

A Corpus-Based Study of Peer Comments and Self-Reflections-How did ESL learners use peer comments in an online newswriting project?

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Abstract

Engaging students in peer reviewing in the writing classroom has been widely practiced as a way of assessment for learning. In-depth research is needed however to investigate how students specifically use peer comments in their editing process. Using a corpus-based approach, this paper investigates acquisition of journalistic writing skills by 112 undergraduates in Hong Kong. The learner corpora comprise student comments and self-reflections from an online news writing project. While grammatical accuracy remains to be a concern for effectiveness of the peer review practice, the findings reflect sound understanding of structure, layout and style of the online news genre among the participants. Although the students commented more on contents and organization of news writing, findings from keyword search and co-text in the concordances demonstrate awareness of main features of the online news genre. The findings further clarified judgement and choices made by the ESL learners during the drafting and editing processes. The study suggests how peer assessment and self-assessment can be effectively practiced through a cycle of reviewing peer writing, receiving peer comments and self-reflecting on their own drafts. It also indicates how peer review may help acquisition of style and lexico-grammar which can be demanding for many ESL learners.

Keywords: learner corpus; online news writing; peer comments; ESL writing.

1. Introduction

Peer feedback and collaboration are supported by sociocultural theory of Vygotsky (1978) that students can have opportunities to scaffold each other's learning. The practice of peer review has been widely adopted in the English as Second Language (ESL) writing classroom and studies over the recent decades. With the application of digital technologies, use of online peer review becomes popular in the writing classroom and is found to facilitate the drafting and editing process and is used as a part of the feedback process in addition to more traditional teacher comments. In their book on formative assessment, Boud and Falchikov (2007) suggested the ability to accurately judge one's own work and the work of others is one of the fundamental competencies required in the workplace. It has therefore encouraged re-construction of feedback to make the assessment and evaluation process effective to meet the vocational needs. In a discussion of developing sustainable feedback practices, Carless, Salter, Yang and Lam (2011) further stated the importance of student *self-regulation* in fostering an active and constructive process of feedback. Incorporating peer and self-editing in the learning and teaching of writing therefore can be an option to create meaningful tasks and authentic assessment for learners to prepare for challenges in the workplace.

The present study examines the use of online peer review in ESL learners' acquisition of journalistic writing skills at a university in Hong Kong. Through posting drafts and peer comments on a course weblog, the students practiced skills of desktop publishing simulating an authentic news-desk environment. In this paper, the discussion focuses on corpus analyses of student peer comments and self-reflections collected over a period of three consecutive semesters (September 2011 to December 2012). The researcher endeavors to investigate students' adoption of peer comments in their drafting and revising of an online news article, using a quantitative approach based on keyword search and co-text of concordance findings. By examining the language features identified in the student corpora, the paper also aims to reveal the acquisition of online news genre and shed light on how peer review can be better implemented in the ESL writing classroom.

2. Literature Review

Practice of Peer Review

Over the last two decades, an increasing number of studies has been dedicated to the practice of online peer review in the writing classroom because of the spread of digital technologies. Computer-mediated peer review or online peer review is found to be an alternative or improved form of peer review, often conducted in anonymity and across participants and classes or disciplines, in comparison with face-to-face and paper-based peer review (Schultz, 2000; DiGiovanni & Nagaswami, 2001; Liu & Sadler, 2003; Cheng & Warren, 2007; Guiller, Durndell & Ross, 2008; Chang, 2012; Orita, 2016; Storch, 2017).

In addition to positive results of skill development, benefits of conducting peer review online in many recent studies provide evidence of ease in administering and monitoring of peer review, improving fairness and reducing bias. With the popularity of social media, digital tools like the weblog and wiki in training of writing and conducting peer review has gained acceptance from both teachers and learners. Specifically, benefits

reported include enhancing collaboration (Liang, 2008; Lam, 2010), nurturing critical thinking (Rollinson, 2005; Wooley, 2007), building professionalism (Chang, 2012), facilitating editing and critiquing (Fellner & Apple, 2006; Ma & Yuen, 2008), and improving digital performance and mediating communication (Cheng, 2009; Miyazoe & Anderson, 2010; Chen, 2016; Min, 2016).

Although online peer review can be conveniently practiced in the ESL writing classroom, it does not fully resolve challenges resulting from factors like group dynamics and peer influence. In a study about students' views on peer assessment, Foley (2013:202) raised one question:

“Can students make an objective assessment of their peer’s work when they will not only be actually aware of the other student’s overall ability but may also wish to protect their feelings and avoid destabilising the specific social dynamics of the group?”

In fact, Johnnie Hafernik had already addressed the above question in an earlier paper (1983) by setting guidelines on why and how to introduce peer editing in the ESL classroom. Although the paper did not study students' overall ability, it suggested “a self-evaluation component” (ibid:51) before the peer editing session. The self-assessment activity aimed to help students become familiar with the editing process and bring them closer to being “good self-monitors”. In a literature review of sixty-three studies, Dolchy, Segers & Sluijsmans (1999) confirmed that by combining peer, self and co-assessment, students were encouraged to become more responsible and reflective. It also implies that peer assessment when implemented with self-assessment and teacher assessment can reap benefits of formative learning beyond traditional form of teacher assessment alone.

To help students benefit from peer evaluation activities, the mode of peer review also matters. Ferris (2014) studied teacher's practice of peer review and found a majority (57%) of instructors stated that detailed rubrics or feedback form were given to students for the purpose of peer review. However, no details could be found regarding contents of these rubrics and if they provided guidance to students in reviewing language-specific aspects of their peer's work. Regarding student perspectives, in a study with twelve Taiwanese college students, Liang (2010) researched on types of communication taking place during peer review. Three groups of students participated in synchronous online peer response to two genres of writing based on the revision-related and non-revision-related taxonomy. The study reported that in terms of revision-related discourse, the students focused more on content discussion than on meaning negotiation. However, in non-revision-related discourse, social talk occurred more frequently than technical actions. The findings thus indicated complex activity in a group setting might not guarantee revision of writing. It is however argued by Guo (2015) in her study with 147 Chinese EFL learners, that with the use of explicit corrective feedback including error correction and metalinguistic explanation, learners who failed to accurately modify their output immediately after receiving feedback were successful after given further opportunity to receive feedback. In response to Guo's findings, Bitchener (2017) further stated that a range of motivational and affective factors, including level of interest, attitude, beliefs, might determine the way learners handle written corrective feedback.

Perception and Use of Peer Review

Certain attitudes and beliefs, especially a mistrust of learners' competency in giving constructive peer comments seemed to be deep-rooted among the learners themselves.

In several studies conducted with ESL learners (Yoshida, 2008), non-native speakers (Ruecker, 2011) and non-heritage language learners (Henshaw, 2015), findings suggested students tended not to trust their peers' feedback on language-related issues. As argued in previous studies by Nelson and Carson (2006) and Liu and Carless (2006), ESL students tended to regard themselves being *unqualified* to give comments to peers' writing because of their status as second language learners. In a similar study on ESL student competence in peer review practice, Wu (2006) conducted small-scale research in Taiwan with thirty-nine university students from a writing course using weblog for peer review. Based on the drafts and peer responses of seven students who received three or more feedback, the study reported that the low-intermediate ESL writers hardly made positive revisions with the help of peer review and teacher feedback. The author therefore doubted the viability of peer evaluation for ESL students who were not linguistic and cognitively mature to evaluate and act on the peer comments. In their large-scale survey with 460 academics and 1,740 tertiary students in Hong Kong, Liu and Careless (2006) suggested a difference between *perceived* expertise and *actual* expertise of student peer reviewers. However, the relationship between the two expertise types was claimed to be still not clear. Such a relationship appeared to be *non-existent* in a study by Kaufman and Schunn (2011) in their end-of-course survey with 250 undergraduate and graduate students on their use of an online peer assessment system for written assignments in ten courses across six universities in the United States. In a more recent survey with students in Japan, findings of positive perception on the benefits of peer feedback were contrasted with negative experience of giving feedback on essays written by peers in imperfect, non-standard English (Orita, 2016).

Ongoing calls for research on grammar accuracy (Cheung, 2011; 2014) have been made regarding measurable improvements in ESL writing, in particular, using critical feedback during peer review. Cheung (2011) found a lack of such discussion in the ten peer review research articles published in a journal on second language writing between 1992 and 2009. The research articles have focused mainly on the use of peer feedback checklists while the qualification and training of peer reviewers to produce critical feedback have not been considered.

