changes in relation to non-changed comments. It is worth mentioning here that, although hedged discourse seems to be prevalent in the academic writing of English language and many times being of easy interpretation for English as the First language readers, these same comments many times may be invisible to L2 readers given the culturally bounded nature of hedges (HYLAND, 1998). Although this might have had an effect in the students in the present study, the data does not show that difficulty. Below it follows one case in which the teacher delivered a hedged comment which resulted in change and, another case in which the hedged comment resulted in no change.

### Change

The student was addressing in her first draft both the achievements and importance of Paulo Freire's work for the international literature when used the expression "[...] a Brazilian author who is **heavily** used in the world [...]". The teacher addressed this part of the text by delivering the following comment: "I don't think it is used. Perhaps, not even 'heavily', How about 'widely respected'?" Then, the student wrote the following as a reaction to this teacher's comment: "[...] the work of a Brazilian author that is **widely respected** in the world, mainly in the United States [...]" (Constance's final version).

This teacher's comment is hedged for the following reasons. It is hedged by means of the use of the personal attribution "I think" which according to Hyland and Hyland (2001) serve to attenuate the criticism of a statement. In addition, it uses "Perhaps" which is considered to be a lexical hedge (see Ferris, 1997) and finally because the teacher used a question form "How about" that often serves to make a request or a suggestion (Ferris, 1997).

### No change

The student while developing her ideas on Freire's Critical Pedagogy wrote the following on her first draft:

[...] Critical Pedagogy was firstly created to focus on literacy development; in other words, teaching the first language. Nevertheless, this does not mean that it cannot be used to teach second language, or does it? Concerning this, Cox and Assis-Peterson (1999) expose the lack of a critical **view** in English teaching as foreign language [...] (My emphasis)" (Constance's first draft).

The teacher addressed the excerpt above by means of the following comment: "I would use 'perspective". However the student did not change as a result of this comment but kept the word "view".

In this comment the presence of hedges occurs by means of the modal of possibility "would" that serves, according to Nurmukhamedov (2009), to give a sense of politeness and indirectness that may diminish the harshness of direct comments. This hedged comment was also a text-specific comment that resulted in no change. It seems that her no change decision did not come associated with the matter of the comment be hedged or text-specific. For instance, when asked in the interview for the reason why she did not change Constance, as already mentioned before, said that this type of comment would not make so much difference. Therefore, it seems that some students see these suggestions on lexical choices, as this given by the professor, as only one more optional synonym.

In terms of generic and text-specific comments, the data in the present study showed that text-specific comments lead to a greater amount of changes than generic comments. While text-specific comments were related to 83,9% of change in their subsequent drafts, generic comments had 66,6 % of change. It is worth mentioning that text-specific comments had many more occurrences than generic comments. While generic had only 6 occurrences, text-specific comments had 87 occurrences. The high amount of changes prompted by text-specific comments in this study, besides revealing the high level of engagement of the teacher with the students, (FERRIS, 1997; MARTIN, 2011; SOMMERS, 1982; ZAMEL, 1985) also affected the revision processing terms of the amount of changes produced. Other studies (FERRIS, 1997; REZAEI, 2012, MARTIN, 2011), also found that text-specific comments had correlation with a significant amount of changes in the students' subsequent drafts. In addition, the correlation between the high amount of changes and text-specific comments in the present study seems to show that the teacher, who participated in the present study, did not



evade herself from the responsibility to demonstrate what is problematic in the students' text by avoiding vague or generic comments (WILLINGHAM, 1990, apud MARTIN, 2011). As a consequence of giving more text-specific comments, the teacher contributed to students having incorporated more changes in their subsequent drafts.

After presenting results on the comment type, focus and students' revision, the next section addresses how the students justified, in the interviews, why they changed or did not change their texts in reaction to the comments received.

### 4.3 ANALYSIS OF THE STUDENTS' INTERVIEWS

In order to answer the second research question "How do students justify their reaction?" the present section was divided in two parts. The first part analyzes the background questions that addressed issues such as age, academic writing experience (see APPENDIX E), which served to contextualize the analysis, and the second part addressed the reasons why the students incorporated or did not incorporate the teacher's comments in their final versions. In other words, while this second part answers the second research question, the part related to the background questions enriches the present study by bringing elements of the students' previous experiences and beliefs.

#### 4.3.1 Participants' Background

This sub-section presents information regarding participants' profile and their beliefs regarding academic writing and their attitudes towards written feedback. The following 05 questions (see APPENDIX E) were addressed aiming at gathering information regarding the age of the participants, their academic writing experience, their view on the written feedback received from teachers, their level of engagement with the written feedback received in their extended abstracts and if the comments received in their extended abstracts were enough or if there were some comments that they missed.

#### Age

*Question 1* How old are you?

The answers to this question showed that participants' age ranged from 22 to 28 years old. More specifically, Ben and Hope were both 22 years old, Mercy was 24 years old, Constance was 27 years old and Grace was 28 years old.

### Academic Writing Experience

*Question 2* - How many years have you been studying academic writing?

Students responded that they ranged from 1 to 4 years. It might mean that although most of them started their major in the same year, they may have different views regarding the concept of academic writing. Another possible explanation is that some of them considered their experience only with regards to English while others might have considered their experience with academic writing in Portuguese as well.

### Students' view on the role of the teacher's written feedback

*Question 3* - How do you see the role of the written feedback given by the teacher?

When students were asked about how they perceived the role of the teacher's written feedback in the writing classes, all 05 students answered that they considered the professor's written feedback an important practice for their writing development. The excerpts of the answers of three students, namely, Constance, Hope and Ben exemplify the importance that students give to the written feedback besides highlighting some aspects on feedback valued by them. Constance, who had taken another major different from *Letras* at the same university, reported that in her current *Letras* major most of the teachers gave written feedback to the writing assignments while in the former Major the teachers used not to give feedback. Hope, in turn, stated that feedback was important but she also focused that it would depend on the way this feedback was given:

It depends on the manner the teacher writes the comment. That may demotivate us, you know. Sometimes it seems that we don't know how to write, I don't know. I don't know if sometimes the teacher picks too much on me; maybe there is a relation with it. But it varies from teacher to teacher. But I see the written feedback helps us to perceive things that maybe we could not perceive by ourselves. (Hope, interview) <sup>11</sup>

In the interview excerpt above, this student reports that the way some teachers make their comments may bring negative emotional effects. Hyland and Hyland (2001) state that the language the commentary is phrased may affect how students receive teachers' comments. Treglia (2019), when referring to Hyland and Hyland (2001), exemplifies this issue by stating that a comment like "This is not clear, reword it" may have a heavier emotional burden than

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<sup>11</sup> The excerpts of the interviews that appear from now on were translated by the author. The original transcripts of the interviews can be found in appendix (E).

a comment like “ I get a sense of what you want to say, yet the language could be made clearer” (TREGLIA, 2009, p.70). In this regard, Ferris (1997) and Treglia (2019) indicate that direct or unmitigated comments have the potential to interfere with the ownership of the students’ text and, as a consequence, demotivate the students, since these authors seems to credit that in indirect comments the students may have to take more risks and come with their own answers while in direct comments tend to come associated with a ready answer. Treglia (2019) explains that teachers many times opt for direct or unmitigated comments due to their time constraints or for fearing not to be straight to the point, making the comments idiosyncratic or vague. Therefore, according to Hope’s verbal report, excessive criticism in the comments may bring a negative impact on students’ writing process.

Ben, in turn, reported a remarkable experience that he had regarding written feedback during *Letras-Major*.

Actually the biggest experience I ever had with written feedback was with professor XXX in 2018. I took two semesters with this teacher, and she gave me many writings task. Certainly, most of my writing improvements can be accounted to her feedback. She used to give specific details on each grammatical error or some paragraph structure that was not clear. I have noticed that it helped me a lot. I started to realize my most common mistakes that appeared in the text which she pointed to me and then, I tried not to make them again in other texts. Then, I noticed that my mistakes started disappearing (Ben, interview).

As one can notice, Ben emphasizes that it was beneficial for him to have received from this teacher intensive feedback, that is, during the period of one year he had received feedback with richness of details on both grammar and organization. The practice of delivering detailed feedback mentioned by the student to address the nature of the writing problems might have contributed to prevent “vague” and “idiosyncratic” comments (ZAMEL, 1985). In addition, the detailed feedback that this student received might explain the decrease in the amount of errors in Ben’s subsequent drafts. Ben’s report corroborates the results of a report of a survey conducted by Ferris (1995). In that survey the students also reported that their teacher’s comments helped them to diminish the amount of mistakes in future writing assignments and brought enhancements on their grammar and clarifications of ideas.

#### Students’ engagement

*Question 4*–Have you read and paid attention to all teachers’ comments delivered in the extended abstract?

When students answered about whether they have read and paid attention to teacher's comments all of the students answered positively. In the following excerpt's interview it is possible to note students' engagement to the written comments delivered by the teacher. It might mean that students in this research were committed to read all the teacher's comments. These results were similar to Ferris (1995), where most of the students read their teacher's comments, but different from Cohen (1987), for instance where 20% of the students in a survey answered not to have read their teacher's comments.

**Interviewer:** "Have you read and paid attention to all teachers' comments?"

**Mercy:** "Yes, yes, when I generally act on the next draft in response to the feedback received, I do not even read my text only pay attention to the feedback I just go correcting what she mentioned in the comments and implement the modifications".

In this excerpt above, besides the attention attributed to the written comments, it was also possible to notice that Mercy seems to have used the teacher's comments as the only guide for revision. Dohrer (1991), in a study in which the students were submitted to interviews and think-aloud protocols came to the conclusion that students "viewed themselves not as writers reevaluating and changing their writing in response to a reader, but as students trying to correct mistakes" (DOHRER, 1991, p.52, apud AL KAFRI, 2010). Therefore, at least in the interview, Mercy's answer seem to convey the idea that her main concern was not to reevaluate herself as a writer, instead her main concern was to correct mistakes the teacher had pointed out. This student behavior may have been due to the lack of time to write the paper or simply to have trusted professor's knowledge, ignoring the fact that many times the professor herself can make mistakes or even misinterpret the intended student's/writer's message. However, it is not possible to conclude from this student's answer that she did not reread at least parts of the text to address the teacher's comments.

### Missed comment types

*Question 7* - Is there any other kind of comment that you like to have received in this writing task that you did not receive? Why do you think these types of comments would be important?

In general, the students reported to the teacher's written feedback as satisfactory and complete. Hope, for instance, expressed the degree of satisfaction in the following words:

[...]I think it was very complete I really like the way the teacher gives feedback on the question so she seems to be human is not that thing I told you that looks like the person is filming you. (Unintelligible) .and she gives positive and negative comments and she teaches you during the feedback so no I think it was pretty complete [...] (Hope's interview)

As one can notice from Hope's verbal report, the teacher gave both negative and positive comments, which is advisable by Hyland and Hyland (2001) for tackling with both weaknesses and strengths of the students. In addition, her comments were built in a way that avoided harsh or excessive criticism in order to prevent students from negative emotional loads (MARTIN, 2011, TREGLIA, 2009). For example, in the excerpt above, the student, when referring to the teacher, stated "she seems to be human" indicating that the first of the teacher's concern was answering to the student as a person instead of responding to a textual entity (SOMMERS, 1982; KEH, 1990). This human aspect in which Hope linked her teacher is one of the characteristics that teachers are expected to pursue. As Keh (1990) wrote "[...]" teachers should communicate with a distinctly human voice, with sincere respect for the writer as a person and a sincere interest in his improvement as a writer." (KEH, 1990, p.301). This characteristic in the teacher's written feedback of communicating the feedback in a way that "seems to be human" indicates that this student was motivated and pleased with the feedback received.

Despite the satisfactory account in relation to the teacher's comments, there were issues in which the students reported that the teacher could have explored a little more. In this regard, Mercy, for instance, put her answer like this:

I think not necessarily ... she gave us a good orientation to us. And just a little complicated in this subject because of the area of each teacher, right, so since the teacher's area is not literature she may not be able to give as much support maybe as in linguistics, but she gave a good orientation yes ....(Mercy's interview).

This student seems to believe that the professor was not well prepared to give feedback in the field of literature as her background was in linguistics. The need for receiving more feedback on the literature area, implied by Mercy, may be related to Leki's (2006) findings with graduate students, who showed that students reported to miss feedback on content in the context of discipline-based papers. Even though Leki's (2006) study was conducted with disciplinary teachers, which is different from the context of the present study, it may serve to explain Mercy's perception that some more comment on content was missing. Even though students want more feedback related to the content of their texts, her teacher was not obliged to be an expert in the field. Another student reported that, although the teacher addressed feedback on content, she could have given more feedback on content:

I don't know if I would need it. But sometimes in literature classes some teachers give some more content feedback I like that ... sometimes it's interesting, ... not analyzing the whole grammatical part. Here it seems that they focused more on the grammatical part of spelling, but even though I think it is very important because it is something that I need; but in this case of feedback focused on the content, focused on the meaning, because she gave some like that. Focused on the meaning .ah it could be something like this and that author that writes about that, ah this concept, ah this insight that you had on the topic is interesting. I don't know. Ways to improve the content itself (Constance's Interview)

In the excerpt above, Constance recognizes the fact that the teacher has given feedback on content but that she could have gone further by pointing specific authors and thus giving more feedback on content. It is worth mentioning that many times a feedback on form that pinpoints a grammar point, such as the use of a correct preposition, may have been focused to clarify the meaning or the message of the text to carry out the potential to make students to reconsider the meaning of their written texts. However, some students may not perceive this feedback that the teacher gave addressing meaning as if they were addressing form instead. Even though the students were allowed to write on different topics of interests, they were taking a discipline that primarily aimed at improving the oral and written communication skills. It does not mean that this student's suggestion cannot be implemented to some extent, it means only that given the nature of the course be focused in the teaching of academic genres in a foreign language, the investment on content may never be so intensive as those discipline focused in an specific topic, for example. As a consequence, even though the proportion of feedback on content may have increased, the students may have the feeling that the feedback on content was never enough.

Moving to the analysis of the students' answers, which served as the basis for exploring the students' justification on why they did change or did not change, the following subsection named "The main reasons behind students' reactions" was subdivided in "The main reasons for change" and "The main reasons for no change".

#### **4.3.2 Students' reactions: some reasons**

As already explained in the Method Chapter, this part of the interview analysis deals with the answers of the two questions (4 and 5, see APPENDIX E) from which emerged the main reasons why students changed or did not change in reaction to the teacher's comment. These reasons are explained and exemplified by excerpts of the students' interviews in terms of themes which are organized as follows. Two superordinate themes on students' changes, namely, resort to the Teacher's authority (A) and Task management (B). The superordinate theme (A) was subdivided in other subordinate themes, namely; seeing through the reader's

eyes (A1) taking decisions in cases of doubt (A2) and receiving new information (A3). Concerning the reasons that might have influenced participants not to change, this researcher identified the following themes: task management (C), Lack of understanding of the Teacher written feedback (D), Self-confidence (E) and lack of attention (F).

### The Main Reasons for change

#### **A -Resort on the teacher's authority**

This major theme (A) passed through the discourse of 04 out of 5 students during the interview. This tendency on the students' voice showed their trust on the figure of the teacher as an authority in terms of her more advanced knowledge in the area. In the same trend of other studies (HEDGCOCK; LEFKOWITZ, 1994; FERRIS, 1995; FERRIS; ROBERTS, 2001), the students of the present study relied on the more advanced knowledge of the teacher as well as in the authoritative figure of the teacher. On one hand, it may be positive, but on the other hand it may constitute a drawback to students. It may be positive in the sense that students are adapting themselves to the rules of the institution as well as the patterns of academic writing in which the teacher, who also passed through it, can offer them. In this way, the students may benefit from the input of the teacher's more advanced knowledge. In addition, the professor may share her own academic endeavor in her own academic writing process in order to make students avoid the same mistakes. Moreover, the students could benefit from the fact that the teacher is modelling them the conventions of the language used in academic writing. On the other hand, one of the drawbacks of relying on teacher's authority would be to take for granted that teachers do not make mistakes and even assume that they are not subjected to time constraints and emotional burdens. Other drawback could be to assume the teacher's written feedback as the only source to improve their written text. Some excerpts from the students' interviews, in which they justify their change in this respect.

Mercy: “[...] the **teacher has more experience**, then I would change the same way [...](My emphasis)

Ben: “[...] then I had accepted the teacher's suggestion because **it seemed more correct** to me [...]" (My emphasis).

Constance: “[...] I don't know whether it is correct or not but **I trusted her** in this case [...]" (My emphasis)”

Hope: “[...] the same thing as in the second comment, I think it was too similar to the abstract. For me that was not so relevant being similar or not, but **she** as the reader **thought it was relevant**, then, I decided to change (My emphasis).

These excerpts from the students’ interviews show that, even though sometimes students in their final versions have shown that they did not attend teacher’s comment, they seem to see the teacher as a more advanced and trustworthy figure. This pattern occurred mainly in relation to form issues, especially those related to preposition, academic register and formatting.

As already stated, this major theme crossed most of the students’ interviews. Therefore, in order to look closely inside this theme it was subdivided in three minor themes (A1 to A3), with each one being named, exemplified and explained below:

### **A 1 – Seeing through the reader’s eyes**

According to Keh (1990), teachers should make an effort to answer students “as a concerned reader to a writer—as a person, not a grammarian or grade-giver” (KEH, 1990, p. 301). In this regard, Sommers (1982) stated that sometimes teachers have to dramatize to behave as reader because, according to this author, if they were not, the comments that come from a reader, students would take for granted that their texts are always conveying their message even in the case they are not (SOMMERS, 1982, p.142). Seeing through the reader’s eyes was identified in 03 out of 05 students. Next, it follows some students’ excerpts and explanation.

The student Ben was asked why he changed in reaction to the comment “ *Or?*” he gave the following answer:

So in the text the teacher's feedback made me see through the reader, the person reading it and trying to understand for the first time what I'm explaining. It is really strange that I say that verbs have high and low frequencies and that they are regular and irregular, so in this case the “or” or “ou” it makes more sense in this direction and it is clearer to the reader. (Ben’s interview)

In Ben’s justification above, the student recognized the importance of the comment to make him think more about the text. In this case, it seems that an apparent grammatical comment made this student think of aspects related to meaning issues. However, the most important point here is that this particular comment made this student rethink about his reader by perceiving that the way he was writing might bring difficulties to communicate his intended textual message.



Other student, Hope, also resorted on the teacher's more experienced source to change her text. In the comment below the teacher provided the necessary information as well the strategies to gear Hope to rewrite her text having the reader in mind.

This paragraph is exactly like your abstract, and this isn't good. You can say all that, but paraphrase yourself. **It may sound silly or unnecessary, but approach your paper as a reader.** Read the title, the abstract, and then start reading the intro. See how weird it is to find the exact same things being repeated immediately one after the other (Hope's first draft, my emphasis).

When asked about why she changed in her text in response to the comment above Hope gave the following answer:

Ah, because it was, as she said, it was very similar to my abstract, so it gets kind of tiring for the reader really as she said so I tried to modify it a bit. Because I didn't know for myself I thought it could be almost the same. But then I realized that it was very annoying for the reader and then I changed it ... I tried to put other words..(Hope's interview)

In Hope's answer, the student recognized that the information given by the teacher made her (the student) reconsider rewriting her text in order to avoid boredom. In other words, the teacher intervention made the student realize how weird her text could sound when read.

Another aspect regarding the student change in reaction to this comment is that this comment embodies a suggestion for revision. In the previous comment the teacher used specific suggestions for revision, that is; "Read the title", "the abstract, and then start reading the intro" which, according to Ferris (1991) and Goldstein (2004), contribute to students incorporating the teachers' request or suggestion in their revision. One could imagine, for example, if instead of having written those suggestions for revision, the teacher had only written a comment like this: "reread the text". This comment, for not having a clear and specific suggestion for revision, could confuse the student on how to incorporate the comment on her subsequent draft.

## **A2 – Taking decisions in case of doubt**

There were situations in which the students seemed to rely on teacher's knowledge to solve writing problems, even after checking if the teacher's request or suggestion had been plausible. This situation happened with at least 03 out of 05 students. Hope, for instance, when asked about why she had changed in response to the comment "*tried?*" answered in the following way:

**Interviewer:** So let's start here. in the first version comment, in the xxx comment she made the comment "*tried?*", why did you change it in this comment here?

**Hope:** Because I searched for the verb if it was really "tried" or if it was "tried" or... I don't remember I think I found both .No..I checked... I remember finding both if I'm not mistaken That both ways were possible, so I went for hers (Hope's interview)

In the excerpt of the interview above, the student reported that the teacher's comment made the difference when she had doubts on whether using "tried" or "tried". In this case, she relied on teacher's authoritative figure attending her suggestion. It seems that the authoritative figure of the teacher played a role because one can wonder if the student would have looked for other word choice possibilities if the teacher did not include a question after giving the form of the verb. Therefore, the way the teacher gave the comment, by means of a suggestion or possibility, seems to have fostered the students' autonomy to make choices. If the teacher had only written in the comment "tried", for example, instead of "tried?" the student's choice could be different. In fact, results from Treglia's (2008) study have shown that students reported to appreciate comments that offered them the opportunity to take responsibility in performing their own writing choices, since comments that carry out this features tend to engage them more on their writing process (TREGLIA, 2008).

The participant Ben also reported a similar situation when he used the preposition "to" in order to construct a sentence in his first draft. However, the teacher intervened writing the comment "on?" When asked about why he changed in response of this comment, Ben answered:

[...] So I went searching for it ..., I found it when she pointed out, that she found it weird I speak' speak to a microphone' I thought .. I found it weird too, but I thought speak on a microphone is also weird. I think the prepositions in English are the hardest part of writing , that's what I tend to make more mistakes . So, I thought a lot, then I went to google to look for the most frequent (to the microphone or on the microphone) and so the results were not very clear so I kind of had [...] so I had to go a little according to her comment because it seemed more correct.

As it can be noticed from the excerpt above, although not finding the right choice on Google, the student decided to trust on the knowledge of the teacher.

In another case, Constance received as a comment a one-word preposition "in ". This time, the comment was made without using a question form as in the previous case. When asked about why she changed in response to this comment, the student did not limit herself to say that it was only due to the teacher having requested that, rather, she linked her choice with her insecurity or lack of expertise concerning grammar issues and prepositions, as it can be noticed in the following excerpt: "and the use of the correct preposition, it's that some grammatical things I don't have total control yet.... and in these things I still make a lot of mistakes in relation to grammatical issues and prepositions"(Constance's interview).

### A3- Receiving new information

There were reasons rooted in the fact that the teacher, while giving her comments, presented new and relevant information to students writing improvement. This new information was mostly on academic register, vocabulary of the area, and formatting, which occurred with most of the students

The teacher perceived that the student had confused a term that belongs to the Second Language Acquisition (SLA) field and made a 12 line-long commentary in which she explained in a detailed and elaborated way the difference between cooperative and collaborative (see Hope's first draft –APPENDIX A). When asked about why she changed in response to that comment Hope answered:

[...] But I modified because ... there is a difference in what she explained to me in the comment like this, he's being more collaborative than cooperating and the point she made was very ... true, you know '... because she said people can cooperate like that, for example you do one part I do another, but not being collaborative [...]  
(Hope's interview)

According to Hope's verbal account, she replaced the term “cooperative” for “collaborative” because the teacher explained the difference between both terms in a convincing way. In other words, the new information regarded the difference between these two concepts contributed to the student promotion of a change in the final version. This informative and detailed new information added meaning to the change promoted by the student, since long and detailed comments seem to be associated with the level of engagement of the teacher with the students (FERRIS, 1997; SOMMERS, 1982; ZAMEL, 1985). However, these long and detailed comments often are difficult to achieve, given the educational teaching context of the teachers.

In the next three situations, teacher intervened bringing new information in relation to formatting issues:

In the first situation, the teacher addressed Hope's formatting problem through the following comment: “In this case, since the name of the university is right below your name, there's no need to put the reference this way (with numbers for each of the authors)”. When asked about why she decided to change in response to that comment she answered in the following way:

Let me see ... Oh yeah, because I think it's more a matter of formatting and I didn't know that. I usually looked at the articles that they put this number and then put the And I did not know if it was to put or not then I put ...and the teacher said it is not necessary, so I said "ok then, I'll change". So it was more a matter of not really knowing this question of formatting, right (Hope's interview).

In the verbal report above, student explicitly stated that the numbers associated with the authors' names were unnecessary. Therefore, the student modified the formatting of her text attending the information that the teacher gave through a statement.

In the second situation, Ben reported that changed after receiving the comment: "Check formatting" in the following way: "It's again the APA norms, isn't it? Eh..ah (laughs) actually, I thought it was right to put the "e" commercial (&), but I searched for that and I found that it was used "and" and not the commercial &, then I changed because of that" (Ben's interview).

In the interview excerpt above, differently from the previous situation in which Hope received the content information in a statement form in an explicit way, Ben was prompted by the comment "check formatting" searched for information and only after having access to the information he was able to make the necessary change. Thus, the new information that prompted Ben was not as-readily available as the information that Hope received in the comment of the previous situation. It is worth mentioning here that Ben received imperative comments which indicate profitable results with regards to change (see NURMUKHAMEDOV; KIM, 2009; REZAEI, 2012; SUGITA, 2006). Rezaei's (2012) suggests that this comment form tends to be easier for students to incorporate since the information these comments carry out are more readily available. However, it seems that the linguistic form of the comment (imperative) alone was not the only variable to have played a role in Ben's decision for change. In other words, the comment "check formatting" which Ben received did not provided any ready information or explicit information but Ben had to have be proactive and search for the solution himself. Therefore, it seems that individual factors such as students' autonomy and level of commitment, which have been defended by Goldstein (2004) as important variables that may take place during the teacher's feedback practice, have also played a role in this case. More specifically, Ben's attitude in searching for the relevant information seemed to have been the main reason that led him to change rather the form of the comment itself.

The third situation the teacher also addressed form (formatting) and suggested what exactly the student should do to change; "My suggestion is that you add a footnote with the original". Mercy gave the following answer to justify her change, as one can see in the following excerpt below:

**Interviewer:** The teacher asked and you added why?

**Mercy:** Well, this I did more because of my advisor, too because it is my text that I have to use for my advisor my advisor said the same thing because he has to put the original in the footnotes so I accepted it the same way.

**Interviewer:** So, did you give a greater weight because the advisor asked or would you have done the same?

**Mercy:** I would have done it, too, because I'm not familiar with how this free translation business works right.it was the first time I did it.so as the teacher has more experience with this I would take it the same way (Mercy's interview, underlined mine).

In the verbal report above, the student refers to (underlined) a part of her text in which she had to translate and, as a consequence, she was prompted to attend to the teacher's suggestion of adding a footnote. The student explained that her lack of familiarity with formatting in this situation led her to accept the teacher's comment.

In addition, the fact that students assumed that academic writing required a level of formality that sometimes they were not acquainted with encouraged them to trust even more in the teacher's knowledge. Constance, for instance, wrote in her first draft: "The main objectives are, thus, to map what is being produced about the use of Freire's **thought** in relation to teaching/learning English as a Second Language and compare Brazilian with international publications" (Constance's first draft, My emphasis). The teacher addressed this part of her text by commenting "I think this strange. How about 'ideas', 'proposal', 'view'? In this comment, teacher was referring to the words in bold. The student justified her reaction in the following way: "Eh, I think that I followed her instructions of putting "proposal". That's it! That's it. I thought that would make more sense. It's because I think that "thought" would sound informal. I don't know". (Constance's Interview).Therefore, in this verbal report, the student implies that the level of formality has played a role in her choice to change the final version. Here, the student seems to have justified her change mentioning the level of formality that seemed to fit better in the situation. However, her decision could have been influenced by the professor authoritative figure or maybe by the convenience of not having to think in a different solution than that one given by the professor.

## **B - Task management**

As already mentioned in the Method Chapter, task management refers mainly to students' concern for instructional aspects, such as the length of the paper and elements of the extended abstract. Task management had an impact on students' decision both for change

(one student), but especially for no change, with 3 out of 5 students. Below, a situation in which the student last sentence is not connected with the previous sentence of the paragraph, and the teacher writes the following comment “not necessary” implying that the student should delete that sentence. When asked about the reason why she changed in response to the comment she answered:

So, one thing that I felt a bit of difficulty was ... to put the entire text up to 5 pages and then as they put it as being **not necessary** then I see it..read again..I really saw that maybe I didn't need that last sentence so I took it off because I think the rest of the paragraph already speaks for itself. This part might not be that important .. (Constance's interview, my emphasis).

