

Top margin	: 3 cm
Bottom margin	: 3 cm
Right margin	: 3 cm
Left margin	: 4 cm

**TITLE – NOT MORE THAN 12 WORDS BERLIN SANS FB FONT SIZE 14,
BOLD, CENTRED, UPPERCASE**

**AUTHOR'S NAME AND ADVISORS' NAME (WITHOUT TITTLE) (GILL SANS MT,
SENTENCE CASE, FONT SIZE 12, CENTERED)**

Abstract

Left indent:
1.5 cm

The abstract should be written in one paragraph and should be not more than 300 words. TNR, font size 9, single spacing. Follow the following pattern: General statement about the importance of the topic, gap in literature or discrepancies between theories and practices, purpose of study, method, main findings, and conclusion.

Right indent:
1.5 cm

Keywords: Keyword one, keyword two, keyword three, keyword four, keyword five - TNR, 11, single spacing (no more than two lines)

MAIN HEADINGS – FONT SIZE 12, BOLD, CAPITALISED

Subheadings – Font size 12, Bold, Sentence case

Subheadings – Font size 12, Bold, Italic, Sentence case

INTRODUCTION

The article should be between 10-20 pages (not more than 5000-6000 words), single-spaced, 11 point Times New Roman font, excluding references and appendices. Use no indent for the first paragraphs and do not leave a space between paragraphs.

The following paragraphs is indented first line 0.75cm.

INTRODUCTION

subheading

REVIEW OF LITERATURE

Subheading

RESEARCH METHOD

Subheading

FINDINGS AND DISCUSSION

Subheading 1 (research question 1)

Subheading

Subheading 2 (research question 2)

Subheading

Subheading 3 (research question 3)

Subheading

Etc.

CONCLUSION

CITATION:

Use APA 7 (Optional) for in-text citations and the reference list (Angeli et al, 2010). For in-text citations, use the author's name and year (Author, 1980), and if there are direct quotes, then provide the page number" (Author, 2010, p. 24). If you are citing more than one reference, put them in alphabetical order (Alpha, 2008; Beta, 1999). For a reference with up to five authors, use all the names in the first instance (Author1, Author2, Author3, Author4 & Author5, 2007), and then use the first author et al. subsequently (Author1 et al., 2007). Do not use footnotes.

FIGURE AND TABLES

Place titles of Figures after the figures and Tables preceding them using Times New Roman font size 10 for the title.

Table 1. Number of articles published in IJAL from 2011 to 2016

Year	No	The font of the table is Times New Roman (font size 9)
2005	7	
2006	5	
2007	5	
2008	6	
2009	6	
Total	29	

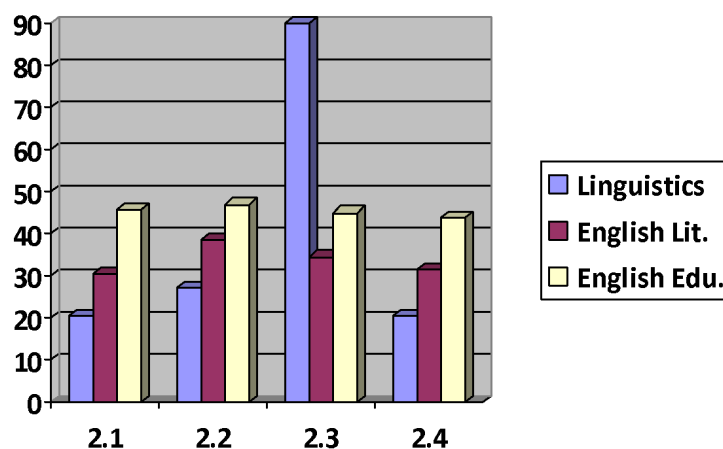


Figure 1. Number of subtheme published in IJAL

ACKNOWLEDGEMENTS

Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript if any before the **references**.

REFERENCES (Examples)

- Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved February 9, 2013, from <http://owl.english.purdue.edu/owl/resource/560/01/>.
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APPENDIX

Add here if any.