Similar studies on the impact of peer review have also indicated a niche for further research in students' acquisition of the good writing skills (Lu & Bol, 2007; Yang & Meng, 2013), especially in the case of ESL learners to go beyond the level of error correction and provide only superficial comments of little impact and lacking concrete examples. Although training of students reviewers to give comments on language use has been advocated in studies on types of peer responses (Hafernik, 1983; Stanley, 1992; Nelson & Murphy, 1993; Berg, 1999; Rahimi, 2013), a few researchers claimed that peer feedback targeting global issues should be prioritised over surface-level errors (Williams, 2004), a few grammar points can be discussed to structure the language feedback activity (Hansen & Liu, 2005) and language feedback is to be provided after global feedback (Ferris & Hedgcock, 2014). Global issues are related to the whole text such as contents, argument, organization, clarity of purpose, awareness of audience. Surface-level errors are mainly local concerns at the paragraph, sentence and word levels. To support these recommendations however, further empirical research is necessary to disclose if ESL learners and learners of low proficiency level would be able to contribute in language related issues of ESL writing.

On encouraging meaningful peer interaction, the use of Language Related Episodes

(LREs) generated from peers talking about their writing, has been supported by relevant studies (Swain & Lapkin, 2002; Storch & Wigglesworth, 2010; Storch, 2013; 2017). LREs can be any part of students' talks about their work, language use and error corrections as defined by Swain and Lapkin (2002). Analysis on categories of LREs range from grammatical form, lexis to discourse and mechanics in peer interaction during collaborative writing tasks. In their analyses of a pair talk, form (52%) comprised a major component of LREs in student talk while lexis (28%) and discourse (20%) had a much lower presence. In group comments during feedback process of reformulations or editing of co-authored texts and revising, In Storch and Wigglesworth's (2010) study, they further explored collaborative writing on the *effectiveness* of the type of feedback student pairs received and how learners engaged with the feedback. Their findings indicated that peers processed the feedback by talking about it together and in the rewriting stage, the students accurately resolved a similar number of LREs (78%) and with less than 10% unresolved and about 15% inaccurately resolved during stages of commenting and rewriting. Their findings help to specify how well peers are able to conduct feedback with a focus on language-related issues including form, lexis or mechanics.

In the same way, Tigchelaar and Polio (2017) argued that in addition to coaching ESL writers to give quality feedback to peers, comments on writing stage can start at an early stage when students begin to compose their writing collaboratively. Their argument was built on a research in Canada examining metalinguistic activities arose from learner interaction during a collaborative ESL writing task (Gutierrez, 2008). The findings indicated it was less threatening for peers to give peer comments when they co-write a sentence and discuss the writing in a face-to-face setting. In a more recent study with 54 EFL undergraduates in Japan, Allen and Mills (2016) examined the impact of second language proficiency in dyadic peer feedback. Their findings suggested reviewer proficiency, *not* writer proficiency, significantly predicted the number of suggestions made. Lower proficiency reviewers also incorporated significantly fewer meaning-related suggestions into their revised texts than writers of higher proficiency.

In another case study with EFL learners in China, (Yu & Lee, 2015, 2016a, 2016b; Yu & Hu, 2017a, 2017b), interesting case studies reflected on how ESL learners of higher proficiency could benefit from partnering with peer reviewers of low proficiency. The students found comments from peers of low proficiency helped to identify problems in their writing and raised their metalinguistic awareness of language errors. The researchers further stated that while positive experiences and motives could drive a student to reflect on the peer feedback and make self-revisions, student motives and goals for peer feedback activities also contributed to their different foci in their practice of peer review. Such foci identified mainly the "*what*" and "*why*" of peer feedback in ESL writing. They ranged from specific discussion on language form and grammatical errors to a broader review of vocabulary use, sentence fluency, and content development in peer feedback.

Although the above studies are helpful to address the concern on learner proficiency, there is still a need for quantitative research on students' adoption of peer comments and acquisition of writing skills. In this paper, the practice of peer review process in the ESL writing classroom will be discussed with the help of a corpus approach. Concordance search of key words related to acquisition of online news genre provides textual evidence on "*how*" drafting and editing were practised by ESL learners using corpora

of peer comments and self-reflections. Categories of peer comments juxtaposed with those of self-reflections also provide a better understanding of students' preference in giving and receiving comments during the peer review process.

Study of Learner Corpora

A corpus is a body of naturally occurring language that is selected and ordered according to explicit linguistic criteria and form a sample of the language (McEnery, Xiao & Tonio, 2006). The use of learner corpus is advocated in ESL learning and teaching for its authenticity and varieties of non-native English (Granger, 2002). Building of small learner corpora can also be useful to trace the development of 'specific features' of writing by language learners (van Aerterselaer & Bunce, 2011).

Researchers on learner corpora (Granger, Hung and Petch-Tyson, 2002; Flowerdew, 2014) advocated the use of small learner corpus (15,000 to 500,000 words) in study of ESL writing. Learner corpus are commonly associated with computer learner corpus (CLC) by conducting comparisons between native and ESL learners of a language and between different types of ESL learners of a language (Granger, Hung & Petch-Tyson, 2002). This research on ESL learner corpus however predominantly dedicated to courses of English for Academic Purposes (EAP). There is a niche therefore in studying ESL writers' acquisition of professional writings like online news genre which can be of equal or higher importance in the workplace than the academic genre. This paper therefore aims to fill the gap and, in addition, help teachers understand students' use of peer comments, using learner corpora built by collecting peer comments and self-reflections of editing and responses to comments received. Currently, the corpus-based approach is seldom used in research of peer feedback, in particular, those given by ESL learners.

Acquisition of News Genre

Attribution refers to the direct and indirect quotations of information and modality includes use of modal verbs and modal adjuncts to conjure objectivity and subjectivity in news writing. They are significant language features common to the genre. Such features are often presented through verbs in the forms of attributive verbs or reporting verbs, modal verbs and action verbs in simple and short syllables. The style of good news writing, especially when presented online, requires accuracy, brevity, clarity and simplicity (Cotter, 2010; Hicks, 2007). Although a few comparative studies have investigated attributive verbs (Hunston, 1995) and modality used by ESL learners (Aijmer, 2002; Liang, 2008) by building learner corpora of small sizes, there is little discussion on learners' acquisition of the news genre, especially online news which includes a heavy use of hypertext and audio-visual texts.

At the same time, research on peer feedback tends to focus on aspects of student perception (Grant, 2016; Vasu, Chai & Nimehchisalem, 2016) among ESL learners and importance of training (Lam, 2010; Yang & Meng, 2013; Chen, 2016) in giving quality peer comments. It is noted from recent papers discussing the role of peer reviewers in training of generic English writing and academic essays, especially from cases of ESL learners with varying proficiency levels (Yu & Lee, 2015, 2016a). However, there is a gap in the research on acquisition of professional news writing among ESL learners. To help teachers understand students' needs, it is necessary to investigate practices of students during the peer review and self-editing processes. With the help of learner corpora, keyword search and concordance analyses, the researcher endeavors to

examine judgement and reasoning made by ESL writers. It may therefore facilitate better understanding of students’ acquisition of the online news genre with reference to accuracy, brevity, clarity and simplicity and use of lexico-grammatical patterns.

Research questions:

1. Which aspects of news writing skills did the students focus on in their peer comments?
2. How did the students make use of peer comments in their editing of the draft news?

3. Methodology

The present study examines learner corpora of peer feedback and self-reflections collected from an undergraduate newswriting project. The corpus-based approach is adopted because it facilitates identification of frequently used words through keyword search of the study corpora comprise of student peer comments and self-reflections. Concordances list the occurrences of a searched word or pattern found in the corpus. They are usually formed by a line of a sentence or a part of the sentence (see Figure 1). Keywords in the context of corpus analysis mean *statistically* significant words characterizing a document, text, or corpus (Rayson, 2012). After identifying a list of meaningful keywords both of statistical and contextual significance, further study of collocation and co-text surrounding the keywords will then be conducted.

