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The affect and effect of asynchronous written artefacts (cover letters, drafts, and feedback letters) within L2 English doctorate writing groups

University of Tartu, Institute of Estonian and General Linguistics

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ABSTRACT

This dissertation uses quantitative and qualitative research methods to examine how the written peer feedback process can be optimised to support the long-term writing skills of PhD students. The PhD students are placed in small discipline-specific writing groups where they are taught to support each other in drafting a research article for scientific publication. Within their writing groups, the PhD students periodically give, and receive from each other, written feedback comments on sections of their draft articles. To help generate *useful* feedback comments, each PhD student writes a '*cover letter*' to explain how their *submitted draft* should be assessed. Thus, the peer reviewers give their written feedback comments based on the author's draft and cover letter. The authors then decide how to implement their reviewers' written feedback comments to improve their subsequent drafts. Obtaining a better understanding of how students use and interpret *affective* and *effective* language in their written dyadic (i.e. feedback comments) and group feedback exchanges (i.e. cover letters) will help devise better pedagogies to support writing groups. Consequently, this dissertation presents a process model to explain how affect and effect within the authors' cover letters can have a positive influence on the reviewers' feedback comments, and how affect and effect within the reviewers' feedback comments can have a positive influence on the author's subsequent draft. The model is based on the results of the author's five original studies that obtained data from predominantly L2 English doctorate writing groups over a five-year period. *Study I* and *Study II* describe how a taxonomy was developed to measure affect in written feedback comments and cover letters. *Study III* and *Study IV* develop this taxonomy to measure the affect and effect of written feedback comments. *Study V* examines the affect and effect of cover letters. The results show how '*affective variables*' (e.g. hedging devices) and '*effective variables*' (e.g. reviewer competency) within cover letters and written feedback comments can interact and help improve the authors' revision processes. From the results and the secondary analysis of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, & *V*), a model of the asynchronous written peer feedback process ('*AWPF model*') is induced. This AWPF model gives a framework that instructors and researchers can utilise to improve upon current writing instruction pedagogy.

Key words: peer review, academic writing groups, doctorate students, affect, feedback comments

CONTENTS

LIST OF PUBLICATIONS

This dissertation is based on five original publications. Throughout the dissertation, the studies will be referred to using the corresponding italicised Roman numerals (*Studies I–V*).

Study I   Yallop, R. M. A. (2016). Measuring affective language in known peer feedback on L2 Academic writing courses: A novel approach. *Eesti Rakenduslingvistika Ühingu Aastaraamat*, *12*(0), 287–308.

Study II   Yallop, R. M. A. (2017). Investigating 'mitigation' and 'praise' as affective factors influencing the implementation of peer feedback within an asynchronous text environment. In R. Bonazza, S. Rahe & T. Welzel (Ed.), *Unterstützung von L2-Schreibkompetenzen an deutschen Universitäten: Englisch und Deutsch als Fremd- und Zweitsprache* (pp. 117–135). University of Osnabrück, Germany.

Study III Yallop, R. M. A., & Leijen, D. A. J. (2018). The perceived effectiveness of written peer feedback comments within L2 English academic writing courses. *Eesti Rakenduslingvistika Ühing Aastaraamat*, *14*(0), 247–271.

Study IV   Yallop, R. M. A., Taremaa, P. & Leijen, D. A. J (2020-accepted for publication). The affect and effect of asynchronous written feedback comments on the peer feedback process: an ethnographic case-study approach within one L2 English doctorate writing group. *Journal of Writing Research*.

Study V   Yallop, R. M. A., & Leijen, D. A. J (2020-accepted for publication). Using author-devised cover letters instead of instructor-devised rubrics to generate useful written peer feedback comments. *Journal of Academic Writing*.

CONTRIBUTION TO THE PUBLICATIONS

Study I   Roger Yallop is the sole author.

Study II   Roger Yallop is the sole author.

Study III Roger Yallop devised the research plan and coding scheme, collected and analysed the data, and wrote the article. Djuddah Leijen assumed the supervisory role throughout the study and verified the results of the application of the coding scheme.