Does Tutor Feedback Make a Difference? (font 14)

Focusing on EFL Korean Student Writing (font 14)

Sookyung Cho (font 10)

(Hankuk University of Foreign Studies) (font 9)

Cho, Sookyung. 2019. Does tutor feedback make a difference? Focusing on EFL Korean student writing. *Korean Journal of English Language and Linguistics* 19-3, 432-451. The purpose of this study is to see how tutor feedback affects a student's writing. To date, studies on tutor feedback have focused on how tutor-student interactions affect student writing, and thus the effects of a tutor's written feedback have not been extensively studied. In order to fill this gap, this study keeps track of how tutors' written feedback affects student writing in accuracy, complexity, and fluency, by comparing and contrasting when they received written tutor feedback with when they did not. Also, this study aims to examine what types of tutor feedback are helpful to the students and how they perceive tutor feedback by analyzing the tutor feedback, the students' incorporation of it, and their questionnaires. The results reveal that when the students received tutor feedback, they produced more fluent writing, which could be explained by their tendency to incorporate the tutors' content-oriented feedback more than that grammar-oriented ones. Furthermore, most students evaluated tutor feedback positively and expressed that they would have liked to receive more tutor feedback. These findings suggest that tutor feedback should be utilized in a writing classroom, in particular, in the EFL context where students do not have many chances to receive written feedback.

Keywords: tutor feedback, feedback incorporation, second language writing

1. Introduction

Reportedly, tutors have played quite a different role from that of teachers. Some scholars consider them student peers rather than teachers (Harris 1986, North 1994, Plummer and Thonus 1999, Rafoth 2000, Shamoon and Burns 1999, Thonus 2001). In the model of collaborative learning, tutors and tutees learn from each other, although tutors are usually more capable learners than their tutees. Derived from such different roles between tutors and teachers, students may respond differently to feedback given by tutors and given by teachers. Unfortunately, tutors' written feedback has not been studied as extensively as teachers' written feedback. Previous studies on tutors' written feedback have focused on either what kinds of feedback tutors give to their students (Glover and Brown 2006, Ivanič, Clark and Rimmershaw 2000, Lea and Street 2000) or what students think of tutor feedback (Orsmond and Merry 2001, Weaver 2006). Effects of tutors' written feedback on student writing have rarely been studied. Some scholars who wanted to see how tutor feedback can facilitate students' self-assessing skills have seen the effects of tutor feedback in the framework of formative assessment (McKevitt 2016, Nicol and MarFarlane-Dick 2006, Sadler 1989, Sendzuik 2010, Taras 2001, 2003). Although they did find positive effects of tutor feedback on students' performances, they did not examine exactly how the tutor feedback improved the students' performances. And thus, this study tries to examine how tutors' written feedback affects students by comparing and contrasting students' writings when they receive tutor feedback and when they do not. Additionally, by analyzing the tutor feedback and the

students' reflections of them into their revisions as well as their responses to a questionnaire on tutor feedback, this study aims to answer the following research questions:

- 1) Does tutor feedback make a difference in student writing? How does it affect student writing in terms of accuracy, complexity, and fluency?
- 2) What types of feedback do students receive from tutors? Do types of feedback affect students' incorporation of them in their revisions?
- 3) How do students perceive tutor feedback?

2. Review of Related Literature

To date, most studies on tutor feedback in the area of second language writing has focused on tutors' oral feedback, mostly in the type of tutor-tutee interactions that occur during tutorials. For example, Thonus (2004) adopted Schiffirin's interactional sociolinguistics framework and compared and contrasted writing tutors' talk with their native and non-native tutees. Based on the analysis of her four-year-long collection of 20 writing tutors' talk with their 44 tutees, Thonus argued that tutor's talk with non-native tutees are usually longer and more direct than with their native tutees. On the other hand, Williams (2004)—in the theoretical framework of sociocultural theory, which considers tutor talk as scaffolding to student learning—examined five videotaped-writing center sessions in order to see what kinds of changes in a student's revision were brought about by tutor-tutee interactions. As the result of the analysis, Williams found that when certain conditions were met—i.e., when tutor feedback was direct and when student actively participated in the interaction—students were more likely to uptake a tutor's suggestion.