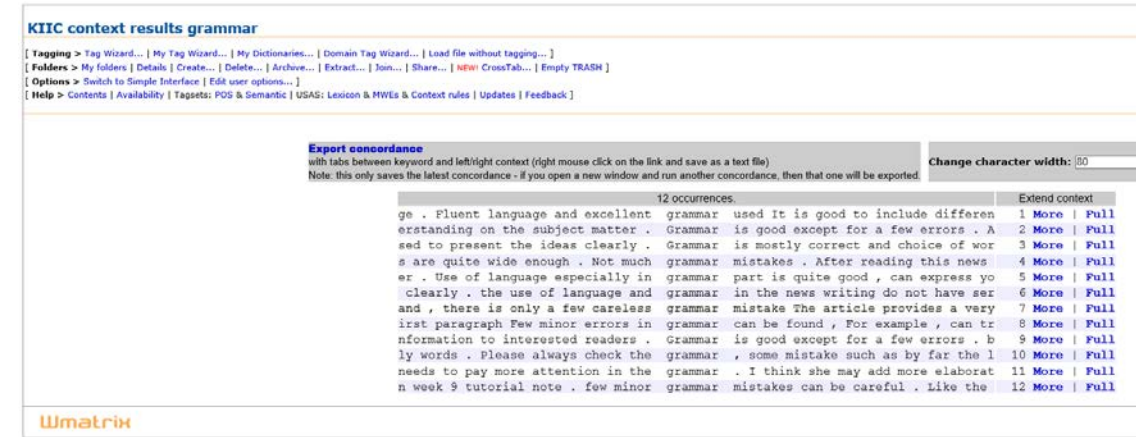


Figure 1 Screen capture of key word search function using W-matrix

Data Collection

Participants of this research were undergraduate students major or minor in English studies. They were chosen for the study because most of them had little training in news writing and experience in peer review. Altogether, six seminar groups of students on a part-time and full-time mode across three consecutive semesters from the year September 2011 to December 2012 participated in the study.

The students worked on an online news project as part of an assignment in English for the Media, an undergraduate language proficiency course offered by the Department of English, at a Hong Kong University. A news-blog was set up as a platform for sharing of writings including a draft of online news and a revised version for teacher grading. The students were invited to conduct a peer review by posting comments under a peer’s draft news, using a set of rubrics (see Appendix 1) developed and adopted by both the

students and teachers. A self-assessment of the draft and a written self-reflection on the editing process including responses to peer comments received were also required as part of the project.

The project is graded by the teacher by assessing the peer comments through the written peer review and self-reflection (each of 100 words minimum). The assessment included a total of 100 points. 10 points were attributed to the tasks of peer review and self-reflection inclusive. The draft news was not graded but 90 points were attributed to the revised news submitted after the peer review and self-reflection.

Sample writings were collected with an objective to conduct comprehensive analyses of learner corpora including draft news, final news, peer comments and self-reflections (see Figure 2 Process of Submitting the Assignment).

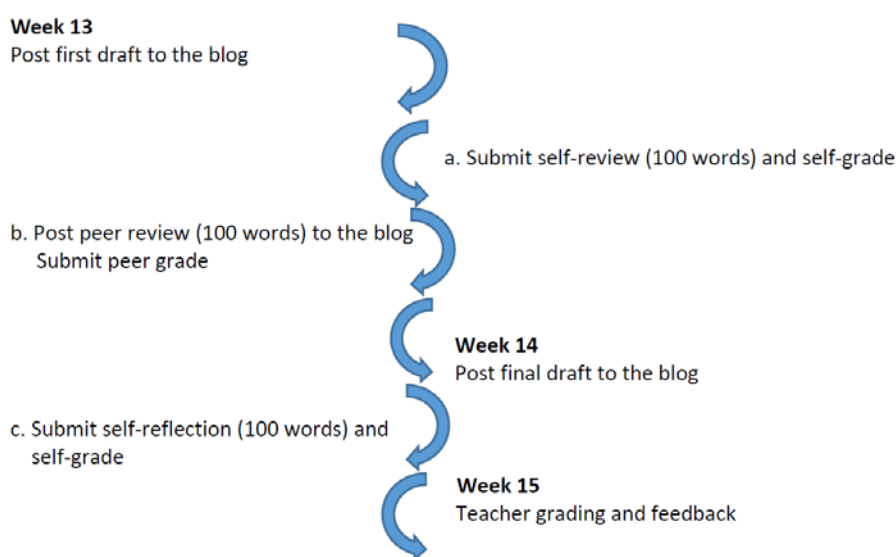


Figure 2 Process of Submitting the Assignment

Data Analysis

W-matrix (Rayson, 2008), an online corpus tool was used to analyze two corpora of peer comments (15,741 words) and self-reflections (16,095 words) respectively. The corpus search starts with keyword search of “contents”, “organization”, “grammar”, “style and tone”, “layout and display”, five categories of news writing listed in the rubrics (See Appendix 1). After conducting the above keyword search, meaningful and commonly used terms (e.g. “better”, “errors” and “style”) and technical terms which describe the online news genre (e.g. “inverted pyramid”, “headline” and “hyperlink”) will be identified (see Figure 1). Concordance lines of each term will be generated to study the co-text associated with the key words. These lines will be scanned manually then to identify the students’ understanding of news writing and precise words used in their peer comments and self-reflections.

The findings are useful to answer specific skills the students have focused on during the peer review (research question 1). These skills are specifically related to news writing as well as more generic skills including research and critical thinking. The students’ self-

reflections are useful to understand choices and judgement made in the process of drafting and editing.

Concordance lists containing co-text of the mentioned terms are further analyzed to provide concrete evidences of students' use of peer comments (research question 2). The findings are helpful to understand how students have adopted peer comments and if the comments have any influence in their editing of the draft news. To gather learning experiences from students' practice of peer review and perspectives of conducting peer review, an online survey was administered at the end of the semester to gather students' learning experiences. This part of the data is used to answer also both research questions in understanding students' needs and practices in using peer comments.

Identification of keywords

To maintain the focus of this corpus based study, only corpora of peer comments and self-reflections (See Table 1) are included in the corpus analyses.

Participants	Total Number of Participants	Semester 1 Sep-Dec 2011 Participants	Semester 2 Jan-May 2012 Participants	Semester 1 Sep-Dec 2012 Participants	Size of Corpus (words)
Corpus of peer comments	112	32	32	48	15, 741
Corpus of self - reflections	112	32	32	48	16,095

Table 1 **Number of participants and size of corpora**

By tracing word frequency, meaningful and commonly used words have been screened from the word list of each corpus. For example, the word “better” is chosen as it is associated with improvements and suggestions in comments and reflections. Before the corpus search, the assessment rubrics (Appendix 1) are also used to identify keywords which could be found in the peer comments and self-reflections. Other keywords are identified according to the lexico-grammatical patterns of the news genre. For example, attributive verbs, modal verbs and strong verbs; mixed use of the active and passive voice, inverted pyramid organization and emphasis on writing style in accuracy, brevity, brightness of tone, originality, timeliness etc.

4. Findings

Learner Corpora

Using a corpus-based approach, a keyword search of *five* categories of news writing following the assessment criteria set in the rubrics (see Appendix 1) was first conducted. The number of occurrences in each category indicates a strong preference for discussion on “contents” (40%) of news draft while categories on “grammar”(11%) and “style and tone” (20%) in the peer comments seem to be much less discussed (see Table 2). The same frequency is also found in the self-reflection corpus.

Keywords	Instances of Occurrences (% of Total Occurrences)	
	Peer Comments (15,741 words)	Self-Reflections (16,095 words)
contents	65 (40%)	59 (40%)
organization	28 (17%)	26 (18%)
grammar	18 (11%)	13 (8%)
style and tone	32 (20%)	20 (14%)
layout and display	18 (11%)	30 (20%)
Total Occurrences	161	148

Table 2 Keyword search of categories of peer comment and self-reflection corpora

Detailed breakdown of instances regarding the five main categories of assessment criteria are listed in statistical summary of instances found in peer comments (Table 2.1) and self-reflections (Table 2.2). It is noted that instances of *layout and display* was higher in self-reflections (36%) than in peer comments (26%) while instances of *style and tone* (13%) remain the same in both peer comments and self-reflections.

Category	Total Instances (n=697)		Positive Comments		Suggestions for Improvement	
contents	203	29%	121	60%	82	40%
organization	163	23%	85	52%	78	48%
grammar	60	9%	17	28%	43	72%
style and tone	94	13%	41	44%	53	56%
layout and display	177	25%	75	42%	102	58%

Table 2.1 Statistical summary of instances in peer comments

Categories	Total Instances (n=850)		Positive Comments		Suggestions for Improvements		Justification		Agree		Disagree		No Comments	
content	230	27%	30	13%	106	46%	94	41%	38	40%	9	10%	47	50%
organisation	149	18%	15	10%	75	50%	59	40%	26	44%	5	9%	28	47%
grammar	53	6%	2	4%	37	70%	14	26%	9	64%	2	14%	3	22%
style and tone	110	13%	11	10%	55	50%	44	40%	12	27%	3	7%	29	66%
layout and display	308	36%	61	20%	143	46%	104	34%	24	23%	11	11%	69	66%

Table 2.2 Statistical summary of instances in self-reflections.

Commonly Used Meaningful Words

A list of most commonly used words from the corpora were selected using W-Matrix. Their concordances are identified with the co-text which associate with discussion of topics include grammar, error correction, improvement and changes made (see Appendix 2, Lists 1 to 12 of concordance lines).

