The Effect of Negotiated Feedback Using EdTech on Improving EFL Learners' Performance on Text Coherence[(*)]

Under the Supervision of
Amany Abdel Hameed Badawi
Cairo University

Naglaa FadlAllah
Cairo University

Abstract

This present quasi experimental research that follows the time-series research design aimed at solving the problem of incoherent essays of EFL learners through the product approach. It attempted to examine the effectiveness of oral negotiated feedback in solving the problem of relational coherence. The study involved collecting quantitative data which is the scores of the students' essays in the criterion of coherence in their Pre-Observation and Post-Observations. To enable the instructors of the experiment to give negotiated feedback, a twofold task was prepared. Firstly, a feedback form based on guided questions was developed to facilitate instructor/student and student-student negotiation and edtech tools were selected to facilitate the feedback process. The results of the experiment showed a significant improvement between the Pre-Observation and each Post-Observation. When comparing the scores of Pre-observation to Post Observation 1, Post-Observation 1 to Post-Observation 2 and Post-Observation 2 to Post Observation 3, they all had significant difference too.

Keywords: Coherence, Relational Coherence, Negotiated Feedback, Edtech for giving feedback, Teaching Academic Writing

الملخص :

يهدف هذا البحث الشبه تجريبي الذي يتبع تصميم التتابع الزمني لإيجاد حل لمشكلة عدم ترابط النص لدى متعلمي اللغة الإنجليزية كلغة أجنبية. قامت الدراسة ببحث تأثير التعليقات التفاوضية الشفهية على مشكلة ترابط النص. تتضمن الرسالة تجميع بيانات كمية تمثل درجات الطلبة في مستوى ترابط النص في تقييم ملاحظة ما قبل التجربة وتقييم ما بعد التجربة. أسفرت نتائج التجربة عن تحسُّن ملحوظ للطلاب المشاركين في التجربة؛ إثر تلقيهم المدخلات الشفهية.

الكلمات المفتاحية: ترابط النص ـ التعليقات التفاوضية ـ استخدام تكنولوجيا التعليم لإعطاء تعليقات ـ تعليم الكتابة الأكاديمية.

1- Introduction

The general definition of the term feedback was described by Ramaprasad (1983) as "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way." (p.4). In education, the concept of feedback was defined by Hattie and Timperley as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (2007, p.81). According to that definition, feedback is not restricted to the teacher only, the one who can help in enhancing the learner's production is considered an agent giving feedback. They described feedback as "consequence of performance" (p.81). Butler and Winne looked at the concept of feedback from a different angle, they focused on the content of the feedback rather than who is giving feedback: "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (1994, p. 275).". They considered feedback as a catalyst for the process of "self-regulated learning" (p.246) that develops to internal feedback which plays an essential role in the construction of knowledge. The two definitions for the concept of feedback view feedback as a behaviour. Giving feedback on relational coherence specifically has always been a challenging point in EFL classrooms.

In the past, feedback was limited to an instructor writing feedback comments on the first and only draft that the student submits and then the instructor moving onto the following writing topic or assignment. Eventually, the multiple draft approach was introduced, and researchers started to consider what should the instructors focus on in early drafts: language structure or organizational structures and coherence of the essay. The students' complains of the overwhelming instructor's feedback and the instructors complains of students who do not follow instructors' comments and recommendations in subsequent drafts have encouraged educators to abandon the written comments and start individual conferencing and peer review which is based on the sociocultural theory.

Sociocultural theory is based on the notion that individual learning takes place via peers, adults and experts. This notion, which is based on scaffolding as described by Vygotsky (1987), creates a link between dependant leaning that relies solely on the instructor and independent learning that involves students and their peers in the learning process. Involving the students in the process of knowledge creation though peer feedback or peer review is a

popular activity in writing classes that enhances the learner's writing skill though being exposed to different perspectives (Lundstrom & Baker, 2009). The term individual conferencing for giving feedback is also based on the notion that language is for interaction. Therefore, both peer feedback and instructor's oral feedback during individual conferencing are based on oral interaction which is essential for constructing meaning and will lead to more constructive feedback. However, written monologue feedback lacks the chance for real interaction to construct meaning.

Relational coherence problems need much elaboration from instructors that margins of the essays are not enough. Even when the students leave large margins for the instructors to add comments, students often find it hard to decipher the instructor's written feedback or they misinterpret the written comments (Kim, 2014). And when the instructors manage to write clear comments to the students, one problem arises, which research has shown, that long comments overwhelm the students (White, 2006). This forces some instructors to resort to individual conferencing, if they have time, to be able to discuss feedback on that problem, but when scheduling a meeting with a student to give feedback, another problem arises which has to do with missing the effect of immediate feedback that is given to the student right after finishing writing when the ideas are still fresh in their minds. In addition, the students arrive to the individual conferencing session almost forgetting the ideas that they have written about, which is one of the problems of delaying feedback.

Recently, educational technology (edtech) has made it possible for the teachers to give detailed feedback through *screencasting or audio feedback*. Screencasting is giving video recorded feedback that is done through recording the audio comments of teachers as well as the action going on the screen while adding comments on the text. In spite of the fact that this method allows adding elaborate feedback, teachers do not prefer to use it. This is because it is time consuming for them as it needs more time to prepare the audio script, not to mention the teachers who do not feel comfortable having their voice recorded. In addition to that, screencasting does not give a chance for immediate feedback and there is no chance for negotiating meaning and the relations between sentences with the student.

Although instructors spend very long time writing their feedback on students' written texts or recording their comments using the screencasting technology, Glover and Brown (2006) concluded in their observational study that most of the students pay attention to the grade they have got on their assignments, and neglect teachers' feedback. In addition to that, when the efficacy of written feedback was compared to oral feedback in individual

conferencing in an experimental study, Bitchener, Young and Cameron (2005) said that combining the two types of feedback is more effective than using one type of feedback only. Although many have investigated the efficacy of negotiated feedback (NF) on fixing the persistent language problems of learners, its effect on helping the students to produce coherent essays remains open for further investigation. Since we are living in the age of digital literacy, edtech has made it possible for educators to give oral NF which should help in solving the problem of relational coherence.

In the age of active learning classes where teachers should teach less and give a chance for more interactive learning in class through activities and discussions, the role of the educator is to act as a facilitator to guide, mentor and give feedback when needed. Therefore, educational research should pay more attention to the best ways the student can benefit from feedback. This study attempts to make use of educational technology tools to give feedback on students' writing in a problematic area, that has not been covered enough, which is establishing relational coherence in students' essays.

The significance of the present study is that it evaluates giving NF through measuring its effect on helping students to produce coherent essays. The results of this study should inform language instructors of ways to give students feedback in a problematic area for language learners which is text coherence and highlight the importance of integrating technology in teaching. The feedback model that was developed specifically for the study to act as a guide for the students in the negotiation process is another contribution for the study. It facilitates the negotiation process whether given by the instructor to students or a student to a student (peer feedback). The above discussion has helped the researcher to find a need in the literature of EFL research to answer the below research question:

- To what extent would oral negotiated feedback (NF) help in minimizing the problem of relational coherence in the writings of EFL learners?