In the excerpt above, the student stated that she had a problem in dealing with the length of her paper, which according to the teacher's instructions, should not exceeded 05 pages long. Then, after receiving the comment that the last sentence was not necessary, the student took advantage of it and deleted the sentence to shorten the text and fit the 05 pages length prescribed by the teacher. Therefore, task management regarding the length of the writing task played a role in the change that the student made.

Moving to the part of the interview in which the students answered about the reason they did not change in response to teacher's comments (see APPENDIX E), this researcher identified the following themes: Task management (C), Lack of understanding of the TWF (D), Self-confidence (E), Lack of attention (F)..

### The Main Reasons for no change

#### **C - Task management**

In one of these cases of task management, the student received a comment which requested the inclusion of information that was lacking regarding who the “male figure” that the student was mentioning in the conclusion was. However, when asked about why she modified her last paragraph without including the information about “the male figure”, the student gave the following answer:

**Mercy:** Because in this study I am referring to the submission of women in society in general and then when I speak at the end of "another male figure" there is a specific person who has in the movie which is an analysis that I am doing but that .. I didn't do this study, I didn't take it forward. An analysis I'm doing for tcc. So instead of having to explain everything and add another element to this study that wouldn't fit very well, I preferred to take it off.

**Interviewer:** Did you prefer to take it off?

**Mercy:** Uhum ..

**Interviewer:** Because it might increase the number of pages too much or extend it too much?

**Mercy:** It was going to extend a lot, so. There's another focus of analysis here that didn't quite fit this part of it so I thought it was better to make it shorter (Mercy's interview).

In the excerpt above, the student explained that she did not change according to the teacher's comment because she would have to "explain everything and add a new element in the study". Here, Mercy seems to state that, to make the changes the way the teacher was requesting in the comment, would require text-based changes in order to reorganize the whole paper. In other words, it would demand from her a much longer text that would not fit in the length of pages that the teacher instructed her to do. Regarding text-based changes, some authors, like Ferris (1997), Conrad and Goldstein (1999) and Treglia (2009), state that students have presented difficulties in incorporating comments which demanded analytical skills, such as connection of ideas and reevaluation of the logics of the entire paper. However, even though Mercy seems to suggest that the explanation of the alluded "male figure" requested by the teacher could demand such analytical skills, what really drove her to "no change", according to the teacher's comment, was the need to shorten length of the text, which was more related to the instruction than the comment itself.

Besides the length of the paper, students also did not change when they did not understand the instructions regarding the organization of the textual genre into play. Mercy, for example, did not include both the abstract and the key words, elements of the extended abstract requested in the teacher's instructions. Then, the teacher made two combined comments, that is; "formatting" and "check formatting" to address the lack of these two elements mentioned above. When asked about why she did not include these elements, and, therefore, did not change her final version, she gave the following answer:

**Interviewer:** Regarding comments 13 and 14, I would like to ask you first if you understand these comments ... Because in comment 13, formatting question and 14 to check the key-words, but looking at your final version you didn't put the abstract and the key words, right?

**Mercy:** Yes, it is. I didn't really understand this part really because I understood that this would be for an abstract but it's another genre it's an extended abstract, so I didn't just put the abstract and just the key-words so I think I took it off all, right ? I didn't put any of these here.

**Interviewer:** And actually, you didn't put it in the first version and you didn't put it in the last one either.

**Mercy:** Oh yes..because this was the extended abstract because we only did the abstract which was another task, so I had this formatting and I thought it didn't apply here otherwise my text would have been font size 10

**Interviewer:** So you didn't know you needed to put the abstract and key-words?

**Mercy:** No, I didn't understand. Because being another genre I thought the text would look a bit weird all in abstract format ... I don't know. (Mercy's interview)

Therefore, it seems that the student interviewed in the excerpt above had difficulties to deal with the instructions regarding the writing task given by the teacher. In fact, she said that she had understood the instruction in a different way. As a matter of fact, she thought that both the abstract and key words were exclusive from other writing task that they were required to do, that is, the writing task within the abstract textual genre which was a writing task done by the students before the extended abstract task. Therefore, she did not change because she did not understand the instruction that the abstract needed to come right before the beginning of the extended abstract. It is worth mentioning that it is related to a difficulty that she had primarily with the instruction and not with the comment itself. However, there were situations in which the students did not change because they presented a lack of understanding of the teacher written feedback (TWF). These situations are explored in the next theme.

#### **D - Lack of understanding concerning the Teacher Written Feedback (TWF)**

In the following two situations the students showed a lack of understanding in relation to the teacher's written feedback received. This reason occurred with 2 out of 5 students. In the first situation, Grace wrote in the first draft:

Later, an analysis will be performed in an attempt to show that, although not necessarily built for this purpose, Tennessee Williams' play portrays domestic violence in a very contemporary manner. This allows the comparison of domestic violence now and in the past, showing that this problem is still unsolved and still needs to be discussed in order to **find** a suitable solution (Grace's first draft, My emphasis).

The teacher addressed Grace's first draft by linking a comment right after the word **find** (in bold) in which she asked and informed the student about her writing problem: "Who's going to find? You have a verb, but not a subject for it. When asked about why she did not change in response to this comment she answered:

Because I didn't understand what she wanted. Because she talks about a subject there that makes no sense to me. Because I speak before in the other paragraph, for example, I already asked who the subject was before, huh? And then I did not identify the need to put again even grammatically for me it did not make sense, so I decided to leave it the way it was (Grace's interview)

In the excerpt above, Grace explained that the reason for not following teacher's recommendations was the fact that the comment the teacher had made did not make sense for her, since she had already mentioned who the subject was. Therefore, she understood that if



she had mentioned the subject before, there was no more need to include the subject (at least in the grammatical realm) since the reader could infer who the subject was.

In other situation, Hope misunderstood teacher's comment. The student wrote in her first draft:

The fifth activity was a cooperative activity about the Brazilian local environment, adapted from the Richards and Rodgers' (2014) book, Approaches and methods in language teaching. In pairs/trios, the students received a picture of an issue on related to the Brazilian local environment (Appendix 5). Thus, they had to discuss causes and solutions **of/for those pictures** and then share it with the big group through the numbered head strategy [...] (Hope's first draft, my emphasis)

The teacher addressed the writing problem (marked in bold) in the excerpt above by making the following comment: "The pictures don't need a solution, right". When asked about why she did not change in response to this comment, Hope answered: "[...] I understood that maybe she asked here that the pictures don't need a solution but perhaps the scenes [...]" (Hope's interview). Therefore, Hope explained that she did not change because she did not understand the question that the teacher had asked. In addition, other reasons also seemed to affect some of the students' decision for not changing their final versions, namely self-confidence and lack of attention.

## E- Self-confidence

In the context of the present study, self-confidence refers to the students' assurance in relation to their own previous knowledge on the topic. For example, the student was writing her first draft about the work of Paulo Freire: "As briefly delineated, Critical Pedagogy has a great potential to be a **consciousness** raising epistemology" (Constance's first draft). The teacher addresses the term "consciousness" (in bold) by making the following comment: "I think awareness fits better, but this may be just my impression. If they use consciousness in the international literature when talking about Freire, keep it." When asked about why she did not change in response to teacher's comment, the student answered:

Interviewer: Ok, ..eh..in the DX4 comment, why haven't you changed?

Constance: [...] That I did not change was because **consciousness** I do not know if the teacher was aware but it was a term used in English to speak of the critical pedagogy of Paulo Freire ... **Critical consciousness** more precisely, and then I don't know if she was aware of this because it's not her area either. Eh, she doesn't need to be aware in this case, for this reason she made a question, isn't it? [...].

The student implied that the teacher made the suggestion for other term in her comment because she (the teacher) was not so acquainted as she (the student) with the terms

specifically related to Paulo Freire's work. Therefore, it seems that the familiarity that this student obtained through the reading of many texts related to this topic made her self-confident at the point of not attending the teacher's suggestion.

#### **F- Lack of attention**

This reason is related to the situations in which the students did not pay enough attention to the teacher's comment. The following situation in which the student received the comment "Put the reference for the book here" and did not put the reference, as requested by the teacher, may exemplify the reasons related to the lack of attention of the student. After receiving that comment, Hope explained her reasons for no change; "[..]Ah, this is the reference of the book that I hadn't realized" [...]" (Hope's interview). According to Hope's answer, the reason that explained her "no change" choice was the mere and ordinary fact that she had not realized that there was the need to change.

This section presented the analysis of the data concerning the predominant types and focus of the professor's written feedback provided in the students' first version, the analysis of the data of the relationship between students' revisions and the types and focus and finally, the analysis of the students' interviews. Now, the next chapter will present the Final Remarks.

## 5. FINAL REMARKS

The present study main objective was to investigate the extent to which EFL undergraduate students react to the written feedback provided by a university professor and why. The two specific objectives were (1) to investigate what types and focus of written feedback lead students to make more changes according to the comments received and (2) to find the reasons students changed or did not change their final versions.

Five EFL undergraduate students from a public university in the south of Brazil participated in this study. Data included 5 first drafts and the final versions of these drafts written by participants enrolled in an academic writing course. The teacher's marginal comments of the first drafts were counted and categorized according to an analytic model adapted from Ferris (1997) and Treglia (2009). In addition, the final versions were compared with the first drafts in order to identify changes triggered by the professor's comments and, also to identify no changes in the students' texts. After that, individual interviews were conducted with the five students as means of revealing the reasons for changing or not their drafts as a reaction to professor's comments.

After restating the objective of the present study and how the analysis was done, the Final Remarks are presented. The final remarks are presented in three sections. The first section presents the summary of the main findings related to the research questions of the study. Then, the second section presents the limitations of the present study as well as suggestions for further research and finally, the third section presents the pedagogical implications related to the present study.

### 5.1 RESEARCH QUESTIONS AND RESULTS

In order to reach the main objective of this research, two specific research questions were posed:

- 1- What types of feedback lead students to make more changes according to the comments received?
- 2- How do students justify their reactions?

In order to answer the first research question, the marginal written feedback given by the professor in the students' first versions were identified and categorized. The analysis showed that from the 109 units of comments delivered by the teacher in the students' first drafts, it was found that the teacher's predominant comment was grammar/mechanics with 60,5% which was related to form and giving information/statement followed by asking information/question with 12,8% and 9,1% respectively, both related to content, that is, ideas plus organization.

When considering the linguistic form of the comments separately, that is, statements, questions or imperatives; the results showed that almost 20% of the comments were given in the form of statements whereas questions reached only 9,1%.

The teacher focused 60,5% of her feedback on form, followed by ideas 27,5 % and organization with 11,9%. Although most of the teacher's written feedback in the present study was focused on form, the teacher also delivered the significant amount of almost 40% on content (27,5% on ideas and 9,1% on organization). It might mean that, although the teacher of the present study tendency was in emphasizing formal issues, which was in line with other EFL teacher's tendencies found in other studies (MONTGOMERY; BAKER, 2007), it does not mean that the teacher overvalued form issues at the expense of content issues. Conversely, by giving almost 40% of the comments in content issues. the teacher seemed to demonstrate valuing both form and content issues providing, thus, her written feedback in a balanced way (see ASHWELL, 2000).

Concerning the use of hedges, most of the teacher's comments were non-hedged (63,3%) while 36,6 % were hedged. This high rate of non-hedged comments may indicate that the comments were made in a clear and direct way in order to avoid students' confusion (HYLAND; HYLAND, 2001). However, given that almost 1/3 (31,5%) of the teacher's comments were hedged, it also may mean that this teacher was concerned to avoid harsh criticisms and to develop students' sense of responsibility to stimulate them to make their own writing choices (TREGLIA, 2009).

Finally, the most expressive characteristic of the teacher was the text-specific comments that she used to address students' writing. Eighty nine percent of the teacher's comments were text-specific whereas only 10% were generic. It is a consensus in the literature that text-specific comments are advisable for communicating the students that they worth the time to be invested to give text-specific comments that tend to come associated with specific suggestions for revision (FERRIS, 1997; SOMMERS, 1982; ZAMEL, 1985).

In addition, the first research question was also answered through the analysis of the amount of changes and no changes found in students' final versions made in response to the types and focus of feedback received. The analysis of the data revealed that, as a whole, students changed or not changed their texts as a reaction to 93 directive comments provided by the professor. More specifically, the data showed that Giving information/ statement was the type of comment that resulted in more changes with 93,3%, followed by grammar/mechanics comment which resulted in 79,6% of changes. These findings in relation to grammar/mechanics were similar to other studies (FERRIS, 1997; TREGLIA, 2009; REZAEI, 2012). In the present study, giving information/statement, which was focused on content, resulted in a higher rate of attendance to teacher's suggestions than comments focused on form. As a consequence, statements were the form of comments that most prompted students to change when compared to questions, for instance. The higher rate of giving information/statement comments may be due to fact that these giving information/statements tend to be associated with detailed information and specific suggestions for students' revisions (FERRIS, 1997; GOLDSTEIN, 2004). In the present study, Imperative comments seemed not to be as profitable as in other studies (NURMUKHAMEDOV; Kim, 2009; SUGITA, 2006).

When considering the students' changes in relation to the focus of the comments, students had a higher rate of change when the comments were given on organizational issues (91,4%), followed by the comments on form issues (81,2%) and ideas (76,4%), what suggests that, in some extent, giving information/statement comments contributed to students dealing with writing problems related to organizational issues.

When comparing non-hedge with hedged comments, non-hedged comments (83,6%) had a slight advantage on the rate of change in relation to hedge comments (78,1%). However, this difference was not so significant at the point to state that non-hedged comments resulted in more changes than hedged ones. It seems that non-hedged comments, as occurred in Ferris' (1997) study, did not show to influence more students' revision than hedged comments. Therefore, the results of the present study did not corroborate Hyland's (1998) idea that hedged comments for being culturally bounded are more difficult to be incorporated by students.

With regards to text-specific comments versus generic comments, the data showed that text-specific comments resulted in a higher rate of change (83,9%) while generic comments resulted in a smaller rate of change (66,6%). The correlation with a higher rate of change in terms of text-specific comments is consistent with other studies (FERRIS, 1997;

MARTIN, 2011; SOMMERS, 1982; ZAMEL, 1985) and point to the fact that text-specific comments for giving more details on how to solve the writing problems may have led to more changes in subsequent drafts because these comments come associated with a higher level of teacher's engagement (FERRIS, 1997; SOMMERS, 1982)..

In order to answer the second research question: How do students justify their reactions?, this researcher conducted interviews with the students. The analysis of the background questions of the interviews and the specific questions related to the students' decision for change and no change revealed that students diverged with regards to the "academic writing" concept. All the students viewed written feedback as essential to develop their writing skill through their academic journey. Students reported to appreciate an intensive exposition to written feedback and to receive comments that contained a detailed explanation of their errors. However, students reported to be demotivated when receiving comments that came associated with harsh criticisms. Students reported to engage with teacher's comment by reading and paying attention to all the comments, however in certain cases they behaved as if attending the written comments alone were the only part of their writing process. The students reported to like the teacher's written feedback for being complete and satisfactory, but some students reported that the teacher could give more feedback on content related issues.

With regards to the analysis of the second part of the interview, the emergent themes/reasons behind students' changes revealed that students relied on the authoritative figure and more advanced knowledge of the teacher, especially with regards to formal issues. They seemed to rely on the authoritative figure of the teacher to see through the reader's eyes and, therefore, address better their targeted audiences. They seemed to rely on the teacher's authoritative figure even after verifying the format or grammar point addressed on the teacher's comments. In addition, they seemed to resort on the teacher's knowledge to both access new information and apply that new information regardless the focus of the feedback. In addition, their reliance on teacher's authority to help them to take decisions in cases of doubt, to receive new information and to task management, were more related to instructions than comments, also influenced the students change and no change. The reasons for no change were mainly task management, lack of understanding of the comment, self-confidence, and lack of attention.

## 5.2. LIMITATIONS OF THE STUDY AND FURTHER RESEARCH

The present study had some limitations. The small number of participants, though enough for a qualitative research, was a limitation that prevented generalizing conclusions about the topic under investigation. In this regard, it would be interesting to conduct studies that deal with a larger population of students. This researcher does not see the fact of not having interviewed the teacher as a limitation, but a study in which both teacher and students were interviewed in order to investigate if the students' expectations while receiving written feedback matched the teacher's expectations while giving feedback, would be essential for better understanding the mechanisms that underlie written communication between teacher(s) and students. Furthermore, this study investigated the role of the feedback of only one teacher but the study of the written feedback provided by more teachers might reveal different approaches of giving written feedback and provide insightful nuances concerning written feedback practice. Moreover, it could be considered in further studies that many comments that, many times that are categorized under the label of "form comments", are given with the intent to clarify the meaning of a concept, for example. Therefore, it could deepen the level of discussion and even the way the researchers tend to analyze some comments on form. One of the limitations of this study might have been that we did not know the categories before conducting the interviews what might have brought a focus on other aspects during the interview. Finally, in an attempt to highlight Nancy Sommers' (1982) claim in the epigraph of this thesis, researchers and teachers could combine the analysis of the textual analysis of the drafts with classroom observations which might deepen the level of understanding on how their classroom performances and their written feedback mutually reinforce each other.

## 5.3. PEDAGOGICAL IMPLICATIONS

According to Goldstein (2004), one of the most indispensable roles of a writing teacher is to establish channels of communication with their students. However, a teacher does not open a channel of communication unless s/he firstly is open to hear from the students' critics and suggestions related to their own feedback practices and classroom performance. Therefore, for teachers to enhance their written communication when responding to students' writings tasks, they will need constant reevaluation of both feedback practices and classroom teaching behaviors. In this regard, the present research, for being

based on an analytic model which captures specific details on the intent and linguistic forms, may function as a mirror for teachers considering if the intended message of their written comments is being effectively understood by the students.

In addition, it could bring benefits to novice and more experienced teachers. Novice teachers might benefit from the insights of the present research in the sense that they could devise better ways to adapt their written comments rooted in the solid ground of previous studies in the area. In doing so, they could use some recommended forms of this research to either avoid a negative emotional impact on student or avoid confusing the student with the comment, for instance. But at the same time, novice teachers could have in mind that other factors that go beyond the written comments themselves could be clarified during the classroom instructions in order to better communicate the writing goals of the writing course. In other words, the present research might contribute to equip novice teachers with meaningful criteria for addressing feedback and written evaluation. More experienced teachers, in turn, might benefit from the present research by using the theoretical framework and results, as criteria to question if the feedback practice, that many of them assume for granted as having a beneficial impact on the students, corresponds to the reality of their written feedback practices.

Furthermore, teachers could devise practical tools to enable the communication with the students regarding their feedback practices. For example, teachers could ask their students to write in a place in the end of their drafts or in a separate sheet of paper whether their hedged comments are being helpful in decreasing their emotional load and anxiety or on the contrary if these types of comments are being not so clear to them given the indirect nature of such comments. Of course, this suggestion concerning hedged comments is only an example that could be applied for other types of comments by different teachers in different contexts.

An interesting pedagogical approach would be to shape their written feedback as personal as possible. For example, the student Hope reported that the “human” tone of the feedback of the teacher contributed to avoid negative emotions that harsh comments tend to bring. Therefore, regardless of the institutional constraints, which ascribe teachers the non-optional role of grade-givers and evaluators many times, teachers can still chose to shape their written feedback as personal as possible in order to fit their students’ feedback preferences without leaving to address their writing problems.

Another implication of this study is that teachers should not take for granted that only because research has pointed out that EFL students tend to incorporate more comments on grammar and mechanical issues that their comments on this regard must not be improved



or constantly evaluated. For example, Ben in the interview showed that the detailed explanation on the nature of the error, whether in form or content, led him to improve in subsequent drafts. Therefore, by clarifying the criteria of their feedback in class and making an effort in addressing the writing problems of their students in specific and meaningful way, teachers may contribute to diminish the amount of students writing errors, as Ben reported. In addition, by making teachers aware that not always the students writing problems are related to the type of comment, but rather to the type of revision problems or other factors such as instructional or institutional variables, teachers could devise preparing their students by promoting writing workshops, for instance, to deal with writing task that may involve analytical skills which are, according to Ferris (1997) and Goldstein (1999), recurrent difficulties that many EFL/ ESL students face.

Finally, teachers can stimulate students to write in some place of their drafts their doubts, the points of the feedback which they found difficult to understand or even attach a cover sheet together with their revised versions where they include their justifications for having incorporated or not the teacher's comments (see Ferris, 1999). Teachers could also ask students to include, in this cover note, the problems that they did understand but did not know how to incorporate in their subsequent drafts. Even though conference feedback is not under the scope of this research, the procedures of students writing on a sheet of paper about their doubts, or even the reasons for having changed or not, could contribute to enhance even the effects of conference feedback. The mere act of having written previously about feedback issues on a sheet of paper would mediate the students' (see VYGOTSKY, 1980) thoughts. In other words, the act of writing about their reaction to the written feedback received would help them to set down their ideas in a logical relation to one another and, as a consequence, it would enable them to talk about their revision processes during the conference with their teachers in a more specific and precise way.

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**APPENDIX A – FIRST AND FINAL VERSIONS OF THE STUDENTS**

## Ben's first draft

BEN'S FIRST DRAFT

Formatado: Fonte: 10 pt

Formatado: Centralizado

**ABSTRACT** The processing of the verbal inflectional morphology has been the center of an intense debate in the psycholinguistics field due to the conflict of many theories about the nature of this processing. The main object of discussion is the difference between the past tense forms of regular and irregular verbs. Two main branches of theories are here considered: Single and Dual Route of Processing. The latter is proposed by Ullman (1997), which states that the processing of regular verbs is dependent on the computation of rules and the irregular verbs are dependent on the retrieval of items from memory. The former, however, states that both regular and irregular verbs are processed through an associative mechanism (Rumelhart & McClelland, 1986) or by morphological decomposition (Stockall & Marantz, 2006). Having the intention of contributing to this debate, in this work we present the results of a psycholinguistic experiment in which the regular and irregular inflections were tested in Brazilian Portuguese (PB). This language's morphological system is considered complex partly because of its many conjugational classes, which yield a variety of different renderings of verbal forms. The experiment was conducted with 16 participants, who performed an oral production task of 192 conjugated verbs in the three existing conjugational classes: -AR, -ER and -IR (being 120 of them novel verbs (non-words) for control purposes), in the first person singular of the Present Tense of the Indicative and the Subjunctive modes. The variables controlled were regularity and frequency of these verbs (as independent variables) and the response time (RT) and accuracy (as dependent variables). The preliminary statistical results suggest a frequency but not a regularity effect on the processing of the inflected verbal forms in PB. These results are in accordance with the Single Route of Processing theories, which state that inflected verbal forms are processed through memory mechanisms.

Formatado: Espaçamento entre linhas: simples

**Keywords:** Inflectional Morphology; Linguistic Processing; Psycholinguistics.

### 1. Introduction

On the decades of 1980 and 1990, there was an intense debate concerning the verbal inflectional morphological processing: The Past Tense Debate. The main concern was on how are-inflected/conjugated verbs are processed in our cognition and what long-term memory systems are used to compute ithem. Three lines of research were considerably recognized for their works in this debate for the proposition of different models of language processing: 1) The Connectionist model proposed by Rumelhart and McClelland (1986); 2) The Decompositional model proposed by Stockall and Marantz (2006); and 3) The Declarative-Procedural (D/P) Model proposed by Ullman (1997). Their main differences rely on a spectrum of how language relies on memory: The Connectionist model proposes that it relies entirely on the declarative memory; The D/P model proposes it relies both on declarative and procedural memory, hence the name, depending on the regularity of the verb; The Decompositional model proposes that all forms are somehow decomposed, therefore understanding that language relies largely on the procedural memory.



As Ullman (2016) states, there is a general consensus among linguists that the linguistic cognition is not an independent and language-specific neurobiological system. To put it simply, it is not exclusively dependent on Broca's and Wernicke's areas, which are brain regions traditionally recognized by being important to language. Instead, it makes use of many cognitive correlates to fully process the immensely complex task that linguistic computing requires. Among many of these correlates, memory is one of the most fundamental systems that are required to successfully process language. Also according to Ullman (2016), in the area of the neurobiology of language, researchers have been trying to understand the correlation between language and the two main long-term memory systems: declarative and procedural memory. In summary, the first one stores information such as phone numbers, names, or a list of items to buy at the grocery store; and the second one stores "know-how" informations, such as riding a bike, dicing vegetables, or even speed writing on a keyboard. Having briefly explained the relation between language and memory, the language processing models that take into account the declarative and procedural memory systems it will now be further explained in the text ~~the language processing models that take into account the declarative and procedural memory systems.~~

The Connectionist model (Rumelhart & McClelland, 1986) proposes a language system for verb processing that relies almost entirely on the declarative memory. Through this perspective, language processing takes place in a neural network of connections that grows from the linguistic input received throughout one's life. That is, each time an individual hears or produces a certain structure, the representation of this same structure on the neural network will strengthen and will demand a lower processing cost (i.e. faster processing). Therefore, frequency is a very significant variable because high frequency structures will have strong connections and low frequency ones will have weaker connections, demanding a higher processing cost.

Conversely, the Decompositional model, proposed by Stockall and Marantz (2006)-, understands that verb processing takes place in the procedural memory. It is suggested that all morphologically complex forms are accessed through decompositional computational rules. That is, the processing of most verbs would take place in the procedural memory, accessing the root of the verb and affixing it with the desired form (e.g. accessing the root form *desir-* and adding the suffix *-e* to compose the infinitive form *desire*; or adding the suffix *-ed* to compose the past tense form *desired*.)

Subsequently, Ullman (1997) proposed a model that makes use of the two memory systems to process verb morphology depending on the regularity of the verb. The example given to justify this model is that to access the past tense form of regular verbs such as *accept*,

*press*, and *desire*, it will be used the procedural memory to compute the decompositional rules of affixation (*accept + ed = accepted*). However, since the past tense form of irregular verbs are *-is* idiosyncratic (such as *drive/drove*, *eat/ate*, and *sit/sat*), the declarative memory is required to access them.

Having in mind that all of these three propositions are based on evidence from the English language, this study aims at further investigating the relation between memory and language, but with evidences from the Brazilian Portuguese language. This is justified by the significant differences in the verbal morphology between these two languages, such as the presence of classes of verbs (verbs are separated by their suffix in the infinitive forms; *it-they* can be either *-AR*, *-ER*, or *-IR*) and the variety of past forms of regular verbs (contrary to English, which requires only the *-ed* suffix).

## 2. Methods

A psycholinguistic experiment was conducted in order to investigate the relations between memory and language. [16] native Brazilian Portuguese speakers (10 women and 6 men) completed an oral production task in 45 minutes each. They were all presented 192 verbs each and were asked to conjugate them and speak it to a microphone that recorded their reaction time (RT) and vocalized responses. Participants were asked to do this as quickly as possible because the time was being monitored. From these 192 verbs, 120 are novel verbs (invented, non-existent verbs) produced by the software proposed and created by Mota & Resende (2013) that respects the most frequent phonemic constructions of the Brazilian Portuguese language in all three verb classes to create these "new" verbs. Also, the other 72 verbs are existent verbs in the language that were selected from the Houaiss Dictionary of Brazilian Portuguese Verb Conjugation (Azeredo, 2012). From the 15,004 verbs, 72 verbs *it was* were selected 72 verbs-controlling the frequency (high and low), regularity (regulars and irregulars), verb class (*-AR*, *-ER*, *-OR*, and *-IR*) and transitivity (only transitive ones). For all these four variables, the quantity of verbs were *was* balanced (e.g. 36 high frequency and 36 low frequency, and so on).

[DX1] Comentário: For some reason, theres a huge gap between the title f the section and its ext.

[DX2] Comentário: Check in the APA manual how to start a sentence with a number.

[DX3] Comentário: Wasn't it only one?

[DX4] Comentário: On?

[DX5] Comentário: Check formatting.

[DX6] Comentário: Or?