3. Method

Six tutors and 20 freshman students participated in this study. The six tutors were graduate students of English Linguistics or TESOL (Teaching English as a Second Language)—three are from English Linguistics, and the other three are from TESOL. All of them took a graduate class "Seminar on Applied Linguistics I" with me and volunteered to tutor the students. The six tutors had long experiences of teaching writing, but for three of them it was the first time tutoring college-level students, while the other three tutors tutored college students in the previous semester.

First, all the students' written drafts and tutors' written comments were collected. During the 16-week period, the freshmen wrote two major essays in said class—the former a compare and contrast essay in the 9th week, and the latter an argumentative essay in the 13th week. For each writing assignment, they submitted a first draft and resubmitted its revised draft two weeks later. Between the first draft and the final draft, the students had opportunities to receive tutor feedback. In order to control the ordering effects of receiving tutor feedback, I alternated the groups of students who received tutor feedback: that is, only half of the students—11 students for the first writing assignment and another 9 students for the second writing assignments—received tutor feedback while the second half of the students did not receive it. When each cycle was over, their writing drafts, including first and

last drafts, were collected for the analysis. As for the first writing assignment, one student was excluded from the data because she did not turn in her revised draft after receiving tutor feedback; in the second cycle, three students were excluded, for two of them did not respond to their tutors, and the other received tutor feedback, but failed to turn in her revised draft.

Each of final drafts was analyzed in terms of its accuracy, complexity, and fluency, based on Storch (2005) and Storch and Wigglesworth (2007). Table 1 summarizes the measures used in this study. Storch (2005) and Storch and Wigglesworth (2007) recommended a ratio of error-free T-unit per T-unit or a ratio of error-free clause per clause (EFC/C) as measurements of accuracy in English learners' writing. In this study, EFC/C was used, considering the participants' low-level of writing abilities...

A clause is defined as an independent or a dependent clause in this study, while errors include "syntactical errors (e.g., errors in word order, missing elements), morphology (e.g., verb tense, subject-verb agreement, errors in articles and prepositions, errors in word forms)" as referred to in Wigglesworth and Storch (2007, p. 464) as well as errors in lexis (word choice). However, errors in spelling and punctuation were excluded unless they obscured the meaning. All errors were identified by two native speakers of English and whenever a discrepancy occurred, they discussed until they reached an agreement.

4. Finding and Discussion

The comparison and contrast of student writing under the two different conditions, when they received feedback and when they did not, show that those that received feedback produced better writing in terms of fluency than those that did not, although there was not found any statistically significant difference between them in accuracy nor complexity. This result confirms the positive effects of tutor feedback that previous studies have found in the framework of formative assessment (McKevitt 2016, Sendzuik 2000, Taras 2003). Drawing upon such positive effect of tutor feedback on student performance, they suggested that tutor feedback might facilitate students' understanding of assessment procedure such as grade descriptions, criteria, policy and that, as a result, they could self-assess their writing as their tutors would. On the other hand, this study explores how tutor feedback helps student writing by suggesting that tutor feedback, in particular, content-oriented tutor feedback led students to write more fluently, although not necessarily more accurately or complexly. The analysis of tutor feedback and its incorporation rate in student revisions shows that students actually incorporated more content-oriented tutor feedback than grammar-oriented feedback. Tutors' feedback that asked the students to elaborate on or clarify a certain point, in particular, seems to make the students write more elaborately in their revisions, which increases fluency of their revised drafts in turn. Students' preference of tutors' content-oriented feedback over grammar-oriented one may relate to the degree of authority they place on tutors compared to their teachers. According to my observation, students were receptive of the teacher's feedback regardless of the type, whereas they tended to be less receptive towards their tutor's grammar-oriented feedback.

5. Conclusion and Suggestion

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