2- Literature Review

Involving the Reader in Coherence

Involving the reader in the writing process has always been the concern of professional writers and speakers. According to Brufee "If thought is internalized conversation, then writing is internalized conversation re-externalized" (1984, p 641). Brufee related writing to speaking, therefore if a conversation involves a speaker and a listener, a written text involves a writer and reader. As for Hyland (2004), the process of producing a text is not only to

deliver an understandable message, it also involves attracting the attention of the readers to continue reading the text through trying to meet their expectations. Hyland (2004) views writing as a communicative and social process among the writer and the reader where the writer uses metadiscourse markers to interact with the reader to help the latter to "organise, interpret and evaluate what is being said." (Hyland, 2017, p.17).

McCrimmon (1950) related coherence to the reader, as the writer achieves coherence when the reader can move smoothly between sentences and the paragraph is read as a whole. Weiser (1988) disagreed with McCrimmon's (1950) definition of coherence as he mentioned that the reader might move smoothly between sentences of a cohesive text, but the text is still incoherent. This is because for Weiser, the text is coherent if the writer succeeded in leading the reader to a specific interpretation for the text. He described the relation between the reader and achieving text coherence as a cognitive process and he went further to classify this process into three ways: the first way is intratextual that has to do with the reader's semantic understanding of the text which mainly relies on the background knowledge of the reader. The second way is extratextual which has to do with the reader's cultural background. The last way is intertextual when the reader involves thoughts to interpret the text. Although Weiser's (1988) classification of the cognitive process is very helpful in understanding how the reader achieves text coherence, it is missing one essential element which is the reader's *metalanguage* which tackles the reader's knowledge of the language as well as the writer's representation of that language. In fact, involving the representation of the language is very important in the cognitive process as it involves the writer in the cognitive process. Weiser's classification missed another very important factor that affects coherence which is *cognitive flexibility* or *set shifting* as called by Ionescu (2012) which deals with the working memory and the ability of the reader to maintain reading connected discourse. Research in the area of text comprehension has focused in the past decade on the individual differences in verbal working memory and relating it to global coherence.

Following McCrimmon's limited definition of coherence, other discourse analysts have developed broader definitions of the term where the reader plays an essential role too. For instance, Carrell (1982) described the relation between the reader and the text as interaction which means that the text will be coherent to the reader when there is a successful interaction. However, for Fleckenstein (1992), the author's coherence is achieved if the reader succeeds in interpreting the writer's text clues. Taking the reader into consideration to achieve coherence in writing was also suggested by Johns

(1986), as according to her, "coherence is text-based and consists of the ordering and interlinking of propositions within a text by use of appropriate information structure (including cohesion)" (p. 251). According to her, coherence can be described as reader-based. Allison et al. (1999) analysed the second sentences in paragraphs of ESL writings and concluded that to avoid coherence break, ESL teachers should raise the awareness of learners of the reader's expectations. Allison's recommendation was a call to start inviting the reader (peer/teacher) to negotiate text meaning with the author to achieve text coherence in ESL classrooms.

Negotiating Coherence

Negotiating coherence from the perspective of Gernsbacher and Givon (1995) was based on the fact that spoken discourse succeeds more than written discourse because of the collaboration that takes place between the listener and the speaker. They mentioned that constructing coherence requires collaboration between the sender (writer) and the receiver (reader) through negotiation and that negotiation succeeds cognitively on a text when the author's assumption of the reader's *mental representation* for a written text matches the actual reader's mental representation. Therefore, if there is a chance for the writer to listen to how the reader interprets his/her text and understands the relations between sentences, that might help the writer to produce appropriate reader's mental representation of his/her written text that matches the writer's mental representation and consequently a more coherent text. This should help learners in ESL classrooms in enhancing their writing skill and solve the problem of incoherent essays.

Feedback in EFL Classroom

In some countries, culture affects the relation between teacher and students which in return determines how the students view the concept of feedback. Ferris said that in some cultures the "hierarchical view of teacher-student relationships" makes the student obliged to accept the teacher's ideal standard model without discussion. Therefore, students somehow miss the real purpose of feedback which is to help in the revision process of their written texts and make use of what they have learned in their future writings (2009, p.118). This is a real problem as it might lead the student to abandon his/her ideas and what he/she really wants to write and prioritize the teacher's ideas. Studying the purpose of feedback has helped the educators to classify feedback into types to decide when and how it should be given.

The advocates of the significant effects of giving feedback have increased recently to the extent of placing it as the most important success

factor in education. According to Hattie and Timperley (2007), giving feedback has the most powerful impact on the learning process more than IQ and the quality of instruction. Feedback can be given on written texts in two forms either in written monologue or negotiated feedback. The views regarding the effectiveness of the two ways of delivering feedback have always been conflicting.

Nicol (2010) highlighted the importance of students' interaction regarding the feedback comments and his conclusion drew the attention of educators to the importance of involving the learner in the feedback process as a two-way transmission of information where there is a chance for negotiation even when the feedback is written. According to him, feedback resembles learning as they both do not occur only through transferring information "For students to learn they must do something with transmitted information, analyse the message, ask questions about it, discuss it with others, connect it with prior understanding and use this to change future actions" (p.503).

Negotiated Feedback

Negotiated feedback is based on a dialogue, unlike written feedback which is a one-way transmission of information (Nicol, 2010). NF involves the learner in correcting their own mistakes based on the reader's comments which enhances autonomous learning. It was introduced through sociocultural theory as Vygotsky called for face-to-face feedback for each learner. According to him, negotiation among learners helps improve the production (cited in Sheen, 2011). The sociocultural theory on negotiated feedback is supported by Traxler and Gernsbacher (1995) who concluded that speakers often fail to imagine the interpretations of the listeners of their utterances until they get feedback from them and listening to such feedback improves the production significantly (p.219).

Negotiation for meaning in conversation has always been known to have positive impact on enhancing learners' language skills. Improving the speaking skills usually takes place through students modifying their input, using confirmation checks or the listeners asking for clarifications (Pica, 1987). In the field of EFL, negotiating feedback of the students has always been advocated by researchers for maintaining student-centered classes as well as developing learners' writings. Bloxham and Campbell (2010) urged academic staff to start dialogic feedback because it increases learner engagement. Similarly, the learner needs to notice the gaps in their written outputs to ensure that the mental representation of his/her ideas matches what the reader understands from the written text. Therefore, negotiation for meaning plays an effective role in

helping the sender (speaker/writer) produce comprehensible input. The notion of NF is based on three learning theories in the literature of EFL: Input Hypothesis, Interaction hypothesis and Modified Meaning.

Comprehensible Input Hypothesis was first proposed by Krashen (1985). According to him, input is the language that involves learned content by the students and can be processed for meaning. He claimed that this comprehensible input is the most important factor in language learning. Although his hypothesis has been widely used in the field of EFL, some researchers disagree with him. For instance, Vanpatten and Cadierno's (1993) input processing instructions theory argued that comprehensible input is not enough for learning to happen and for acquisition to take place, leaners should be given tasks to do with that input. Swain (1985) concluded after her experiment of observationing school immersion context that flood of input is not sufficient and that students need to produce meaningful language. Added to that, Hattie and Timperley (2007) showed that the most important factor that helps in language learning is feedback and not the input.