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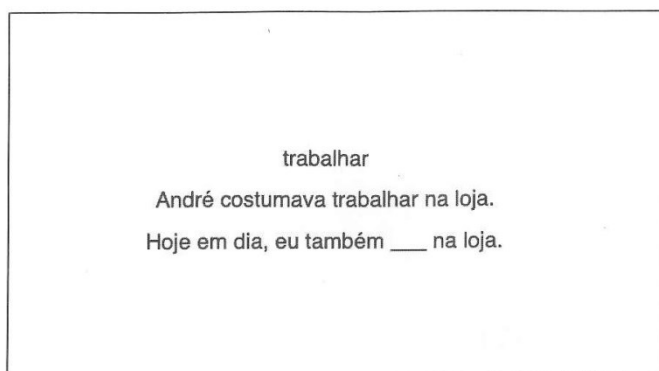


Figure 1. Example of a screen seen by the participants.

The participants were presented screens like the one shown above and asked to orally fill the gap on in the last sentence. That sentence has a structure that asks for the conjugated verb on the 1st person singular, present tense, indicative mode (*1sg do presente do indicativo*). There were two kinds of incomplete sentences: the one shown above in the indicative mode and another one in the subjunctive mode ("*É importante que eu também \_\_\_\_ na loja*" as an example.) The choice of person, number, tense, and mode were made due to the higher amount of verb irregularity in these verb forms.

### 3. Results and discussion

Due to the linear and discrete data collected (Reaction Time and Accuracy), the statistic model chosen to analyze it was the Linear Mixed Models. For that, it was used the statistical software *R* to compute the models. The results show that frequency is able to foresee the participant's Reaction Time ( $p$  value = 0.00953 < 0.05). However, regularity could only foresee the participant's accuracy on verb inflection, e.g. participants were more accurate on regular verbs than irregular ones ( $p$  value = 0.01565 < 0.05). That being said, in analysing analyzing the participant's RT, it was not found a significant difference between regular and irregular verbs, but on their frequency. The graph below demonstrates that while the difference between the high frequency and low frequency verbs is significant, the difference between regularity is not.

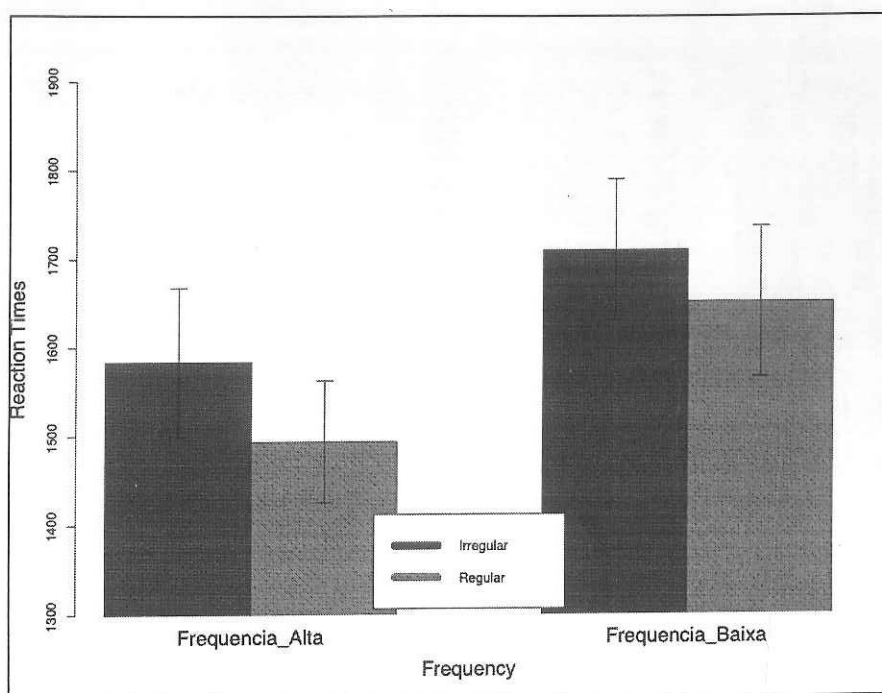


Figure 2. Graph

demonstrating the participant's RT crossed with the independent variables.

Having that in mind, it can be understood that regularity does not play a major role in the processing of verbs. That being said, the model for language processing proposed by Ullman (1997), the D/P model, is not sufficient to explain these data. Since for the D/P model in which regularity was the variable deciding whether a verb was processed by the declarative or procedural memory, it is not compatible with these results. Also, such model is not able to explain the higher cost of processing that irregular verbs demonstrated (as shown above).

From the three models presented in the introduction, the best fit for these results is the Connectionist Model, proposed by Rumelhart & McClelland (1986), because it takes into account the frequency of the verbs. This variable was the one that had the most impact on participant's RT, that is, it takes a higher processing cost.

#### 4. Conclusion

Having in mind the three models for language processing explained, the Connectionist model, the Decompositional model, and the Declarative/Procedural model, this study aimed at further analyzing the correlates between memory and language through the analysis of verb processing. The results indicated that the D/P model is not sufficient to explain the results found, and that the Connectionist model proposed by Rumelhart & McClelland (1986) is a better fit for taking into account the frequency on their model.

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Criterion	Your abstract
Title (Times, 14, bold, ALL CAPS, centered)- 0.3	0.3
Name (Times, 10, centered)- 0.2	0.21
Abstract (Times, 10, justified, single line spacing)+ Keywords (Times, 10, separated by a semi-colon)- 0.5	0.54
Contextualizing your study – 1.0	1.0
Aim/objective – 1.0	1.0
Method(s) (procedural comments) – 1.0	1.0
Results – 1.0	1.0
Literature references (at least 3, including formatting)– 1.0	1.0
Spelling and punctuation – 0.5	0.53
Grammar – 2.0	2.01.6
Academic register – 0.5	0.5
Length (3-5pp*) – 0.5	0.5
Text format (Times, 12, 1.5 spacing, regular margins**) - 0.5	0.5
	<b>Total</b> 9.1
	<b>Discount for tardiness (-0.5/day)</b> -3.0
	<b>Final total</b> 6.1

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## Mercy's first draft

## EXTENDED ABSTRACT – First Version

*The Witch: A New England Folktale* is a 2015 horror movie, written and directed by Robert Eggers (imdb.com), which sparked controversial opinions among fans of the horror genre due to its subtle style, leaning more towards psychological thriller than gory violence depicted on screen. As stated by Eggers in an interview ~~with~~ for The Guardian (2016), the aim was for the production to resemble “a Puritan’s nightmare” as closely as possible, ~~which something~~ he did by seeking authenticity through consulting historians and uncovering historical documents, religious journals and accounts from the Salem Witch Trials of the 17<sup>th</sup> century.

The film follows the story of a Puritan family in the 1630s New England who, after being banished from the community in which they lived over an unexplained divergence of religious opinions, settles in an isolated farm in the wilderness. After the youngest son, a newborn baby, mysteriously vanishes, conflicts arise in the family and they start turning on one another – mostly accusing the eldest daughter, Thomasin, of being a witch and, thus, leading the family to disgrace due to her arrangements with the devil.

The representation of women as witches in literary works pertaining to the Gothic genre, and its subgenre of Dark Romanticism (Smith; Byron and Punter) might be traced back to this Puritan society of the United States in its early stages of colonization. Although the concept of witches had already been disseminated in Europe in previous centuries, the Salem Witch Trials of the 1600s have influenced the work of many Romantic writers, leading to a stereotype of witches that still persists today. As stated by Reis, although the Puritans tended to characterize the sexes as equal before God, there remained an uneven power relation concerning the devil, in which “women’s souls were seen as unprotected in their weaker female bodies, vulnerable to the devil’s

MERCY'S FIRST DRAFT



molestations" (24), which could be seen as one explanation as to why there were so many more women than men tried for witchcraft in history (Nissenbaum and Boyer).

Based on the discussion above, this project aims to conduct an analysis on the protagonist of the movie *The Witch* and her portrayal in relation to social, historical and cultural contexts of 17<sup>th</sup> century New England Puritanism. This study is based on feminist theories – particularly on the depiction of the female body (Romano, Reis, Federici and Mulvey) – in literature and films of the Gothic genre, in addition to historical contextualization (Boyer and Nissenbaum; Federici). To this author's knowledge, although a number of studies have been conducted on the relationship between women, witchcraft and Puritanism (Reis; Howe), few have related their findings to the representations of the female body in contemporary horror films. In the ambit of this University, I was unable to find any research addressing all the previous subjects, which is curious considering the vivid folktale history involving witches in Florianópolis. The focus will be on the objectification of the female figure as a representation of the social restraints and proprieties pertaining to a male-dominated community, as well as on how this image is developed in the film through imagery and symbolism. By focusing on a few sequences that depict those issues of the female body and the image they represent, I intend to relate symbols and impressions observed from the literature to the aspects depicted on screen, aiming to draw links between the imaginary of the witch that arose from Puritan society to what can be observed in modern film production.

The methodological framework employed in this analysis relies almost exclusively on the analyzed film itself. The basis for the analysis comes from the concepts retrieved from the literature in feminist studies on the perception of the female body in relation to society.

In her doctoral dissertation, Romano states that gender works as a regulatory tool of individual behavior (22), relying on what is deemed common sense to control the expected roles of both men and women in society. Gender, in that sense, could be considered an artificially constructed social element whose only objective would be to dictate cultural patterns for life in community.

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[DX2] Comentário: Is this the correct format of this reference in literature? In APA we need to use an &.

One of the most established elements of said social control in relation to gender, from antiquity to current times, is the body. In Ancient Greece, for example, Galen would defend that women are nothing but “inverted men”, whose weaker and less developed bodies render them “inferior and less worthy” (Galen in Connell 419). This idea, according to Romano, lays the foundation for the discourses on bodies as ~~it is~~ they are seen today, in which they exist beyond their own corporeity by acting as social contracts and representations of social ideals. Lorber asserts that “physical bodies are always social bodies” and that any physical differences between male and female anatomies are “meaningless until social practices transform them into social facts” (Lorber 60). From that perspective, it is possible to see how closely related gender roles and representations of the body can be when analyzed within a social context.

Within Puritanism, the mere idea of a sexualized body that did not behave according to the religious stigmas – of only engaging in sexual intercourse for procreation, for instance – generated a deviation from the social norm which threatened the balance of the community. It is within this framework that arises the image of the liberated woman as a transgressor of good customs and a threat to the male-dominated social mechanisms. Romano argues that the biological function of reproduction associated women to nature at the same time that this nature was also something to be feared due to its potential to turn into wilderness (52). Thus, women should be tamed and subject to the men who govern and protect them from their own nature. It is not surprising, then, that the image of witches – women who did not conform to such norms – would be associated to nature, nakedness and sexual liberation. In short, any sort of resistance to the patriarchal system imposed by the church, or any kind of autonomous claim over one’s own body, was likely to be considered witchcraft.

When it comes to the depiction of the female body in art production, such as literature or films, it becomes even more evident that the body is subject to cultural elements which determine how that body is seen in society, more so than any biological factor. The body is directly connected to moral concepts, at the same time that body image is related to the vision of others upon said body (Romano 83). This external gaze exerts a direct impact on how the woman sees herself and, more emphatically, on her behavior. Romano argues that the some of the negative consequences of such social

[DX3] Comentário: How about 'and' here?

[i4] Comentário: with

[DX5] Comentário: I'm not sure whether it is associated to or with, but I'd guess in this case is 'to'. I think 'with' can only be used for people, that is, association with people. Nevertheless, if you're also not 100% sure, please give it a look.





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Criterion	Your abstract
Title (Times, 14, bold, ALL CAPS, centered)- 0.3	0,1
Name (Times, 10, centered)- 0.2	0,1
Abstract (Times, 10, justified, single line spacing)- 0.5	0
Keywords (Times, 10, separated by a semi-colon)- 0.5	0
Contextualizing your study – 1.0	1.0
Aim/objective – 0.5	0.5
Method(s) (procedural comments) – 1.0	1.0
Results – 1.0	0,5
Literature references (at least 3, including formatting)- 1.0	1.0
Spelling and punctuation – 0.5	0.3
Grammar – 2.0	1,8
Academic register – 0.5	0.5
Length (3-5pp*) – 0.5	0.5
Text format (Times, 12, 1.5 spacing, regular margins**)- 0.5	0.4
<b>Total</b>	<b>8.2</b>

\*Front cover, references, appendices are not counted.

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[i14] Comentário: check the formatting

Hope's first draft

HOPE'S FIRST DRAFT

**ABSTRACT:** Motivation is a frequent word used by teachers to explain failure and success in the learning of a second language (Dörnyei & Csizér, 1998). In this way, learners' motivation may be one of the concerns of an L2 teacher, since 'You can lead a horse to water, but you can't make it -drink'. This proverb may represent well the struggles that L2 teachers may have to motivate their young students, something I noticed observing a 6th grade group in their English as Second Language class. A low motivation was confirmed through classroom observation and a needs analysis questionnaire. Therefore, this study aims to apply different types of activities in the group of students I have monitored, in order to identify activities that students engage more with. A sign of engagement in a certain type of activity may demonstrate a way of motivating the students through methodology. The research was conducted in a 6th grade group of a federal school in Florianópolis. The group consists of 13 students of 11 to 13 years old. First, a questionnaire was applied to measure students' motivation. Second, during three classes of 45 minutes, a set of different activities (tactile, structural, individual, in pairs, dynamic) was applied. After each activity, the students had to report how much they liked the activity as well as how much it seemed to be important for them. Besides the questionnaires, classroom observation was also used as a measurement of their engagement in the activities. Results will be presented and discussed in the light of motivation and L2 teaching theories.

**Key-words:** Motivation of young learners; L2 teaching; ESL.

1. INTRODUCTION

Motivation is a frequent word used by teachers to explain failure and success in the learning of a second language (Dörnyei & Csizér, 1998). In this way, learners' motivation may be one of the concerns of an L2 teacher, since 'You can lead a horse to water, but you can't make it -drink'. This proverb may represent well the struggles that L2 teachers may have to motivate their young students. This same struggle was noticed by the researcher who was observing a 6th-grade group in their English as Second Language classes.

The researcher has been doing her ~~first semester of teaching practicum~~ with this group, and so far she has followed two months of classroom observation. At the beginning of the observations, a needs analysis questionnaire was applied in order to know better the group for the ~~following teaching experience that would follow~~ in the second semester of the student ~~teaching praeitium~~. By these means, a low motivation in the English learners was perceived by the researcher through classroom observation and the needs analysis questionnaire.

Having this issue in mind, this study aims to apply different types of activities in the group of students monitored by the researcher in order to identify activities that students

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[DX2] Comentário: This paragraph is exactly like your abstract, and this isn't good. You can say all that, but paraphrase yourself. It may sound silly or unnecessary, but approach your paper as a reader. Read the title, the abstract, and then start reading the intro. See how weird it is to find the exact same things being repeated immediately one after the other.

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[DX3] Comentário: You only have the practicum in this semester. In the next one you have what is called 'student teaching' - the classes in which YOU are in charge of the group. I learned this with a couple of years ago :)

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[DX4] Comentário: Putting it this way in writing it is like 'a seguinte experiência de ensino'. So people expect you'll describe the experience, which is not the case. What you mean is 'a experiência de ensino que aconteceria em seguida'. That's why I changed it.

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engage more with. A sign of engagement in a certain type of activity may demonstrate a way of motivating the students through the methodology.

In order to analyze that particular issue, the concepts of extrinsic and intrinsic motivation by Dörnyei (1994, p. 275) ~~was~~ were used as a conceptual ground. According to him, in extrinsically motivated behaviors, students seek for an external appraisal (e.g. good grades or avoid punishment). ~~Although~~ On the other hand, in intrinsically motivated behaviors, students seek for an internal appraisal (e.g. satisfying curiosity or the joy of doing something). Moreover, Deci and Ryan (1985) have observed that intrinsic motivation is possibly the central point of motivation in teaching.

Other authors have proposed manners of achieving motivated language students, such as Dörnyei & Csizér (1998). The authors conducted a study with more than 200 teachers, and after proposed ten commandments for motivating language learners. The last version of those "commandments" was (p. 215):

- I. Set a personal example with your own behaviour
- II. Create a pleasant, relaxed atmosphere in the classroom
- III. Present the tasks properly
- IV. Develop a good relationship with the learners
- V. Increase the learners' linguistic self-confidence
- VI. Make the language classes interesting
- VII. Promote learner autonomy
- VIII. Personalize the learning process
- IX. Increase the learners' goal-orientedness
- X. Familiarize learners with the target language culture

Dörnyei & Csizér's (1998)'s propositions were used in this research to prepare class plans that would motivate students. However, not all of the commandments were applied in this research. Only the following were selected:

- A. Present the tasks properly
- B. Develop a good relationship with the learners
- C. Make the language classes interesting (e.g. bringing themes/topics they are interested in; making the classes more dynamic and/or ludic)
- D. Personalize the learning process (e.g. bringing themes/topics contextualized to their reality)

[DX5] Comentário: This part is also like the abstract, but since I read other things between the abstract and his part, it isn't so obvious. Still, it was obvious enough for me to notice. So, I suggest you change it a little.

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[DX6] Comentário: 'Although', in your construction, would only work if you had used it at the beginning of the sentence about extrinsic motivation.

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[DX7] Comentário: Check APA about the formatting of this long quote. It has to be in a different way from what we do with short quotes.

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## 2. MATERIALS AND METHOD

### 2.1 Participants

The Participants of this study were thirteen (13) pre-teens of 11 to 13 years old. They were in the 6th-grade of a federal, public school, the Application School Colégio de Aplicação of at the Federal University of Santa Catarina Universidade Federal de Santa Catarina. This school is a field of research of the Federal University of Santa Catarina since it makes the integration between schooling (practicum and student teaching) and academic research. The students were attending English classes in this school. They had 45 minutes of English per week, although as well as in addition to classes of French, Spanish, and German. The group had a low motivated and agitated profile as students.

### 2.2 Procedures

First, a questionnaire was applied to measure students' motivation in learning English. Then, the set of activities was applied. The classes were once a week and had a duration of 45 minutes each. Two activities were applied by in each class. Right after each activity, a questionnaire (see below) was applied to measure their satisfaction.

#### 2.2.1 Schedule

The following table contains the schedule of this research. In other words, days will be presented as a function of activities and questionnaires.

**Table 1: Schedule**

Date	Number of the activity	Topic of the activity
18/04	0	Questionnaire
23/05	1	Book activity
23/05	1	Questionnaire

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**[DX8] Comentário:** Go for their 'real' names in Portuguese. In case you publish internationally, put footnotes where, in English, you explain each of these 'names', as you do in your following sentence. So, people see the actual name and are also able to understand what Aplicação and UFSC mean.

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**[DX9] Comentário:** You already gave this info above.

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**[DX10] Comentário:** Put this questionnaire in the Appendix, it's not there. Here you can indicate you'll take about it later on, as I put it there, but, if you prefer, you can put a reference for the appendix at this point, straight away. This way your reader doesn't get frustrated about you mentioning a questionnaire s/he won't see what it is about. S/he can even choose to stop reading at this very moment and check it out.

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23/05	2	Meaning-oriented Alphabet game
23/05	2	Questionnaire
06/06	3	Meaning-oriented Grey's anatomy activity
06/06	3	Questionnaire
06/06	4	Cut and paste activity
06/06	4	Questionnaire
13/06	5	Cooperative activity
13/06	5	Questionnaire
13/06	6	Filling gaps activity
13/06	6	Questionnaire

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### 2.3 Materials

It was used a set of different activities were used to measure the engagement of the students. The activities were created and adapted by the researcher.

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[DX11] Comentário: This construct doesn't work in English.

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The first activity (Appendix 1) was a pre-reading activity from their English book *It fits 6 grade*. The students had to read an image of an ID card, and infer information from it.

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The second activity was a meaning-oriented matching-game about letters of the English alphabet. The game and the cards were created by the researcher. The set of cards had two cards for each of the letters in the English alphabets with the letter and a picture (different pictures for each set of the alphabet), in other words, two same letters and two different words regarding a letter (Appendix 2) and. The aim of the game was to combine the same letters and then say out loud repeat the letter and the words contained in the cards combined. For example, whether if the students had combined the two letters "A", contained in the set of cards, they had to say "A" and the words in the cards, "Alligator" and "Apple".

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[DX13] Comentário: I'm sorry about rewriting your text, but I didn't understand the way it was. I think it's clearer now.

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[DX14] Comentário: Check the difference between 'if' and 'whether'.

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students had to cut things they like and dislike from magazines and glue them in a handout (Appendix 4).

The fifth activity was a cooperative activity about the Brazilian local environment, adapted from the Richards and Rodgers' (2014)-book, *Approaches and methods in language teaching*. In pairs/trios, the students received a picture of an issue on-related to the Brazilian local environment (Appendix 5) and Thus, they had to discuss causes and solutions of for those pictures and then share it with the big group through the numbered head strategy. In the numbered head strategy, each member of the group has to decide which number he/she is. The numbers are limited to the number of members of the group. For example, in a pair, one student will be number 1 and the other number 2. After the students had-have set their numbers, the teacher randomly asks a number of the group to share the answer with the big group (Richards and Rodgers, 2014). Finally, the sixth activity was a structural grammar-oriented activity about the structure of the verb to be (Appendix 6). First, a grammar explanation about the verb to be was given, and then the students had to fill up the blanks with the right form of the verb to-be.

The questionnaire number 0 was applied online in-during class-time via Google Forms. It was anonymous. The other questionnaires were applied right after the activities were impressed. Both were and also anonymous (Appendix 7).

### 3. RESULTS AND DISCUSSION

The questionnaire number 0 was applied before the application of the activities in order to complement our background information about the students, together with the needs analysis questionnaire. In this form, it was possible to perceive that students, even seeming unmotivated in English classes, think that English is important to-for them and their future. Many of them mentioned that English is important to have a good job or to travel or go on an student exchange program. However, students' answers seem to oppose their behavior in the class where they seem to be very unmotivated in learning ESL.

The first questionnaire about the first activity, a pre-reading activity from *It fits'* textbook, revealed that 84,7% of the students seemed to like the activity, grading it 4 or 5 (Appendix 8). However, two students (15,4%) seemed to not like it, grading it 3 or 1.

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[DX15] Comentário: Think about the cooperative and collaborative activity thing- there is a difference between these 2. Perhaps you don't remember, but we saw this last year in SLA. According to Storch, a cooperative behavior is when each person does his/her part and different people put these parts together to make a whole- it happens often much more often than collaborative behavior. What teachers usually look for - because this is what theory says will make a difference (a positive one) for learning- is collaborative work. In this case, people work together on a given project. Of course they might do some things alone. E.g., let's write a text collaboratively (only one person will do the writing- but both will do the thinking and make a decision about what to write, where to put it, how to write it - this is collaborative. Cooperative would be: Pamela, you write the draft (ideas, etc. come from you) and I copy it to hand in because my handwriting is much better than yours (in his case, you did the text alone, I didn't collaborate with you. Even th ... [1]

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[DX16] Comentário: The pictures don't need a solution, right?

[DX17] Comentário: I had never heard of that. Really liked it. I'll start using ... [2]

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[DX18] Comentário: ??? done? Finished?

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[DX19] Comentário: I think they're just unmotivated in most classes at t ... [3]

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[DX20] Comentário: Of course it's not the point of your study, but it would ... [4]

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**Página 5: [1] [DX15] Comentário**

**01/07/2019 17:38:00**

Think about the cooperative and collaborative activity thing- there is a difference between these 2. Perhaps you don't remember, but we saw this last year in SLA. According to Storch, a cooperative behavior is when each person does his/her part and different people put these parts together to make a whole- it happens often much more often than collaborative behavior. What teachers usually look for – because this is what theory says will make a difference (a positive one) for learning- is collaborative work. In this case, people work together on a given project. Of course they might do some things alone. E.g., let's write a text collaboratively (only one person will do the writing- but both will do the thinking and make a decision about what to write, where to put it, how to write it – this is collaborative. Cooperative would be: I write the draft (ideas, etc. come from you) and I copy it to hand in because my handwriting is much better than yours (in his case, you did the text alone, I didn't collaborate with you. Even though I cooperated, since I did one part of the work). In your case, I think what you proposed was collaborative (even if some might have worked in a cooperative way- there's no way to control for that).

**Página 5: [2] [DX17] Comentário**

**01/07/2019 17:38:00**

I had never heard of that. Really liked it. I'll start using it in my classes. Thanks!

**Página 5: [3] [DX19] Comentário**

**01/07/2019 17:38:00**

I think they're just unmotivated in most classes at this point in life- teenage years. Well, not everyone, of course.

**Página 5: [4] [DX20] Comentário**

**01/07/2019 17:40:00**

Of course it's not the point of your study, but it would be nice to ask them why they behave in such an unmotivated way in class if they think the contents of such class are important for them. God knows! I have plenty unmotivated students in the Letras courses, and they CHOSE this as a career for them. So.. go figure! Human beings are strange.

Furthermore, 43,8% of the students reported to perceive the activity as easy; 31,3% as nice; 18,8% as important; and 6,3% as boring (Appendix 8). In the section for suggestions, comments such as "Do not do activities from the book" and "It could be more difficult" appeared. There was a distinction between the questionnaires and classroom observation. Through classroom observation, it was possible to perceive that students resisted when the teacher said that an activity from the book would be applied. The group was very agitated and talkative, and, moreover, the teacher's explanation of the activity did not help them to understand the instructions. The teacher and helpers had to pass desk to desk to explain again the activity. They did not seem to be understanding have understood what to do it and they asked a lot for literal translations.

[DX21] Comentário: This is something we need to be careful about when reporting data from questionnaires. We never know whether the people are really saying the truth. So, we can only talk about what they reported in the questionnaire, not what they really felt about things.

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In the second questionnaire, about the second activity, the meaning-oriented alphabet game, all the grades floated between 5 (91,7%) and 4 (8,3%). Besides the high grading, 52,9% of the students thought the activity easy, and-but only 29,4% thought it was nice. In the comments' section a suggestion such as "Explain better" appeared. Through classroom observation, it was possible to observe that students were excited to play the game, excepting with the exception of for some of them who got interested in it after seeing the game happening. However, some of them considered the game very too easy. The linguistic purpose of the game, repeat saying out loud letters, and words in English, was not done all the times by the students. Furthermore, it is possible to noticed the majority among them got very competitive and excited to play it.

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[A22] Comentário: Check difference between too easy and very easy.

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The third activity was about an interest of the majority of students, the TV series *Grey's Anatomy*. The third questionnaire revealed that 84,6% of the students considered the activity grade 5, and the others 15,3% considered it grade 3. It is possible to suppose that those who did not like it, probably, do not like the TV series or never watched it. 41,4% of the students thought the activity easy, 31% nice, and 27,6% important. This activity received the highest grade for "Important". It may be directly linked with the fact of-that students have liked the activity too much. In the suggestions' section, a great number of comments such as "I loved the class" and "Do it again" appeared. Through classroom observation, it was possible to perceive that students got very much-excited in-about watching a clip of the series. In the questions part, when the word "activity" was mentioned, some complaintsings have appeared. However, when they received the *handout*, most of them did it quickly and easily. Some of them, asked the teacher to take the *handout* home, claiming they love Grey's

[A23] Comentário: Check how to start sentences with a number.

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Anatomy. With these results, it is possible to observe how much the theme/topic takes an important place in the motivation of students in the classroom.

Results of the fourth questionnaire and activity, the tactile style one, about liking and disliking, were the lowest ones comparing to the previous results. Even though it was perceived, in previous classes before the study, that they have gotten very really engaged (busy) doing tactile activities, most of them do not seem to like doing them. 50% of students selected grades between 3 and 4 and 50% of the students selected 5. Again, the activity was considered easy (45%), nice (35%), important (10%), but boring (10%). Students suggested that we do to "Not make this type of activities again". Through classroom observation, it was possible to perceive that they were engaged and enjoying doing the activity, with the exception of a minority of students. They were very autonomous to moved through-around the classroom to search images in the magazines. With these results, it was possible to perceive again that not always the classroom observation matches with their responses to the questionnaires.

In the fifth questionnaires, about the cooperative activity, the students revealed not liking it very much. 25% of them students graded it as grade 5 and 37,5% as grade 3. The grades 5, 4, and 2 received each 12,5% of the votes. In the first rank, the activity was perceived as boring (26,5%), followed by important (21,1%) and little or nothing important (21,1%). The options cool, easy, and difficult received each 10,5% of the votes. In the suggestions' section, comments such as "Have more classes about Grey's Anatomy", "Do not have more activities such as this one, it is boring this way!" appeared. It was possible to observe that the group was with divided opinions about the activity. They did not like it, but found it important, and in at the same time, not important. Moreover, they compared a lot this activity, about the local environment, with the activity about Grey's Anatomy. Analyzing all these facts, it is possible to assume that the theme played a very important role in how the activity will be received by these students.