Study IV   Roger Yallop devised the research plan and coding schemes, collected and analysed the data, and wrote the article. Piia Taremaa verified the results of the application of the two qualitative coding schemes and gave feedback on the drafts. Djuddah Leijen assumed the supervisory role throughout the study and verified the results of the application of the quantitative coding scheme.

Study V   Roger Yallop devised the research plan and coding scheme, collected and analysed the data, and wrote the article. Djuddah Leijen assumed the supervisory role throughout the study and verified the results of the application of the coding scheme.

PREFACE

This preface outlines the study's relevance
in an Estonian and international context.

Studies (McGrail, Rickard & Jones 2006, Baldwin & Chandler 2002) have indicated that writing is a major influencing factor on why students do not complete their doctoral studies within the allocated time, and students have indicated that writing remains challenging at doctoral levels. Within the context of Estonia, less than a third of doctoral students actually complete their studies on time, which, in comparison to other countries, is exceptionally high (Vassil & Solvak 2012). A number of studies (Leijen, Lepp, & Remmik 2016, Lepp, Remmik, Karm, & Leijen 2013) have endeavoured to address this problem by conducting interviews with students who had dropped out from their studies, and surveys among students and their supervisors regarding the challenges faced by doctoral students in Estonia. One of the major findings of these studies was that students were unable to produce their publications on time, or at all, as writing was considered problematic. More specifically, students indicated that the writing process was extremely time consuming, they often had difficulty understanding the feedback from reviewers, and that supervisor feedback often caused frustrations (Leijen, Lepp, & Remmik 2016). These findings, though, are not only limited to higher education institutions in Estonia. An EU-wide survey of European universities (excluding Estonia) has recently found that a lack of institutional writing support seems to be one of the main obstacles preventing *ordinary* researchers from becoming *stellar* researchers (see Farrell 2018).

Regarding the writing processes, and in order to complete their studies, PhD students at Tartu University are often expected to publish their research in respectable peer-reviewed journals in English in their foreign or second language ('*L2*'). However, and for PhD students, writing a research article for scientific publication can be a highly emotional experience (Pyhältö, Peltonen, Castelló & McAlpine 2019, McGrail et al. 2006, Baldwin & Chandler 2002) and a highly cognitive process (e.g. Gaitšenja 2019, Hayes 2012, Galbraith 2009, Becker 2006, Alamargot & Chanquoy 2001, Butterfield, Hacker, & Albertson 1996, Scardamalia & Bereiter 1987, Flowers & Hayes 1981). To complicate the PhD student's demanding writing task even further, writing in the author's L2 requires a much higher cognitive load than in their mother tongue (e.g. Barbier, Piolat, Roussey & Raby 2008, Chenoweth & Hayes 2001, Whalen & Menard 1995). Thus, it is imperative that L2 English PhD students are provided with continuous writing and emotional support throughout their studies.

One practical and effective way to provide this long-term writing support is through the principled use of doctorate writing groups (e.g. Aitchison 2010). Under this pedagogy, the participants are placed in small-discipline specific

writing groups where they are trained to support each other in drafting a research article for scientific publication. Within their doctorate writing groups, the group members periodically give each other, and receive from each other, written feedback on sections of their draft research articles. Regular written peer feedback within doctorate writing groups is an effective pedagogical method to help the authors improve the quality of their current draft research articles (e.g. Cahusac de Caux, Lam, Lau, Hoang, & Pretorius 2017, Aitchison 2010, 2009), long-term writing behaviour (e.g. Cheng, Liang, & Tsai 2015, Lundstrom & Baker 2009, Rollinson 2004) and engagement in their writing processes (e.g. Cho, Schunn, & Charney 2006, Gee 1972). Within an Estonian context, the bulk of the research into the effectiveness of written feedback comments within academic writing groups has been conducted by Djuddah Leijen at the University of Tartu (see Leijen 2017, 2016, 2015, 2014, Leijen & Leontjeva 2012). Thus, this dissertation utilises and expands upon Djuddah Leijen's research to further improve feedback practices within an Estonian setting.