Long (1991) supports Krashen's comprehensible *input theory*, but he added that for the comprehensible input to be effective, it must be interactionally modified. This means that it has to be changed based on feedback or signals given by the recipient in order to understand the intended meaning of the speaker/writer. According to Long, when the recipient does not understand a message and asks for clarifications, effective learning takes place. Long supported *negotiation for meaning* through his learning hypotheses: interaction hypothesis and noticing hypothesis. He indicated that in natural conversations interlocuters modify their speech when they negotiate for meaning to make their messages more comprehensible.

Modified meaning takes place when the learner reprocesses and restructures the utterance to reproduce a modified output (Swain & Lapkin, 1995). This happens through paraphrasing, giving examples or changing tenses which lead to effective learning more than unmodified input (Long, 1991). Van de Branden (1997) concluded in the results of the experimental research that was done to observe the effect of negotiations on SL leaners' output that interaction will result in a better modified meaning if the learners rewrite the following draft in two hours after the interaction. He added that such negotiation moves are not affected by whether the one who negotiates with the learner is a researcher or a peer, it is only affected by the content. However, if the one who is negotiating the meaning is a peer, this might result in a less modified meaning as the peer will not always indicate a communication failure only to keep rapport as shown by Aston (1986, p.139). Shehadeh (2001) added

that the modified output is not limited to other-initiated modified output, it can be self-initiated modified output too when the author reads his/her written text and makes some changes in meaning for a better text version that represents the intended message.

Negotiated Feedback in Previous Research

Marzban and Sarjami (2014) compared the impact of collaborative negotiated feedback to teacher written feedback and the dependent variable was the development of the writing skill of the students. The results of the study indicated that although there was a remarkable improvement among the participants of the two groups in the writing skill, the group that practiced negotiated/collaborative feedback outperformed the control group that received the written monologue feedback only. However, a careful analysis of the procedures of the study touches some pitfalls that might have affected the results. Firstly, the positive effect of the negotiated/ collaborative feedback could have been due to the immediate feedback because the students received feedback in the second half of the session right after finishing writing; whereas, the students of the written feedback group got their essays in the following session which is considered delayed feedback. Secondly, it is not mentioned that the students of the control group were asked to correct their mistakes and write a second draft which is an essential task to ensure that the students read and benefited from the written feedback. The idea of asking the student who wrote the essay to read their essay in front of colleagues and to ask their colleagues to correct the mistake might put the student under pressure which could make him/her unable to concentrate on the collaborative feedback and the comments shared with him/her, but it could have been better to invite any volunteer to read the student's essay.

Peer Feedback

Collaborative learning was viewed as a means to increase student's engagement in learning. It was based on the notion that "knowledge must be a thing people make and remake" (Kuhn, 1983, cited in Brufee,1984, p 646). Brufee (1984) refuted the claim that collaborative learning is the process of "blind leading the blind" as it is based on the notion that the sole source of knowledge is *outside source*; whereas according to him, "knowledge is an artifact created by a community of knowledgeable peers constituted by the language of that community, and that learning is a social and not an individual process" (p 646).

Eventually, collaborative learning was perceived as an effective teaching tool in writing classes. Brufee (1984) reviewed that in the 70s,

educators had to resort to *peer tutoring* to help students struggling with their undergraduate studies; back then it was a form of indirect teaching. He gave an example to peer tutoring as *peer criticism* as students were given a paper written by a peer and they were requested to paraphrase, describe the text organization and give comments on what is good and what needs improvement in the peer's paper. This is followed by an instructor's evaluation of both the student's paper and the peer's evaluation. Brufee (1984) said that one form of collaborative learning is peer feedback, and it helps students to be in a social context which is similar to the one that takes place in a social discourse.

Peer feedback refers to the oral or written comments given by peers in pairs or small groups on the work of each other. Recently, peer feedback has played an important role in the process of learning in classroom. Although learners prefer to get feedback from their teachers and not from peers (Ren & Hu, 2012), Hattie and Donoghue (2016) assured that peer feedback enforces deep learning between learners while students are involved in discussing and trying to develop ideas to communicate in the target language. In writing classes, it assists in gaining the sense of *audience awareness* as clarified by Cho & Cho (2011). Brufee (1984) assured that getting help from peers would improve students more as it will help for more form and meaning negotiations. Having students as reviewers has also been verified to develop students' critical reading skills (Yu & Lee, 2016).

Having a supported and guided peer feedback session is what researchers have recommended. Hattie and Clarke (2018) added that the students should have clear instructions for the process of feedback, and he warned that "An unsupported environment often leads to students seeking and gaining incorrect help" (p.97). This means that in spite of all the benefits of peer feedback, it might be harmful if it is not properly mentored. His remark urged educators to develop guided feedback forms to direct students to what they should be looking for and focusing on while giving feedback. He also urged them not to leave it all to the students. Van de Branden (1997) agreed with Hattie's view as he concluded in his research that EFL learners' modification of output depends on the type of negotiation received regardless of being given by a peer or an adult researcher. He added that the effectiveness of the negotiation is measured by the *quality of output* produced after interaction.

Modelling and imitation are two important terms that have been linked in the literature of EFL with Peer feedback. According to Aristotle (350 BCE), humans are distinguished by being mimetic by nature. In teaching, Vygotsky highlighted the positive role of imitation in developing academic skills and higher mental functions, and Harris (1983) mentioned that it helps in acquiring

information and behaviours which can lead to mastery and increase in learners' cognitive awareness. In teaching writing, Costello (2007) encouraged her students to imitate her writings and she added that student's paraphrasing, patchwriting and plagiarizing are attempts which should lead to appropriating their styles. This was supported later by Bawarshi (2008) who examined the positive relation between imitation and invention. However, Rafoth (2000) drew attention to a problem that might arise because of imitation which is giving more weight to quality than content. However, this is not really a problem in low level EFL classrooms as the instructors already focus on improving the quality of writing. As for plagiarizing, the instructors should draw the attention of the students to the techniques of avoiding plagiarism before encouraging them to imitate.

Peer Feedback in Previous Research

The power of peer feedback has been advocated in recent research in the literature of SLA. Zhang and McEneany (2019) compared the efficacy of traditional teacher's centered feedback to peer feedback in relation to author's response and the dependent variable was the writing performance of the students. The author's response was given in the form of questions asking the authors if they would accept the changes made by their peers and to describe three ways which they would use to revise their essays. The results of their experiment were in favor of the students who received peer feedback and author's response questions.

Zhang and McEneany's (2019) ideas were very innovative. Asking the reviewee to evaluate the feedback they have got from their reviewers in terms of what they accept and what they disagree with has several positive effects on the learners. Firstly, it will develop the critical thinking skills for the reviewers and reviewees. This will eventually help in raising the awareness of the students to the problems they themselves do while writing their essays. However, the researchers spent too much of the class time in practicing and observing peer review using the same essay with each pair while the rest of the students were observing them which is not possible in normal classes because of time constraint. Moving from pair peer review to group peer review which took place in an online asynchronous forum was another effective tool that they used to help in collaborative learning. However, the researcher allowed the participants to use their native language in communication to avoid misunderstanding. Using the target language could have been more beneficial as the students would have got a chance to reformulate the messages in case of misunderstanding, and hence improve the style. In addition to that, using the target language could have helped in improving their speaking skills.