The sixth activity, the structural activity about the verb to be, had the lowest grades among them all. 33,3% of the students graded it as grade 1. The grades 3, 4, and 5 had 22,2% each. 31,3% of the students found it boring and 25% found it easy. The options difficult, little or nothing important, and cool received 12,5% each, and the option important received only 6,3% of the votes. Even though the students had paid attention in to the explanation about the verb structure, they did not find it that interesting. During the application of the activity a

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[A24] Comentário: You had said grade 5 got 37.5% of votes. There's something wrong here...

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[A25] Comentário: Yes! that's why in research we always have something called counterbalancing. So, some people would do the Grey's before and other the environment before. Perhaps their perception of the environment class wouldn't be as bad as if they didn't compare it to one activity they really liked it- the Grey's one. Of course in your case this counterbalancing was not possible- especially counterbalancing 6 activities. So don't worry about that.

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problem with the time management leads us to not having enough time to finish the activity, so they had to stay some minutes more in the classroom. Moreover, it was their first time having an explicit explanation on grammar rules. These two facts may have impacted the low results. Besides the low results, some good results appeared. 44,44% of the students graded this activity between 4 and 5. This-These may be the students who already knew the grammar rules, and probably found the explanation easy, and suitable for the activity purpose.

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#### 4. CONCLUSION

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First, it was possible to conclude that students often rated their engagement in the activities differently than from what the teacher perceived it in the classroom. An example of that is the tactile style activity. The teacher perceived them concentrated and engaged. However, in the questionnaires, students did not demonstrate to like the activity as much the teacher thought they had. An-other interesting example is the book activity, when the opposite happened. The students rated the activity well, however, before and during the activity, the teacher perceived a lot of complainings about it.

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The theme of the activity has demonstrated to play an important role on their reaction or engagement. In addition to that, Dynamic activities, such as the game, was-were better received by the students rather than structural activities, such as the traditional grammar class and exercise.

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Activities rated as difficult by the students had also the lowest grades among the six. It is possible to observe that in the results of for the activities 5 and 6. Thus, it is possible to assume that level of difficult, in this case, influenced in the students' engagement.

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Some implications in this study may have impacted the results. First, the teacher had some problems with the activities' instructions, mainly in the first and second activity activities applied. Even that though explaining the activities clearer in a clear way was a fundamental "commandment" suggested by Dörnyei & Csizér (1998), this commandment was not applied in the best manner since the teacher is inexperienced. Second, apparently, all the-activity, besides the character of the activity itself, will be perceived differently by the students depending on its theme.

[A26] Comentário: I don't know whether this is a comment you want to make. I was always thinking YOU had applied the activities and this was a self-evaluation. Was it? Or you're really talking about the teacher of the class? If you're talking about you ( ), ok, but if you're talking about the teacher, this may be perceive as criticizing or judging her, which definitely is not your objective.

[A27] Comentário: It's good to modalize.

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Next in future studies researchers may apply two types-versions of each activity, one with a random theme and other with a theme according to students' likes. In reason of time constraints it was not possible to apply twice on each activity. However, if this would had been done, the researcher could compare better if the students really did not like the activity itself or the theme of the activity, since it was observed that the theme plays an important role in the engagement.

##### 5. ACKNOWLEDGEMENT

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[A28] Comentário: Perfect! I was thinking about that all the time. If you decide to make a JCC, talk to me and let's do that :)

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[A29] Comentário: <3

Deci, Edward L. & Richard M. Ryan. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum, 1985.

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Criterion	Your abstract
Title (Times, 14, bold, ALL CAPS, centered)- 0.3	0.22
Name (Times, 10, centered)- 0.2	0.2
Abstract (Times, 10, justified, single line spacing)- 0.5	0.5
Keywords (Times, 10, separated by a semi-colon)- 0.5	0.5
Contextualizing your study - 1.0	1.0
Aim/objective - 0.5	0.5
Method(s) (procedural comments) - 1.0	1.0
Results - 1.0	1.0
Literature references (at least 3, including formatting)- 1.0	1.0
Spelling and punctuation - 0.5	0.53
Grammar - 2.0	2.01.0
Academic register - 0.5	0.5
Length (3-5pp*) - 0.5	0.52
Text format (Times, 12, 1.5 spacing, regular margins**)- 0.5	0.53
<b>Total</b>	<b>8.2</b>

\*Front cover, references, appendices are not counted.

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[DX30] Comentário: You have 7.5 pages..

## Grace's first draft

GRACE'S FIRST DRAFT

## 1. Introduction

Domestic violence is, according to the <sup>(~~NCADV~~ National Coalition Against Domestic Violence, ~~NCADV~~)</sup> the behavior of power, imposed by one of the family members/intimate partner, to spouses, partners, and/or other family members, inside the domestic environment. Such power behavior consists in: physical violence, intimidation, sexual assault, both psychological and emotional abuse, threats, and constantly aggressive behavior pattern towards the other (2019).

On the other hand, domestic violence against women can be seen as both a human rights violation and also discrimination based on gender (European Union, 2019), since most of the domestic violence cases are against women, as further statistics will show. Commonly reinforced by gender imbalance between women and men, domestic violence against women can be found in different aspects-forms, such as: psychological abuse, financial control, and also, although it is not applicable to every women, men's superior strength in comparison with-to women's strength. Besides, the European Parliament (2019) states that the statistics are worrisome, since domestic violence against women impacts directly on society's life.

As domestic violence is a recurrent issue within modern society, several initiatives, are constantly being undertaken by governmental and non-governmental associations in an attempt to decrease the high rates of violence against women (UNWOMEN 2019). In addition, literary scholars are also contributing in terms of raising the discussion through studies based on domestic violence, in order to debate it and reflect on how and/or why this is still happening, along with how such problem could be solved. Thus, the fact that this is a recurrent research topic shows that there is still much to be done.

Therefore, this study addresses the intrinsic problem of domestic violence within Tennessee William's play *A Streetcar Named Desire*, written in 1947, in comparison with the ~~nowadays~~-same problem ~~nowadays~~. Such comparison attempts to portray and reflect about domestic violence as a contemporary issue. In order to conduct this comparison, and consolidate the theoretical background, elements such as a brief

[DX1] Comentário: Are you sure this idea that you expose next contrast with the idea that you presented before Or it complements, it exemplifies, it specifies, it expands, it has a cause/consequence relation... I don't see these ideas as contradictory.

description of the play briefly description, as well as the role of a specific character, Stella, addressing how domestic violence manifests itself in Williams' play, will be presented. In addition to it, characteristics of domestic violence, as well as its stages, along with recent statistics regarding this matter, will also be addressed. Later, an analysis will be performed in an attempt to show that, although not necessarily built for this purpose, Tennessee Williams' play portrays domestic violence in a very contemporary manner. This allows the comparison of domestic violence now and in the past, showing that this problem is still unsolved and still needs to be discussed in order to find a suitable solution.

## 2. Theoretical background

Tennessee Williams' play *A Streetcar Named Desire* was written in 1947. Williams's play is set in the 40's, and portrays both New Orleans (US) and the United States Southern society. The play has its focus on the dramatic life of Blanche DuBois, who is depicted as a "Southern belle" (1947). After a sequence of stressful events that happened in Blanche's life, she decided to leave her hometown (Laurel, Mississippi) in order to find some comfort with her sister, Stella, who lives with her husband Stanley (1947). *A Streetcar Named Desire* is known as one of the most popular plays written by Tennessee Williams (Billington). As the play raises many relevant topics such as domestic violence, it remains still an important source of debate.

Before discussing the elements of the play, it is important for the purpose of this research to address the characteristics of domestic violence, as well as its current scenario. Regarding such characteristics, there are different stages of domestic violence. Although physical violence is the most common, normally the first stages of domestic violence involve emotional and verbal control/abuse (Harne p.3; ch. 1). The abusers tends to control the victims by suppressing them, diminishing their sense of self-worth, usually controlling their finances or using their children, if they have any, as a form of emotional blackmailing (Harne p.3; ch. 1). This first stage tends to lead to physical violence. Slapping, kicking, pushing, and even rape, in more extreme cases, are not uncommon (Harne p.4; ch. 1). After these two stages, it is common for the abuser to redeem himself by offering gifts, apologies, and promises, followed by temporarily changing his behavior for the better, making the violence a vicious circle (Harne p.4; ch. 1).

Related to domestic violence scenario, recent studies show that the numbers of violence against women are still high. The BBC News Brasil in São Paulo (2019) found, through data collection carried by the ONG Fórum Brasileiro de Segurança Pública

[DX2] Comentário: Who's going to find? You have a verb, but not a subject for it.

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(FBSP), that 42% of cases involving violence against women happened in the domestic environment. Also 52% of ~~this~~these women who suffered domestic violence did not report their cases to the authorities (BBC News 2019). In the United States, "1 in 4 women" suffer of domestic violence, ~~and it consists of~~which represents 15% of "all violent crimes" ("NCADV | National Coalition Against Domestic Violence"). According to the European Parliament, "one in five women has experienced physical and/or sexual violence from a partner, whilst 43% of women have experienced some form of psychologically abusive and/or controlling behaviour when in a relationship"... "According to a scientific study, there are approximately 3500 domestic violence-related deaths in the EU every year" (European Union, 2018). In ~~a~~addition, the Asia Foundation states that the percentage of ~~asian~~Asian women who reported domestic violence in "the past 12 months, varies from 4 percent in Japan to 46 percent in Afghanistan and Timor-Leste".

After addressing domestic violence stages, as well as its recent status, it is possible to retake domestic violence inside Williams' play. According to Swanson (2014), at the time the play *A Streetcar Named Desire* was written (1947), as well as when it is set, the definition of domestic violence did not exist as we nowadays know it (2014). ~~With~~the economic growth brought by industrialization, and the decrease of agriculture as the main source of income, men started to work outside their properties, in search of better opportunities (2014). Such fact forced women to stay at home to meet household demands, such as housekeeping, and taking care of the children. In most cases, those women were not allowed to have a formal education (2014). As a consequence of this condition, women's image as silly, fragile, and inferior (2014) was reinforced. Therefore, domestic violence was seen as a family matter and should be treated within the family circle without others' interference (2014). In this society, the mentality of plantation owners, prevailed, and they commonly acted like they were immune from responsibility, and punishment, leading women to accept that they should be obedient to their husbands in order to maintain their marriages (Horton 377).

Thus, Stella Kowalski, one of the characters in Tennessee Williams' play *A Streetcar Named Desire*, according to Foley (2013), symbolizes a typical illustration of women as a domestic violence victim in a society ruled by men (Foley 2013). Stella is the younger sister of Blanche (mentioned above). She had the same southern upbringing as Blanche, which gave her the same "Southern belle" characteristics such as; "fragile and flirtatious while also sexually innocent; beautiful but risky to touch, like porcelain"(Lab). In other words, Stella was raised and educated in the traditional South

(Belle Reve in Laurel, Mississippi) chauvinistic society, where the most important goal in life, at least for a woman, was to be in a successful marriage (Foley 2013), which leads her to accept her husband the way he is. Moreover, Stanley Kowalski (Stella's husband), brings in his traces of personality; an exemplification of how men were able to dominate, persuade, and mistreat women until their submission (Foley p. 49). Stanley behaved as if he was the owner of his wife. He treats Stella as someone who was supposed to serve him, and reinforces that women's function is to obey his male superiority. This can be seen, for instance, in ~~these~~this excerpt on page 38 of Williams' play:

STELLA [*angrily*]:

*Indeed they have, thank heavens I-I'm going outside.*

*[She snatches up her white hat and gloves and crosses to the outside door.]*

*You come out with me while Blanche is getting dressed.*

STANLEY:

*Since when do you give me orders?*

STELLA:

*Are you going to stay here and insult her?*

STANLEY:

*You're damn tootin' I'm going to stay here. (p.38)*

In this excerpt, Stanley clearly shows no respect for Stella's opinion telling her that he is not going to do what she asked him to do, reinforcing even more his idea of superiority towards her. Another trace of Stanley which illustrates his abuse, cited in Foley's master's thesis, is the restriction of money he imposes to Stella, which, as cited above, is one of the characteristic of domestic violence, as well as one of the stages of it (63). In order to portray this financial control, Foley (2013) presents the following quotes: Stanley "likes to pay the bills," (this would represent him controlling her by not giving her money)... "this morning he gave me ten dollars to smooth things over" (this would portray him also controlling her by determining how much she should have) (63).

### 3. Analysis

Domestic violence against women is a recurrent issue throughout history. ~~Even though it was not the intention, Tennessee Williams' play addressed domestic violence, even though it was not the intention.~~ As stated by Swanson, at the time the play was written, domestic violence was treated as a matter of family issues. Based on this, it is expected that Stella conforms herself with such situation, in order to maintain the

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[DX3] Comentário: And trying to fix things after he has crossed the line of abuse with her.

[DX4] Comentário: Are you saying this because of what Swanson says?

marriage status. As depicted by the play, Stella were was raised in the southern part of the United States, where aggressive behavior towards women were was regarded as normal, along with ~~to consenting with to~~ husband's demands. [Thus, throughout the play, Stella justifies her acceptance regarding Stanley's behavior stating that if -she wants to remain married, and protect her unborn baby, she has to accept Stanley the way he is, even though sometimes, she is not comfortable with his oscillations of temperament. Hence, it is acceptable somehow to read this play nowadays, and deem that this sort of situation was recurrent in the past, as a reflection of a chauvinist upbringing, which was common at that time.

[DX5] Comentário: How do you know this was the reality there?

However, such household portrayal can still be found nowadays. As Stella, many women from our society still remain in this sort of situation, due to fear for their lives, financial dependency, low ~~self-esteem~~self-esteem, or even to maintain the marriage status. Differently from the time the play was set, nowadays domestic violence is considered a crime, and there are specific laws which regulate this issue;; however, the problem still persists. Thus, ~~as~~-apparently the criminalization did not solve the problem, even if -in comparison to Stella, the modern woman has many different resources to fight for their rights as human beings. Even 72 years after the play was written, women still face, in many cases, domestic violence as a family issue. Therefore, when we look to domestic violence as it is portrayed in the play, in comparison with many other aspects from the past such as;; technology, industries, pharmaceutical solutions, among other things, where all had a significant change, -the domestic violence status, did not develop much.

It seems the modern women still live in a chauvinist society, where the same outdated mentality is shared. Even though nowadays women can have their financial independency, which was something that Stella could not, as well as other attributes, for instance, voice and many laws on their side, which can provide them enough space to find their freedom, it seems that something prevents them to seek for their independence. For this reason, it is important to revisit plays, such as *A Streetcar Named Desire*, where it is possible to find margin for relevant debate. Such discussions can influence in a positive way, in order to inform people about an old but still recurrent problem such as domestic violence. In addition, it is through studies and debates on these subjects that one may arrives at possible solutions.

#### 4. Conclusion

In conclusion, *A Streetcar Named Desire*, is a complex play with topics that are relevant to this day. It allows a very interesting insight into how society both sees-saw and deals-dealt with domestic violence when the play was written, in comparison to how the same topic is approached by society nowadays. Although domestic violence has recently gained larger visibility, and is now treated as a crime by law (at least in most of the countries), behaviors such as those portrayed in the play are still present in many relationships. The play could be considered, for instance, as a way to open the readers' minds to such an important topic, serving not only as an entertainment reading but also as striking social criticism, in order to find better solutions; to what is still a significant problem inside many households to this day.

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[DX6] Comentário: Please, check formatting.

## Constance's first draft

Constance's First Draft

## 1. INTRODUCTION

The Critical Pedagogy proposed by Freire (2005) comprehends education as a practice for freedom. The author claims that the “word” is made of reflection and action, and teaching should be authentic, that is, it should offer means to transform reality. Otherwise, it is just verbalism — empty words. The education is, then, a political act and the knowledge is not neutral. A teaching practice should have a democratic basis, i.e., should clarify the existed forces in it and open space to different choices.

As briefly delineated, Critical Pedagogy has a great potential to be a consciousness raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been “silenced, marginalized and misread in the academic agenda” (p. 677). Complementary to that, one could ask: where is Paulo Freire in the second language teaching? Critical Pedagogy was firstly created to focus on literacy development; in other words, teaching the first language. Nevertheless, this does not mean that it cannot be used to teach second language, or does it? Concerning this, Cox and Assis-Peterson (1999) expose the lack of a critical view in English teaching as foreign language.

Bearing in mind the referred academic silencing of Freire's work, and the cited unawareness of his pedagogy for the teaching of English as second language, the following question emerge: are there any studies analysing/discussing English as a Second Language through Freire's lens in Brazil or abroad? The main objectives are, thus, to map what is being produced about the use of Freire's thought in relation to teaching/learning English as a Second Language and compare Brazilian with international publications.

As mentioned, the presumed lack of academic concern over this topic — regarding English teaching as a second language or studies in general — makes this study relevant to the field. Besides that, Brazil has experienced some attempts to attack education as proposed by the Freirean thought. One of these threats is the movement called “Escola sem Partido”.

[I2] Comentário: not necessary

[DX3] Comentário: how is this sentence connected to the previous one?

[DX4] Comentário: I think awareness fits better, but this may be just my impression. If they use consciousness in the international literature when talking about Freire, keep it.

[DX5] Comentário: I would use 'perspective'.

[I6] Comentário: missing an article- as a foreign

[I7] Comentário: missing an article- as a second...

[I8] Comentário: change the form of the verb- emerged

[DX9] Comentário: Or go for 'emerges'.

[DX10] Comentário: I think this strange. How about 'ideas', 'proposal', 'view'?

[DX11] Comentário: It was only about teaching and learning English, right? I mean, a discussion about world Englishes wouldn't be of interest to your review. Am I right?

[DX12] Comentário: Hmmmm here you talk about studies in general... Or you just put that to say that the lack of 'Freire' is not only in relation to L2 teaching in Brazil?

[DX13] Comentário: There are more academic ways to say that.

Other threats are related to the recent cuts in the educational budget and the demonization of Freire's thought/work, both by-coming from the current Brazilian government.

## 2. LITERATURE REVIEW

In one of his first works, *Pedagogy of the oppressed*, Freire (2005) ~~analyses~~analyzes that in the traditional education teachers function as source of information and students as containers where teachers ~~fill~~input the content. This idea summarizes one of the most important concepts of the Freirean analysis: the banking system. This perspective, harshly criticized by the author, does not consider students as having their own knowledge. The revolutionary teacher, according to him, must reject seeing the students as mere depositories. S/he must engage in the task of providing resources for students ~~develop~~develop critical thinking, and in the mission of mutual humanization — that is, being a problem-posing educator.

[114] Comentário: add the preposition- to develop

While the banking system is immobilizing, problem-posing education is a practice of freedom. According to hooks (1994), one can educate for freedom if s/he teaches in a way that everybody can learn. ~~Besides that~~, in order to promote this freedom is important to practice conscientization, that is, to engage students' participation and critical awareness, as well as to comprehend knowledge as constructed for all (hooks, 1994). Pedagogy, says Giroux (2011), is by definition directive, but this cannot be confounded with indoctrination. To educate as a practice for freedom ~~signifies~~means to promote and increase human agency, and, with that, set the means ~~to-for~~ democracy inside and outside classroom; the way the youth is educated is related to the way educators want the future (Giroux, 2011).

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[115] Comentário: add an article- the classroom

Having set the main features of Critical Pedagogy ~~in-general~~, now it is time to take a look at how we can see English as a foreign language through this critical perspective. Pennycook (1990) considers that English teaching as foreign language needs to empower students to investigate their own culture as well as to transform society. Thus, this teaching should not only be based on functional language skills. He considers as a starting point for the teachers to "include validating and investigating students' knowledge and cultural resources and developing language skills within a framework of transformative critique" (p. 311).

[116] Comentário: add an article

Cox and Assis-Peterson (1999) go further in raising awareness on English taught through Critical Pedagogy; they consider that, if English is a language in which the neo-colonialist discourse operates, then the counter discourse has to be made in English. These



authors presented in their study that almost 88% of Brazilian teachers of English had not even heard of Critical Pedagogy. They showed that the majority of these teachers had an alleged neutral practice of English teaching, because they considered it simply as a global language used to have access to other things (without political implications).

### 3. METHOD

One database belonging to Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES was consulted to find studies reporting the use of Paulo Freire's lens to comprehend/analyse English as a second language in Brazil and in the world: "Portal de Periódicos CAPES". The access to the data was provided by Federal University of Santa Catarina - UFSC. The choice for CAPES database to find publications is due to the fact that it is one of the most important institutions of education and research in Brazil, and, on its database, it is possible to have access to international databases as well.

The key-words used were: "Freire" AND "language teaching" [or] "language learning" [or] "foreign language" [or] "second language" [or] "ESL" [or] "EFL" [or] "inglês"<sup>1</sup>. Besides that, the following criteria of research were used: publications of the past five years; articles; written in English or Portuguese; studies that referred to the use of Freire's ideas as the main or one of the main theoretical backgrounds or approach.

### 4. RESULTS AND DISCUSSION

This research has reached five articles in the past five years reporting the use of Paulo Freire's thought to comprehend and/or explain teaching/learning English as a second language inside the Brazilian context (Finardi & Vieira, 2016; Pessoa, 2014; Silva, Farias & D'Ely, 2017; Siqueira, 2015; Viana & Zyngier, 2017). In terms of countries, Brazil has the same number of publications as Iran, losing only to the United States (seventeen publications: Bacon, 2017; Bodinet, 2016; Cervantes-Soon, Dorner, Palmer, Heiman, Schwerdtfeger & Choi, 2017; Correa, 2015; DeNicolò, 2016; DeNicolò, Yu, Crowley & Gabel, 2017; González-Carriedo & Ordóñez, 2016; Häusler, Leal, Parba, West, & Crookes, 2018; Huerta, 2017; Jones, 2016; Joseph & Evans, 2018; McRae & Nainby, 2015; Osorio, 2018; Ramírez,

<sup>1</sup> There were seven series of researches made with two combined words ("Freire" and one of the others mentioned).

[DX17] Comentário: See comment 11.

[i18] Comentário: add an article by the Federal...

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[DX19] Comentário: Freirean?

[DX20] Comentário: Identified?

[DX21] Comentário: 5 of these (that I know) have their PhD from the English program at UFSC. Nice, isn't it?

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Vickery, Salinas & Ross, 2016; Reyes & Villarreal, 2016; Ro, 2015; Zisselsberger, 2016). In terms of continents, Brazil has almost the same number of publications as Asia (Kubota, 2014; Love, 2017; Sharma & Phyak, 2017; Singh, 2018; Teo, 2014; Weninger, 2018) and the Middle East (Hayik, 2018; Khany & Tarlani-Aliabadi, 2016; Khatib & Miri, 2016; Shabani & Khorsandi, 2014; Varani & Kasaian, 2014; Zokaeieh & Alamdari, 2018) (six each), having more publications than the rest of South America and Central America together (three: Coelho and Henze, 2014; Contreras León and Chapetón Castro, 2017; Quintero Polo, 2019). Besides, Brazil alone produced more articles on the issue than Oceania (two: Hickling-Hudson, 2014; Jeyaraj & Harland, 2016), Africa (one: Mayaba, Ralarala & Angu, 2018) and Europe (one: Martínez Lirola, 2019). Three articles were conducted in mixed countries/continents (Guerrero Nieto & Meadows, 2015<sup>2</sup>; Jeyaraj & Harland, 2014<sup>3</sup>; Yang, 2016<sup>4</sup>). This could indicate that Brazil has a slightly more interest on the issue than the majority of other countries. Nevertheless, this could also prove-be taken as evidence that the United States (USA) is still a huge potency in terms of production of knowledge in this area, since its number of publications was outstanding. Still it is important to mention that some studies published insidefrom American Universities were produced by authors from other countries and/or studied immigrants living in the USA.

Of the five articles found inside the Brazilian context, four of them studied practical aspects (three focused on students, teachers or both; and one focused on language teaching materials), and one used Freire's lens to report publications that have been produced on the critical approach to English teaching. Regarding the international articles, twelve of them were concerned to-with theoretical aspects, that is, they were essays or reviews that worked with Freire's thought in relation to English as a second language. On the other hand, twenty-six of them were related to practical issues; in other words, their objects of research were teachers (twelve), students (eight), or both (six). One study worked with the analysis of self-narratives made by the researchers-practitioners themselves. As it is possible to see notice, the researchers seemed engaged on-in both: pushing forward the theoretical discussion on the issue (by revisiting other publications and/or proposing new perspectives in the area), and applying Freire's proposals to act upon or analyse contexts of teaching/learning English as a second language.

<sup>2</sup> Colombia and the USA.

<sup>3</sup> Canada, Hong Kong, Korea, Malaysia, New Zealand, United Kingdom, United States, and Turkey.

<sup>4</sup> Australia and Taiwan.

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[I22] Comentário: remove the article

[I23] Comentário: check preposition- in

[I24] Comentário: missing a comma

[DX25] Comentário: I found it strange to say 'published inside universities', because they were not published inside the university, they were conducted by researchers from those universities, right?

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Regarding the main findings/results presented by the publications, the Brazilian studies seemed to show a concern over the teachers' roles, and to which extent their practices were more in line with problem-posing education or the banking system. Besides that, they presented how materials and/or texts can influence students' consciousness or critical development. On the other side, the practical international studies tended to show how the use of Critical Pedagogy impacts critical awareness and agency of students and teachers; how this pedagogy had an impact not only in the ability to problematize realities, but in the linguistic skills as well; how teachers dealt with this approach in teaching English (by addressing some of its challenges; for example, teaching English considering Latinos or Immigrant realities); how some teachers' practices can reproduce the idea of students as containers; and others. The theoretical international studies were more inclined to argue in favour of students as active participants and its importance to classroom dynamics, of including marginalized voices in the language learning context, of the importance of teacher preparation to be critically conscious, of being a problem-poser educator and avoiding the banking education, etc. Thus, it is possible to affirm that, in general terms, all publications were in line with Freire's ideas — either to show/defend the importance of a critical perspective to teaching a language or to demonstrate how the lack of critical perspective can impact negatively the learning atmosphere.

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[126] Comentário: check preposition- on

[DX27] Comentário: See comment 26 by irma.

[DX28] Comentário: Vessels?

[129] Comentário: spelling-favor

[DX30] Comentário: 'its' who/what? Are you talking about the students?

## 5. FINAL REMARKS

Revisiting the main objectives, this research could show that the main place of publications that focused on using Freire's lens to see English as a second language was the USA, but it could show as well that, comparing to other countries, Brazil is one of those which produce more about this issue. Besides that, there were more studies focusing on practical aspects, especially in Brazil (proportionally), which could indicate that the studies' approach were was coherent with Freire's ideas of education as practice (for freedom) and teaching/learning as reflection and action. In addition, it seemed that both Brazilian and International publications tended to have similar findings regarding their research; both contexts were concerned with issues such as how to have a practice of English teaching more related to the problem-posing education and less related to banking system, and how to foster critical awareness and agency on students and/or teachers.

[131] Comentário: change the form of the verb- compared

The majority of the limitations of this study concerned the method. Regarding the format, for example, this analysis did not include books, theses or dissertations. It was also limited by the chosen languages (only English and Portuguese). Besides that, although the chosen database comprehends-allows the access to many others, it does not comprehend all databases of the world. Therefore, it is possible to infer that, probably, the number of works reporting the use of Paulo Freire's lens to comprehend/analyse English as a second language is bigger than what was reported by this study. Another important limitation felt was of-in finding a way to organize so many publications logically and meaningfully in a text constrained by number of pages.

Finally, despite the limitations, this study indicated that there are a remarkable number of publications addressing the-English teaching/learning as second language relating it with Paulo Freire's thought. This is important to acknowledge in the sense that perhaps the-English teaching is starting to not only focus on language skills but also on social, political and cultural issues, as mentioned by Pennycook (1990). In addition to that, as stated in the introduction, the public education and the teacher's role in Brazil are facing serious threats by groups that try to offer an education that close its eyes to the reality of the students, and that demonizes the work of a Brazilian author that is heavily used in world, mainly in the United States. Therefore, in this-the current context of Brazilian education, it is even more essential to highlight and promote critical practices for language teaching.

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[I32] Comentário: remove the article

[I33] Comentário: add an article- a second

[DX34] Comentário: to?