From a socio-cultural perspective, doctorate writing groups are an ideal environment to build a fully supportive writing discourse community (e.g. Lam et al. 2019, Cahusac de Caux et al. 2017, Garrison, Anderson, & Archer 2010, Maher et al. 2008). Vygotsky's (1978: 86) zone of proximal development ('*ZPD*') hypothesises that students learn more by working as a group (i.e. *assisted learning*) than individually (i.e. *unassisted learning*) because the group members in their '*community of practice'* (Lave & Wenger 1991) or in their '*community of inquiry'* (Lipman 2003) can learn from each other's different experiences and skills. Vygotsky's ZPD is widely applied in educational settings utilising socio-cultural theory (e.g. Lipman 2003, Lave & Wenger 1991). Within the context of doctorate writing groups, application of Vygotsky's ZPD would suggest that the PhD students would improve the quality of their draft research article and their academic writing skills (i.e. '*effect'* in the feedback process), and be more motivated in their writing (i.e. '*affect'* in the feedback process) by interacting and sharing each other's unique skills with each other (e.g. through asynchronous written feedback exchanges) than if they were writing alone. Provided high-quality teaching instruction is also given during their initial phases, doctorate writing groups can be taught to conduct themselves more-or-less independently from extra institutional support. Thus, writing groups are a cost-effective means of providing long-term writing support to PhD students.

One last affordance of training PhD students to support each other's long-term writing skills within writing groups has arisen with the advent of Covid-19 (at time of writing). This has hastily necessitated face-to-face teacher and student interactions (e.g. lectures) being temporarily replaced by online asynchronous (e.g. Websites) and synchronous tools (e.g. video-conferencing) with much anecdotal evidence of teachers struggling to adapt their teaching pedagogies effectively across these mediums. With the increased likelihood of more face-to-face teaching instruction being moved online, there is an increased need to implement pedagogies that are suited to such online environments.

Doctorate writing groups do not require face-to-face interactions to support each other's writing processes. Asynchronous written feedback exchanges can be conducted using a suitable file transfer program (e.g. OwnCloud), writing instruction can be provided using a tailor-made online Website (e.g. WordPress as a Content Management System), and synchronous exchanges can easily be handled within small groups using a suitable video-conferencing program (e.g. Zoom).

As such, the research in this dissertation will benefit both Estonian and other higher educational institutions by providing an 'off-the-shelf' writing pedagogy framework that can be effortlessly and affordably applied to support the writing skills of their PhD students in an online teaching environment. The writing pedagogy framework presented in this dissertation is also intended to be easily adapted to support the writing skills of academics and Estonian students at lower level of studies where regular academic writing (in L2 English or L1 Estonian) is demanded (e.g. at Estonian schools and Universities). Although this study is contextualised within an Estonian educational setting, the findings can also be applied to other international contexts (e.g. European and North-American institutions) to support the writing skills of students and academics worldwide.

1 INTRODUCTION

1.1 Study context

At university level, students are being constantly assessed on their academic performance by the quality of their written texts. There are numerous genres of formal academic written texts (e.g. research articles, literature reviews, theses etc.) that undergraduate and Master's students are required to write throughout their degree courses. As the level of study increases, so does the complexity of the demanded writing tasks. At doctorate level, PhD students are often required to write research articles for publication in peer-reviewed journals. However, the writing process for drafting a research article is both cognitively (e.g. Hayes 2012) and emotionally (e.g. Pyhältö et al. 2019) very demanding. The author requires a thorough understanding of their rhetorical problem (i.e. the research problem), their target audience (i.e. experts in their discipline), and the writing genre as stipulated by their discourse community (i.e. the target journal).

Furthermore, and in order to complete this challenging writing task, the PhD student also has to demonstrate a high level of writing proficiency (e.g. Kellogg 2008) and sustained motivation (e.g. Dörnyei & Ushioda 2013). On a cognitive level, the writing process involves numerous intricate interactions between the author's long-term memory and working memory (see Hayes 2012, Kellogg 2008, Scardamalia & Bereiter 1987, Flowers & Hayes 1981 for cognitive writing process models) which become even more cognitively demanding as the length of text increases (e.g. Hayes 2012) and when writing in a second language ('*L2*') (e.g. Barbier et al. 2008). As English is often the '*Lingua Franca*' at Estonian institutions at doctorate level, writing a research article is an incredibly challenging task. PhD students require much emotional (i.e. '*affect*' in the writing process) and writing (i.e. '*effect*' in the writing process) support throughout their doctorate studies. Thus, it is essential to provide L2 English PhD students with both long-term affective and effective writing support. One powerful pedagogical solution to supporting the long-term writing skills of L2 English PhD students is through the principled use of doctorate writing groups (e.g. Aitchison 2010, 2009, Murray & Moore 2006, Rollinson 2004).