3-   Research Methodology

The experiment of the present study took place at the University of Hertfordshire, Egypt branch where academic English is taught as a foreign language to undergraduate students in the preparatory year. The participants of the study were in the Intensive Module where the students were allocated in the classes from the highest to the lowest score as the first class had students of 6 IELTS score, and the last group had students of 4.5 IELTS score. The NF group had 62 (28 males and 33 females) participants distributed over 4 classes. All the writings used in the data collection procedures were taken from the essays of the students which were written in class and were given as in-class activities except the final observation which was the final writing exam of the students. The NF that focused on coherence was given two weeks after they finished writing their essays.

The sampling of the study followed the Non-probability Sampling as it did not involve random selection of the participants into the experimental groups. It followed the multi-staging sampling as it involved the combination of two methods of sampling: clustering sampling because the classes were assigned to the research groups randomly and stratified sampling because the researcher selected groups which represented different proficiency levels within the Intensive module (low, middle and high Intermediate). There might be an internal validity threat in the selection of the sample; however, the placement test (IELTS score) helped in minimizing the threat. The selection threat within the participants of the same class was also minimized as the participants of each class shared some variables as language proficiency level, major, and age.

The research involved collecting quantitative data which is the students' scores in the Pre/Post-Observations Essays 1, 2,3 and 4. To answer the research question, twofold tasks were required. Firstly, an edtech tool was selected to assist in the process of negotiating feedback in class that allowed all the participants in class, while the instructor is giving feedback to one of the students, to be involved in the process and not the writer (the student) of the essay only. Secondly, a feedback model based on guided questions on coherence was developed to be given to the instructors and students to follow while negotiating feedback on coherence with the author. This model helped in maintaining consistency in the feedback given to the students.

Several educational technology tools were used to assist in the process of teaching and giving feedback. The first tool was the classroom smart screen which was used to share soft copies of students' essays (photos taken from the handwritten essays of the students) on the screen that allowed marking, drawing

sentence relations and adding comments over the photos which was essential in the process of giving negotiated feedback (see Appendix B). Since some of the feedback classes were given online due to COVID19, Zoom whiteboard was used instead of the smart screen and the feature of Zoom Breakout Rooms was used to allow the participants to negotiate feedback in pairs, each pair in a room, and the instructor enters each breakout room for mentoring the negotiation process and giving support when needed. Zoom whiteboard was used by the instructors and the students to share students' essays and add highlighting problems.

As per Hattie and Clarke's (2018) recommendation to foster peer feedback under instructor's supervision supported by a guided model given to the peers, a guided feedback model was designed for the present study to help peers give proper feedback to direct the reviewers (peers) to what they should be focusing on. The feedback model is a model that is based on questions adapted from the coherence models proposed by Goutsos (1997), Fahnestock (1983) and Wikborg (1990). The questions in the model acted as guidelines for the instructors and the students to help them identify the relations between sentences and coherence breaks while giving NF on essays. Only the right column of the table was shared with the students. The left side shows the models that the questions were derived from, and it was shared with the instructors only to help them understand the concepts before they start using them with the students. Before the start of the experiment, all the instructors teaching the groups of study were given the same handouts and an orientation session was conducted on giving feedback on coherence using the form.

Table 1

Feedback Model

Linguistic Models	Items to be discussed while negotiating feedback (Feedback Model)
Topic	
Topic Introduction	
(1) Sentence- structure arrangements (2) Renominalization (3) Switching to a different tense (4) Use of a predicted member	**- Highlight the topic that the writer introduced in this paragraph.** **- Identify the way the writer introduced the topic** (Sentence structure- Shifting from noun to pronoun-changing tense -Using a predicated member: ex. a sentence which helps the reader to expect what he/she will

	see next.)
Topic Closure	
(1) Paragraph break (2) Metadiscourse Items (3) Discourse markers (4) Switching to a different tense (5) Encapsulation	**- Identify the way the writer closed the topic** (New Paragraph – Concluding remarks- Concluding words – Changing tense – Concluding phrases (encapsulation)
Topic Continuity	
(1) Discourse Markers: (2) Use of tense continuity (3) Cohesive Devices:	**- Identify the topic continuity indicators** (however, too, of course, yet, etc.- tense continuity- substitution- ellipses- conjunction –sentence connectors- repetition)

Sentence Relations:	
Continuative relations	**- Identify the relations between sentences:**
(1) Sequence (2) Restatement (3) Exemplification (4) Premise (5) Conclusion (6) Similarity (7) Addition	**Sequence – Restatement – Exemplification – Reason – Cause - Explanation – Conclusion – Similarity – Addition**
	Replacement: *It is not Cairo that will host the Film Festival this year, it is Alex.*
	Exception: *She likes all kinds of fruits except apples.*
Discontinuative relations:	**Contradiction:** *Although she doesn't like airplanes, she is travelling by an airplane this summer.*

(1) Replacement	**Denied sentence:** *It is late at night; nevertheless, you can call.*
(2) Exception	
(3) Concession	**Contrast:** *London is very cold in winter, whereas Cairo is warm.*
(4) Denied Implication	
(5) Contrast	**Choice:** I *can help you in doing your homework, or you can ask your mom.*
(6) Alternation	
(7) Anomalous Sequence	**Time Sequence***: I got married after I graduated."*
	Location or Spatial Order: above, adjacent to, below
	Summary: in conclusion, in short

Types of Coherence Breaks:	
1- Topic-structuring problems:	Is the topic specified?
(1) Unspecified topic	Is the topic change justified?
(2) Unjustified change of topic or drift of topic	Is there a problem in paragraph division?
(3) Misleading paragraph division	Is there a problem in the order of sentences?
(4) Misleading disposition (ordering of material)	Are all the sentences relevant to the topic?
(5) Irrelevance (6) Misleading headings	Is there a misleading topic sentence?
2- Cohesion problems	Is there a misleading sentence connection?
7-Uncertain inference ties	
8-Missing or misleading sentence connection	Is there a missing sentence connection?
9-Malfunctioning cohesive tie	Is the distance between the cohesive items too great?
10-Too great a distance between the cohesive items in a cohesive chain	
11-Misleading distribution of given and new information within the Sentence Note.	

Two weeks after the participants wrote the essay of the Pre-Observation, they received negotiated feedback on their essays and the below steps were followed:

1- One week after the students wrote the Pre-Observation, they were introduced to the cohesive devices and their functions in keeping sentence relations (see Appendix A) in the first session.

2- In the second session, they were given the feedback form and the instructor went through all the guided questions to make sure that the students understood all the concepts and answered the questions.

3- After two weeks, the students were asked to bring the feedback model to class and the instructor shared one of the students essays from the Pre-Observation on the smart screen to negotiate feedback of that essay with the students (see Appendix B). The instructor elicited the answers of the questions in the feedback form and discussed the sentence relations with the writer(reviewee). Below is part of a dialogue that took place between the instructor and one of the students discussing his essay.

Instructor: *What is the topic of that paragraph?*

Student (writer): *Free education*

Instructor: *What is the relation between sentence 1 and sentence 2?*

Student (Writer): *Sentence 1 is a clarification to sentence 2.*

Instructor: What is the relation between sentence 2 and sentence 3?