[I35] Comentário: change the verb form- closes

[DX36] Comentário: I don't think is used. Perhaps not even 'heavily'. How about 'widely respected',

[I37] Comentário: add the article- in the world

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## # Ben's final version

**ABSTRACT** The processing of the verbal inflectional morphology has been the center of an intense debate in the psycholinguistics field due to the conflict of many theories about the nature of this processing. The main object of discussion is the difference between the past tense forms of regular and irregular verbs. Two main branches of theories are here considered: Single and Dual Route of Processing. The latter is proposed by Ullman (1997), which states that the processing of regular verbs is dependent on the computation of rules and the irregular verbs are dependent on the retrieval of items from memory. The former, however, states that both regular and irregular verbs are processed through an associative mechanism (Rumelhart & McLelland, 1986) or by morphological decomposition (Stockall & Marantz, 2006). Having the intention of contributing to this debate, in this work we present the results of a psycholinguistic experiment in which the regular and irregular inflections were tested in Brazilian Portuguese (PB). This language's morphological system is considered complex partly because of its many conjugational classes, which yield a variety of different renderings of verbal forms. The experiment was conducted with 16 participants, who performed an oral production task of 192 conjugated verbs in the three existing conjugational classes: -AR, -ER and -IR (being 120 of them novel verbs (non-words) for control purposes), in the first person singular of the Present Tense of the Indicative and the Subjunctive modes. The variables controlled were regularity and frequency of these verbs (as independent variables) and the response time (RT) and accuracy (as dependent variables). The preliminary statistical results suggest a frequency but not a regularity effect on the processing of the inflected verbal forms in PB. These results are in accordance with the Single Route of Processing theories, which state that inflected verbal forms are processed through memory mechanisms.

**Keywords:** Inflectional Morphology; Linguistic Processing; Psycholinguistics.

### 1. Introduction

On the decades of 1980 and 1990, there was an intense debate concerning the verbal inflectional morphological processing: The Past Tense Debate. The main concern was on how inflected/conjugated verbs are processed in our cognition and what long-term memory systems are used to compute them. Three lines of research were considerably recognized for their works in this debate for the proposition of different models of language processing: 1) The Connectionist model proposed by Rumelhart and McClelland (1986); 2) The Decompositional model proposed by Stockall and Marantz (2006); and 3) The Declarative-Procedural (D/P) Model proposed by Ullman (1997).

Their main differences rely on a spectrum of how language relies on memory: The Connectionist model proposes that it relies entirely on the declarative memory; The D/P model proposes it relies both on declarative and procedural memory, hence the name, depending on the regularity of the verb; The Decompositional model proposes that all forms are somehow decomposed, therefore understanding that language relies largely on the procedural memory.

As Ullman (2016) states, there is a general consensus among linguists that the linguistic cognition is not an independent and language-specific neurobiological system. To put it simply, it is not exclusively dependent on Broca's and Wernicke's areas, which are brain regions traditionally recognized by being important to language. Instead, it makes use of many cognitive correlates to fully process the immensely complex task that linguistic computing requires. Among many of these correlates, memory is one of the most fundamental systems that are required to successfully process language. Also according to Ullman (2016), in the area of the neurobiology of language, researchers have been trying to understand the correlation between language and the two main long-term memory systems: declarative and procedural memory. In summary, the first one stores information such as phone numbers, names, or a list of items to buy at the grocery store; and the second one stores "know-how" information, such as riding a bike, dicing vegetables, or even speed writing on a keyboard. Having briefly explained the relation between language and memory, the language processing models that take into account the declarative and procedural memory systems will now be further explained in the text.

The Connectionist model (Rumelhart & McClelland, 1986) proposes a language system for verb processing that relies almost entirely on the declarative memory. Through this perspective, language processing takes place in a neural network of connections that grows from the linguistic input received throughout one's life. That is, each time an individual hears or produces a certain structure, the representation of this same structure on the neural network will strengthen and will demand a lower processing cost (i.e. faster processing). Therefore, frequency is a very significant variable because high frequency structures will have strong connections and low frequency ones will have weaker connections, demanding a higher processing cost.

Conversely, the Decompositional model, proposed by Stockall and Marantz (2006), understands that verb processing takes place in the procedural memory. It is suggested that all morphologically complex forms are accessed through decompositional



computational rules. That is, the processing of most verbs would take place in the procedural memory, accessing the root of the verb and affixing it with the desired form (e.g. accessing the root form *desir-* and adding the suffix *-e* to compose the infinitive form *desire*; or adding the suffix *-ed* to compose the past tense form *desired*.)

Subsequently, Ullman (1997) proposed a model that makes use of the two memory systems to process verb morphology depending on the regularity of the verb. The example given to justify this model is that to access the past tense form of regular verbs such as *accept*, *press*, and *desire*, it will be used the procedural memory to compute the decompositional rules of affixation (*accept* + *ed* = *accepted*). However, since the past tense form of irregular verbs is idiosyncratic (such as *drive/drove*, *eat/ate*, and *sit/sat*), the declarative memory is required to access them.

Having in mind that all of these three propositions are based on evidence from the English language, this study aims at further investigating the relation between memory and language, but with evidence from the Brazilian Portuguese language. This is justified by the significant differences in the verbal morphology between these two languages, such as the presence of classes of verbs (verbs are separated by their suffix in the infinitive forms; they can be either -AR, -ER, or -IR) and the variety of past forms of regular verbs (contrary to English, which requires only the -ed suffix).

## 2. Methods

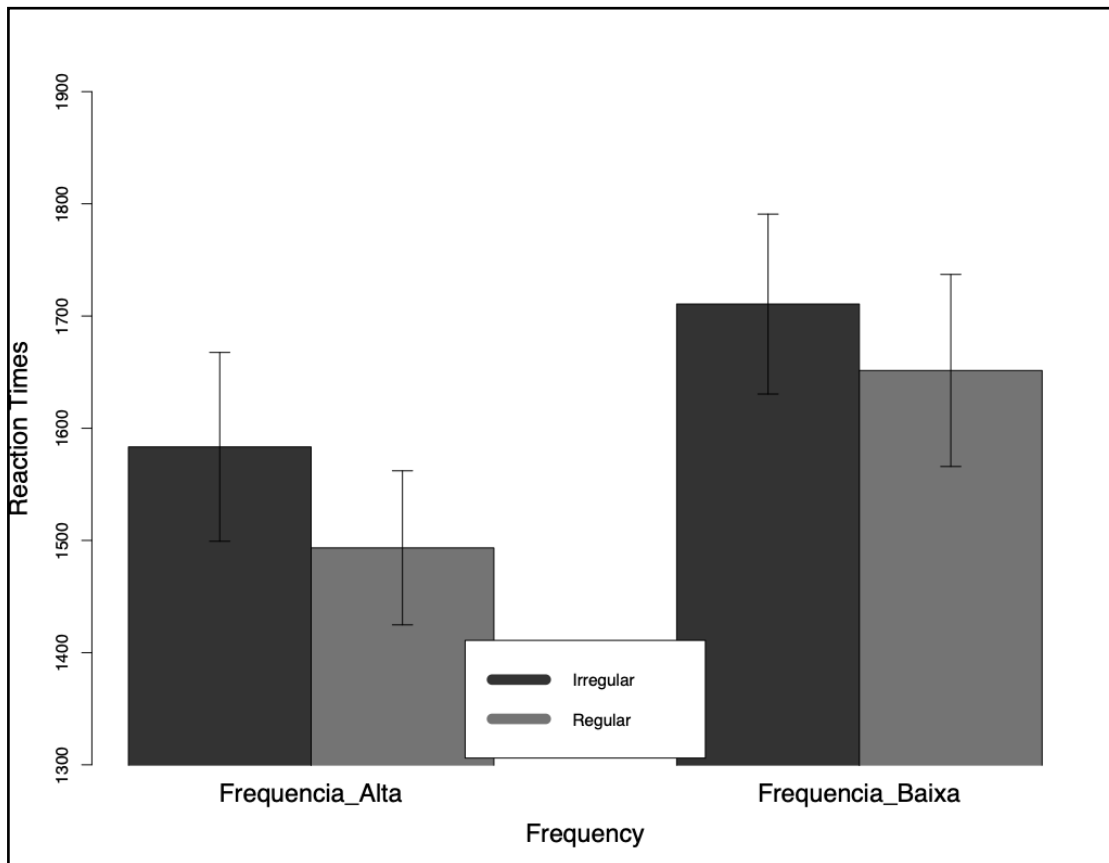
A psycholinguistic experiment was conducted in order to investigate the relation between memory and language. Sixteen native Brazilian Portuguese speakers (10 women and 6 men) completed an oral production task in 45 minutes each. They were all presented 192 verbs each and were asked to conjugate them and speak it on a microphone that recorded their reaction time (RT) and vocalized responses. Participants were asked to do this as quickly as possible because the time was being monitored. From these 192 verbs, 120 are novel verbs (invented, non-existent verbs) produced by the software proposed and created by Mota and Resende (2013) that respects the most frequent phonemic constructions of the Brazilian Portuguese language in all three verb classes to create these "new" verbs. Also, the other 72 verbs are existent verbs in the language that were selected from the Houaiss Dictionary of Brazilian Portuguese Verb Conjugation (Azeredo, 2012). From the 15,004 verbs, 72 verbs were selected controlling the frequency (high or low), regularity (regular or irregular), verb class (-AR, -ER, -OR, or -IR) and transitivity (only transitive ones). For all these four

variables, the quantity of verbs was balanced (e.g. 36 high frequency and 36 low frequency, and so on).

The participants were presented screens like the one shown above and asked to orally fill the gap in the last sentence. That sentence has a structure that asks for the conjugated verb on the 1st person singular, present tense, indicative mode (*Isg do presente do indicativo*). There were two kinds of incomplete sentences: the one shown above in the indicative mode and another one in the subjunctive mode (“*É importante que eu também \_\_\_\_\_ na loja*” as an example.) The choice of person, number, tense, and mode were made due to the higher amount of verb irregularity in these verb forms.

### **discussion**

Due to the linear and discrete data collected (Reaction Time and Accuracy), the statistic model chosen to analyze it was the Linear Mixed Models. For that, it was used the statistical software *R* to compute the models. The results show that frequency is able to foresee the participant’s Reaction Time ( $p$  value = 0.00953 < 0.05). However, regularity could only foresee the participant’s accuracy on verb inflection, e.g. participants were more accurate on regular verbs than irregular ones ( $p$  value = 0.01565 < 0.05). That being said, in analyzing the participant’s RT, it was not found a significant difference between regular and irregular verbs, but on their frequency. The graph below demonstrates that while the difference between the high frequency and low frequency verbs is significant, the difference between regularity is not.



**Figure**  
2. Graph

demonstrating the participant's RT crossed with the independent variables.

Having that in mind, it can be understood that regularity does not play a major role in the processing of verbs. That being said, the model for language processing proposed by Ullman (1997), the D/P model, is not sufficient to explain these data, since a model in which regularity was the variable deciding whether a verb was processed by the declarative or procedural memory is not compatible with these results. Also, such model is not able to explain the higher cost of processing that irregular verbs demonstrated (as shown above).

From the three models presented in the introduction, the best fit for these results is the Connectionist Model, proposed by Rumelhart & McClelland (1986), because it takes into account the frequency of the verbs. This variable was the one that had the most impact on participants' RT, that is, it takes a higher processing cost.

#### 4. Conclusion

Having in mind the three models for language processing explained, the Connectionist model, the Decompositional model, and the Declarative/Procedural model, this study aimed at further analyzing the correlates between memory and language through the analysis of verb processing. The results indicated that the D/P model is not sufficient to explain the results found, and that the Connectionist model proposed by Rumelhart & McClelland (1986) is a better fit for taking into account the frequency on their model.

## # Hope's final version

ABSTRACT: Motivation is a frequent word used by teachers to explain failure and success in the learning of a second language (Dörnyei & Csizér, 1998). In this way, learners' motivation may be one of the concerns of an L2 teacher, since 'You can lead a horse to water, but you can't make it drink'. This proverb may represent well the struggles that L2 teachers may have to motivate their young students, something I noticed observing a 6th grade group in their English as Second Language class. A low motivation was confirmed through classroom observation and a needs analysis questionnaire. Therefore, this study aims to apply different types of activities in the group of students I have monitored, in order to identify activities that students engage more with. A sign of engagement in a certain type of activity may demonstrate a way of motivating the students through methodology. The research was conducted in a 6th grade group of a federal school in Florianópolis. The group consists of 13 students of 11 to 13 years old. First, a questionnaire was applied to measure students' motivation. Second, during three classes of 45 minutes, a set of different activities (tactile, structural, individual, in pairs, dynamic) was applied. After each activity, the students had to report how much they liked the activity as well as how much it seemed to be important for them. Besides the questionnaires, classroom observation was also used as a measurement of their engagement in the activities. Results demonstrated that students' greatest factor of engagement was the activity's theme. This study also presented some limitations, such as, counterbalancing.

Key-words: Motivation of young learners; L2 teaching; ESL

In ESL contexts, teachers may face difficulties in motivating their students, since motivation has to do with internal factors of each student (Deci and Ryan, 1985). Therefore, low motivation may be a phenomenon that occurs in ESL classrooms. This same phenomenon was noticed by the researcher who was observing a 6th-grade group in their English as Second Language classes.

The researcher has been doing her teaching practicum with this group, and so far she has followed two months of classroom observation. At the beginning of the observations, a needs analysis questionnaire was applied in order to know better the group for the teaching experience that would follow, in the student teaching. By these means, a low motivation in the English learners was perceived by the researcher through classroom observation and the needs analysis questionnaire.

Having this issue in mind, the aim of this study is to apply a set of different types of activities, in this same 6th grade group, in order to identify student's engagement in the activities. The research hypothesizes that methodology may be a factor that motivates students more or less. Therefore, a sign of engagement in a certain type of activity may help the teachers in motivating students through methodology.

In order to analyze that particular issue, the concepts of extrinsic and intrinsic motivation by Dörnyei (1994, p. 275) were used as a conceptual ground. According to him, in extrinsically motivated behaviors, students seek for an external appraisal (e.g. good grades or avoid punishment). On the other hand, in intrinsically motivated behaviors, students seek for an internal appraisal (e.g. satisfying curiosity or the joy of doing something). Moreover, Deci and Ryan (1985) have observed that intrinsic motivation is possibly the central point of motivation in teaching.

Dörnyei and Csizér (1998) have proposed manners of achieving motivated language students. The authors conducted a study with more than 200 teachers, and proposed Ten Commandments for motivating language learners. Only some of them were selected to be used to prepare class plans that would motivate students. The following commandments were applied in our research (Dörnyei & Csizér, 1998, p.):

- a) Present the tasks properly
- b) Develop a good relationship with the learners
- c) Make the language classes interesting (e.g. bringing themes/topics they are interested in; making the classes more dynamic and/or ludic)
- d) Personalize the learning process (e.g. bringing themes/topics contextualized to their reality)

## 2. MATERIALS AND METHOD

## 2.1 Participants

The Participants of this study were thirteen (13) pre-teens of 11 to 13 years old. They were in the 6th-grade of a federal, public school, Colégio de Aplicação at Universidade Federal de Santa Catarina. This school is a field of research of the Federal University of Santa Catarina since it makes the integration between schooling (practicum and student teaching) and academic research. The students were attending English classes in this school. They had 45 minutes of English per week, in addition to classes of French, Spanish, and German. The group had a low motivated and agitated profile as students.

## 2.2 Procedures

First, a questionnaire was applied to measure students' motivation in learning English. Then, the set of activities was applied. Two activities were applied in each class. Right after each activity, a questionnaire (Appendix 7) was applied to measure their satisfaction.

## 2.3 Materials

A set of different activities were used to measure the engagement of the students. The activities were created and adapted by the researcher.

The first activity (Appendix 1) was a pre-reading activity from their English book It fits 6 grade. The students had to read an image of an ID card, and infer information from it. The second activity was a meaning-oriented matching-game about letters of the English alphabet, created by the researcher. The set of cards had two cards for each of the letters in the English alphabet with the letter and a picture (different pictures for each set of the alphabet) (Appendix 2) and the aim was to combine the same letters and then say out loud the letter and the words contained in the cards. The third activity was a meaning-oriented activity about the TV series Grey's Anatomy. It involved technology since a clip about an episode was watched by the students, who had to answer a few comprehension questions (Appendix 3). The fourth activity was a tactile style activity (Guará-Tavares, 2007) about likes and dislikes. The students had to cut things they like and dislike from magazines and glue them in a handout (Appendix 4).

The fifth activity was a collaborative activity about the Brazilian local environment, adapted from the Richards and Rodgers' (2014). In pairs/trios, the students received a picture of an

issue related to the Brazilian local environment (Appendix 5) and they had to discuss causes and solutions of/for those pictures and then share it with the big group through the numbered head strategy. Finally, the sixth activity was a structural grammar-oriented activity about the structure of the verb to be (Appendix 6). First, a grammar explanation about the verb to be was given, and then the students had to fill up the blanks with the right form of the verb. The questionnaire number 0 was applied online during class-time via Google Forms. The other questionnaires were applied right after the activities were done (Appendix 7). Both were anonymous.

### 3. RESULTS AND DISCUSSION

The questionnaire number 0 was applied before the application of the activities in order to complement our background information about the students, together with the needs analysis questionnaire. In this form, it was possible to perceive that students, even seeming unmotivated in English classes, think that English is important for them and their future. Many of them mentioned that English is important to have a good job or to travel or go on a student exchange program. However, students' answers seem to oppose their behavior in the class where they seem to be very unmotivated in learning ESL.

The first questionnaire about the first activity, a pre-reading activity from *It fits'* textbook, revealed that 84,7% of the students seemed to like the activity, grading it 4 or 5 (Appendix 8). However, two students (15,4%) seemed to not like it, grading it 3 or 1. Furthermore, 43,8% of the students reported to perceive the activity as easy; 31,3% as nice; 18,8% as important; and 6,3% as boring (Appendix 8). In the section for suggestions, comments such as "Do not do activities from the book" and "It could be more difficult" appeared. There was a distinction between the questionnaires and classroom observation. Through classroom observation, it was possible to perceive that students resisted when the teacher said that an activity from the book would be applied. The group was very agitated and talkative, and, moreover, the teacher's explanation of the activity did not help them to understand the instructions. The teacher and helpers had to pass desk to desk to explain again the activity. They did not seem to have understood what to do and they asked a lot for literal translations.

In the second questionnaire, about the second activity, the meaning-oriented alphabet game, all the grades floated between 5 (91,7%) and 4 (8,3%). Besides the high grading, 52,9% of the students thought the activity easy, but only 29,4% thought it was nice. In the comments'

section a suggestion such as “Explain better” appeared. Through classroom observation, it was possible to observe that students were excited to play the game, with the exception of some of them who got interested in it after seeing the game happening. However, some of them considered the game very easy. The linguistic purpose of the game, saying out loud letters and words in English, was not done all the times by the students. Furthermore, it is possible to notice the majority among them got very competitive and excited to play it.

The third activity was about an interest of the majority of students, the TV series Grey’s Anatomy. The third questionnaire revealed that 84,6% of the students considered the activity grade 5, and the others 15,3% considered it grade 3. It is possible to suppose that those who did not like it, probably, do not like the TV series or never watched it. Forty one point four percent of the students thought the activity easy, 31% nice, and 27,6% important. This activity received the highest grade for “Important”. It may be directly linked with the fact that students have liked the activity too much. In the suggestions’ section, a great number of comments such as “I loved the class” and “Do it again” appeared. Through classroom observation, it was possible to perceive that students got very excited about watching a clip of the series. In the questions part, when the word “activity” was mentioned, some complaints appeared. However, when they received the handout, most of them did it quickly and easily. Some of them asked the teacher to take the handout home, claiming they love Grey’s Anatomy.

Results of the fourth questionnaire and activity, the tactile style one, about likes and dislikes, were the lowest ones comparing to the previous results. Even though it was perceived, in previous classes before the study, that they got really engaged (busy) doing tactile activities, most of them do not seem to like doing them. Fifty percent of students selected grades between 3 and 4 and 50% of the students selected 5. Again, the activity was considered easy (45%), nice (35%), important (10%), but boring (10%). Students suggested that we do “Not make this type of activities again”. Through classroom observation, it was possible to perceive that they were engaged and enjoying doing the activity, with the exception of a minority of students. They were very autonomous to move around the classroom to search images in the magazines.

In the fifth questionnaire, about the cooperative activity, the students revealed not liking it very much. Twenty five percent of them graded it as grade 1, and 37,5% as grade 3. The grades 5, 4, and 2 received each 12,5% of the votes. In the first rank, the activity was



perceived as boring (26,5%), followed by important (21,1%) and little or no important (21,1%). The options cool, easy, and difficult received each 10,5% of the votes. In the suggestions' section, comments such as "Have more classes about Grey's Anatomy", "Do not have more activities such as this one, it is boring this way!" appeared. It was possible to observe that the group was with divided opinions about the activity. Moreover, they compared a lot this activity, about the local environment, with the activity about Grey's Anatomy.

The sixth activity, the structural activity about the verb to be, had the lowest grades among them all. Thirty three point three percent of the students graded it as grade 1. The grades 3, 4, and 5 had 22,2% each. Thirty one point three percent of the students found it boring and 25% found it easy. The options difficult, little or no important, and cool received 12,5% each, and the option important received only 6,3% of the votes. Even though the students had paid attention to the explanation about the verb structure, they did not find it that interesting. During the application of the activity, a problem with time management leads us to not have enough time to finish the activity, so they had to stay some minutes more in the classroom. Moreover, it was their first time having an explicit explanation on grammar rules. These two facts may have impacted the low results. Besides the low results, some good results appeared.

#### 4. CONCLUSION

First, it was possible to conclude that students often rated their engagement in the activities differently from what the teacher perceived it in the classroom. An example of that is the tactile style activity. The teacher perceived them concentrated and engaged. However, in the questionnaires, students did not demonstrate to like the activity as much the teacher thought they had. The theme of the activity has demonstrated to play an important role on their reaction or engagement. In addition to that, dynamic activities, such as the game, were better received by the students rather than structural activities, such as the traditional grammar class and exercise. Activities rated as difficult by the students had also the lowest grades among the six. It is possible to observe that in the results for the activities 5 and 6. Thus, it is possible to assume that level of difficult, in this case, influenced the students' engagement.

Some limitations in this study may have impacted the results. First, the teacher had some problems with the activities' instructions, mainly in the first and second activities applied. Even though explaining the activities in a clear way was a fundamental

“commandment” suggested by Dörneyi and Csizér (1998), this commandment was not applied in the best manner. Second, all activity, besides the character of the activity itself, may be perceived differently by the students depending on its theme. Therefore, counterbalancing would need also to have been considered. In future studies researchers may apply two versions of each activity, one with a random theme and other with a theme according to students’ likes. In reason of time constraints it was not possible to apply twice each activity. However, if this had been done, the researcher could compare better if the students really did not like the activity itself or the theme of the activity, since it was observed that the theme plays an important role in the engagement.

# Grace’s final version

## **1. Introduction**

Domestic violence is, according to the National Coalition Against Domestic Violence (NCADV) the behavior of power, imposed by one of the family members/intimate partner, to spouses, partners, and/or other family members, inside the domestic environment. Such power behavior consists in: physical violence, intimidation, sexual assault, both psychological and emotional abuse, threats, and constantly aggressive behavior pattern towards the other (2019).

Domestic violence against women can be seen as both a human rights violation and also discrimination based on gender (European Union, 2019), since most of the domestic violence cases are against women, as further statistics will show. Commonly reinforced by gender imbalance between women and men, domestic violence against women can be found in different aspects, such as psychological abuse, financial control, and also, although it is not applicable to every women, men's superior strength in comparison with women's strength. Besides, the European Parliament (2019) states that the statistics are worrisome, since domestic violence against women impacts directly on society's life.

As domestic violence is a recurrent issue within modern society, several initiatives, are constantly being undertaken by governmental and non-governmental associations in an attempt to decrease the high rates of violence against women (UNWOMEN 2019). In addition, literary scholars are also contributing in terms of raising the discussion through studies based on domestic violence, in order to debate it and reflect on how and/or why this is still happening, along with how such problem could be solved. Thus, the fact that this is a recurrent research topic shows that there is still much to be done.

Therefore, this study addresses the intrinsic problem of domestic violence within Tennessee William's play *A Streetcar Named Desire*, written in 1947, in comparison with the same problem nowadays. Such comparison attempts to portray and reflect about domestic violence as a contemporary issue. In order to conduct this comparison, and consolidate the theoretical background, elements such as a briefly description of the play, as well as the role of a specific character, Stella, addressing how domestic violence manifests itself in Williams' play, will be presented. In addition to it, characteristics of domestic violence, as well as its stages, along with recent statistics regarding this matter, will also be addressed. Later, an analysis will be performed in an attempt to show that, although not necessarily built for this purpose, Tennessee Williams' play portrays domestic violence in a very contemporary manner. This allows the comparison of domestic violence now and in the past, showing that this problem is still unsolved and still needs to be discussed in order to find a suitable solution.

## **2. Theoretical background**

Tennessee Williams' play *A Streetcar Named Desire* was written in 1947. Williams's play is set in the 40s, and portrays both New Orleans (US) and the United States Southern society. The play has its focus on the dramatic life of Blanche DuBois, who is depicted as a "Southern

belle" (1947). After a sequence of stressful events that happened in Blanche's life, she decided to leave her hometown (Laurel, Mississippi) in order to find some comfort with her sister, Stella, who lives with her husband Stanley (1947). *A Streetcar Named Desire* is known as one of the most popular plays written by Tennessee Williams (Billington). As the play raises many relevant topics such as domestic violence, it remains still an important source of debate.

Before discussing the elements of the play, it is important for the purpose of this research to address the characteristics of domestic violence, as well as its current scenario. Regarding such characteristics, there are different stages of domestic violence. Although physical violence is the most common, normally the first stages of domestic violence involve emotional and verbal control/abuse (Harne p.3; ch. 1). The abusers tend to control the victims by suppressing them, diminishing their sense of self-worth, usually controlling their finances or using their children, if they have any, as a form of emotional blackmailing (Harne p.3; ch. 1). This first stage tends to lead to physical violence. Slapping, kicking, pushing, and even rape, in more extreme cases, are not uncommon (Harne p.4; ch. 1). After these two stages, it is common for the abuser to redeem himself by offering gifts, apologies, and promises, followed by temporarily changing his behavior for the better, making the violence a vicious circle (Harne p.4; ch. 1).

Related to domestic violence scenario, recent studies show that the numbers of violence against women are still high. The BBC News Brasil in São Paulo (2019) found, through data collection carried by the ONG Fórum Brasileiro de Segurança Pública (FBSP), that 42% of cases involving violence against women happened in the domestic environment. Also 52% of this women who suffered domestic violence did not report their cases to the authorities (BBC News 2019). In the United States, "1 in 4 women" suffer of domestic violence, and it consists of 15% of "all violent crimes" (NCADV). According to the European Parliament, "one in five women has experienced physical and/or sexual violence from a partner, whilst 43% of women have experienced some form of psychologically abusive and/or controlling behaviour when in a

relationship"... "According to a scientific study, there are approximately 3500 domestic violence-related deaths in the EU every year" (European Union, 2018). In addition, the Asia Foundation states that the percentage of asian women who reported domestic violence in "the past 12 months, varies from 4 percent in Japan to 46 percent in Afghanistan and Timor-Leste".

After addressing domestic violence stages, as well as its recent status, it is possible to retake domestic violence inside Williams' play. According to Swanson (2014), at the time the play *A Streetcar Named Desire* was written (1947), as well as when it is set, the definition of domestic violence did not exist as we nowadays know it (2014). With the economic growth brought by industrialization, and the decrease of agriculture as the main source of income, men started to work outside their properties, in search of better opportunities (2014). Such fact forced women to stay at home to meet household demands, such as housekeeping, and taking care of the children. In most cases, those women were not allowed to have a formal education (2014). As a consequence of this condition, women's image as silly, fragile, and inferior (2014) was reinforced. Therefore, domestic violence was seen as a family matter and should be treated within the family circle without others' interference (2014). In this society, the mentality of plantation owners prevailed, and they commonly acted like they were immune from responsibility and punishment, leading women to accept that they should be obedient to their husbands in order to maintain their marriages (Horton 377).