Collocation and co-text in the concordance lines generated by corpus search of six keywords below help to gather evidence of student's understanding of news writing. They also provide evidences of reasoning and arguments made in the peer comments

and editorial choices found in the self-reflections. After a detailed discussion of significant features noted in the concordance lines, a summary comparing the findings across the two corpora is listed in Table 2.3.

4.1 “errors”

16 occurrences of the word “errors” (see Appendix 2, List 1) were found in the concordance search of peer comments. They tended to associate with discussion of grammar mainly. However, the comments were cautious and vague with the use of words like “few”, “minor”, “good” and “clear” in describing frequency of grammatical errors and quality of writing (lines 1, 5, 6, 9 and 15). Even when specific errors were spotted, little detailed discussion (lines 1, 3 and 5) was given such as only one or two examples (line 10). In some cases, despite urging their peers to proof read and pay attention to grammatical errors (lines 7 and 8), the peer reviewer did not offer concrete help but suggested the reviewee “should ask help from the professor or friend about his difficulties in order to improve his work” (line 8).

Concordance findings from the self-reflections showed students screened “minor errors” through self-editing (see Appendix 2, List 2, lines 1 to 3) and considered the number of grammatical errors were reduced in their final version in comparison with the draft (line 7).

4.2 “better”

When using positive wording “better” (65 occurrences) to point out shortcomings, the peer reviewers gave specific advice and offered a good proportion (20%) of suggestions on language use. The co-texts (Appendix 2, List 3) indicate students’ awareness of active and passive voice (lines 10 and 27), pronouns (line 29) and structure (lines 12, 13, 25 and 32). The comments showed understanding of brevity (lines 25 to 26) and clarity (line 29) in news writing. Reader awareness was also demonstrated in discussion about organisation, layout and design (lines 21, 25, 31, 34 and 37).

From the concordance list of the word “better” in the self-reflection corpus (see Appendix 2 List 4), the students acknowledged improvements in vocabulary (lines 3 and 38), grammar (lines 24 and 33) and organization (lines 5, 7, 10 and 12) based on peer comments. They also adopted suggestions from peers on layout and design by adding hyperlinks (lines 11 and 23) to improve interactivity and using visuals (lines 1, 28, 34 and 37) to add attractiveness to their news.

While self-editing which could be prompted by the peer comments was mentioned in the concordances (lines 4, 12, 14, 31, 33 and 37), examples of justification (line 27) and disagreement with peer’s views (line 26) showcased the students were confident with their understanding of the news genre and made selective use of feedback received from the peer. In some cases (lines 15 and 16), requests for clarification and specific comments from peer reviewers were made.

4.3 “sentence(s)”

In the peer comment concordance (see Appendix 2, List 5), the students demonstrated an awareness of the function of the first and last sentences (lines 1, 5, 7, 29 and 33), brevity (lines 2, 4, 17 and 20) and specific sentence length (line 34) acceptable for news writing. Concrete suggestions include use of one opening sentence to summarize the whole paragraph, limit number of words to 14-17 in each sentence and shortening the

length of each sentence to three to four lines, and use of lead-in structure as well as a quotation in the last sentence.

The self-reflection concordance of “sentence” (see Appendix 2, List 6) showed the students not only made improvements on brevity of their sentences, but also changed the order (line 8), variety (lines 18 and 23) and length of sentences (lines 12, 14 and 24) to improve clarity (lines 11 to 15) and readability (line 33) of news writing.

4.4 “*language*”

From the peer comment concordance of “language” (see Appendix 2, List 7), the students again discussed features of news writing in terms of clarity (lines 12, 21), conciseness (lines 4, 8, 12, 22) and reader awareness (line 25). Uses of jargon like “lead” (line 4) and “wrap-up” (line 21) indicated their basic knowledge of the structure of news. “Concise and professional” is used to describe a good use of language. One student also argued as second language speakers of English, readers may not be able to understand some jargon and therefore suggested not to use them.

In the self-reflection corpus, apart from similar discussions on clarity and conciseness in writing, with the use of “concise and professional” again, students’ awareness of *tone* (see Appendix 2, List 8, lines 12, 14, 16 and 22) is noted in their discussion of the tone of language in online news articles and blog news. The word “clarity” is also co-texted with persuasiveness (line 14) to indicate improvements made in the revised version. Formal use of language is suggested however in order to cater for more audiences (line 15). Language and grammar seemed to be a major concern for some students (line 21) while some expressed a need for improvement in both language and grammar (line 20). One student even mentioned anxiety with the genre of online news (line 17).

4.5 “*structure*”

Some student reviewers associated the word “structure” with “inverted pyramid structure” (see Appendix 2, List 9, lines 2 and 10) which is found in traditional news writing. Terms like “headline”, “sub-headline”, “lead”, “satellite” and “wrap-up” were frequently found in the discussion of news structure. The peer commentators stressed brevity (line 4) and simplicity (lines 4, 6, 8 and 17) regarding “sentence structure” and suggested changes of layout (lines 23 and 27) to improve clarity. Furthermore, suggestions were made on introducing a variety of vocabulary and sentence structure to create consistency of writing (line 12) and make the article more vivid (line 22).

In the self-reflection concordance (List 10), the students demonstrated an awareness of the style of news by suggesting consistency in structure (line 6), brevity (line 9, 11 and 17), parallel structure (line 19) and readability (line 2 and 23). Some also self-edited their drafts to remove clumsy sentence structure, complicated vocabulary and jargon (line 2) and adopted an inverted pyramid structure to improve the flow of the article (lines 5, 13, 15, 16 and 24). One student however stated omission of the inverted pyramid structure (line 26) by telling the story in a sequence.

4.6 “*style*”

Regarding the “style” of news, both corpora (see Appendix 2, Lists 11 and 12) reflect how the students associated the word “style” with “inverted pyramid style” (List 11, lines 1, 7 and 14) a term to describe a traditional news writing structure. It seems that some students mixed the word “style” with “structure”. It is noted in the peer comments,

style of online news associates with consistency (line 2), use of strong verbs through action verbs with short syllables (lines 4 and 6), plain words (line 4), formality and length (lines 8, 11 and 12). It is also noted that some students mistook APA referencing (lines 10, 13, 15 and 16) for the referencing style of news writing.

In the self-reflections, an awareness of news writing for its style of simplicity (List 12, line 2,4), clarity (line5,6) and variety of words (line7) is further mentioned. However the term APA referencing was still mistaken by a few students for referencing style of news writing (lines 3 and 9).

Despite a low number of discussion on categories of grammar, style and tone, the concordance lists above indicated a sound understanding of online news writing which included the use of tone. In the more popular category, layout and design, the students used jargon like “headline”, “subheading”, “hyperlink” and “multimedia design” which were main features of the online news genre. In addition, concordance search of self-reflection corpus indicated relevant changes made by the students following the peer comments and through self-editing.

In sum, concordance findings from the peer comment and self-reflection corpora demonstrated a sound understanding of the news structure (e.g. “lead”, “headlines”, “wrap-up” and “inverted pyramid”) and good news style (e.g. “accuracy”, “authenticity”, “brevity”, “clarity” and “updated information”). Some students discussed also their use of attribution and verb choice (e.g. strong verbs, modal verbs). Examples of confusion with the use of referencing style for news writing however can be found among some students.

Keywords (instances)	Peer Comment Corpus		Self-reflection Corpus	
errors (16/7)	grammatical errors; small errors; minor errors; few errors	subject-verb agreement; articles; grammar; add hyperlink; choice of vocab	grammatical errors; minor errors	clumsy sentence structure; do not interrupt reading; should add examples; careless mistakes
better (65/38)	better understanding; better organisation	passive voice; sentence length; headline; sub-heading; keep the sentence short	better layout; better final copy; better use of language; better order; better organisation	length of each paragraph; highlight the key point; more hyperlinks; inverted pyramid; diverse wording
sentences (34/33)	opening sentence; sentence structure; first sentence; last sentence; each sentence	summarize whole paragraph; have short paragraphs; 14-17 words per sentence, lead-in structure, quotation	long sentence; short sentence; indirect sentence; topic sentence; clumsy sentence	complicated vocab; link the sentences; enhance readability; use past tense; use of vocab; rearrange the sentence in order; parallel structure
language (25/22)	informal language; fluent language; language use; choice of language; second language	lead is concise; clear and concise; wrap up the news clearly; concise and professional	language problem; language style; language and tone; formal language	conciseness; suitable for blog news; tone of online articles; concise and professional
structure (28/26)	clear structure; balanced structure; good structure; sentence structure; lead-in structure; inverted pyramid structure; content structure; overall structure	variety of sentence structure and words; the layout can make the sentence clearer; some points were confusing; sentence structure too complicated	Sentence structure; inverted pyramid structure; parallel structure	cut some sentences short; Inhibit voice; complicated vocab and jargon; increase the fluency; flow of the article; reorganise the paragraphs;
style (16/9)	reference style; APA style; inverted pyramid style; formal style; writing style	strong verbs and plain words; online news; too informal; topic is up-to-date; online news; language of the entry	pyramid style; APA style; language style	local news; different words used; reference list; final version

Table 2.3 Collocations and co-text in concordances of meaningful keywords

5. Discussion

Students' focus in online peer review

A predominant amount of peer comments and self-reflections seem to focus on categories like “contents” while discussion of other categories include “organisation”, “layout”, “style and tone” and “grammar” only amount to half or even less of the first category. The findings answer the first research question by confirming how the student peer reviewers may prone to make suggestions at a macro-level on content or topic specific comments. The result therefore agrees with findings from Liang (2010) for revision-related discourse, students chose to focus more on content discussion than on meaning negotiation. The low occurrence of concordances with wordings like “grammar” and “style and tone” can be attributed to arguments on students' low esteem in their competency level as ESL writers (Liu, 1997; Carson & Liu, 2006; Liu & Carless, 2006).