Student: There is no relation, I think it should be removed from that paragraph and added to body paragraph 2.

4- The same process was repeated with the essay of another student to help the students practice negotiating feedback using the guided questions in the feedback form. The instructor ensured that the time of feedback given for each paper did not exceed thirty minutes.

5- In the second hour of the session, the instructor returned the written essays to the students and divided them into pairs and they were instructed that negotiating feedback for each paper should not exceed 30 mins so that each pair should finish exchanging feedback in one hour. Since one of the courses was running online (because of the university shutdown during pandemic), the students were assigned in pairs to Zoom breakout rooms for peer NF.

6- Each student was required to give feedback to his/her partner using the feedback form and was allowed to write their comments and draw arrows to show connections between sentences on the written papers using a pencil and to fill in the feedback form.

7- The students were instructed that all the negotiations should be in English as this was part of the course description to keep all in class conversation in English to enhance their speaking skills.

8- The peer reviewer was asked to read the essay outloud to the reviewee while giving feedback and asking about sentence relations. The reviewee was allowed to make changes in his/her essay based on the reviewer's comments and in a different color.

9- While the students were exchanging feedback in pairs, the instructor was going around during that hour observing the students to make sure that they were negotiating feedback properly and to give help if needed.

10- Across the semester, the same NF process was repeated three times for the Pre-Observation and the two other assignments (Post-Observation 1 and Post-Observation 2) which were given to the students in class. Each time the instructor selected two essays to model on the smart screen from two different students to act as an example.

11- The instructor gave individual conferencing to the students who did not get/failed to give proper NF to negotiate feedback with them.

12- The students who were invited to negotiate feedback on the essays of their colleagues were asked to identify the new topic in each paragraph, indicate the strategy (Sentence structure- Shifting from noun to pronoun-changing tense -Using a predicated member: ex. a sentence which helps the reader to expect what he/she will see next) that the writer used to introduce each new topic and the same was done with closing topic strategies (New Paragraph – concluding remarks- concluding words – Changing tense – Concluding phrases (encapsulation) and topic continuation indicators (however, too, of course, yet, etc.- tense continuity- substitution- ellipses- conjunction –sentence connectors- repetition). The reviewers were asked to draw arrows between sentences and paragraphs to show relations between them and to state the type of relations among sentences: *Sequence – Restatement – Exemplification – Reason – Cause - Explanation – Conclusion – Similarity – Addition* (for topic continuation) and *Exception – Contradiction - Denied sentence - Contrast - Choice - Time Sequence - Location or Spatial Order Summary* for topic discontinuation. While the reviewer was discussing the essay, the reviewee (the student who wrote the

selected essay) would either agree or disagree with the reviewer till they reached a written form that coincides with the writer's mental representations of the ideas. Finally, the instructor had to approve the changes or continue the discussion if the text still had coherence problems till the time is over.

Below is a sample of the dialogues that took place between the writer/reviewee (the student who wrote the essay) and the reviewer (who was giving feedback) on that essay:

> **Reviewer:** *In paragraph 3 "Nowadays the situation changed […]" this is an introduction of a new topic and the strategy used to introduce the new topic is paragraph break.*

> **Reviewee:** *No this part is not a new topic it is related to the previous paragraph which is the change in the number of cars in the past and present.*

> **Reviewer:** *Then why are you introducing it in a new paragraph? This sentence should have been in the second paragraph.*

> **Reviewee:** *you are right this paragraph should have joined the previous one.*

> **Instructor:** *Great!*

In order to answer the research questions a quantitative analysis was done in the form of statistical analysis for the students' coherence scores in the Pre-Observation, Post-Observation 1, Post-Observation 2 and Post-Observation 3. Research data were statistically described to present the mean and standard deviation (see Table 2) and were tested for the normal assumption using Kolmogorov-Smirnov test. Inferential statistics were also used to calculate the p values using the t-test as well as ANOVA test. A comparison between the results of Pre-Observation and Post-Observations was done using repeated measures ANOVA (analysis of variance) test with paired *t*-test as Post hoc Multiple 2-group comparisons after applying Bonferroni method for adjusting multiple comparisons. The results of two-sided *p*-value less than .05 was considered statistically significant.

Results of calculating the means Table 2 *and stand. of dev. for all the observations of the NF group*

Group		Pre-Observation	Post-Observation 1	Post-Observation 2	Post-Observation 3	Post1-Pre dif	Post 1 -Pre %dif	Post 2 -Pre dif	Post 2 -Pre % dif	Post 3 -Pre dif	Post 3 -Pre % dif
NF Group	Mean	3.40	4.34	5.20	6.22	0.90	33.35	1.88	61.91	2.82	92.71
	N	62	57	56	64	55	54	53	54	61	61
	Std. D.	0.84	1.03	0.99	0.78	1.06	35.34	0.89	40.06	0.91	50.73
	Median	3.50	4.500	5.00	6.00	1.00	26.79	2.00	57.14	3.00	77.78
	Min.	2	2.5	3	4	-3.0	-25	-0.5	-9	1.0	22
	Max.	6	6.5	7	8	3.0	150	4.0	200	5.0	250

Analysing the output of the participants within groups over 12 weeks time indicated that each time the treatment was administered a significant improvement was achieved in the ability of the students to produce more coherent essays. Table 3 and Table 4 demonstrated that each time the experiment was repeated, the students produced more coherent essays with *p* values less than .001 which means that there was a significant difference. *T-test* was used to compare the *p* values each time the treatment was introduced. The results of the *t-test,* when comparing the results of the Pre-Observation and Post-Observation 1 as indicated in Table 4, illustrated a significant improvement in the essays of the students. Moreover, when the treatment was introduced for the second time after Post-Observation 1, another significant improvement was achieved among participants when comparing the results of Post-Observation 1 to Post-Observation 2. Finally, another significant difference was a result of comparing Post-Observation 2 to Post-Observation 3 (see Table 4).

Table 3

Observations of Within-Participants Effects(a) Measure: MEASURE_1

Source		Type III Sum of Squares	Df	M	F	p value
Time	**Sphericity Assumed**	230.283	3	76.761	178.204	.000*
	Greenhouse-Geisser	230.283	2.696	85.414	178.204	.000*
	Huynh-Feldt	230.283	2.864	80.394	178.204	.000*
	Lower-bound	230.283	1.000	230.283	178.204	.000*
Error (Time)	**Sphericity Assumed**	64.612	150	0.431		
	Greenhouse-Geisser	64.612	134.803	0.479		
	Huynh-Feldt	64.612	143.222	0.451		
	Lower-bound	64.612	50.000	1.292		

a. Group = Experimental

Table 4

Results of analysis of covariance comparing the means of each pair of tests
using the t-tests

		Paired Differences M	SD	Std. Error M	T	df	Sig. (2-tailed)
Pair 1	Pre-Observation - Post-Observation 1	-0.9815	0.932	0.126	-7.743	53	.00*
Pair 2	Post-Observation 1 Post-Observation 2	-0.920	0.738	0.100	-9.246	53	.00*
Pair 3	Post-Observation 2 Post-Observation 3	-1.016	0.895	0.121	-8.418	53	.00*

a. Group = Experimental

4- Discussion of Findings

The results of introducing the treatment (NF) three times followed by an observation after each intervention revealed that each time the negotiated feedback was given to the students a significant improvement was achieved in text coherence in their writings. When comparing the Pre-Observation results to that of Post-Observation 3, there was a significant improvement in favour of Post-Observation 3. Improvement in using cohesive devices properly and elements of style was also noted in their writings.