Establishing and supporting small discipline-specific doctorate writing groups where the students regularly give and receive written feedback on sections of their '*draft research articles*' is an effective means to support PhD students' writing skills (e.g. Lam et al. 2019, Kumar & Aitchison, 2018, Cahusac de Caux et al. 2017). Consequently, Djuddah Leijen has devised an '*Academic Writing for Scientific Publication*' course at Tartu university to support PhD students writing research articles for publication in their L2 English. The PhD students are placed in small discipline-specific writing groups (e.g. Aitchison & Lee 2006) where they are trained to support each other in drafting a research article for publication. As one part of the peer feedback process, the writing group members periodically give to each other, and receive

from each other, written peer feedback on sections of their draft research articles. Thus, the writing group members play two distinct and separate roles within the feedback process as follows: (i) PhD student as '*feedback recipient and author*'; and (ii) PhD student as '*reviewer*'.

In their role as feedback recipients and authors, each group member submits their draft research article and their '*cover letter*' for review by the other group members. A cover letter is a written document in which the author explains their reviewing criteria to the writing group. Then, and based on the contents of the author's cover letter and draft research article, each group member in their other feedback role as reviewer writes written feedback comments.[1] Finally, and as authors and feedback recipients, each group member has to decide whether to implement, or not implement, their peers' feedback comments in order to improve the quality of their subsequent draft. Thus, the contents of the author's cover letter and draft research article will influence the contents of their reviewers' '*feedback letters*', and their reviewers' feedback letters will influence the contents of the same author's draft research article at a later stage in the feedback process. As the purpose of the peer feedback process is to improve the quality of the author's draft, knowing what constitutes a useful cover letter and a useful feedback letter will help researchers and educators improve writing pedagogies.

Thus, the writing, teaching, and research context of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, *& V*) are as follows:

1. **Writing context.** Small discipline-specific writing groups comprised mainly of L2 English PhD students writing a research article for scientific publication.
2. **Teaching context.** Academic Writing for Scientific Publication courses at one Estonian higher-education institution (Tartu University).
3. **Research context.** The asynchronous written peer feedback process. The research focuses on the analysis of three PhD student-produced written artefacts: (i) cover letters; and (ii) feedback letters; and (iii) draft research articles.

Ideally, and in order to minimise distortions in findings due to participants being from different socio-cultural backgrounds, the writer would have preferred to recruit only L1 Estonian PhD students. However, recruiting only L1 Estonian PhD students within a naturalistic teaching context for the sole purpose of this research is both unethical and impractical. Consequently, PhD students were recruited for the five studies from a naturalistic teaching context on the following basis: (i) L1 Estonians; and then (ii) L1 Russians; and then (iii) L1 Europeans; and then (iv) L1 non-Europeans.

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[1] For simplicity, all the feedback comments written by one reviewer to one author over one feedback round is referred to as a '*feedback letter'* in this dissertation. Thus, a feedback letter contains many feedback comments.

1.2 Purpose of dissertation

The research methodologies of the writer's five original studies are primarily based on both quantitative (*Studies I*, *II*, *III*, *IV*, & *V*) and qualitative analysis (*Study IV* and *Study V*) of qualitative data (e.g. cover letters and feedback letters) within a grounded theory tradition (Strauss & Corbin's 1990). Consequently, the findings of each study are induced from the data only. However, there are three *guiding* research topics that are shared by each study that inform the objective of this dissertation, and this informs the purpose of the dissertation as follows:

Guiding research topics (informed by the writer's five original studies)

1. What is a useful feedback letter within the context of this dissertation?
2. What is a useful cover letter within the context of this dissertation?
3. What other '*variables*' can influence the asynchronous written peer feedback process?

Objective of dissertation (informed by guiding research topics)

1. From the amalgamation of the findings from these three guiding research topics: how can cover letters have a '*positive influence*' on feedback letters, and how can feedback letters have a positive influence on the author's revision processes?