Common grammatical errors spotted in the concordance findings (e.g. in Appendix 2, List 11, line 13 and List 12 line 9) also concur with concerns for grammar accuracy (Cheung, 2014) which may hamper the quality of peer comments.

Despite the low occurrences of concordances containing the word “grammar” found in the corpus of online peer comments, reflections on peer review practice among Chinese ESL writers (Carson & Nelson, 1996; Yang & Meng, 2013) suggested that students mostly perceived their peers helped them in checking grammatical errors and improving understanding of the text. Such perception can be supported by evidence of cautious and vague comments like “minor errors”, “few grammatical errors” and “small errors” (Appendix 2, Lists 1 and 2). In addition, the word “errors” is mainly associated with grammatical errors and spelling errors in a general context rather than meaning of explicit language problems. This finding gives further evidence to the argument discussed earlier with respect to the low confidence level of ESL peer reviewers and reinstated a tendency of giving surface-level statements instead of explicit language related comments (Storch & Wiggleworth, 2010).

However, it is noteworthy that the peer reviewers demonstrated a clear understanding of features of news writing, specifically, the online news genre. Such understanding can be easily spotted in collocations and co-text (see Table 4.3) from concordance lines of keywords like “sentences”, “language”, “structure” and “style”. Apart from stating the requirements of news writing in sticking to conciseness, clarity, simplicity and timeliness, the students have been very specific in giving examples of sentence length, choice of sentence structure, use of vocabulary or jargon and sequencing of paragraphs which form concrete advice to their peers.

Students’ use of peer comments

The second research question focuses on identifying specific action taken and improvement made to the draft news by the students on receiving peer feedback. Despite corpus findings revealing *low* instances on categories of *grammar* and *style and tone*, samples of concordance lists of key word search from the self-reflection corpus provide evidence of the students’ understanding of the news genre. Concordance lists including keywords associated with the news genre suggest a *positive* impact of the peer review process when implemented with self-evaluation because the students were invited to revisit the requirement of news writing (Boud & Molloy, 2013) through processes of reviewing a peer draft and reflecting on peer comments to their draft news. It therefore suggests how online peer review practice during the drafting process in combination with the self-reflection in the editing of the final version can help students to be responsible and reflective on their choice of language use and style of writing (Dochy et al. 1999). By adding the step of self-reflection after the peer review, the students were therefore urged to pay attention to categories of news writing beyond the content and error correction. Percentages of instances from self-reflections on *layout and design* (36%), *language and tone* Results from the online survey also indicate the peer review practice using self-reflections provides more opportunities for students to justify choices of language use and discuss the style of online news genre.

As argued in the findings addressing research question 1, the ESL learners may not be able to provide explicit and specific language-focused comments as suggested by Yang and Meng (2013) and Orita (2016). Such evidence can also be noted in a lower

distribution of comments on style and tone, and grammar that the distribution in turn was even lower in self-reflections because they were responses to peer comments received. This finding therefore seems to agree with claims that ESL peer commentators tend not to trust themselves and their peers as qualified to critique on language use (Liu, 1997; Carson & Liu, 2006; Liu & Carless, 2006) and . In the keyword search of “style” when only 16 and 9 occurrences can be drawn from peer comment and self-reflection corpora respectively. However, with a higher percentage of responses to peer comments on the layout and format of news, it may indicate that the ESL students have demonstrated awareness of online news presentation and paid attention to these aspects in their editing. Such preferences to comment on format and mechanics seem to coincide with findings on types of feedback in research on LREs (Swain & Lapkin, 2002; Storch & Wiggleworth, 2010).

Concordance lines including terms of “hyperlinks”, “headlines”, “sub headlines” and other genre specific jargon imply also how well peer reviews were conducted (Storch, 2017). While the style of online news writing with regard to lexico-grammatical choices of sentence structure, tense and verbs indicate the extent and value of peer review, a lower number of responses to categories of style and tone found in the self-reflection corpus could be attributed to factors like motivation and attitudes of students.

6. Implications

Comments associated with features of news writing which emphasizes accuracy, brevity, clarity and simplicity (Cotter, 2010; Hicks, 2007) support a positive awareness among the student writers. Both corpora of peer comments and self-reflections covered discussion on sentence length, organisation of paragraphs, and layout and design. The concordance search provides evidence for student understanding of such terms in relation to online news writing. It further implies their understanding of assessment criteria as some of the terms are drawn from the assessment rubric. The concordance findings help to substantiate the argument that ESL learners can benefit from the peer review practice in the boosting of genre specific understanding by simply giving and receiving feedback (Lunstrum & Storm, 2010). It can be further argued that language proficiency level in such circumstances does not seem to affect development of such knowledge (Yu & Lee, 2015, 2016a, 2016b; Yu & Hu, 2017a, 2017b).

The study however prompts for amendments in the course contents based on the following findings:

It is noted that the students’ knowledge of the news genre could be limited to only preliminary learning despite a high frequency of words associated with the format and layout of online news: “headline”, “subheading”, “hyperlink” and “multimedia design” found in the concordance lists. A profound knowledge of the news writing style would require in-depth discussion of significant linguistic features like the use of attributive verbs, strong verbs and tenses which were rare in the corpora. The low occurrences of such jargon used, however, may reflect reviewer proficiency rather than writer proficiency as argued in Allen and Mills (2016).

It is also arguable that the peer comments are all useful and of good quality. Examples of confusion with the structure and organisation of news writing could be found in the peer comment corpus. This is most obvious when many peer reviewers suggested the

use of the inverted pyramid structure in the first paragraph of a feature article, which may not be applicable in the case of most feature articles. Concordances of relevant key words drawn from the peer comment corpus also indicated a fundamental misunderstanding of the referencing method (APA style) which is required in academic writing but seldom adopted in news writing.

7. Limitation

As many students in this study only submitted a peer comment of 100 to 150 words, the peer comment corpus does not capture any record of follow-up discussion that might have been conducted among the peers. In making the study feasible, the research focused mainly on changes made by the students in the final version when compared with the draft news. While the students reflected on their use of the peer comments in the self-reflection, the impact of self-editing has not been included in the study. It is also arguable that the improvements made in the writing could be attributed to peer comments or self-editing alone, as students may have consulted views of people not from the class or relied on other resources like editing software in their revising of the draft. Due to the small size of corpora, the frequency of concordance findings of certain keywords could also be affected.

This paper presents mainly the findings from the corpora of student comments and reflections. The corpora of student draft news and revised news are not included because of word limit.

8. Conclusion

The present study of peer review in ESL writing distinguishes itself from relevant research by examining specifically the corpora of peer comments and self-reflections. The concordance findings offer concrete details of students' peer review and self-reflection practice. They are useful for teachers to review the quality of peer review and how the practice might be better applied in their teaching pedagogy. Specifically, in building of confidence among peer reviewers to provide quality comments on peers' work (Novakovich & Long, 2013).

In their discussion of rethinking models of feedback in higher and professional education, Boud and Molloy (2013) suggested the use of peer feedback as part of the assessment to encourage students to take an *active* role in soliciting and using feedback. It also indicates a flexible arrangement of modes of feedback which suit the needs of students. This suitability has been reflected from the findings of the present study that a combination of peer review with self-reflection can be used in the multi-drafting process of writing.