The results of the experiment can be mainly attributed to the chance the students got to explain their written ideas and the reviewers to express their understanding of the written texts as this helps the students to evaluate their abilities to communicate their ideas in writing properly and hence improve or modify the output if needed. The feedback form could be another reason for the significant improvement of the participants as both the instructor's feedback and the peer feedback was structured because of the guided questions they had to follow which acted as a checklist too. Involving the peers to give feedback on coherence could be another factor for success as it raised their awareness to focus more on relations between sentences in writing and to learn from the good students.

During the feedback sessions it was noted that, participants who received feedback from the instructor improved in coherence as well as language problems. Although sentence structure was not a point in the research questions and there was not much focus on it during the feedback sessions, participants showed a great improvement in terms of language too in the Post-Observations. This supports the results of the experiment conducted by Marzban and Sarjami (2014) that negotiated feedback does have a significant effect on improving the linguistic performance of the students over the written monologue feedback as well as supports the research hypothesis regarding coherence.

During the student-student negotiation process, the researcher was observing the participants and noticed some important points. Firstly, when the peer reviewers started to read the essays aloud, some writers initiated self-correction before the readers started sharing comments. This supports Shehadeh (2001) theory of self-initiated modified output. Similar to Pica's (1994) interlocutors negotiation episodes, some of the readers used interlocutor phrases like "*what do you mean by that?, You mean*?" to check understanding of the written texts. In fact, in many cases when the interlocutor explained his/her interpretation for a written sentence/paragraph, it was noticed that the reviewee would rephrase the sentence(s) till his/her intended message is delivered

successfully to the reader. This comply with Gernsbacher and Givon (1995) argument that negotiation is successful when the reader's interpretation of a written text is the same as the writer's mental representation of that text and they assured that such collaboration between the writer and the reader helps in achieving coherence.

Most of the reviewees resorted to rephrasing some of their sentences during the feedback process due to the interaction that took place with the reviewer. This is because the reviewer interpreted some sentences to the reviewee which did not match the reviewee's intended meaning, so he/she had to rephrase the written text to match his/her mental representation. This kind of interaction also resulted in having more coherent texts in subsequent essays. It supports De Beaugrande and Dressler's (1981) point of view that intentionality (intention of the writer from the text) is essential for the standard of textuality. It also matches Fleckenstein's (1992) concept of coherence as according to him, it is achieved when the reader can interpret the clues of the text.

Although the peer reviewers were given feedback guided questions and trained to use them to avoid the students' lack of experience in comparison to the instructor's feedback, some of them gave wrong feedback to their reviewees and the instructor had to interfere to correct/adjust the reviewers' comments. This problem was common during the negotiation process of the Pre-Observation, but it decreased gradually in the subsequent NF of the Post-Observations. This supports Hattie's recommendation regarding peer feedback, that it must be supervised by the instructor, otherwise, the students will get *incorrect help*. Another problem that faced the instructors because of peer feedback is that some students were speaking in Arabic (Native Language) during the negotiation process and the instructor urged them to speak in English (target language). This could be because the students in that proficiency level do not have good speaking skills to express their ideas orally.

In spite of instructing the participants to focus in their comments on coherence problems only using the feedback model during negotiations, many of the reviewers' feedback comments were on grammar, vocabulary and punctuation problems especially in the first essay (Pre-observation). However, this problem decreased in the subsequent essays when the students had more practice on collaborative NF with the instructor and the whole class. This concurs with Ahmed's (2010) conclusion that when students write, they pay attention to sentence structures more than meaning.

Ambiguity in using references has been improved and students were able to use referencing properly in the Post-Observations. Sentences with vague

references which were in the Pre-Observations: *"If education become free of charge a lot of adults will join to universities and they will help increasing the national income of their country. Education should be free of charge or they should decrease the money of universities"* and the example :*"But another viewpoint, we should as the government make or allow the students who present to the university to give as the forms and official papers that says they really want that and deserve that for free to be in the university."* have totally disappeared by Post-Observation 3. This could be because the feedback model involved items about cohesive devices which helped in raising the awareness of the students to use them. Added to that is the negotiated feedback phase might have drawn the attention of the students that the relations between some of their sentences were not clear to their peers/instructor; therefore, using these connectors would help in making sentence relations clearer to the reader.

Positive imitation is another useful impact of negotiated feedback. It was clear after the first collaborative feedback that the students started in the subsequent essays to use structures which the instructor approved during the in-class NF. During the first collaborative NF sessions on the first essay (Pre-Observation), the instructor shared the essay of student 4 and started collaborative negotiated feedback with all the students on the smart screen. The student of that essay was the only student who used conjunctive adverbials *first, second, third*, etc. in the first essay and the instructor approved using them. All the students in that class imitated the student approved structure and used conjunctive adverbials, and even the correct punctuation of the adverbials at least once in the subsequent Post-Observations. In the Pre-Observation, student 4 also used indentations and paragraph breaks for each new idea which helped him in achieving limited paragraph unity. Sharing and approving these structures with his peers encouraged almost all his peers to use indentations and paragraph breaks in subsequent drafts. Moreover, many of the student's peers succeeded in achieving paragraph unity too, either directly in Post-Observation 1 or Post-Observation 2 or 3. Another point the student succeeded in is providing supporting details for each new idea and keeping sentence relations between sentences: "*Firstly, many people are agree with that especially parents. Parent are agree because they see that their son a pass level that he is now not a child to ask about something on have a punishment like children*" the student here succeeded in building a cause relation between sentence 1 and 2. This complies with Harris's (1983) and Brufee's (1984) support to the positive effect of imitation and that it leads to mastery.

5- Research Implications in Teaching

Based on the results of the experiment some recommendations to the students and instructors can be given. Firstly, students should read their first draft to a peer to ensure that the reader's interpretation of a written text matches their mental representation. Writing a second draft to modify all the comments of the feedback process should be obligatory to all the students. Thirdly, it is also recommended that NF should be immediately after the students finish writing their essays when the ideas are still fresh in their minds. Finally, instructors should read the final draft of the students to ensure that all his/her comments were followed.

6- Limitations of the study

The finding of the study is limited only to the quantitative analysis of scores of the participants in the criterion of coherence. A qualitative discourse analysis for the structures of the students written texts before and after each intervention could have added a lot to get in depth understanding of the exact change that happened in their writings that led to such improvement in their scores in coherence. It could have been much better to give the students immediate NF instead of delaying the NF for two weeks after the students wrote their essays, but this could not be achieved for logistical reasons.