Thus, Stella Kowalski, one of the characters in Tennessee Williams' play *A Streetcar Named Desire*, according to Foley (2013), symbolizes a typical illustration of women as a domestic violence victim in a society ruled by men (Foley 2013). Stella is the younger sister of Blanche (mentioned above). She had the same southern upbringing as Blanche, which gave her the same "Southern belle" characteristics such as; "fragile and flirtatious while also sexually innocent; beautiful but risky to touch, like porcelain"(Lab). In other words, Stella was raised and educated in the traditional South (Belle Reve in Laurel, Mississippi)

chauvinistic society, where the most important goal in life, at least for a woman, was to be in a successful marriage (Foley 2013), which leads her to accept her husband the way he is. Moreover, Stanley Kowalski (Stella's husband), brings in his traces of personality an exemplification of how men were able to dominate, persuade, and mistreat women until their submission (Foley p. 49). Stanley behaved as if he was the owner of his wife. He treats Stella as someone who was supposed to serve him, and reinforces that women's function is to obey his male superiority. This can be seen, for instance, in this excerpt on page 38 of Williams' play:

*STELLA [angrily]:*

*Indeed they have, thank heavens I-I'm going outside.*

*[She snatches up her white hat and gloves and crosses to the outside door]*

*You come out with me while Blanche is getting dressed.*

*STANLEY:*

*Since when do you give me orders?*

*STELLA:*

*Are you going to stay here and insult her?*

*STANLEY:*

*You're damn tootin' I'm going to stay here. (p.38)*

In this excerpt, Stanley clearly shows no respect for Stella's opinion telling her that he is not going to do what she asked him to do, reinforcing even more his idea of superiority towards her. Another trace of Stanley which illustrates his abuse, cited in Foley's master's

thesis, is the restriction of money he imposes to Stella, which, as cited above, is one of the characteristic of domestic violence, as well as one of the stages of it (63). In order to portray this financial control, Foley (2013) presents the following quotes: Stanley “likes to pay the bills,” (this would represent him controlling her by not giving her money)... “this morning he gave me ten dollars to smooth things over” (this would portray him also controlling her by determining how much she should have) (63).

### **3. Analysis**

Domestic violence against women is a recurrent issue throughout history, even though it was not the intention, Tennessee Williams' play addressed domestic violence. As stated by Swanson, at the time the play was written, domestic violence was treated as a matter of family issues. Based on this, it is expected that Stella conforms herself with such situation, in order to maintain the marriage status. As depicted by the play, Stella was raised in the southern part of the United States, where, as shown by Swanson, aggressive behavior towards women were regarded as normal, along with consenting to husband's demands. Thus, throughout the play, Stella justifies her acceptance regarding Stanley's behavior stating that if she wants to remain married, and protect her unborn baby, she has to accept Stanley the way he is, even though sometimes she is not comfortable with his oscillations of temperament. Hence, it is acceptable somehow to read this play nowadays, and deem that this sort of situation was recurrent in the past, as a reflection of a chauvinist upbringing, which was common at that time.

However, such household portrayal can still be found nowadays. As Stella, many women from our society still remain in this sort of situation, due to fear for their lives, financial dependency, low self esteem, or even to maintain the marriage status. Differently from the time the play was set, nowadays domestic violence is considered a crime, and there are specific laws which regulate this issue; however, the problem still persists. Thus,

apparently the criminalization did not solve the problem, even if in comparison to Stella, the modern woman has many different resources to fight for their rights as human beings. Even 72 years after the play was written, women still face, in many cases, domestic violence as a family issue. Therefore, when we look to domestic violence as it is portrayed in the play, in comparison with many other aspects from the past such as; technology, industries, pharmaceutical solutions, among other things, where all had a significant change; the domestic violence status did not develop much.

It seems the modern women still live in a chauvinist society, where the same outdated mentality is shared. Even though nowadays women can have their financial independency, which was something that Stella could not, as well as other attributes, for instance, voice and many laws on their side, which can provide them enough space to find their freedom, it seems that something prevents them to seek for their independence. For this reason, it is important to revisit plays, such as *A Streetcar Named Desire*, where it is possible to find margin for relevant debate. Such discussions can influence in a positive way, in order to inform people about an old but still recurrent problem such as domestic violence. In addition, it is through studies and debates on these subjects that one may arrive at possible solutions.

#### **4. Conclusion**

In conclusion, *A Streetcar Named Desire* is a complex play with topics that are relevant to this day. It allows a very interesting insight into how society both sees and deals with domestic violence when the play was written, in comparison to how the same topic is approached by society nowadays. Although domestic violence has recently gained larger visibility, and is now treated as a crime by law (at least in most of the countries), behaviors such as those portrayed in the play are still present in many relationships. The play could be considered, for instance, as a way to open the readers' minds to such an important topic,



serving not only as an entertainment reading but also as striking social criticism, in order to find better solutions to what is still a significant problem inside many households to this day.

#### # Constance's final version

**ABSTRACT:** Brazilian educator Paulo Freire developed through his life a way of teaching, called Critical Pedagogy, that takes into account the students' context and sees education as a practice for freedom — knowledge for him is not neutral and education is a political act (Freire, 2005). Regarding the English teaching inside the Brazilian context, however, it has been said that it lacks a critical perspective (Cox & Assis-Peterson, 1999). Complementary to that, there is an asserted marginalization and silencing of Freire's work in the academic agenda (Altamirano, 2016). Perhaps even more imperative are the recent attacks on the democratic bases of Brazilian education and on Freire's work in Brazil (e.g. by the “Escola sem Partido” movement, and by the current federal government ideas/actions). It is inside this context that this study aimed at mapping what is being produced in the world about the use of Freire's thoughts to teach/learn English as a second language and comparing the number of Brazilian publications to the rest of the world. All publications were retrieved from “Portal de Periódicos CAPES” and were restricted to the last five years (2014-2019). The preliminary results indicate that the number of international publications on the issue surpasses Brazilian's in more than seven times. Nevertheless, most of the studies (both Brazilian and international) present results in line with Critical Pedagogy purposes.

**Keywords:** Paulo Freire; English as a second language; Critical Pedagogy.

## 1. INTRODUCTION

The Critical Pedagogy proposed by Freire (2005) comprehends education as a practice for freedom. The author claims that the “word” is made of reflection and action, and teaching should be authentic, that is, it should offer means to transform reality. Otherwise, it is just verbalism — empty words. The education is, then, a political act and the knowledge is not neutral.

As briefly delineated, Critical Pedagogy has a great potential to be a consciousness raising epistemology; however, Altamirano (2016) questions: where is Paulo Freire? This author argues that Freire has been “silenced, marginalized and misread in the academic agenda” (p. 677). Complementary to that, one could ask: where is Paulo Freire in second language teaching? Critical Pedagogy was firstly created to focus on literacy development; in other words, teaching the first language. Nevertheless, this does not mean that it cannot be used to teach second language, or does it? Concerning this, Cox and Assis-Peterson (1999) expose the lack of a critical view in English teaching as a second language.

Bearing in mind the referred academic silencing of Freire’s work, and the cited unawareness of his pedagogy for the teaching of English as a second language, the following question emerges: are there any studies analyzing/discussing English as a Second Language through Freire’s lens in Brazil or abroad? The main objectives are, thus, to map what is being produced about the use of Freire’s proposal in relation to teaching/learning English as a Second Language and compare Brazilian with international publications.

As mentioned, the presumed lack of academic concern over this topic makes this study relevant to the field. In addition to that, Brazil has experienced some attempts to attack education as proposed by the Freirean thought. One of these threats is the movement called “Escola sem Partido”. Other threats are related to the recent cuts in the educational budget and the demonization of Freire’s ideas/work, both coming from the current Brazilian government.

## 2. LITERATURE REVIEW

In one of his first works, *Pedagogy of the oppressed*, Freire (2005) analyzes that in the traditional education teachers function as source of information and students as containers where teachers put the content. This idea summarizes one of the most important concepts of the Freirean analysis: the banking system. This perspective, harshly criticized by the author, does not consider students as having their own knowledge. The revolutionary teacher, according to him, must reject seeing the students as mere depositories. S/he must engage in the task of providing resources for students to develop critical thinking, and in the mission of mutual humanization — that is, being a problem-posing educator.

While the banking system is immobilizing, problem-posing education is a practice of freedom. According to hooks (1994), one can educate for freedom if s/he teaches in a way that everybody can learn. Also, in order to promote this freedom is important to practice conscientization, that is, to engage students' participation and critical awareness, as well as to comprehend knowledge as constructed for all (hooks, 1994). A pedagogy, says Giroux (2011), is by definition directive, but this cannot be confounded with indoctrination. To educate as a practice for freedom means to promote and increase human agency, and, with that, set the means for democracy inside and outside the classroom; the way the youth is educated is related to the way educators want the future (Giroux, 2011).

Having set the main features of Critical Pedagogy, now it is time to take a look at how we can see English as a second language through this critical perspective. Pennycook (1990) considers that English teaching as foreign language needs to empower students to investigate their own culture as well as to transform society. Thus, this teaching should not only be based on functional language skills. He considers as a starting point for the teachers to "include validating and investigating students' knowledge and cultural resources and developing language skills within a framework of transformative critique" (p. 311).

Cox and Assis-Peterson (1999) go further in raising awareness on English taught through Critical Pedagogy; they consider that, if English is a language in which the neocolonialist discourse operates, then the counter discourse has to be made in English. These authors presented in their study that almost 88% of Brazilian teachers of English had not even heard of Critical Pedagogy. They showed that the majority of these teachers had an alleged neutral practice of English teaching, because they considered it simply as a global language used to have access to other things (without political implications).

### 3. METHOD

One database belonging to Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES was consulted to find studies reporting the use of Paulo Freire's lens to comprehend/analyze teaching/learning English as a second language in Brazil and in the world: "Portal de Periódicos CAPES". The access to the data was provided by the Federal University of Santa Catarina - UFSC. The choice of CAPES database to find publications is

due to the fact that it is one of the most important institutions of education and research in Brazil, and on its database it is possible to have access to international databases as well.

The key-words used were: “Freire” AND “language teaching” [or] “language learning” [or] “foreign language” [or] “second language” [or] “ESL” [or] “EFL” [or] “inglês” . And the following criteria of research were used: publications of the past five years; articles; written in English or Portuguese; studies that referred to the use of Freirean ideas as the main or one of the main theoretical backgrounds or approaches.

#### 4. RESULTS AND DISCUSSION

This research has identified five articles in the past five years reporting the use of Paulo Freire’s pedagogy to comprehend and/or explain teaching/learning English as a second language inside the Brazilian context (Finardi & Vieira, 2016; Pessoa, 2014; Silva, Farias & D’Ely, 2017; Siqueira, 2015; Viana & Zyngier, 2017). In terms of countries, Brazil has the same number of publications as Iran, losing only to the United States (seventeen publications: Bacon, 2017; Bodinet, 2016; Cervantes-Soon, Dorner, Palmer, Heiman, Schwerdtfeger & Choi, 2017; Correa, 2015; DeNicolo, 2016; DeNicolo, Yu, Crowley & Gabel, 2017; González-Carriedo & Ordóñez, 2016; Häusler, Leal, Parba, West, & Crookes, 2018; Huerta, 2017; Jones, 2016; Joseph & Evans, 2018; McRae & Nainby, 2015; Osorio, 2018; Ramírez, Vickery, Salinas & Ross, 2016; Reyes & Villarreal, 2016; Ro, 2015; Zisselsberger, 2016). In terms of continents, Brazil has almost the same number of publications as Asia (Kubota, 2014; Love, 2017; Sharma & Phyak, 2017; Singh, 2018; Teo, 2014; Weninger, 2018) and the Middle East (Hayik, 2018; Khany & Tarlani-Aliabadi, 2016; Khatib & Miri, 2016; Shabani & Khorsandi, 2014; Varani & Kasaian, 2014; Zokaeieh & Alamdari, 2018) (six each), having more publications than the rest of South America and Central America together (three: Coelho and Henze, 2014; Contreras León and Chapetón Castro, 2017; Quintero Polo, 2019). Additionally, Brazil alone produced more articles on the issue than Oceania (two: Hickling-Hudson, 2014; Jeyaraj & Harland, 2016), Africa (one: Mayaba, Ralarala & Angu, 2018) and Europe (one: Martínez Lirola, 2019). Three articles were conducted in mixed countries/continents (Guerrero Nieto & Meadows, 2015 ; Jeyaraj & Harland, 2014 ; Yang, 2016 ). This could indicate that Brazil has slightly more interest in the issue than the majority

of other countries. Nevertheless, this could also be taken as evidence that the United States (USA) is still a huge potency in terms of production of knowledge in this area, since its number of publications was outstanding. Still, it is important to mention that some studies from American Universities were produced by authors from other countries and/or studied immigrants living in the USA.

Of the five articles found inside the Brazilian context, four of them studied practical aspects (three focused on students, teachers or both; and one focused on language teaching materials), and one used Freire's lens to report publications that have been produced on the critical approach to English teaching. Regarding the international articles, twelve of them were concerned with theoretical aspects, that is, they were essays or reviews that worked with Freire's ideas in relation to English as a second language. On the other hand, twenty-six of them were related to practical issues; in other words, their objects of research were teachers (twelve), students (eight), or both (six). One study worked with the analysis of self-narratives made by the researchers-practitioners themselves. As it is possible to notice, the researchers seemed engaged in both pushing forward the theoretical discussion on the issue (by revisiting other publications and/or proposing new perspectives in the area), and applying Freire's proposals to act upon or analyze contexts of teaching/learning English as a second language.

Regarding the main findings/results presented by the publications, the Brazilian studies seemed to show a concern over the teachers' roles, and to which extent their practices were more in line with problem-posing education or the banking system. In addition to that, they presented how materials and/or texts can influence students' consciousness or critical development. On the other side, the practical international studies tended to show how the use of Critical Pedagogy impacts critical awareness and agency of students and teachers; how this pedagogy had an impact not only on the ability to problematize realities, but on the linguistic skills as well; how teachers deal with this approach in teaching English (by addressing some of its challenges; for example, teaching English considering Latino or Immigrant realities); how some teachers' practices can reproduce the idea of students as vessels; and others. The theoretical international studies were more inclined to argue in favor of students as active participants and the importance of it to classroom dynamics, of including marginalized voices in the language learning context, of the importance of teacher preparation to be critically conscious, of being a problem-poser educator and avoiding the banking education, etc. Thus, it is possible to affirm that, in general terms, all publications were in line with Freire's ideas — either to show/defend the importance of a critical perspective to teach a language or to

demonstrate how the lack of critical perspective can impact negatively the learning atmosphere.

## 5. FINAL REMARKS

Revisiting the main objectives, this research could show that the main place of publications that focused on using Freire's lens to see English as a second language was the US, but it could show as well that, compared to other countries, Brazil is one of those which produce more about this issue. Besides that, there were more studies focusing on practical aspects, especially in Brazil (proportionally), which could indicate that the studies' approach was coherent with Freire's ideas of education as practice (for freedom) and teaching/learning as reflection and action. In addition, it seemed that both Brazilian and International publications tended to have similar findings regarding their research: both contexts were concerned with issues such as how to have a practice of English teaching more related to the problem-posing education and less related to banking system, and how to foster critical awareness and agency on students and/or teachers.

The majority of the limitations of this study concern the method. Regarding the format, for example, this analysis did not include books, theses or dissertations. It was also limited by the chosen languages (only English and Portuguese). In addition to that, although the chosen database allows access to many others, it does not comprehend all databases of the world. Therefore, it is possible to infer that, probably, the number of works reporting the use of Paulo Freire's lens to comprehend/analyse English as a second language is bigger than what was reported by this study. Another important limitation felt was in finding a way to organize so many publications logically and meaningfully in a text constrained by number of pages.

Finally, despite the limitations, this study indicated that there are a remarkable number of publications addressing English teaching/learning as a second language relating it to Paulo Freire's pedagogy. This is important to acknowledge in the sense that perhaps English teaching is starting to not only focus on language skills but also on social, political and cultural issues, as mentioned by Pennycook (1990). In addition to that, as stated in the introduction, the public education and the teacher's role in Brazil are facing serious threats by groups that try to offer an education that closes its eyes to the reality of the students, and that

demonizes the work of an Brazilian author that is widely respected in the world, mainly in the United States. Therefore, in the current context of Brazilian education, it is even more essential to highlight and promote critical practices for language teaching.

#### # Mercy's final version

*The Witch: A New England Folktale* is a 2015 horror movie, written and directed by Robert Eggers (imdb.com), which sparked controversial opinions among fans of the horror genre due to its subtle style, leaning more towards psychological thriller than gory violence depicted on screen. As stated by Eggers in an interview for *The Guardian* (2016), the aim was for the production to resemble “a Puritan’s nightmare” as closely as possible, something he did by seeking authenticity through consulting historians and uncovering historical documents, religious journals and accounts from the Salem Witch Trials of the 17th century.

The film follows the story of a Puritan family in the 1630s New England who, after being banished from the community in which they lived over an unexplained divergence of religious opinions, settles in an isolated farm in the wilderness. After the youngest son, a newborn baby, mysteriously vanishes, conflicts arise in the family and they start turning on one another – mostly accusing the eldest daughter, Thomasin, of being a witch and, thus, leading the family to disgrace due to her arrangements with the devil.

The representation of women as witches in literary works pertaining to the Gothic genre, and its subgenre of Dark Romanticism (Bosky 692; Botting 75) might be traced back to this Puritan society of the United States in its early stages of colonization. Although the concept of witches had already been disseminated in Europe in previous centuries, the Salem Witch Trials of the 1600s have influenced the work of many Romantic writers, leading to a stereotype of witches that still persists today. As stated by Reis, although the Puritans tended to characterize the sexes as equal before God, there remained an uneven power relation concerning the devil, in which “women’s souls were seen as unprotected in their weaker female bodies, vulnerable to the devil’s molestations” (24), which could be seen as one explanation as to why there were so many more women than men tried for witchcraft in history (Nissembaum and Boyer).

Based on the discussion above, this project aims to conduct an analysis on the protagonist of the movie *The Witch* and her portrayal in relation to social, historical and cultural contexts of

17th century New England Puritanism. This study is based on feminist theories – particularly on the depiction of the female body (Romano, Reis, Federici and Mulvey) – in literature and films of the Gothic genre, in addition to historical contextualization (Boyer and Nissenbaum; Federici). To this author's knowledge, although a number of studies have been conducted on the relationship between women, witchcraft and Puritanism (Reis; Howe), few have related their findings to the representations of the female body in contemporary horror films. In the ambit of this University, I was unable to find any research addressing all the previous subjects, which is curious considering the vivid folktale history involving witches in Florianópolis. The focus will be on the objectification of the female figure as a representation of the social restraints and proprieties pertaining to a male-dominated community, as well as on how this image is developed in the film through imagery and symbolism. By focusing on a few sequences that depict those issues of the female body and the image they represent, I intend to relate symbols and impressions observed from the literature to the aspects depicted on screen, aiming to draw links between the imaginary of the witch that arose from Puritan society to what can be observed in modern film production.

The methodological framework employed in this analysis relies on the analyzed film itself. The basis for the analysis comes from the concepts retrieved from the literature in feminist studies on the perception of the female body in relation to society.

In her doctoral dissertation, Romano states that gender works as a regulatory tool of individual behavior (22), relying on what is deemed common sense to control the expected roles of both men and women in society. Gender, in that sense, could be considered an artificially constructed social element whose only objective would be to dictate cultural patterns for life in community.

One of the most established elements of said social control in relation to gender, from antiquity to current times, is the body. In Ancient Greece, for example, Galen would defend that women are nothing but “inverted men”, whose weaker and less developed bodies render them “inferior and less worthy” (Galen in Connell 419). This idea, according to Romano, lays the foundation for the discourses on bodies as they are seen today, in which they exist beyond their own corporeity by acting as social contracts and representations of social ideals. Lorber asserts that “physical bodies are always social bodies” and that any physical differences between male and female anatomies are “meaningless until social practices transform them



into social facts” (Lorber 60). From that perspective, it is possible to see how closely related gender roles and representations of the body can be when analyzed within a social context.

Within Puritanism, the mere idea of a sexualized body that did not behave according to the religious stigmas – of only engaging in sexual intercourse for procreation, for instance – generated a deviation from the social norm and threatened the balance of the community. It is within this framework that arises the image of the liberated woman as a transgressor of good customs and a threat to the male-dominated social mechanisms. Romano argues that the biological function of reproduction associated women to nature at the same time that this nature was also something to be feared due to its potential to turn into wilderness (52). Thus, women should be tamed and subject to the men who govern and protect them from their own nature. It is not surprising, then, that the image of witches – women who did not conform to such norms – would be associated to nature, nakedness and sexual liberation. In short, any sort of resistance to the patriarchal system imposed by the church, or any kind of autonomous claim over one’s own body, was likely to be considered witchcraft.

When it comes to the depiction of the female body in art production, such as literature or films, it becomes even more evident that the body is subject to cultural elements which determine how that body is seen in society, more so than any biological factor. The body is directly connected to moral concepts, at the same time that body image is related to the vision of others upon said body (Romano 83). This external gaze exerts a direct impact on how the woman sees herself and, more emphatically, on her behavior. Romano argues that the some of the negative consequences of such social structure would be (free translation): “mystification (the negative value is lived as if an immutable reality and fate), objectification (...) and fetishization (through which others express their own desires and paradigms)” (72).

The idea for this study is to employ the previously described concepts to analyze Thomasin’s portrayal in the movie. The hypothesis is that the body can be used as a regulatory – as well as a symbolic – tool of social control, which in the movie represents the religious oppression of the time in addition to the established gender roles. These concepts will then be related to the role of women in Puritan New England at the time of the Salem witch trials (when the movie is set), and what the female body represented within the religious mindset then established throughout the Colony. The goal is to analyze how the Puritan perception of women – especially in relation to themes such as independence, sexual liberation and development of

self-empowerment – came to be associated with the general image of witches and how this framework is translated as elements of horror in the film.

For this study, the main points of analysis were the depiction of the witch's body in different passages of the film, an in-depth look into Thomasin's character arch in relation to how she is first presented to the public and how she is shown in the last scene, as well as the ending sequence - and how the body of the protagonist relates to the aforementioned issues of witchcraft, sexuality and female identity in a male-dominated society. The reason for choosing these specific passages relies on the massive symbolism pertaining to the sequences when it comes to character development, visual elements and depictions of the female body.

**APPENDIX B –PROFESSOR’S AND STUDENTS’ CONSENT FORM**

≠ **Professor's consent form**

Universidade Federal de Santa Catarina

Centro de Comunicação e Expressão

Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

**TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO**

*Termo de Consentimento Livre e Esclarecido (TCLE) baseado na resolução 510/16 de acordo com o CNS (Conselho Nacional de Saúde)(dirigido ao professor(a)).*

Caro(a) participante,

Gostaria de convidá-lo (a) a participar da pesquisa "A Reção de Estudantes de Graduação ao Feedback Escrito Fornecidos por um Professor Universitário", que está sob responsabilidade da pesquisadora Prof<sup>a</sup>. Dr<sup>a</sup>. Maria Ester Wollstein Moritz e do pesquisador assistente Casemiro Partala Neto.

Este estudo está associado ao projeto de mestrado de Casemiro Partala Neto, aluno regularmente matriculado no Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários, da Universidade Federal de Santa Catarina. Ele tem como objetivo investigar em que medida os alunos de graduação respondem ao feedback escrito de seu professor universitário e por quê. O foco da pesquisa será com os alunos de graduação.

Sua participação consistirá em fornecer a primeira versão e as versões finais das produções escritas de seus estudantes na disciplina em que ministra para que os pesquisadores possam fotocopiá-las. Também permitir que os pesquisadores entrevistem seus estudantes com relação aos motivos de terem incorporado ou não os feedbacks fornecidos por você nas versões escritas deles.

Na pesquisa qualitativa, habitualmente, não existem grandes riscos para o(a) participante. Entretanto, você poderá sentir desconforto em compartilhar informações que dizem respeito a sua própria prática docente. Portanto, deixamos claro que você não precisa compartilhar informações caso as considere de ordem pessoal ou sinta qualquer desconforto ou constrangimento com relação a estas. Abandonaremos imediatamente o uso de qualquer informação que seja avaliada pelo (a) participante como imprópria. Você terá plena liberdade de recusar-se a participar ou retirar seu consentimento em qualquer momento da pesquisa, sem necessidade de apresentar justificativa e sem sofrer nenhuma penalização.

Sua participação é voluntária, sendo que a legislação brasileira não permite compensação financeira pela participação em pesquisa. No entanto, caso ocorra alguma despesa extraordinária associada à pesquisa, você poderá ser ressarcido (a) nos termos da lei. Igualmente, caso você tenha algum prejuízo material ou imaterial em decorrência da sua participação, poderá solicitar indenização de acordo com a legislação vigente.



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Esclarecemos, ainda, que os pesquisadores serão os únicos a terem acesso aos dados da entrevista e tomarão todas as providências necessárias para manter o sigilo das informações. Assim, manteremos em anonimato, durante e após o término do estudo, todos os dados que possam identificá-lo (a) na pesquisa. Os pesquisadores comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução CNS 510/16 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa. Apesar de todo esmero e cuidado por parte dos pesquisadores, existe uma chance remotíssima de quebra de sigilo, dada a possibilidade de seus colegas e alunos poderem associar o estudo, quando o mesmo for publicado, com sua pessoa.

Apesar de não haver garantia de benefícios diretos aos participantes, a sua participação nessa pesquisa é de grande valor, pois com ela buscaremos compreender melhor o feedback escrito no contexto do inglês como língua estrangeira que é oferecido num curso de escrita da graduação e também por meio do acesso a resposta dos alunos ao feedback fazer implicações pedagógicas que serão úteis ao processo de ensino da escrita acadêmica.

Ao término da pesquisa, os resultados poderão ser apresentados em encontros ou revistas científicas, sem revelar seu nome ou qualquer informação relacionada à sua privacidade. Você será informado(a) sobre as publicações e terá acesso aos resultados da dissertação, que deverá ser finalizada no primeiro semestre de 2020.

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Maria Ester Wollstein Moritz, pelo e-mail: [nicamoritz@yahoo.com](mailto:nicamoritz@yahoo.com), ou telefone: (48) 3721-9288, ou Casemiro Partala Neto, pelo e-mail: [casemirocre@hotmail.com](mailto:casemirocre@hotmail.com), ou telefone: (48) 99859-9754, ou pessoalmente na Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão (CCE), Bloco B, sala 107.

Você também poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina, pelo telefone (48) 3721-6094, e-mail: [cep.propesq@contato.ufsc.br](mailto:cep.propesq@contato.ufsc.br), ou pessoalmente no seguinte endereço: Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC. O CEPSH é formado por pessoas que avaliam se as propostas de pesquisa apresentam riscos ou se podem ser prejudiciais aos participantes. Ele também avaliou e aprovou a presente pesquisa.

Este documento foi elaborado em duas vias. Todas as páginas deverão ser rubricadas e assinadas pelo(a) participante e pelo pesquisador responsável. Guarde cuidadosamente a sua via, pois este documento traz importantes informações de contato e garante os seus direitos como participante da pesquisa.



Termo de Consentimento Livre e Esclarecido

Eu, \_\_\_\_\_, RG \_\_\_\_\_, li este documento e obtive das pesquisadoras todas as informações que julguei necessárias para me sentir esclarecido(a) e optar por livre e espontânea vontade participar da pesquisa apresentada intitulada "A Reação de Estudantes de Graduação ao Feedback Escrito Fornecidos por um Professor Universitário". Desta forma, assino este termo, juntamente com a pesquisadora responsável, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder das pesquisadoras.

Florianópolis, \_\_\_\_/\_\_\_\_/2019.

Assinatura do(a) participante responsável

Assinatura do pesquisador



## # Students' Consent Form



Universidade Federal de Santa Catarina

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Caro(a) participante,

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Sua participação consistirá em permitir aos pesquisadores fotocopiarem a primeira versão e versão final de sua produção escrita realizada durante o semestre. Além disso, a realização de uma entrevista individual, em data e horário a combinar, na qual você irá falar sobre suas produções escritas na disciplina de produção escrita acadêmica e os motivos de ter usado ou não determinados feedbacks escritos dados pelo seu professor(a) da disciplina. A entrevista será gravada em áudio para que as informações possam ser examinadas posteriormente pelos pesquisadores. Ela terá duração de aproximadamente 20 minutos e poderá ser realizada na sala 107 do Centro de Comunicação e Expressão (CCE), bloco B, ou em local a combinar da preferência do participante.