This paper provides the groundwork for further corpus study regarding the practice of online peer review in ESL writing. In their study on giving feedback to students in ESL writing, Hyland and Hyland (2006) stated that effective feedback needed to be text specific, relevant and clear. They also deemed that good feedback would not appropriate the text or the writer's responsibilities; and allow students to determine a way to revise in response to the feedback. It is therefore useful to gather evidence of students' revision in comparison with the draft. As the use of online peer review is becoming more and

more common in the writing classroom, it is necessary to have a comprehensive study of teachers' perspective and their practices with learners of various proficiency levels and from a local context. It may also be useful to benchmark such findings with those from professional corpora to provide evidence of genre-specific acquisition by ESL learners of writing. Given the word limitation, the researcher plans to publish this part of the findings in separate papers.

With a rising recognition of the effectiveness of peer review practice in both teaching and learning of writing, the corpus-based approach may also add insight to training and administering of peer review in various learning environments. In addition, with respect to the research of second language writing, the use of learner corpora can help to decipher learners' needs in their acquisition of writing across curriculum, specifically, those professional genres less researched on but commonly used in the workplace.

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Appendix 2.

Lists 1 to 12 Concordance Lines of Meaningful Keywords

16 occurrences.				E)
ws easily . There are only a few grammatical errors	. Very clear writing with a good presentation			1
at the end of the blog . Also , grammatical errors	are hardly found and the language used is qui			2
of information . However , a few grammatical errors	are found in the news article . By further pr			3
paragraph to maximum 150 words . Grammatical errors	regarding the agreement are found , but not m			4
h of the article . There are few grammatical errors	in the article that distracts readers a bit .			5
ention towards this news . Minor grammatical errors	are found but do not affect the understanding			6
over , please proof read your work to reduce errors	. However , the first sentence in the first p			7
e newsblog article . Proofreading will limit errors	. He should ask help from the professor or fr			8
ct matter . Grammar is good except for a few errors	. After all , I find that this piece of news			9
nformation through it . Lastly , only 2 to 5 errors	are found which is satisfied the use of words			10
the news writing . Besides , no grammatical errors	were found . It is good to add some hyperlink			11
mmar in the news writing do not have serious errors	. In your news story , the lead and headline			12
ed as a wrap up of the news . Although small errors	can be found , the overall choice of language			13
ce , you may write about examples of medical errors	in other public hospitals in order to show th			14
after reading the first paragraph Few minor errors	in grammar can be found , For example , can t			15
re can bring life to the WKCD Although small errors	can be found I suggest amending the word fina			16

List 1. Full concordance of the word “errors” from the peer comment corpus

7 occurrences.				E)
m many of my classmates , I found some minor errors	on the draft , such as , some clumsy sentence			1
in tone of online articles . There are minor errors	that do not interrupt the readers . The pictu			2
m on following . There are also less grammar errors	and most important things is in the introduct			3
ike to tell a main reason of causing medical errors	in public hospitals that is shortage of front			4
esources is a main factor of causing medical errors	. So , my news writing should have examples a			5
s writing should have examples about medical errors	that are caused by shortage of frontline staf			6
careless mistakes and to reduce grammatical errors	as compared to the previous one . Images shou			7

List 2. Full concordance of the word “errors” from the self-reflection corpus

s used . Perhaps using <u>passive voice</u> will be better	as it somehow sounds odd when the readers sud			10
ph so that the interview and the content can better	relates to each other . It is suggested that			11
ak of the text is rather clear but it can be better	by adding some <u>subheadings</u> . Thus , the reade			12
dded . And using <u>sub-headlines</u> would help on better	organization . Regarding the language used ,			13
d be provided so to allow the readers to get better	understanding of this topic . However the new			14
so gain PolyU students attraction . But It s better	to quote the picture sources . And also the a			15
. Personally I think Beware of i-injuries is better	than get prepared for in the <u>headline</u> as it i			16
some of the sentences are quite long , it is better	to have shorter sentences when writing news .			17
Therefore , perhaps a more relevant topic is better	for catching the reader s attention towards t			18
e understanding as a whole . It will be even better	to insert more hyperlinks to give reader more			19
plement . More photos as supplement would be better	as it helps grasp the attention of readers .			20
lear and reader-friendly ! But , it would be better	if there is a bit more information about how			21
ation is not well supported by facts . It is better	to include more information about working hol			22
requirement to apply working holiday . It is better	to have more grammatical check before submitt			23
y follow and with more related story . It is better	to <u>short each paragraph and sentence</u> . It is			24
edibility and authenticity . However , it is better	to keep the lead short (usually 35 words or			25
er) . For the paragraph three , it would be better	if it become a little bit <u>shorter</u> . Maybe , f			26
the phrases , using <u>active voice</u> may even be better	like it arises controversy over &; instead of			27
of the article can be improved . It would be better	if similar ideas are grouped with the use of			28
d in the article . As a result , it would be better	if the <u>pronouns</u> are clarified with clearer il			29
are lacking in this news . It would also be better	to use some multimedia contents to make the o			30
active and <u>attractive</u> . For instance , it is better	to use the hyperlink under the text 334 Acade			31
e university students in PolyU . It would be better	to have a <u>lead summarizing</u> the news at the be			32
from TIME . In term of content-wise , it is better	to continue in para 3 with the numbers and re			33
uite organized , helping the <u>readers to have</u> better	<u>understanding</u> of the new story . Consistent v			34
ting . Regarding to the organization , it is better	to strengthen the linkage among paragraphs ,			35
writing . For the article , it is much more better	for the you to write in paragraphs instead of			36
s instead of points For the headline , it is better	to choose an attractive one in order to give			37
agraph . To have a balance structure , it is better	to state the <u>solutions</u> to change the situatio			38
o a famous basketball player . I think it is better	for you to add one paragraph in between . Bes			39

List 3. 30-line concordance of the word “better” from the peer comment corpus

38 occurrences.			Ex
s putting a photo at the top of the news can	better	attract readers attention . I have added back	1
eadings are listed , and the organization is	better	than the draft . However , the language might	2
s and vocabulary can be employed to generate	better	use of language . As commented by my peer in	3
several changes in order to serve my readers	better	. Concerning the content , I tried to link be	4
omment , I added the sub-headline to achieve	better	organization . Due to the topic of my news ,	5
is related to the story . It would have been	better	if the title or more information about the ti	6
I moved the more important parts upwards to	better	the inverted pyramid , like Prof. Ng s defini	7
pport the practicality claim , I think it is	better	. I agree with the classmate that attribution	8
ne that . One classmate suggested that it is	better	to report the statistics in numeral form . Ho	9
. Information is well-organized . It can be	better	if the length of each paragraph is similar .	10
re hyperlink including the HKgolden. com for	better	understanding . There are some advices that I	11
ical mistakes and arranged the paragraphs in	better	order. 100I also changed and canceled some se	12
rmation and the title of the newspaper match	better	and it s organized well . I think audiences w	13
on of the draft version . I think it will be	better	to end the news with the part of Being friend	14
it more comprehensive . I think it would be	better	if my peer can specify what voices should be	15
cify what voices should be included so I can	better	justify whether include it or not . In terms	16
ment , I ve completely changed my draft to a	better	final copy . There were many elements I didn	17
and start to frame my story down and have a	better	angle for the readers . Therefore I have comp	18
fore I have completely changed my draft to a	better	final copy . For the peer assessment , I agre	19
peer evaluation is useful that we can have a	better	understanding towards how a piece of work is	20
cult for readers to comprehend , it would be	better	to use a figure to illustrate . In addition ,	21
on . This has helped me improve my news blog	better	. Writing news is hard and we constantly need	22
on the title instead of an advertisement to	better	highlight the key point . More hyperlinks are	23
or both language and grammar so as to make a	better	impression to audience . The timeliness , lay	24
ews more organized and the readers will have	better	understanding toward it . AGREE Also , a vari	25
ose examples . DISAGREE I tried to arrange a	better	layout to attract more attention and make the	26
the news . As Ella mentioned before , it is	better	to daring the lead , so that readers can easi	27
other photo to replace the original one . To	better	describe the situation of Handmade Trend , an	28
situation of copy cats in the industry . To	better	describe the situation in Hong Kong , some wo	29
e comments from my peer , I agree that it is	better	for me to add some sub-headings in my writing	30
tention . I have revised it to achieve for a	better	wrap-up . Regarding Beatrice s comments on th	31
tself is informative but not enough as I had	better	illustrate further for the interrelationship	32
t by designs and grammar checking to make it	better	. I have added some more reference about the	33
number of revision to make the article more	better	I added some photos to make the news attracti	34
d headline but the whole organization can be	better	, like the length of the introduction could b	35
e is good to be short , however , it will be	better	to include group purchase in it . This is bec	36
regarding about other topics , it should be	better	to show only his name . I tried to insert a v	37
fact , it is my typing error . AGREE I think	better	and more diverse wordings can be used in the	38