7- Suggestions for Further Research

The present research has revealed that the body of knowledge in the field of EFL still needs more investigations in topics related to NF. Firstly, would NF on coherence help improve the speaking and listening skills of EFL learners and would it be affected by the learner's learning style (Visual, auditory and kinaesthetic). Another point of research is the effect of NF in developing critical thinking skills of the undergraduate students. Finally, recording student-student negotiations of the feedback process and analysing the utterances should be a point of research that should help in modifying the feedback guided form and the points that the instructors should focus on while giving collaborative NF in class.

References

Ahmed, A. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal (LICEJ)*, 1(4), 211-221.

Allison, D., Varghese, S. & Mei, W. (1999). Local coherence and its limits: A second look at second sentences. *Journal of Second Language Writing*, 8(1), 77-97.

Aristotle (350 BCE). The Poetics of Aristotle. A Translation By S. H. Butcher. Retrieved from https://www.gutenberg.org/files/1974/1974-h/1974-h.htm

Aston, G. (1986) Troubleshooting in interaction with learners: The more the merrier? *Applied Linguistics*, 7, 128–43.

Bawarshi, A. (2008). Genres as forms of intervention. In C. Eisner & M. Vicinus *Originality (*Eds.*), Imitation, plagiarism: Teaching writing in the digital age (pp.*79-89*).* Ann Arbor: University of Michigan.

Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191–205.

Bloxham, S., & Campbell, L. (2010). Generating dialogue in assessment feedback: exploring the use of interactive cover sheets. *Assessment & Evaluation in Higher Education*, 35(3), 291-300.

Bruffee, K. (1984). Collaborative Learning and the "Conversation of Mankind." *College English*, 46(7), 635–652. Retrieved from http://www.jstor.org/stable/376924

Butler, D. & Winne, P. (1995). Feedback and Self-Regulated Learning: A Theoretical Synthesis. *Review of Educational Research*, 65(3), 245–281. Retrieved from https://doi.org/10.2307/1170684

Carrell, P. (1982). Cohesion is not coherence. *TESOL Quarterly*, 16(4), 479-488.

Cho, Y. & Cho, K. (2011). Peer reviewers learn from giving comments. *Instructional Science*. 39, 629–643. https://doi.org/10.1007/s11251-010-9146-1

Costello, M. (2007). Textuality, Mutability and Learning to Write. *Text Journal*, 11(2), 1-8.

De Beaugrande, R. and Dressler, W. (1981). *Introduction to text linguistics*. London: Longman.

Fahnestock, J. (1993). Semantic and lexical coherence. *College Composition and Communication*, 34(4), 400-416.

Ferris. D. (2009). *Teaching college writing to diverse student populations*. Ann Arbor: The University of Michigan.

Fleckenstein, K. S. (1992). An appetite for coherence: Arousing and fulfilling desires. *College Composition and Communication.* 43(1), 81-87.

Gernsbacher, M. & Givon, T. (1995). *Coherence in spontaneous text*. Philadelphia: John Benjamins Publishing Company.

Glover, C. & Brown, E. (2006). Written feedback for students: Too much, too detailed or too incomprehensible to be effective? *Bioscience Education*, 7(1), 1-16.

Goutsos, D. (1997). *Modeling discourse topic: Sequential relations and strategies in expository text*. New Jersey: Ablex Publishing Corporation.

Harris, L. (1983). Laterality of function in the human infant: Historical and contemporary trends in theory and research. In G. Young, Segalowitz, S. J., Corter, C. M., & Trehub, S. E. (Eds.), *Manual specialization and the developing brain* (pp. 177-247). New York: Academic Press.

Hattie, J. & Donoghue, G. (2016). Learning strategies: a synthesis and conceptual model. Science of Learning. 16013. https://doi:10.1038/npjscilearn.2016.13

Hattie, J., & Clarke, S. (2018). Visible Learning: Feedback (1st ed.). London: Routledge. https://doi.org/10.4324/9780429485480

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. https://doi.org/10.3102/003465430298487

Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing*. 13, 133–151.

Hyland, K. (2017). Metadiscourse: What is it and where is it going? *Journal of Pragmatics*. 113, 16-29.

Ionescu, T. (2012). Exploring the nature of cognitive flexibility. *New Ideas in Psychology*, 30, p.190-200. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0732118X11000705?via%3Dihub

Johns, A. (1986). Coherence and academic writing: Some definitions and suggestions for teaching. *TESOL Quarterly*, 20(2), 247-265.

Kim, J. (2004). Issues of corrective feedback in second language acquisition. *Studies in Applied Linguistics & TESOL*, 4(2). https://doi.org/10.7916/salt.v4i2.1590

Krashen, S. (1985). *The input hypothesis*. London: Longman.

Long (1991). Focus on form: A design feature in language teaching methodology. In K. Ginsberg & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp.39٥٢-). Amsterdam: John Benjamins.

Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18, 30–43. doi:10.1016/j.jslw.2008.06.002

Marzban, A. & Sarjami, S. (2014). Collaborative negotiated feedback versus teacher-written feedback: Impact on Iranian Intermediate EFL learners" writing. *Theory and Practice in Language Studies*, 4(2), 293-302.

McCrimmon (1950). *Writing with purpose*. Boston: Houghton Mifflin Company.

Nicol, D. (2010). From monologue to dialogue: Improving written feedback processes in Mass Higher Education. *Assessment & Evaluation in Higher Education* 35 (5). 501–517. Retrieved from https://www.law.uwa.edu.au/__data/assets/pdf_file/0006/1888485/Nicol.pdf .

Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. *Applied Linguistics*, (8), 3-21.

Rafoth, B. (2000). *A tutor's guide: Helping writers one to one*. Boynton/Cook Publishers: Portsmouth.

Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, 28(1), 4– 13. doi:10.1002/bs.3830280103

Ren, H., & Hu, G. (2012). Peer review and Chinese EFL/ESL student writers. *English Australia Journal*, 27(2), 3-16.

Sheen, Y. (2011). *Corrective feedback, individual differences and second language learning*. London: Springer.

Shehadeh, A. (2001) Self- and other-initiated modified output during task-based interaction. *TESOL Quarterly*, 35, 433–57.

Sinclair, J. (1993). Written discourse structure. In J. Sinclair, M. Hoey and G. Fox (eds), *Techniques of description: Spoken and written discourse*. 6-31. London: Routledge.

Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass and C. G. Madden (eds), *Input in second language acquisition* (pp. 235–53). Rowley, MA: Newbury House.

Swain, M., and Lapkin, S. (1995) Problems in output and the cognitive processes they generate: a step towards second language learning. *Applied Linguistics*, 16, 371–91.

Traxler, M. & Gernsbacher, M. (1995). Improving coherence in written communication. In M. Gernsbacher, & T. Givón (Eds.), *Coherence in spontaneous text*. (pp. 215-238). John Benjamins Publishing Company, Philadelphia.

Van den Branden, K. (1997) Effects of negotiation on language learners' output. *Language Learning,* 47, 589–636.

Vanpatten, B, & Cadierno, T. (1993). Input Processing and Second Language Acquisition: A Role for Instruction. *Modern Language Journal*. 77(1), 45-57.

Weiser, I. (1988). (Inter)textuality, semantics, and coherence. Paper presented at the *Annual Meeting of the Conference on College Composition and Communication*, St. Louis, MO (ERIC Document Reproduction Service No. ED 293 132). Retrieved from https://eric.ed.gov/?id=ED293132.