Purpose of dissertation (informed by objective of dissertation)

1. To develop a process model of the written asynchronous feedback process ('*AWFP model*') based on the secondary analysis of the findings of the study objective to explain how the principled use of written feedback comments can help support the long-term writing skills of PhD students.

Thus, the main purpose of this dissertation is to provide a framework for good feedback practices. This framework is also intended for researchers and instructors in other feedback, educational, and socio-cultural contexts to further improve writing pedagogies within online and blended learning environments.

1.3 Structure of dissertation

This dissertation is structured as follows. Section 2 discusses the theoretical background of the writer's five original studies (*Studies I, II*, *III, IV*, & *V*). This section also justifies the writer's choice of methodological and theoretical frameworks utilised in this dissertation.[2] Section 3 explains the data collection and research methods. Section 4 gives a chronological account of the study results and explains how each subsequent study was informed by the findings of the previous study. Section 5 discusses the study findings and their relevance to writing research. Section 6 gives the conclusion of this dissertation by presenting a model of the asynchronous written peer feedback process (AWPF model) based on the secondary analysis of the writer's five original studies.

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[2] Please note that the structure of this '*umbrella text*' deviates from the traditional IMRaD structure of a research article in the following ways: (i) the introduction contains subsections (as in the previous section); (ii) research niches are identified in the theoretical background section instead of the introduction section; and (iii) the results section includes justification (i.e. discussion) for the research design of each subsequent study.

2 THEORETICAL BACKGROUND

2.1 Research methodologies in feedback studies

There are many quantitative feedback studies that evaluate the effect of the reviewers' feedback comments by comparing the textual differences in the author's draft before and after the feedback round (e.g. Leijen 2017, Cho & MacArthur 2010, Liu & Sadler 2003). There are also qualitative studies that evaluate the affect of feedback comments from primarily the reviewers' perspectives (e.g. Carlino 2012, Caffarella & Barnet 2000). A few feedback studies combine both quantitative and qualitative research methods (i.e. in a '*mixed-method approach*') to examine how '*praise*' (Nelson & Schunn 2009, F. Hyland & Hyland 2001) can affect, and how '*hedging devices'* (F. Hyland & Hyland 2001) can affect and effect the peer feedback process. Whatever the research paradigm, these feedback studies all share a common purpose in identifying the 'features' in, and within, asynchronous written feedback comments that can have a '*positive affect'* and/or a '*positive effect*' on the author's revision processes. Positive affect leads to the authors engaging more in their revision processes (e.g. F. Hyland & Hyland 2001), and positive effect results in the author making textual improvements (e.g. Nelson & Schunn 2009). However, what these studies often neglect is the cumulative influence of asynchronous written feedback comments as the authors and their reviewers develop a better understanding of each other's feedback practices over time (e.g. Lam et al. 2019, Lewis & Herndon 2011, Lee & Boud 2003).

To address this concern, and in the context of doctoral writing groups, a few researchers have adopted a more longitudinal approach through the use of predominantly qualitative research methods (e.g. focus groups, participant interviews, and questionnaires) to understand more fully the process of the participants' written feedback practices (e.g. Aitchison 2010, 2009, Lee & Kamler 2008, Lee & Boud 2003). As these longitudinal studies employ predominantly qualitative methods, they seldom analyse the participants' written feedback comments quantitatively. Thus, this dissertation employs a combination of quantitative, qualitative, and longitudinal studies to develop a better understanding of the written feedback practices of PhD students in their two separate feedback roles (i.e. as author and feedback recipient; and as reviewer).

2.2 Effect of written feedback comments on the author's revision process

Many quantitative feedback studies into effect (e.g. Leijen 2017, Nelson & Schunn 2009, Cho, Schunn, & Charney 2006, Liu & Sadler 2003) segment written feedback comments contained in the reviewers' feedback letters into '*idea units'* (Nelson & Schunn 2009: 386) and then categorise these idea units

into two main analysable classes of feedback comments: (i) '*revision feedback comment*'; or (ii) '*non-revision feedback comment'* (Liu & Sadler 2003: 202). A revision feedback comment (e.g. "Your title is too long.") can have an effect on the contents of the author's subsequent draft. Conversely, a non-revision feedback comment (e.g. "Dear Writing Group") cannot have an effect on the author's subsequent draft, but it can have an affect on the author's willingness to engage in their reviewer's revision feedback comments. As these studies are focused on the effect of written feedback comments, they often discard partially (e.g. Nelson & Schunn 2009), or all (e.g. Leijen & Leontjeva 2012), non-revision feedback comments in their subsequent statistical analysis.