List 4. Full concordance of the word “better” from the self-reflection corpus

34 occurrences.			E)
writing is cohesive enough with an opening	sentence	summarizing the whole paragraph so that audi	1
and this can show readers the timeliness .	Sentence	structure can be simpler and shorter for eas	2
can be more concise . One thing is that the	sentence	structure and some use of word may be a litt	3
. It is better to short each paragraph and	sentence	. It is so helpful to provide a hyperlink to	4
am reading , I do need to refer to the last	sentence	or the last paragraph to figure out the refe	5
work to reduce errors . However , the first	sentence	in the first paragraph seems to be a fragmen	6
lead-in structure there will be in the last	sentence	of the news . For the second paragraph under	7
nclude all the related information into one	sentence	. But I think you add another quote from a K	8
readers can easily understand . Variety of	sentence	structure and words are used to create a con	9
and varied in length . Different words and	sentence	structures are adopted to create a consisten	10
cho with the headline , it is nice . Fluent	sentence	throughout the feature and I can find 2-3 gr	11
nformation is well-organized with different	sentence	structures , so audience can easily follow t	12
nformation is well-organized with different	sentence	structures , so audience can easily follow t	13
an . The feature article is colored by this	sentence	The overall idea is clear for the news writi	14
e of hard news diversified vocabularies and	sentence	structure were used to make the article more	15
ld be added the page layout for every first	sentence	of the table cell should be adjusted The sen	16
may consider shortening the length of each	sentence	or separate into smaller paragraphs . Quotat	17
f good work , however , do kindly check the	sentence	structure again , some points are quite conf	18
In addition , diversified vocabularies and	sentence	structure were used to make the article more	19
separated into 3 to 4 lines in keeping the	sentence	shorter , so that it is easier to read . Mor	20
d piece of the work. however , do check the	sentence	structure again , some points are quite conf	21
ak-sing . In the previous part of the first	sentence	, it said that among the 100 athletes &; . .	22
160 of it &; . Why the numbers in the same	sentence	are not consistent , or did I get the wrong	23
alize to match with the same tense within a	sentence	. Thirdly , I believe he is capable to take	24
ews on eating habits it seems that the last	sentence	in the last paragraph does not match with th	25
discover that some paragraphs only have one	sentence	, such as The case has been referred to the	26
alize to match with the same tense within a	sentence	. Thirdly , I believe he is capable to take	27
grammar mistakes can be careful . Like the	sentence	A neighbour s domestic helper said she has c	28
nes after she earned enough money. the last	sentence	can be a quotation to it more authoritative	29
grammatical mistakes in paragraph five . In	sentence	4 , it should be lack of government support	30
support , not lack government support . In	sentence	5 , the whole sentence should be This may di	31
ernment support . In sentence 5 , the whole	sentence	should be This may diminish quality and grow	32
ncial support , but then you start with the	sentence	Hong Kong Government has provided large fina	33
as good writers average about 14 17 words a	sentence	structure of the news could be reorganized .	34

List 5. Full concordance of the word “sentence” from the peer comment corpus

33 occurrences.			Ext
es , I have added a word Indeed to link the	sentence	so that it would not be too boring to read t	1
language are suitable for blog news . Clumsy	sentence	structure , complicated vocabularies and jar	2
The news has been made shorter in terms of	sentence	and paragraph length in order to facilitate	3
lassmate , I have tried to shorten the long	sentence	in my news , so the read could read the new	4
to my newsblog . I have replaced the first	sentence	with an easier one to enhance the readabilit	5
d spell out a numeral at the beginning of a	sentence	and use a hyphen to connect a word ending in	6
ing with a real story of Mr. Chan . Shorter	sentence	are used and more quotes from interviewees a	7
eadings format . Information organization ,	sentence	structure have been modified to increase the	8
ces structure are too long . I agree if the	sentence	is short , that make the reader easier to ab	9
ense in some sentences . For example , some	sentence	should use past tense in order to describe t	10
ritish and American English . DISAGREE Some	sentence	structures have been changed to improve the	11
the news becoming more integrated . For the	sentence	structure , I have cut some sentences short	12
he topic . Review and check the grammar and	sentence	structure . Thus , I do think the layout of	13
improvement . Therefore , I try to make the	sentence	structure shorter so that the audiences can	14
takes , I think the usage of vocabulary and	sentence	structure need to be improved . Also , the c	15
olitical PR behavior . I have re-write some	sentence	in order to make it simple and clear . Final	16
rer understanding . AGREE I added the topic	sentence	and hoped not to confuse the readers . Also	17
it is correct to put it in plural . As the	sentence	is in parallel structure , needs and complai	18
n they was referring to because there is no	sentence	indicated the subject They before AGREE Acco	19
nto shorter ones , as well as rearrange the	sentence	in order to ensure the original meaning is t	20
as I almost rewrite the whole passage , the	sentence	is now shorter and more concise . Some wordi	21
ar with the issue I checked the grammar and	sentence	structure again to decrease the mistakes . I	22
s . I try to use different word choices and	sentence	structures but the grammar may not be perfec	23
, dictates to strengthen the tone . For the	sentence	structures , I try to cut the long sentences	24
. Regarding Beatrice s comments on the last	sentence	, I do agree with her that the conclusion wa	25
. Accepting Treey comment for the length of	sentence	Really thanks for Treey Law meaningful comme	26
news writing some paragraphs only have one	sentence	, such as The case has been referred to the	27
realizes . However , I have not change the	sentence	I believe he is capable to take cares the pe	28
is wording and transform it into a indirect	sentence	. Other improvements have also been made . L	29
ed I use limited word choice and control of	sentence	structure that inhibit voice and turn I have	30
t really agree with her . In paragraph 5 ,	sentence	4 lack government support , Tiffany mentione	31
e long paragraph has been replaced by short	sentence	to lead the readers being easy to digest mea	32
REE I will try to improve the words and the	sentence	structure that the New will be more readable	33

List 6. Full concordance of the word “sentence” from self-reflection corpus

25 occurrences.			E
leave it for readers to think . Regarding to	language	, active voice has been mainly used . Questi	1
s been mainly used . Questions and informal	language	such as hang out have also made the tone mor	2
rs and given readers more information . The	language	is easy to understand and the grammar is fin	3
hort paragraphs) . The <u>lead is concise</u> the	language	used is quite suitable and simple as it is q	4
major grammatical mistake found in terms of	language	. The style of this news is consistent . The	5
ugh inverted pyramid structure . Concerning	language	and content , it is good to cite recently co	6
e s Political Consultative Conference . The	language	use is appropriate which plain tone and acti	7
e readers have no trouble following and the	language	is concise too . The peer review help me to	8
it very easy for reader to follow . For the	language	used , words and phrases are appropriate and	9
grammatical errors are hardly found and the	language	used is quite professional . Regarding the c	10
evant and appropriate caption is used . The	language	is easy to understand and the flow is easy t	11
diences can have no trouble following . For	language	, it is clear and concise rather than wordy	12
at can be adjusted . Firstly in the area of	language	use , terms such as From the government to t	13
nterests in the topic . Lastly , only a few	language	or grammar mistake were spotted . Since this	14
help on better organization . Regarding the	language	used , some of the sentences seem to be a bi	15
as pass in . It should be pass on . And the	language	should be polished and more journalistic . T	16
w sentences seemed loosely linked . For the	language	, simpler structure can be used e. g. avoid	17
lear and can spotlight the message . Fluent	language	and excellent grammar used It is good to inc	18
wrap up of the news. the overall choice of	language	is concise and professional , which matches	19
able the readers to read it faster . Use of	language	especially in grammar part is quite good , c	20
the <u>wrap-up of the news clearly</u> . the use of	language	and grammar in the news writing do not have	21
errors can be found , the overall choice of	language	is concise and professional , which matches	22
readers to scan the article . However , the	language	of the article is fair , for example , tense	23
a reference list is also preferred For the	language	of the entry , the style is a little bit too	24
but someone who speaks English as a second	language	may not understand it . So , maybe use witho	25