White, E. (2006). *Assigning, responding, evaluating: A writing teacher's guide*. Boston: Bedford.

Wikborg, E. (1990). Types of coherence breaks in Swedish student writing: Misleading paragraph division. In U. Connor & A. Johns (Eds.), *Coherence in writing: Research and pedagogical perspectives* (pp. 131-149). Alexandria, VA: TESOL.

Yu, S., & Lee, I. (2016). Peer feedback in second language writing (2005-2014). *Language Teaching*, 49(4), 461–493.

Zhang, X. & McEneaney, J. (2019). What Is the Influence of Peer Feedback and Author Response on Chinese University Students' English Writing Performance?. *Reading Research Quarterly*, 55(1), 123–146.

Appendix A (a)

Functions of Cohesive Devices

**EXPLICIT / IMPLICIT RELATIONSHIPS
WITHIN and BETWEEN SENTENCES**
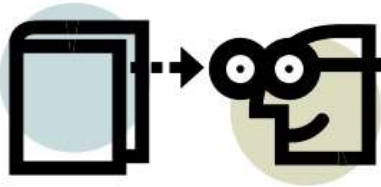
- Sentence comprehension may involve recognizing the relationship between parts of a sentence.

- If the relationship within the sentence is explicit (stated), transition words and phrases will be used. If the relationship within the sentence in implicit (unstated), the reader must infer the relationship.

- This skill is related to identifying the author's overall organizational pattern. Some of the same patterns and transitions learned in recognizing organizational patterns will be useful in recognizing relationships within sentences.

- Here are some examples:

TYPE OF RELATIONSHIP	TRANSITIONS THAT HELP IDENTIFY THEM
ADDITION	again, also, and, besides, finally, further, last, moreover, equally important, furthermore, in addition, likewise
CLARIFICATION	as a matter of fact, clearly, evidently, in fact, too, obviously, in other words, of course
COMPARISON	also, likewise, in like manner, similarly, both/and
CONTRAST	after all, although, conversely, at the same time, however, but, for all that, still, in spite of, yet, nevertheless, in contrast, on the contrary, on the one hand, on the other hand, notwithstanding
EXEMPLIFICATION or EXAMPLE	for example, for instance, that is, thus, including
LOCATION or SPATIAL ORDER	above, adjacent to, below, beyond, close by, elsewhere, inside, nearby, next to, opposite, within, without
CAUSE / EFFECT or CONDITION / CONCLUSION	accordingly, as a result, because, then, hence, in short, consequently, thus, therefore
SUMMARY	in brief, in conclusion, in short, to sum up, on the whole, to summarize
TIME	after, after a short time, afterward, before, during, of late, at last, at that time, immediately, formerly, while, presently, since, shortly, now, thereupon, until, temporarily

READING – Explicit / Implicit Relationships Within and Between Sentences
Rev. Aug. 2005

Appendix A (b)

Functions of Cohesive Devices

EXPLICIT / IMPLICIT RELATIONSHIPS WITHIN AND BETWEEN SENTENCES

PRACTICE EXERCISE I: Read each sentence; then choose the word or phrase that identifies the relationship between parts of the sentence.

1. Jack is a very poor basketball player; therefore, he should be taken off the team.
     a. example
     b. clarification
     c. cause/effect
     d. addition

2. George Washington was very much admired as a soldier and statesman, but in his private life, he was described by some as proud and demanding.
     a. time
     b. spatial order
     c. contrast
     d. comparison

3. The youth must have been involved with the murder; evidently, he left the crime scene in such a hurry that he forgot to dispose of his gun.
     a. example
     b. clarification
     c. time order
     d. spatial order

4. Amnesty International is a world famous organization which acts to help men and women who have been unjustly incarcerated; the organization regularly publishes the names of political prisoners and requests that letters pressing for their release be sent to the proper authorities.
     a. example
     b. cause/effect
     c. addition
     d. summary

5. There are thousands of thoughts that might enter your conscious mind at any given moment; moreover, those thoughts are in some way related to your interests, hopes, needs, and desires.
     a. clarification
     b. addition
     c. cause/effect
     d. time order

6. *The Three Faces of Eve* was a highly successful book upon which a film about multiple personality was based; similarly, *Sybil* was a book that became a movie depicting a young woman's struggle with this puzzling condition.
     a. contrast
     b. example
     c. addition
     d. comparison

READING – Explicit / Implicit Relationships Within and Between Sentences
Rev. Aug. 2005

Appendix A (c)

Functions of Cohesive Devices

EXPLICIT / IMPLICIT RELATIONSHIPS WITHIN AND BETWEEN SENTENCES

Relationships between two sentences may be described in one of these ways:
- One sentence <u>contradicts</u> an earlier sentence.
- One sentence may discuss <u>similarities</u> between one thing and something else mentioned in an earlier sentence.
- One sentence <u>summarizes</u> something said in an earlier sentence.
- One sentence gives a specific <u>example</u> of something mentioned in an earlier sentence.
- One sentence may indicate that a fact, event, or idea has been <u>added</u> to an earlier sentence.
- One sentence may indicate an <u>effect</u> of something described in an earlier sentence.
- One sentence <u>clarifies</u> something said in an earlier sentence.
- One sentence indicates the <u>place or location</u> of something named in an earlier sentence.
- One sentence indicates the <u>order</u> of something named in a previous sentence.
- One sentence <u>defines</u> something mentioned in a previous sentence.

PRACTICE EXERCISE III. Read the following passages. Then choose the best answer for each question.

1. Phobias are fears that are exaggerated and completely out of proportion to any real danger that is inherent in a situation. Some people will stubbornly refuse to enter an elevator. Of course, the elevator could shut down, leaving you stranded until repairs are made, or a worn cable could break, allowing the elevator to fall precipitately past several floors. However, such problems are rare, and it makes no sense to walk up several flights of stairs two or three times each day in order to avoid such a possibility.

   How is sentence 2, "Some people will…" related to sentence 1, "Phobias are fears…"?
   a. It contradicts sentence 1.
   b. It gives an example of what is stated in sentence 1.
   c. It clarifies the information in sentence 1.
   d. It tells an effect of something mentioned in sentence 1.

2. While it is true that employment actually rose during the decade of the 1920's, the largest gains occurred in the low-paying service sector, not in those industries where wages were high. Furthermore, the condition of American foreign trade at the time was not as healthy as it appeared.

   What is the relationship between sentences 1 and 2?
   a. Sentence 2 draws a conclusion from sentence 1.
   b. Sentence 2 alters the meaning of sentence 1.
   c. Sentence 2 discusses similarities between ideas in it and in sentence 1.
   d. Sentence 2 adds a fact to one mentioned in sentence 1.

3. Research indicates that all college students, including juniors and seniors, undergo stress. This is the result of high academic expectations.

   What does sentence 2 do in relation to sentence 1?
   a. It names a cause for something mentioned in sentence 1.
   b. It gives an example of something names in sentence 1.
   c. It contradicts sentence 1.
   d. It clarifies sentence 1.

READING – Explicit / Implicit Relationships Within and Between Sentences
Rev. Aug. 2005

Appendix B
Negotiated Feedback
On a Smart Screen