Na pesquisa qualitativa, habitualmente, não existem grandes riscos para o(a) participante. Entretanto, você poderá sentir ansiedade em compartilhar informações pessoais ou falar sobre algum tópico que lhe cause incômodo. Portanto, deixamos claro que você não precisará responder a qualquer pergunta ou compartilhar informações caso as considere de ordem pessoal ou sinta qualquer desconforto ou constrangimento para falar. Abandonaremos imediatamente o uso de qualquer informação que seja avaliada pelo (a) participante como imprópria. Você terá plena liberdade de recusar-se a participar ou retirar seu consentimento em qualquer momento da pesquisa, sem necessidade de apresentar justificativa e sem sofrer nenhuma penalização. Além disso, nos comprometemos a tornar a entrevista mais breve possível, caso haja cansaço ou aborrecimento por parte do entrevistado.





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Gostaria de convidá-lo(a) a participar da pesquisa "A Reação de Estudantes de Graduação ao Feedback Escrito Fornecidos por um Professor Universitário", que está sob responsabilidade da pesquisadora Profª. Drª. Maria Ester Wollstein Moritz e do pesquisador assistente Casemiro Partala Neto.

Este estudo está associado ao projeto de mestrado de Casemiro Partala Neto, aluno regularmente matriculado no Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários, da Universidade Federal de Santa Catarina. Ele tem como objetivo investigar em que medida os alunos de graduação respondem ao feedback escrito de seu professor universitário e por quê. O foco da pesquisa será com os alunos de graduação.

Sua participação consistirá em permitir aos pesquisadores fotocopiarem a primeira versão e versão final de sua produção escrita realizada durante o semestre. Além disso, a realização de uma entrevista individual, em data e horário a combinar, na qual você irá falar sobre suas produções escritas na disciplina de produção escrita acadêmica e os motivos de ter usado ou não determinados feedbacks escritos dados pelo seu professor(a) da disciplina. A entrevista será gravada em áudio para que as informações possam ser examinadas posteriormente pelos pesquisadores. Ela terá duração de aproximadamente 20 minutos e poderá ser realizada na sala 107 do Centro de Comunicação e Expressão (CCE), bloco B, ou em local a combinar da preferência do participante.

Na pesquisa qualitativa, habitualmente, não existem grandes riscos para o(a) participante. Entretanto, você poderá sentir ansiedade em compartilhar informações pessoais ou falar sobre algum tópico que lhe cause incômodo. Portanto, deixamos claro que você não precisará responder a qualquer pergunta ou compartilhar informações caso as considere de ordem pessoal ou sinta qualquer desconforto ou constrangimento para falar. Abandonaremos imediatamente o uso de qualquer informação que seja avaliada pelo (a) participante como imprópria. Você terá plena liberdade de recusar-se a participar ou retirar seu consentimento em qualquer momento da pesquisa, sem necessidade de apresentar justificativa e sem sofrer nenhuma penalização. Além disso, nos comprometemos a tornar a entrevista mais breve possível, caso haja cansaço ou aborrecimento por parte do entrevistado.



Sua participação é voluntária, sendo que a legislação brasileira não permite compensação financeira pela participação em pesquisa. No entanto, caso ocorra alguma despesa extraordinária associada à pesquisa, você poderá ser ressarcido (a) nos termos da lei. Igualmente, caso você tenha algum prejuízo material ou imaterial em decorrência da sua participação, poderá solicitar indenização de acordo com a legislação vigente.

Esclarecemos, ainda, que os pesquisadores serão os únicos a terem acesso aos dados da entrevista e tomarão todas as providências necessárias para manter o sigilo das informações. Assim, manteremos em anonimato, durante e após o término do estudo, todos os dados que possam identificá-lo (a) na pesquisa. Os pesquisadores comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução CNS 510/16 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa. No entanto, toda pesquisa, corre o risco, ainda que mínimo, de quebra de sigilo. Por isso, comprometemo-nos a nos esmerar a fazer tudo que estiver ao nosso alcance para que isso não ocorra.

Apesar de não haver garantia de benefícios diretos aos participantes, a sua participação nessa pesquisa é de grande valor, pois com ela buscaremos compreender melhor a reação dos alunos ao feedback escrito de um professor no contexto do inglês como língua estrangeira que é oferecido num curso de graduação. De igual sua participação contribuirá para se fazer implicações pedagógicas que serão úteis ao processo de ensino da escrita acadêmica.

Ao término da pesquisa, os resultados poderão ser apresentados em encontros ou revistas científicas, sem revelar seu nome ou qualquer informação relacionada à sua privacidade. Você será informado(a) sobre as publicações e terá acesso aos resultados da dissertação, que deverá ser finalizada no primeiro semestre de 2020.

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Maria Ester Wollstein Moritz, pelo e-mail: nicamoritz@yahoo.com, ou telefone: (48) 3721-9288, ou Casemiro Partala Neto, pelo e-mail: casemirocre@hotmail.com, ou telefone: (48) 99859-9754, ou pessoalmente na Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão (CCE), Bloco B, sala 107.

Você também poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina, pelo telefone (48) 3721-6094, e-mail: cep.propesq@contato.ufsc.br, ou pessoalmente no seguinte endereço: Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC. O CEPSH é formado por pessoas que avaliam se as propostas de pesquisa apresentam riscos ou se podem ser prejudiciais aos participantes. Ele também avaliou e aprovou a presente pesquisa.

Este documento foi elaborado em duas vias. Todas as páginas deverão ser rubricadas assinadas pelo(a) participante e pelo pesquisador responsável. Guarde cuidadosamente a sua via, pois este documento traz importantes informações de contato e garante os seus direitos como participante da pesquisa.





## Termo de Consentimento Livre e Esclarecido

Eu, \_\_\_\_\_,  
RG \_\_\_\_\_, li este documento e obtive dos pesquisadores todas as informações que julguei necessárias para me sentir esclarecido(a) e optar por livre e espontânea vontade participar da pesquisa intitulada apresentada "**A Reação de Estudantes de Graduação ao Feedback Escrito Fornecidos por um Professor Universitário**". Desta forma, assino este termo, juntamente com o pesquisador responsável, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, \_\_\_\_/\_\_\_\_/2019.

\_\_\_\_\_  
Assinatura do(a) participante  
responsável

\_\_\_\_\_  
Assinatura do pesquisador

## APPENDIX C – FERRIS' (1997) ANALYTIC MODEL



### A. Comment Length (Number of Words)

- 1 Short (1–5 words)
- 2 Average (6–15 words)
- 3 Long (16–25 words)
- 4 Very long (26 or more words)

### B. Comment Types

- 1 Ask for information/question  
Example: *Did you workout this problem with your roommates?*
- 2 Make a request/question  
Example: *Can you provide a thesis statement here—What did you learn from this?*
- 3 Make a request/statement  
Example: *This paragraph might be better earlier in the essay.*
- 4 Make a request/imperative  
Example: *Mention what Zitser says about parental pressure.*
- 5 Give information/question  
Example: *Most states do allow a waiting period before an adoption is final—Do you feel that all such laws are wrong?*
- 6 Give information/statement  
Example: *Iowa law favors parental rights. Michigan and California consider the best interests of the child.*
- 7 Make a positive comment/statement or exclamation  
Example: *A very nice start to your essay! You've done an impressive job of finding facts and quotes to support your arguments.*
- 8 Make a grammar/mechanics comment/question, statement, or imperative  
Examples:
  - *Past or present tense?*
  - *Your verb tenses are confusing me in this paragraph.*
  - *Don't forget to spell-check!*

### C. Use of Hedges

- 0 No hedge included
- 1 Hedge included
  - Lexical hedges (e.g., *maybe, please, might*)
  - Syntactic hedges (e.g., *Can you add an example here?*)
  - Positive softeners (e.g., *You've raised some good points, but...*)

### D. Text-Specific Comment

- 0 Generic comment (could have been written on any paper)  
Example: *Nice intro*
  - 1 Text-specific comment  
Example: *Why is the American system better for children, in your opinion?*
-

## APPENDIX D – INTERVIEW’S GUIDE WITH THE STUDENTS+

Question 1 – How old are you?

Question 2 - How many years have you been studying academic writing??

Question 3 - How do you see the role of the written feedback given by the teacher?

Question 4–Have you read and paid attention to all teachers’ comments delivered in the extended abstract?

Question 5 - Why did you modify/change because of this comment?

Question 6 - Why did you not modify because of this comment?

Question 7 - Is there any other kind of comment that you like to have received in this writing task that you did not receive? Why do you think these types of comments would be important?

## APPENDIX E –TRANSCRIPT OF THE INTERVIEWS WITH THE STUDENTS

### # Ben’s Interview

**Interviewer:** Qual a sua idade?

**Ben:** 22 anos

**Interviewer:** Quantos anos você estuda escrita acadêmica ou qual a sua experiência com escrita acadêmica?

**Ben:** A minha experiência com escrita acadêmica começou em 2017 no segundo ano da graduação em Letras inglês..foi quando eu comecei a ver isso nas disciplinas do curso. Então alí começou essa trajetória de escrita acadêmica especificamente..antes, eu escrevia mas era mais letras de música..poemas em inglês.

**Interviewer:** Foi alí que começou mesmo?

**Ben:**Exato, em 2017

**Interviewer:** E este o contato você teve através da universidade mesmo?

**Ben:** Uhum..pela universidade

**Interviewer:** Algum contato com a escrita acadêmica fora?

**Ben:** Pela curiosidade eu fui lendo..fui buscando outros artigos ..fui tentar entender mais..mas relacionado de certa forma com a universidade.

**Interviewer:** Como você vê o papel do feedback escrito do professor num sentido geral?

**Ben:** Eu acho muito importante..porque ah..eu tenho...a maior experiência com feedback escrito na realidade foi em 2018..que eu tive com a professora lynn..e foi uma ano dois semestres que eu tive com essa professora e foram muitas atividades de escrita..foi bem intensivo..e eu notei muito assim..uma diferença muito grande..do inicio do ano de 2018 pro final eu notei o quanto eu tinha evoluído na escrita..e acho que..acho não, certeza que muito da minha evolução foi por causa do feedback dela. Ela detalhava muito cada erro gramatical ou alguma, alguma estrutura do parágrafo que não tava muito clara, sabe..eu notei, me ajudou bastante. Eu conseguia notar os meus erros mais frequentes que ela apontava num texto e eu tentava não repetir num outro e, eventualmente esses erros foram deixando de aparecer.

**Interviewer:** Agora, sobre os drafts da disciplina de Produção Textual acadêmica...

Você leu e prestou atenção a todos os feedbacks escritos da professora?

**Ben:** Então, especificamente essa ferramenta do word onde ela só muda..corrige..no caso ela não faz um feedback escrito, ne ..assim por exemplo falta uma vírgula, ela vai lá e adiciona. Eu consigo ver que ela adicionou aquela vírgula e eu consigo aceitar ou rejeitar isso especificamente eu não presto muita atenção.

**Interviewer:** Sim, mas a minha pergunta seria mais em relação aos comentários escritos..

**Ben:** Não foram muitos comentários no meu mas eu procuro prestar bastante atenção ah..inclusive um eu enviei com o comentário respondido e os outros eu não lembro quais foram especificamente o conteúdo deles ou eu corriji e fiz certo ou não entendi a pergunta dela e deixei do jeito que tava

**Interviewer:** Por que você modificou no comentário DX2?

**Ben:** Ela pediu pra eu checar nas normas da APA pra saber como se começa uma sentença com um número. Então, eu fui procurar nas regras da APA que tem que começar o número por extenso. Então, eu troquei o 16 que tava em numérico por extenso na versão final.

**Interviewer:** No comentário, DX4 por que você modificou?

**Ben :**Então, eu fui procurar na realidade , eu achei..quando ela apontou, que ela achou estranho eu falar speak to a microfone eu pensei.. eu achei estranho também, mas eu pensei speak on a microfone também é estranho..Eu acho que as preposições em inglês é a parte mais difícil da escrita sem dúvida, é o que eu mais tendo a errar. Então, eu pensei bastante..então eu fui procurar no google o que é o mais frequente (to a microfone ou on a microfone) e daí os resultados não foram muito claros daí meio que tive que..

**Interviewer:** Isso depois dos comentários da professora?

**Ben:** Depois do comentário da professora sim, então eu tive que ir meio de acordo com o comentário dela porque me pareceu mais correto.

**Interviewer:** No comentário 5 (DX5) porque você mudou?

**Ben:** Isso é de novo normas da APA né..eh..ahn.. (risos) na realidade eu achava que tava certo colocar o “e” comercial (&), mas eu fui pesquisar e na verdade se usa and e não & comercial, então eu mudei por causa disso.

**Interviewer:** No comentário DX6 por que você mudou?

**Ben:** Então, isso foi uma questão que eu fiquei um pouco em dúvida também..eu pensei bom, eu tenho ambas...nesse estudo que eu conduzi...eu tenho ambas as frequências alta e baixa, verbos regulares e irregulares, então foi...foi isso que eu tentei passar no texto da primeira versão. Só que eu entendo que quando o participante vê ele vê frequência baixa ou vê frequência alta. Então, realmente no texto o feedback do professor me fez ver a através do leitor, da pessoa que tá lendo e que tá tentando entender pela primeira vez isso que eu tô explicando. Realmente fica estranho eu falar que os verbos têm frequência alta e baixa e que

são regulares e irregulares, então no caso o or ou ou fecha mais nesse sentido e fica mais claro pro leitor.

**Interviewer:** Você teve alguma dificuldade pra entender algum comentário?

**Ben:** Não, nunca tive. Nem nesse e nem noutros feedbacks que a professora deu eu tive dificuldade de entender.

**Interviewer:** Teve algum comentário que a professora fez que você achou desnecessário?

**Ben:** Não, eu concordei com todos. Apesar que... pode ser que eu leio pela primeira vez e eu discorde, mas daí depois eu penso um pouquinho mais e aí eu passo a entender o que ela disse e no fim concordo.

**Interviewer:** Existe outro tipo de comentário que você gostaria de ter recebido da professora mas que não recebeu? Por que você acha que esse tipo de comentário seria importante?

**Ben:** Eu acho que um feedback ...um comentário extra só dando pontuações gerais assim..um parágrafo ou nem tudo isso, umas frases explicando qual foi a impressão geral dela do texto. Eu acho que a única coisa que eu senti falta porque ela já fez em outros momentos e nesse ela não fez.

### # Hope's interview

**Interviewer:** Qual a sua idade?

**Hope:** 22

**Interviewer:** Quantos anos você estuda escrita acadêmica?

**Hope:** Você diz em inglês ou em português?

**Interviewer:** Em inglês.

**Hope:** Entao, so na universidade , assim nunca tive outro contato

**Interviewer:** Você começou no primeiro ano ou no segundo?

**Hope:** Na verdade, eua cho que sim no no primeiro porque as aulas do primeiro ano eram mais voltadas a questão de redação, então você tinha que escrever de um certa forma...assim não era uma escrita que você vê nas redes sociais, era algo mais, assim...foi evoluindo, mas eu



acho que desde a primeira fase já era algo mais. Mas escrita acadêmica acadêmica como a gente tem hoje com a Professora acho que foi na quinta fase

**Interviewer:** Quinta fase?

**Hope:** È porque antes era mais escrita, escrita em inglês. E até eles chamavam de produção escrita. Só que já era algo mais voltado para essa questão acadêmica, mas só que não era de fato assim..., sabe..

**Interviewer:** Entendi

**Interviewer:** Uma pergunta geral agora...

**Interviewer:** Como você vê o papel do feedback escrito do professor?

**Hope:** Ahan...Eua cho que é pra auxiliar a gente, né. Acho que é pra ajudar a gente a perceber coisas que enquanto escreve não percebe. Só que as vezes o feedback também pode fazer, o que já aconteceu comigo várias vezes, de também desmotivar a gente a escrever e...depende de como o professor dá o feedback assim...

**Interviewer:** Em que situação aconteceriam... isso que desmotiva?

**Hope:** Isso depende de como o professor escreve o comentário, sabe. E isso pode desmotivar a gente, sabe...parece que a gente não sabe escrever ou sei lá. Não sei as vezes o professor implica muito não sei tem uma certa relação com isso. Mas depende muito de professor pra professor...Mas eu vejo pra auxiliar pra gente perceber coisas que a gente talvez não perceberia sozinha..

**Interviewer:** Agora sobre os drafts...

**Interviewer:** Você leu e prestou atenção a todos os feedbacks escritos?

**Hope:** Dos comentários?

**Interviewer:** Isso, dos comentários.

**Hope:** Sim, até que eu fui um por um eu prestei atenção e fui arrumando um por um.

**Interviewer:** Entao, no caso do comentário DX1 por que você modificou?

**Hope:** Deixa eu ver...Ah é, porque eu acho que é mais uma questão de formatação e eu não sabia disso. Eu olhava geralmente nos artigos que eles colocam esse numerozinho e depois colocam a..E eu não sabia se era pra colocar ou não daí eu coloquei e a professora disse que não é preciso, então eu falei” ok então, eu vou alterar”. Então foi mais uma questão de não saber mesmo. Essa questão de formatação, ne.

**Interviewer:**Dai você modificou?

**Hope:** Eu modifiquei é...

**Interviewer:** No comentário DX2, por que você modificou?

**Hope:** Ah, porque tava..como ela disse tava muito parecido com o meu abstract, entoa fica meio cansativo pro leitor realmente como ela disse então eu tentei modificar um pouco. Porque eu não sabia pra mim eu pensei que podia ser quase a mesma coisa assim. Mas depois eu percebi que tava sendo muito chato pro leitor e aí eu modifiquei...tentei colocar outras palavras ...

**Interviewer:** No comentário DX3 por que você modificou?

**Hope:** (pausa longa) Entao, isso eu também não sabia... era algo que a professora pontuou aqui que eu não sabia. Que eu achei que era tudo practicum e até esse professor é o meu orientador. E a professora aprendeu com este professor e eu aprendi isso com ela..e se chama..

**Interviewer:** Teaching practicum.

**Interviewer:** Isso

**Interviewer:** No comentário DX4 por que você modificou?Aqui tem o comentário e aqui tem a versão modificada que eu marquei.

**Hope:** Ah, é...porque do jeito que eu coloquei eu adjetivei following no caso. Porque a gente é muito acostumado a falar the following study..preposition.. dai eu fiz isso porque na minha cabeça tava de boa. Na verdade, eu queria falar outra coisa, mas acabei adjetivando e dando outro sentido. Mas eu nnão tinha percebido, por exemplo, daí a professora..

**Interviewer:** Daí você percebeu?

**Hope:** Isso.. isso é questão de revisão né, as vezes a gente não percebe muitas coisas e a outra pessoa que lê percebe.

**Interviewer:** Dx5, no comentário 5?

**Hope:** A mesma coisa do primeiro, do segundo, do DX2 eu acho que tava muito parecido com o abstract. Pra mim isso não era tao relevante tá parecido ou não, mas ela como leitora achou relevante, então eu resolvi mudar.

**Interviewer:** Entao, você concordou com ela?

**Hope:** Sim, concordei ..concordei é que eu tenho essa questão eu escrevo muito pra mim, então eu gosto que as pessoas revisem porque às vezes acontece..

**Interviewer:** No Dx6?

**Hope:** Eu não sei porque que eu tava usando...de um tempo pra cá eu comecei a usar altjough em tudo.(risos) .E E alí é um caso que eu percebi que não casa com aquilo que eu iria falar... Eu não sei, às vezes eu tenho isso, de escreveralthough, uma palavra pra varias coisas.

**.Interviewer:** Dai você percebeu que...

**Hope:** Que no contexto não tem nada haver esse although

**Interviewer:** DX7, comentário 7?

**Hope:** Ah, da APA. Porque formatação pra mim é complicado..daí eu também não sabia como que ficava essas coisas né, porque eu tive que diminui o meu texto..porque já tava com 7 paginas. Entao, eu acabei tirando , então eu acho que eu nem tirei isso..

**Interviewer:**No dX7 vc dexiou..

**Hope:** Eu deixei no debaixo porque eu fiz duas citações longas esta e essta mas eu tirei isso dai isso aqui eu usei a citação longa procurei e usei na debaixo ...

**Interviewer:** Por que modificou no comentário DX8?

**Hope:** Ah..porque eu tava traduzindo as coisas. Eu não sei porque eu tava traduzindo. Daí ela falou pra eu colocar o nome em português. Daí se eu publicar internacionalmente que daí eu mudo....não, boto footnotes

**Interviewer:** NO DX9?

**Hope:** Eu acho que eu já tinha falado disso antes..

**Interviewer:** Sim exatamente..

**Interviewer:** DX9, tirou... isso

**Hope:** Porque eu não tinha percebido.. Deixa ver eu tinha botado mesmo?1.. aqui ..aqui...ah tinha, porque ficou informação repetida daí eu tirei..

**Interviewer:** DX10 por que você modificou?

**Hope:** Eu não sei bem de que questionário ela tava falando..que eu coloquei.

**Hope:** Pode usar o mouse aqui..

**Hope:** Na verdade, eu coloquei esse questionário mas eu não botei o questionário 0, tem uma questionário zero que é esse aqui. Esse questionário que eu apliquei com tablet no google forms que é esse aqui não coloquei. Mas esse eu coloquei, só que ele tava não sei aonde acho que eu tinha me confundido com o negócio de apêndice com os números daí acho que ela não percebeu.Mas eu mudei alguma coisa no texto..deixa eu ver....ah, eu botei appendice..

**Interviewer:** Voce botou no texto, mas o questionário?

**Hope:** Ele já tava lá eu acho..Daí eu tirei essa table porque né tinha muito..

**Interviewer:** Por que você mudou no comentário 11?

**Hope:** Eu não entendi muito bem o porque bem disso aí porque eu tenho essas questões ne de pegar muita coisa do português..

**Interviewer:** Essa construção não funciona em inglês( a professora apontou no comentário)

**Hope:** É, porque pra mim é totalmente utilizável né..só que eu tenho muito disso..de pegar as coisas do português e às vezes eu coloco pro inglês mas as vezes não vai. Porque é questão de prática... Daí eu mudei porque eu confio nela... (risos)

**Interviewer:** Confiou na professora

**Hope:** Confiei na professora porque ela tem mais experiência que eu em escrita acadêmica

**Interviewer:** E, no comentário DX 12?

**Hope:** Ah,... é a referencia do livro que eu não tinha me tocado..

**Interviewer:** Eu perguntaria por que que você não modificou aqui?

**Hope:** Eu coloquei..

**Interviewer:** Você colocou?

**Hope:** Ah, é eu não coloquei aí, mas eu coloquei lá na references, na no embaixo deixa ver se eu botei...mas eu botei acho

**Interviewer:** Colocou lá mas por que você não colocou aqui (no corpo do texto indicado pela professora)?

**Hope:** Ah...porque eu não achei importante assim...eu nem me toquei que...ah eu botei...eu não me toquei que não precisaria colocar seria só algo que eu citei não é algo que eu usei..

**Interviewer:** Por que modificou no 13?

**Hope:** Ah, essa é aquela questão que eu falei de que eu escrevo pra mim. De que eu entendo mas as vezes as outras pessoas não entendem. Daí a professora entendeu o que eu quis falar e ela reescreveu. Eu não fiquei triste por isso nem nada. Eu achei que foi bem útil assim...

**Interviewer:** Você achou útil o comentário?

**Hope:** Uhum..Porque eu achei realmente que ficou mais “clear”..

**Interviewer:** Comentário 14 por que você não modificou ?

**Hope:** Eu acho que foi bem legal porque eu não sabia das diferenças. Pra mim era a mesma coisa, e daí ela notou que eu usava muito isso, então ela pediu pra procurar daí eu procurei daí agora eu sei a diferença que esse é casualidade e o outro é comparações.

**Interviewer:** Ahan..mas por que você nessa frase do comentário 14 voce acabou excluindo a frase...por que não modificou conforme o pedido a professora

**Hope:** Ah eu tirei mas não foi por causa do “if”, foi porque eu tentei encurtar o meu texto porque deu 07 páginas

**Interviewer:** Ah, entendi

**Hope:** Dai eu queria que ficasse tipo num 5 ou 6 daí eu fui tirando algumas coisas que eu achava que...seria mais relevante você explicar e não e exemplificar né

**Interviewer:** Mas o comentário em si você achou relevante?

**Hope:** Sim..muito..muito..Porque eu não sabia da diferença... pra mim era a mesma coisa.

**Interviewer:** No comentário 15, porque você modificou aquela parte onde você colocou colaborative ao invés de cooperative?

**Hope:** E eu coloquei “collaborative”...

Você modificou

**Hope:** Sim, então..eu achava que era mais cooperative porque até nesse livro que eu peguei eu acha que tava falando sobre cooperative activities, mas eu não lembro direito na verdade porque esse livro fala sobre um monte de coisas....

**Hope:** Mas eu modifiquei porque e realmente,...tem uma diferença pelo que ela me explicou pelo comentário assim, ele está mais sendo mais colaborativo do que cooperando e o ponto que ela fez foi muito assim...true,sabe'... porque ela disse que as pessoas podem cooperar assim, por exemplo você faz uma parte eu faço outra, mas não sendo colaborativo . NO caso, a intenção da minha atividade mesmo era a da colaboração porque eles tinham que pensar junto, discutir junto e depois teria essa questão né de...," share with the big group".Isso, o comentário fez sentido pra mim.

**Interviewer:** No caso do 16, por que você não modificou aqui? nesse caso pelo comentário a Picture não precisa de solução.

**Hope:** Aonde tá isso?

**Interviewer:** Oh, vou apertar com o botão esquerdo do mouse pra você ver melhor..as vezes o comentário do word tem esse problema..

**Hope:** ( pausa para ler em voz alta o comentário em inglês the pictures dont need a solution, right)..ah, tah..Eu entendi que ela talvez perguntou aqui ela tava perguntando porque figuras não precisam mas talvez..as cenas

**Interviewer:** Seriam as cenas ou situações que as figuras retratam, talvez seja nesse sentido..

**Interviewer:** No comentário 18, por que você mudou aqui?

**Hope:** ( lendo em inglês em voz alta)... the other questionnaires applied during the activity were impressed..Eu não sei porque esse impressed tá aí (risos) porque não faz nenhum sentido né, não sei realmente não sei...essa é a questão das coisas que você escreve e as vezes você escreve umas coisas bem estranhas..

**Interviewer:** Mas ´por que você mudou?

**Hope:** Porque não faz sentido nenhum... (risos)

**Interviewer:** Por que você modificou no 21?

**Hope:** Como que eu mudei deixa eu ver... eu nem lembro...

**Interviewer:** Você colocou " reported"

**Hope:** Ah, eu deixei...acho que eu não mudei..

**Interviewer:** Esse "reported to" foi o que a professora colocou no texto, porque não tinha..

**Hope:** Ah, não tinha...foi a professora que botô, ah..tá. então por que eu deixei no caso...

**Interviewer:** Isso por que você mudou,...por que você atendeu a solicitação da professora.

**Hope:** .Porque eu tenho esse problema , eu sou muito straight to the point e às vezes eu não modalizo as coisas..e a professora leitora viu que eu preciso modalizar mais até..Até teve um outro caso de modalização que ela pediu também. E...eu achei bem assim, bem... pra escrita acadêmica a gente tem essas questões. Eu acatei...porque, sei lá...

**Interviewer:** No 22, por que você não modificou aqui?

**Hope:** Deixa eu ver aonde que tá...

**Interviewer:** Porque pelo corretor (revisor) do word ela colocou “too easy” , entendeu e riscou, você deveria aceitar a modificação mas você não mudou...por que você não mudou?

**Hope:** Ah, tá...porque, eu pçhei a diferença mé...porque too easy é muito fácil “ fácil demais” e very easy é muito fácil mas tem uma questão de diferença. Porque eu achei na verdade que ela tinha proposto very..nao sei..na verdade, eu acho que eu me embananei ali no negócio...nao sei...

**Interviewer:** Não lembra?

**Hope:** Nao lembro. Eu acho que é porque eu pensei que o “ too” era eu que tinha colocado..

**Hope:** Ahan..

**Hope:** Entendeu, acho que eu tive essa questão daí eu coloquei o “very” porque eu pensei “ ah, se eu botei o ‘too’ talvez então...” Acho que foi algo assim..

**Interviewer:** Por que você modificou no comentário 23?

**Hope:** Aonde que tá?

**Interviewer:** Sobre como começar frases com números..porcentagens..

**Hope:** Porque eu acho que é uma questão...eu já ví no português isso também que tem assim que você não deve colocar n´meros pequenos no texto, mas sei lá eu nem atentei quando eu tava escrevendo e sei lá, acho que é uma questão de escrita acadêmica mesmo, ne? Então..não sei eu mudei porque eu acho que é uma questão de escrita acadêmica daí eu coloquei em todos..