Furthermore, and under this categorisation system, '*segmented*' non-revision feedback comments can comprise up to 25% of the analysable data (Liu & Sadler 2003: 209). Thus, one drawback of quantitative feedback studies is that they do not fully account for how non-revision feedback comments (e.g. praise) may also have an impact on the author's revision processes.

Nevertheless, there has been much quantitative analysis into what '*traits*' of revision feedback comments can have a positive effect on the author's subsequent drafts (see *Study III*: 248–249; *Study IV*: 304–305 for concise treatments).[3] At higher levels of study (i.e. at doctorate level), feedback studies into effect have determined that revision feedback comments that are '*global*' (e.g. Liu & Sadler 2003), '*text-specific*' (e.g. Ferris 1997), and '*hedged*' (F. Hyland & Hyland 2001) are more likely to have a positive effect on the contents of the author's subsequent draft than revision feedback comments that are '*local*', '*generic*', and '*unhedged*'. There are other traits within revision feedback comments where researchers have found conflicting results. For example, there is disagreement in the literature about whether '*justified*' revision feedback comments are more likely to have a positive effect than '*unjustified*' revision feedback comments on the author's revision process (Leijen 2017), or vice-versa (e.g. Nelson & Schunn 2009). Thus, this dissertation uses quantitative research methods to identify desirable features within revision feedback comments.

2.3 Affect of written feedback comments
on the author's revision process

Unlike revision feedback comments, non-revision feedback comments (e.g. "Great work!") cannot have a direct effect on the contents of the author's subsequent draft. Instead, non-revision feedback comments can have a positive impact (e.g. '*enthusiasm*') or a negative impact (e.g. '*anxiety*') on the author's emotional responses, and these emotional responses can subsequently have a

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[3]   Please note that the page numbers depicted in the author's original studies refer to the page numbers used in their respective reproduced articles and not to the page numbering used in this dissertation.

positive and/or a negative affect on their author's short-term and long-term revision processes (e.g. Wang & Li 2011: 116). Feedback studies into affect have found that the non-revision feedback comment of '*praise*' can have a positive affect on the author's revision processes, and this positive affect can have an '*indirect*' positive effect on the contents of the author's subsequent draft (see *Study I*: 288–289; *Study IV*: 303–304 for concise treatments). As one example of positive affect, praise can improve the author's motivation, and this increased motivation can engage the author in their writing process for longer (e.g. Nelson & Schunn 2009, Cho, Schunn, & Charney 2006, Topping 1998: 256). Longer engagement in the writing process can lead to the author making more textual revisions (Cho, Schunn, & Charney 2006, Gee 1972). Thus, non-revision feedback comments can have an appreciable indirect effect on the written peer feedback process.

Regarding non-revision feedback comments, most predominantly qualitative feedback studies into affect have concentrated on how praise (e.g. "Great introduction!") can affect and subsequently effect the author's revision processes (e.g. Nelson & Schunn 2009, F. Hyland & Hyland 2001). In these feedback studies, most revision feedback comments and many types of non-revision feedback comments (e.g. '*use of names*') are often excluded from the analysis. However, and in a different feedback context, the use of names can have a strong positive affect. Anson, Dannels, Laboy, and Carneiro (2016: 15) have showed that students demonstrate positive emotions (i.e. positive affect) when reacting to their writing instructor's asynchronous, visual, and oral feedback, and this positive affect is found to be particularly pronounced when the students are personally addressed by name:

> " ... *students felt that their teacher's use of their first name strongly affected their personal connection with their teachers.*" (Anson et al. 2016: 15)

Consequently, and in the absence of paralinguistic cues that are present in visual and oral communication (e.g. body language and tone of voice), this evidence suggests that all *types* of non-revision written feedback comments (e.g. praise and names) can have a positive affect on the author's revision processes. Thus, this dissertation uses both qualitative and quantitative research methods to identify desirable features of affect within all types of non-revision feedback comments.