List 7. Full concordance of the word “language” from the peer comment corpus

22 occurrences.			Ex
ideas and sentences are minimized now . For	language	use , grammatical and collocation problems s	1
aders can follow the news very easily . For	language	use , grammatical mistakes are amended and c	2
carefully used so as to improve the entire	language	use . For layout and display , the appealing	3
tions and difficulties EM kids are facing .	Language	problem is further discussed . Suggestions a	4
indicate direct quotes from the professor .	Language	use is improved as well (e. g. addicted use	5
Plus that the layout and conciseness of the	language	are suitable for blog news . Clumsy sentence	6
ose and the goal of the KSA . However , the	language	used in the article is not so strong to attr	7
o attract the readers , no higher levels of	language	were used , and some repetitions of words ar	8
on is better than the draft . However , the	language	might be too simple to read . Some words are	9
y can be employed to generate better use of	language	. As commented by my peer in the blog about	10
re analytical then the previous draft . The	language	remains consistent with the first draft . Al	11
on is good with smooth flow of events . The	language	used is in tone of online articles . There a	12
ws blog to its final version . Meanwhile in	language	, I have edited the sentences and tried to u	13
e of news , the organization and the use of	language	are <u>clearer and more</u> persuasive respectively	14
afts . To create a more media like , formal	language	is used to cater for more audiences . For th	15
e length of each paragraph is similar . The	language	and <u>tone</u> used in the news can be even strong	16
ine news . So , when I heard of online news	language	style , I really felt anxious . So , before	17
ost important things is in the introduction	language	style is suitable and closely matches the ty	18
structures have been changed to improve the	language	style . Moreover , different words are used	19
, there are rooms for improvement for both	language	and grammar so as to make a better impressio	20
me to reduce grammatical mistakes . Thus ,	Language	and grammar were my main concern . I add add	21
improvements in my article . For the use of	language	and <u>style of tone</u> , I have revised some sent	22

List 8. Full concordance of the word “language” from the self-reflection corpus

28 occurrences.			E
ll . In terms of organization , the overall	structure	is generally well-organized with a rough inv	1
ell-organized with a rough inverted pyramid	structure	. Concerning language and content , it is go	2
t part of the focus very easily . The clear	structure	of the article makes it very easy for reader	3
can show readers the timeliness . Sentence	structure	can be <u>simpler and shorter</u> for easier readin	4
re concise . One thing is that the sentence	structure	and some use of word may be a little difficu	5
loosely linked . For the language , <u>simpler</u>	structure	can be used e. g. avoid using the lead-in st	6
e can be used e. g. avoid using the lead-in	structure	there will be in the last sentence of the ne	7
ims in group purchasing traps , I think the	structure	is too complicated to include all the relate	8
low your ideas as a reader . For the entire	structure	, it is clear that you fellow the inverted p	9
clear that you fellow the inverted pyramid	structure	by providing the headline , lead , lead deve	10
topic and presented in a proper order . The	structure	of this passage is organized quite well sinc	11
can easily understand . Variety of sentence	structure	and words are used to create a consistence v	12
ly to make a logical sequence . The overall	structure	is clear and organized . It is easy for the	13
en by Louise is clear and informative . The	structure	and organization of the passage are good . T	14
ually reading it . The news contains a good	structure	that each paragraph with one idea or main po	15
can draw reader s attention to read it The	structure	and the flow are clear and I find no trouble	16
warp-up for the whole article . Overall the	structure	is <u>clear</u> , and the good-use of point form ca	17
readers to read through it quickly . Clear	structure	is shown The information is quite organized	18
news diversified vocabularies and sentence	structure	were used to make the article more vivid . T	19
d in the last paragraph . To have a balance	structure	, it is better to state the solutions to cha	20
rk , however , do kindly check the sentence	structure	again , some points are quite confusing . I	21
ion , diversified vocabularies and sentence	structure	were used to make the article more vivid . T	22
ecent news of it . This layout can make the	structure	<u>more clear</u> . Other outstanding people in spo	23
f the work. however , do check the sentence	structure	again , some points are quite confusing . I	24
tiveness of the content . About the content	structure	, more attention may be needed . Such as the	25
ite short , you should pay attention to the	structure	for your news article. the sentences can be	26
ecent news of it . This layout can make the	structure	<u>more clear</u> . the post is a little bit short .	27
riters average about 14 17 words a sentence	structure	of the news could be reorganized . Writers s	28

List 9. Full concordance of the word “structure” from the peer comment corpus

	26 occurrences.		Ex
formation , I do not want to complicate the	structure	of the news . I would like to keep it all in	1
re suitable for blog news . <u>Clumsy sentence</u>	<u>structure</u>	, complicated vocabularies and jargons are a	2
ding the core curriculum under 334 academic	structure	, letting readers understand more on it . In	3
a bit old and using this as a lead made the	structure	a bit weird . Therefore , I changed the focu	4
ction . After adopting the inverted pyramid	structure	, the flow of the article has become smoothe	5
ws :) . Then it can be <u>consistent with the</u>	<u>structure</u>	of the text . As I mentioned earlier , I als	6
e readers despite sufficient graphics . The	structure	of the article is kept unchanged with three	7
ormat . Information organization , sentence	structure	have been modified to increase the fluency o	8
ace mentioned <u>some paragraphs and sentences</u>	<u>structure</u>	are too long . I agree if the sentence is sh	9
e physical layout can be ameliorated as the	structure	of the news becoming more integrated . For t	10
becoming more integrated . For the sentence	structure	, I have <u>cut some sentences short</u> in order t	11
. Review and check the grammar and sentence	structure	. Thus , I do think the layout of my story i	12
it faster . I followed an inverted pyramid	structure	in my finalised version because I think the	13
in my finalised version because I think the	structure	of my draft is more like an essay but not ne	14
t talking about the young generations . The	structure	of my feature article is pyramided that is t	15
nd it occupies too much space . The article	structure	is inverted-pyramid . I think it is good tha	16
nt . Therefore , I try to <u>make the sentence</u>	<u>structure</u>	<u>shorter</u> so that the audiences can find it ea	17
<u>think the usage of vocabulary and sentence</u>	<u>structure</u>	need to be improved . Also , the content can	18
in plural . As the sentence is in <u>parallel</u>	<u>structure</u>	, needs and complaints should be the same pl	19
he issue I checked the grammar and sentence	structure	again to decrease the mistakes . I think my	20
reorganized the paragraphs and the overall	structure	as a whole for improvement . I have self-eva	21
limited word choice and control of sentence	structure	that inhibit voice and turn I have changed t	22
l try to improve the words and the sentence	structure	that the New will be <u>more readable</u> and attra	23
the paragraphs to fit the inverted pyramid	structure	. For the whole news structure , when I do t	24
rted pyramid structure . For the whole news	structure	, when I do the draft , I afraid that not al	25
e sequence but omitted the inverted pyramid	structure	. I tried to provide some more opinions from	26

List 10. Full concordance of the word “structure” from the self-reflection corpus

16 occurrences.		Ex	
g in the sense that with its inverted pyramid	style	, it develops a topic well by including expert	1
ical mistake found in terms of language . The	style	of this news is consistent . The writer uses a	2
king holiday from different interviewee . The	style	is pretty good The topic is so up to date . It	3
of strong verbs and plain words can show the	style	of online news and it is easily understandable	4
ed as it is not quite in the inverted pyramid	style	. As the headline and lead shows that the main	5
ested use more of strong verbs to enhance the	style	of online news . I think it can be further imp	6
tched with the headlines The inverted pyramid	style	has been applied accurately according to the s	7
and adverbs are not recommended . The writing	style	would be more formal . Different colour for hy	8
udiences . Other than that , inverted pyramid	style	is suggested for this article . The first para	9
y want in a fast way . Lastly , the reference	style	should be used in APA style. however , using t	10
preferred For the language of the entry , the	style	is a little bit too formal towards the traditi	11
in the last paragraph does not match with the	style	of news writing. but it is better to cut it do	12
improvement if the reference can use the APA	style	for citing source , as it would helps readers	13
could be further clarified. inverted pyramid	style	is suggested for this article . The first para	14
rmation they want in a fast way the reference	style	should be used in <u>APA style</u> . I think the way	15
way the reference style should be used in APA	style	. I think the way you start The Financial supp	16

List 11. Full concordance of the word “style” from the peer comment corpus

9 occurrences.			Ex
of the draft as it is not in inverted pyramid	style	. Therefore , I have rearranged the order of t	1
simple , clear and strong so as to match the	style	of local news . Useful quotes are inserted amo	2
them and stated the references clearly in APA	style	in the final version . As the focus is not som	3
s . So , when I heard of online news language	style	, I really felt anxious . So , before I wrote	4
ortant things is in the introduction language	style	is suitable and closely matches the type of ne	5
res have been changed to improve the language	style	. Moreover , different words are used to avoid	6
date and time as it should be included in the	style	of news writing . And as suggested by Kathleen	7
s in my article . For the use of language and	style	of tone , I have revised some sentences in usi	8
idea of each paragraph . After review the APA	Style	, the reference list has been reorganized with	9

List 12. Full concordance of the word “style” from the self-reflection corpus