**Interviewer:** E..., por que você modificou no comentário 24?

**Hope:** Esse aí (lendo o comentário)..

**Interviewer:** No comentário que diz you had said grade 5

**Hope:** Ah, aqui eu me enganei mesmo..quando eu tava analisando os dados eu me enganei...porque na verdade, era deixar eu ver..aquí..na verdade, aqui era 01 né e aqui 03, né e aqui que era o 05 tá certo. Eu me enganei olhando nos gráficos.

**Interviewer:** No 26, você modificou aqui no 26..aquí no comentário que pergunta se você estava falando de vocês...

**Hope:** Era de mim mesmo. Eu que dei essa aula (risos)

**Hope:** E..., eu modifiquei isso aí?

**Interviewer:** Isso,,

**Hope:** Eu só tirei ali

**Interviewer:** É você tirou ali.

**Hope:** Ah, eu modifiquei porque fui eu que dei a aula e daí eu como ela disse que poderia parecer uma crítica e eu não queria colocar que fui eu que dei a aula (risos) daí eu pensei vou só tirar mesmo que fica melhor..é que eu tenho muito essa questão de ser muito julgadora de quando eu escrevo daí. Eu escrevi not applied in the best manner...Eu sou muito essa pessoa.

**Interviewer:** No comentário 30? O comentário 30 no meu entendimento..aqui..das paginas acho que voce mudou..por quê?

**Hope:** Ah, porque é uma questão de formato, né nem sempre eu sou super assim,..nem sempre é porque eu gosto dessas questões acadêmicas, né. Eu preferia o meu texto antes de mudar, mas é isso..

**Interviewer:** Existe algum outro tipo de feedback que a professora deu que você gostaria de ter recebido, mas que não recebeu...e também por que você acha que esses tipos de feedback seriam importantes?

**Hope:** Não, eu acho que foi bem completo eu gosto muito do jeito que a professora dá feedback pela questão assim, ela parece ser humana não ela aquela coisa que eu te falei que parece que a pessoa tá filmando? (ininteligível)..e ela dá comentários positivos e negativos e ela te ensina durante o feedback então não acho que foi bem completo.

### # Grace's interview

**Interviewer:** Qual a sua idade?

**Grace** 28 anos

**Interviewer:** Quantos anos você estuda escrita acadêmica?

**Grace:** Escrita acadêmica um ano

**Interviewer:** Um ano?

**Grace:** Em inglês né?

**Interviewer:** Sim em inglês.

**Grace:** sim um ano.

**Interviewer:** Como você vê o papel do feedback escrito do professor?

Grace: Eu acho importante para o desenvolvimento. Como a gente tá no processo de aprendizado da escrita é importante que o feedback venha também escrito. Pra ter uma margem de comparação.

Interviewer: Você leu e prestou atenção a todos os feedback escritos da professora?

Grace: Sim

Interviewer: Agora vamos para os drafts propriamente ditos..eu vou te perguntar sobre os comentários que solicitavam uma mudança..No comentário DX1 por que você modificou?

Grace: Na versão final?

Interviewer: Sim, na versão final.

Grace: Ah entendi.. Eu modifiquei porque eu identifiquei realmente não fazia sentido do jeito que tava. Porque às vezes a gente faz, escreve alguma coisa, mas quando a gente revisita aquela mesma coisa a gente vê que precisava de uma mudança e às vezes esse olhar externo do feedback faz com que a gente repense sobre aquilo de uma forma diferente.

Interviewer: Ok. No comentário DX2 por que você não modificou?

Grace: Porque eu não entendi o que ela queria . Porque ela fala de um subject ali que pra mim não faz sentido. Porque eu falo antes no outro paragrafo, por exemplo, Eu já coloquei antes quem era o sujeito, neh?E depois eu não identifiquei a necessidade de colocar de novo mesmo gramaticalmente pra mim não fazia sentido, então eu resolvi deixar do jeito que tah.

Interviewer:Ok. No comentário DX4, por que você modificou?

Grace: (pausa longa para pensar e reler o comentário)

Interviewer: Ela te deu nesse comentário uma sugestão e você modificou...

Grace: Sim, eu acho que eu só reformulei a frase neh..Porque o que eu falei .e que no inicio ele é de acordo mais ou menos com a...enfim..como conhecimento prévio dele, enfim sobre o autor do texto. Mas como tudo precisa de referencia então eu tentei modificar mais nesse sentido. Mas eu acho que eu entendi o que ela quis dizer então eu modifiquei porque eu achei coerente..

Interviewer: Aqui ela fala sobre o autor...

Grace: exato

Interviewer: Por que você modificou no comentário DX5?

Grace: Ah, tah eu modifiquei porque ela queria saber como que eu sabia que aquilo lá era daquele jeito no texto., neh..então eu coloquei o nome da autora porque eu sabia daquilo porque eu vi no texto daquela autora..então tah aqui. Eu acrescentei o nome dela como referencia. Então eu sei que aconteceu desta forma porque a fulana que estudou sobre isso disse.



Interviewer: Bom, comentário 6. Não sei se você concorda comigo. Eu coloquei que você.. eh, não modificou porque na verdade eu olhei as duas versões e elas estavam iguais.

Grace: Tah, em relação à formatação

Interviewer: Em relação à formatação.

Grace: O que aconteceu foi o seguinte o pessoal da literatura deveria fazer MLA e o pessoal do restante faria APA. Ela formatou todo o meu texto pra 1.5 e não é 1.5, mla é 2 pontos de espaçamento inclusive na referencia. Ela me mandou formatado..., ela me deu o feedback como o texto formatado de 1.5 de espaçamento e pediu pra eu checar a formatação. Então, eu voltei pra minha origem 2 de espaçamento que é o que o mla pede. Então,..isso é uma coisa que é bem confusa assim..porque eu tenho professores de uma área especifica que estão acostumados a trabalhar com uma área especifica que pedem pra gente fazer uma coisa que eles...não...a palavra não é não dominam mas que eles não estão acostumados a usar. Então, pedem uma coisa e depois no feedback pedem outra dai acaba ficando confuso. Então, isso deve ser melhor alinhado entre eles. Eu tô tendo bastante problema no meu TCC por causa disso...

Interviewer: Existe algum outro tipo de feedback que você gostaria de ter recebido da tua professora mas que não recebeu?

Grace: Sobre esse especifico do escrito?

Interviewer: Isso, feedback escrito.

Grace: do escrito..não, não eu recebi tudo o que eu deveria porque a gente conversou muito pessoalmente sobre isso na verdade. Então, ela mandou o escrito daquilo que era necessário.

Interviewer: Bom, você já disse que teve um comentário que você teve dificuldade de entender neh. Teve algum comentário que a professora fez que você achou desnecessário.

Grace: Desse trabalho escrito não..

Interviewer: Isso, seria sobre o extended abstract

Grace: Nao, não..só a questão da formatação que, enfim..ela deve ter se confundido..

Interviewer: Teve algum comentário que a professora fez, talvez a forma de colocar que você não tenha gostado?

Grace: Dos comentários escritos não..

Interviewer: dos comentários escritos não..

Interviewer: Obrigado.

### # Constance's interview

Interviewer: Qual a sua idade?

**Constance:** 27

Interviewer: Quantos anos você estuda escrita acadêmica?

Inglês e português ou só inglês?

**Constance:** No caso inglês desde 2016, desde que eu comecei a graduação.

Interviewer: Uma pergunta geral agora, como você vê o papel do feedback escrito do professor?

**Constance:** Eu acho bem importante assim....Inclusive...uma das coisas que eu gosto dos professores de Letras aqui, né..é que eles fazem....dão feedbacks qualitativos assim...isso ajuda..Eu acho bem importante porque...

Interviewer: Qualitativo, o que você quer dizer?

**Constance:** Qualitativo de ...digo assim, é..eles expõe o que que tá...o que poderia ser melhorado no texto digamos assim. E as experiências que eu tinha anteriores é que eles só davam nota assim...e aqui eles não todos, ..mas grande parte dos professores eu vejo que tenta colocar feedback de modo que os alunos consigam melhorar aquelas, aquilo que..

Interviewer: Experiências anteriores... seriam de onde?

**Constance:** De outra graduação e ensino médio.

Interviewer: Você leu e prestou atenção a todos os feedbacks escritos da professora?

**Constance:** Desse daqui sim...

Interviewer: Isso do extended abstract

**Constance:** Sim

Interviewer: Agora vamos para os drafts propriamente ditos.. Fiz aqui uma lista de mudanças e não mudanças no meu entendimento..]

Interviewer: Sobre o comentário DX1, por que você modificou?

**Constance:** Ah, esse comentário é mais..é diferecionado a formatação, né?...É ..hum..na formatação acredito que na versao final estava exigindo que tivesse fonte 10 e aí tem fonte 14,12, algo assim,né?

Interviewer: Tem um comentário lá no final, não tem relação?

**Constance:** Acho que sim, talvez tenha no caso foi colocado que faltou o abstract e o key-words que era uma coisa que não tava muito clara pra mim na...eh..nas directions que foram dadas assim..

Interviewer: As directions você diz!?!..

**Constance:** No caso, como que eu vou dizer em português..as orientações que foram dadas de como fazer,..de como formatar eu não tinha visto essa parte,ou eu.. não tava claro, não sei..que precisava colocar o abstract e as key-words por isso que eu não tinha colocado nessa primeira versão ....daí eu acrescentei.

Interviewer: No comentário 2...

**Constance:** Aquele i2 ali..

Interviewer: Aqui tem as versões..

**Constance:** Que eu tirei né?

Interviewer: Isso, por que você modificou ou tirou exatamente?

**Constance:** Então, até uma coisa que eu senti um pouco de dificuldade foi de...de colocar o texto inteiro no máximo de 5 páginas e aí como elas colocaram not necessary daí eu depois de ver..ler novamente..eu realmente vi que talvez não fosse necessário essa última frase aí eu tirei porque eu acho que já o resto do parágrafo já fala por si. Essa parte talvez não fosse tão importante assim..

Interviewer: Ok, ..eh..no comentário DX4, por que você não mudou?

**Constance:** Essa eu não mudei foi porque consciousness eu não sei se a professora estava ciente mas foi um termo que se usa em inglês pra se falar da pedagogia critica de páulo freire... Critical consciousness mais precisamente, e aí eu não sei se ela tava ciente disso porque não é área dela também..não tem..

Interviewer: Uhum..

Interviewer: Não tem né

**Constance:** Eh um termo da área mesmo..

**Constance:** Eh, não tem necessidade dela tá ciente no caso, por isso que ela perguntou né...Ah, se tivesse necessidade mantenha e tal...daí eu deixei..

Interviewer: No 5, por que você não mudou?

**Constance:** Não mudei..

**Constance:** Tah,...

Interviewer: Ela sugeriu perspective e você manteve view

**Constance:** É Mantive view, né. Não sei nem todos as escolhas eu tenho uma justificativa racional, assim..Eu acho que ...não sei eu acho que eu...achei que não faria tanta diferença assim..

Interviewer: Ok

Interviewer: No DX6, por que você mudou aqui nesse comentário?

**Constance:** Que eu mudei

Interviewer: Sim

**Constance:** Ah, é uma coisa que eu tentei deixar todos como “second language”, em vez de “foreign language”, “second language” ..porque eu vi que tava meio misturado daí eu tentei padronizar tudo como “second language”, mas depois eu revi a versão final e vi que ainda tinha uns foreign language no meio, mas eu acho que eu troquei por second language, né..

Interviewer: Aqui no caso, ela colocou missing na article

**Constance:** Ah, sim eu acrescentei e coloquei “second language”.

Interviewer: Ok

Interviewer: No comentário 7?

**Constance:** Nesse aí também a mesma coisa faltava um artigo e eu coloquei o artigo.

Interviewer: No comentário 8?

**Constance:** Também era uma questão de concordância..l eu coloquei eu coloquei “emerges” eu acho ...

Interviewer: Eh, teve dois comentários(o 8 e o 9)..o comentário da assistente e da professora, né..

Interviewer: Por que que você optou pelo da professora (comentário 9) ao invés da assistente?

**Constance:** Porque eu procurei deixar tudo no presente ao invés de misturar

Interviewer: Entendi

Interviewer: No comentário 10, por que você mudou aqui?

**Constance:** Eh, eu acho que eu coloquei também segui a orientação dela de colocar “proposal”, né.?!

Interviewer: Isso.

**Constance:** E, isso. Eu achei que faria mais sentido realmente. E que eu acho que thought talvez ficaria meio informal..não sei.

Interviewer: 12? Por que você modificou esse?

**Constance:** Deixa ver o que que eu modifiquei..

**Constance:** Ah, eu tirei a parte que tava entre dashes. Eu tirei porque era uma formação adicional e eu achei que não precisava..

Interviewer: O 13? Ta..visualizando bem a tela?

**Constance:** Eh, teve vários comentários dela sobre esse besides that que eu mudei porque eu mudei pra in addition to that..

Interviewer: Mas por que você mudou?

**Constance:** Porque ela falou que não era tão acadêmico. Inclusive eu não sabia que besides that era tão informal assim colocar..Daí ela me falou isso e eu mudei porque.. eu disse:” sim, se ela disse” (risos)

Interviewer: 14, por que você modificou? Ela pediu pra você adicionar a preposição “to”..

**Constance:** Eh porque precisa depois de reler..E que na hora que a gente tá escrevendo a gente não se dá conta dos erros gramaticais..

Interviewer: No comentário 15?

**Constance:** Também porque faltou artigo

Interviewer: No 16?

**Constance:** Também faltou..é acho que os feedbacks dela foram mais nesse sentido..de correções gramaticais e tal

Interviewer: Comentário 18 agora?

**Constance:** Também porque faltou artigo

Interviewer: No 19?

**Constance:** Porque ficaria melhor ter escrito Freirean

Interviewer: Voce achou que ficava melhor?

**Constance:** E acho que é correto na verdade, não sei se é correto ou não, mas confiei nela nesse caso (risos)

Interviewer: Ok

Interviewer: Comentário 20..é..por que você modificou?

**Constance:** Não lembro..

Interviewer: O verbo aqui

**Constance:** É fica mais formal..

Interviewer: Por que fica mais formal, é isso?

**Constance:** É porque fica mais acadêmico.

Interviewer: O comentário...22?

**Constance:** Também porque nesse caso não era pra acrescentar era pra retirar um artigo né...

Interviewer: O comentário 23?

**Constance:** É o uso da preposição correta..é que algumas coisas gramaticais eu ainda não tenho total domínio..nisso eu peço bastante até..

Interviewer: O comentário 24?

**Constance:** Faltando a vírgula, daí eu acrescentei..

Interviewer: 25...?

Interviewer: Por que você modificou?

**Constance:** Uhum..sim, entendi o que ela quis dizer..porque como eu falei dava a entender que eh..eles tinham sido publicados na verdade, mas na verdade o que eu tava querendo dizer é que eles tinham sido publicados por pessoas de dentro das universidades...eram pesquisadores no caso que estão é..estavam..vinculados a universidade..eram professores, pesquisadores, enfim..

Interviewer: O 26 e 27 são questões gramaticais, por que você modificou aqui por questão gramatical também?

**Constance:** Sim

Interviewer: O comentário 27 ele volta pra mesma questão aquela do second language.

Ela quis dizer que concordava com o comentário da assistente

**Constance:** É o 28 eu achei que a adequação de vocabulário ficaria melhor também é..eu acho que é usado mais depois eu fui reler os textos que falavam sobre isso e realmente é mais usado “vessels” que “containers”

Interviewer: Uhu..

**Constance:** Eu acho que fica mais claro pras pessoas que forem ler..

Interviewer: Entendi..

Interviewer: 29, Por que você modificou?

**Constance:** O 29, é nem precisava modificar né porque inglês britânico pode ser usado com “U”, né..mas aí eu quis tentar deixar todos na mesma..eu acho que foi isso, por isso que eu modifiquei porque eu quis deixar no mesmo inglês..

Interviewer: No mesmo padrão

**Constance:** No mesmo inglês, porque eu acho que foi isso que ela se baseou pra dar o comentario..

Interviewer: Ok

Interviewer: O 30, por que você modificou?

**Constance:** vamos ver..qual parte que tah...ah, sim porque não tava claro né..tava um “it’s” ali tava mencionando que o que que tava fazendo referencia aqueles its (risos) daí eu coloquei “importance of it” no caso “importance of”.. ahm.. “of it” no caso “active participants”..Esse conceito de estudantes é como participantes ativos, né..isso que é o “it”

Interviewer: No 31?

**Constance:** Também tava errado a conjugação...não sei se é a conjugação que fala mas é..é o tempo verbal.

Interviewer: 32, por que você modificou aqui?

**Constance:** No caso não precisava desse artigo.

Interviewer: 33..?.

**Constance:** Nesse caso, precisava do artigo (risos)

Interviewer: No 34..?

**Constance:** Esse ai também foi a questão gramatical do uso da preposição incorreta, né..

**Constance:** Eh, ..Tempo verbal

Interviewer: Isso, no 35?

**Constance:** Tempo verbal, a conjugação que faltou..

Interviewer: 36..?

Interviewer: O que aconteceu no 36?

**Constance:** Ah, sim é porque eu fui um pouco..é , como que se diz? Empolgada nesse sentido de.. queria ter usado mas na verdade não é usado..ele é lembrando por tal respeitado mas também muito usado também..dizer que ele é super usado..Porque eu tinha botado “heavily used”.Daí eu mudei pra “widely respected” realmente faz mais sentido, entendeu..

Interviewer: No 37?

**Constance:** Um artigo também que faltou

Interviewer: 38 e 39, aqui?

**Constance:** É daquilo que eu tinha falado no início..que não tava claro pra mim nas instruções que precisava colocar..

Interviewer: Colocar o que?

**Constance:** O abstract e as key-words...e ai depois eu vi que precisava..

Interviewer: Existe outros tipos de feedback ou comentários que você gostaria de ter recebido da professora mas que não recebeu? Por que você acha que esses tipos de feedbacks seriam importantes?

**Constance:** Eu não sei se precisaria. Mas as vezes nas aulas de literatura alguns professores dão alguns feedbacks mais de conteúdo assim...às vezes, é interessante, do tipo é..não analisando toda a parte gramatical..Que nem aqui acho que elas focalizaram mais na parte gramatical de ortografia, mas assim eu acho que isso é muito importante porque é um negócio que eu preciso mas no caso assim de feedback no conteúdo no sentido...porque ela também deu alguns assim até , né.. no sentido.ah.. nessa parte aqui um autor tal que você poderia incrementar que fala disso, ah esse conceito, ah esse insight que você teve sobre o conteúdo é interessante não sei..Formas de melhorar o conteúdo em si. Outras referencias assim...

## # Mercy's interview

Interviewer: Qual a sua idade?

**Mercy:** 24

Interviewer: Quantos anos você estuda escrita acadêmica?

**Mercy:** Escrita acadêmica...desde que eu entrei no curso, então desde 2016

Interviewer: Desde 2016, ok

Interviewer: E, como você ve o papel do feedback escrito do professor?

**Mercy:** Ah, eu acho bastante importante porque a gente tem um feedback mais direcionado onde a gente consegue voltar e olhar e mudar e olha de novo alguma coisa que passa batido às vezes

Interviewer: Então é indispensável na tua opinião?

**Mercy:** Eu acho

Interviewer: Você leu e prestou a todos os feedbacks escritos da professora?

Sim, sim quando eu recebo de novo eu geralmente vou pelo feedback, nem releio meu texto vou olhando pelo que ela marcou e chickando.

**Mercy:** Então, o feedback seria o maior responsável por mudanças de um draft pro outro?

Sim,...o que ela não comenta às vezes eu nem mudo mesmo.

Interviewer: Uhum..

Interviewer: Vamos começar então aqui.. no comentário da primeira versão, no comentário DX1 ela fez o comentário tried, por que você modificou nesse comentário aqui?

**Mercy:** Porque eu fui pesquisar o verbo se realmente era "tried" ou se era trialed ou não lembro acho que achei os 2.

Interviewer: Aqui você acatou, você fez o que a professora pediu realmente..

**Mercy:** Uhum..

Interviewer: Aqui está a versão final primeiro a gente está olhando na tela do computador..você modificou conforme a professora pediu..

**Mercy:** Eu não sei se era certa ou se tinha os dois, eu provavelmente fui pela opinião dela..

Interviewer: Foi pela opinião da professora...?

Interviewer: Ou você chegou a checar?

**Mercy:** Não..eu chequei eu não lembro de ter achado os dois se eu não me engano..que as duas formas eram possíveis, daí eu fui pela dela..

Interviewer: Ok

Interviewer: No comentário 3, por que você modificou?



Interviewer: De acordo com a sugestão dela?

**Mercy:** Isso, de acordo com a sugestão dela.

**Mercy:** Porque eu achei que ficava melhor realmente, mais legível talvez.

Interviewer: Uhum..

Interviewer: No comentário 4..é..o comentário 4 e o comentário 5 estão meio que ligados....

**Mercy:** Porque um é da monitora

Interviewer: Ah, um é da monitora

Interviewer: Qual é o da monitora?

**Mercy:** O 4

Interviewer: Então, você foi não pelo comentário da monitora eu você foi pelo comentário da professora..

**Mercy:** É eu fui checar..porque mesmo ela não tinha certeza se era “to” ou “with” daí eu também fui checar em outras fontes.

Interviewer: E você descobriu que era...?

**Mercy:** Que era “to” mesmo..

**Mercy:** “to”

Interviewer: Então, aqui você mudou porque você foi checar realmente pra ver qual era a forma correta?.

**Mercy :**Sim.

Interviewer: O 6, você adicionou a nota de rodapé, ne?

**Mercy:** Sim

Interviewer:A professora pediu e você adicionou por quê?

**Mercy:** Bem, isso eu fiz mais por causa do meu orientador também porque porque é o meu texto que eu tenho que usar pro meu orientador o meu orientador falou a mesma coisa porque tem que colocar o original no rodapé daí eu acatei da mesma forma.

Interviewer: Ok

Interviewer: Então, teve um peso maior por ser o orientador ter pedido ou você teria feito igual?

**Mercy:** Também eu também teria feito porque eu não tenho familiaridade de como é que funciona esse negócio de tradução livre né.foi a primeira vez que eu fiz.então como a professora tem mais experiência com isso eu acataria do mesmo jeito.

Interviewer:No comentário 7, Ela preferiu colocar essa forma were intertwined with the general image...é..

Interviewer: Na verdade, você modificou, você fez de uma forma diferente mas não de acordo com o comentário da professora por que você não mudou de acordo com o comentário da professora..por que você não mudou de acordo com o que ela colocou aqui.?

**Mercy:** Porque eu enxerguei isso como uma sugestão, né..de que a forma que tava talvez não fosse a melhor forma, daí ela deu uma outra sugestão mas daí eu achei que que a que eu coloquei aqui ficava mais pro meu estilo, então eu aceitei que talvez fosse melhor mudar mas necessariamente, exatamente palavra por palavra como ela colocou. Você repensando, elendo..Isso..

Interviewer: comentário 8. No comentário fala que você precisa apresentar o trabalho como concluído, pronto..né, essa parte precisava ser mudada...você mudou..por que você mudou?

**Mercy:** Sim, era a minha primeira versão, né?

Isso..essa é a primeira versão

**Mercy:** sim,..aquilo que eu falei é do mesmo texto do meu tcc sim..porque é o meu texto do tcc peguei e não levei em conta que precisa ser uma pesquisa terminada e acabei não alterando e aí né na versão final como eu já tinha feito uma pesquisa um pouco à parte a partir dessa pesquisa do tcc aí eu mudei tudo.

Interviewer: Ok

Interviewer: No comentário 9..No meu entendimento no 9, primeiro queria perguntar se você compreendeu esse comentário que ela diz que você não mencionou nenhuma figura masculina?

**Mercy:** Sim, é que isso uma análise que eu to fazendo pro tcc e eu acabei colocando nesse abstract também, mas só que realmente eu não tinha mencionado essa parte em nenhum momento anterior. Daí ficou confuso porque simplesmente essa figura surgiu aí sem nenhuma menção antes.

Interviewer: Mas por que, claro, no meu entendimento, por que você não modificou?

Interviewer: Pra manter aí a informação?

Interviewer: É,..porque ela diz assim você não mencionou nenhuma figura masculina, né..

“Her surrender to another male figure” (constance first draft, last parafraph)..Como poderia ser another se não tem nenhuma.uhum

**Mercy:** Exatamente, talvez, pelo que eu entendi, o que ela quis dizer ficou faltando essa informação e por que você não acrescentou aqui?

**Mercy:** Porque na pesquisa que ficou aqui pra essa disciplina mesmo eu acabei nem incluindo essa informação. Eu retirei ela completamente do meu estudo então não cabia ela ficar por isso que eu acabei tirando..

Interviewer: E o 10, ela disse que tava faltando alguma coisa eu acredito que se refira a esse mesmo comentário 9..

**Mercy:** Sim, é..é eu entendi da mesma forma.

Entendeu da mesma forma?

**Mercy:** Sim, que seria se eu to falando de submissão a uma figura masculina ou outra figura deveria ter falado de uma em primeiro lugar, mas ele tá falando de maneira geral, situação do patriarcado da época...

Interviewer: Foi isso que você quis dizer então?

**Mercy:** É

**Mercy:** Não me referir a um personagem do filme especificamente...Porque nesse estudo eu estou me referindo a submissão da mulher na sociedade em geral e aí quando eu falo nesse final de “another male figure” aí é uma pessoa específica que tem no filme que é uma análise que eu tô fazendo mas que pra esse estudo eu não fiz, não levei pra frente. Uma análise que eu tô fazendo pro tcc. Então, ao invés de ter que explicar tudo e acrescentar um outro elemento nesse estudo que não ia caber muito bem eu preferi tirar.

Interviewer: Preferiu tirar?

**Mercy:** Uhum..

Por que talvez iria elevar muito o número de páginas ou estender muito?

**Mercy:** Ia estender muito, então..tem um outro foco de análise aqui que não condizia muito com essa parte daí eu achei melhor deixar mais curto e ..

Talvez tenha alguma coisa haver com a questão do formato, do número de páginas?

**Mercy:** Também é curto..é não podia estender é uma apresentação de 10 minutos, então se eu fosse falar de muitos elementos não ia caber..

Interviewer: Ok

Interviewer: No comentário 11, sobre o título..voce modificou,né? Por que?

**Mercy:** Porque eu segui o formato do mla', se eu não me engano, daí eu tive que mudar tudo.

Interviewer: No comentário 12, por que você modificou o formato?

**Mercy:** Pela mesma razão porque eu não tinha atentado antes como é que faz o título, o nome e todas essas partes..

Interviewer: Com relação as comentários 13 e 14, queria te perguntar antes se você compreender esses comentários...Porque no comentário 13, pergunta sobre formatação e o 14 pra checar as key-words, mas olhando a tua versão final você não colocou o abstract e as key-words , certo?

**Mercy:** Sim, pois é. Eu não entendi bem na verdade essa parte porque eu entendi que isso seria pra um abstract só que é um outro gênero é um extended abstract, então eu não coloquei só o abstract e só as key-words então eu acho que eu tirei tudo, né? Eu não coloquei nenhum desses aqui..

**Interviewer:** E, na verdade, você não colocou na primeira versão e também não colocou na última..

**Mercy:** Ah, sim..porque esse era o extended abstract porque a gente fez só o abstract que era uma outra tarefa, aí eu tinha esse formatação e eu achei que isso não se aplicava aqui se não meu texto teria ficado tamanho 10

**Interviewer:** Então não sabia que precisava colocar o abstract e key-words?

**Mercy:** Não, eu entendi que não. Porque sendo um outro gênero eu achei que o texto ia ficar um pouco estranho todo em formato de abstract...não sei..

**Interviewer:**Uhum..

**Interviewer:** Existe outro tipo de feedback que você gostaria de ter recebido da professora, mas que não recebeu?

**Mercy:** Eu acho que não necessariamente...ela deu uma boa orientação pra gente. E só um pouco complicado nessa disciplina por causa da área de cada professor, né, então como a área da professora não é literatura ela não pode talvez dar um suporte tão grande talvez quanto na linguística, mas ela deu uma boa orientação sim..