2.4 Affect and effect of hedging devices in written feedback comments

Hedging devices in feedback comments are more challenging to study. This is because hedging devices often have polyfunctional communicative purposes. Reviewers can use hedging devices to soften the criticality (i.e. affect) as well

as to signal their degree of certainty in the accuracy (i.e. effect) of their revision feedback comments (e.g. F. Hyland & Hyland 2001).

Affect in written language can be partially measured using established hedging taxonomies (see Crompton 1997 for concise treatment). In their derivation, hedging taxonomies have been strongly influenced by politeness theory. According to politeness theory (see Brown & Levinson 1978 for concise treatment), hedges can be used to minimise the '*threat to face*' that occur in all acts of communication in order to "make thing fuzzier or less fuzzy" (Lakoff 1975: 234). Within the written context, researchers generally conclude that to minimise the threat to face, hedges are used to '*signal distance*' between the writer (e.g. the reviewer) and their target audience (e.g. the feedback recipients) so as not to cause undue offence by evoking any overly negative emotions in the reader (e.g. high anxiety) (e.g. Carson & Nelson 1994, Skelton 1988, Dubois 1987). The polyfunctional affective and effective uses of hedging devices in academic writing is well-researched (e.g. Hyland 1994, Swales 1990, Myers 1989). Swales (1990: 174–175) distils the polyfunctional uses of hedging devices into four main categories: (i) projecting '*honesty*'; and (ii) projecting '*modesty*'; and (iii) exercising '*proper caution*'; and (iv) ensuring '*diplomacy*'. In other words, and in the context of feedback comments, hedging devices within feedback comments (especially revision feedback comments) should fulfil all or some of the following four criteria:

i. The feedback comment should be an honest appraisal of the author's draft. In other words, the feedback comment should "present the true state of the writer's understanding" (Salager-Meyer 1994: 3); and/or

ii. The feedback comment should respect the power distance between the reviewer and the feedback recipient (i.e. the author). Within the context of peers, the power distance should be more-or-less equal (see Brown & Levinson 1978, for concise treatment of power distance); and/or

iii. The feedback comment should not allow the creator (i.e. the reviewer) to lose face in case the feedback recipient interprets the feedback comment to be *incorrect* and possibly *harmful* to their revision processes; and/or

iv. The feedback comment should not be 'a threat to face' to the feedback recipient.

Consequently, there is abundant evidence that hedging devices have important affective and effective communicative purposes in the written peer feedback process. Regarding effect, hedging devices can modify the reviewer's intended meaning and the feedback recipient's interpretation of feedback comments. With respect to affect, hedging devices can help to sustain and build dyadic feedback relationships. It would also seem logical that hedging devices within the author's cover letters could also affect and/or effect their reviewers' feedback comments in a similar way. However, there has been little research specifically into the affect and/or effect (direct or indirect) of the cover letter on

the author's revision processes. Thus, *Study II* aims to develop a better understanding of the role of the author's cover letter within the written feedback process.

In order to measure the influence of hedging devices on the peer feedback process, a reliable system to categorise hedging devices is needed. There are numerous recent studies into the affect and effect of hedging devices within different writing contexts (e.g. Hyland 2020, Nekoueizadeh, Bavali, Bagheri, & Rassaei 2020, Livytska 2019, Vebriyanto, Mujiyanto, & Fitriati 2019, Demir 2018, ...) that utilise some or all components from four earlier devised hedging taxonomies strongly grounded in politeness theory (see Hyland 1994, Salager-Meyer 1994, Myers 1989, Skelton 1988 for hedging taxonomies). In other words, the hedging taxonomies devised in the late 1980s or early 1990s within discourse contexts are still valid today. Crompton (1997) gives a critical evaluation of the similarities and differences of these four hedging taxonomies. Salager-Meyer's (1994) and Hyland's (1994) hedging taxonomies share the most similarities and were examined further. Both taxonomies include epistemic lexical verbs (e.g. "seem"), epistemic modal verbs (e.g. "may"), probability adverbs (e.g. "perhaps"), and probability adjectives (e.g. "probable"). According to Hinkel (2005: 37), "Epistemic and lexical hedges represent the largest classes of mitigating and softening devices (in English)." Within feedback studies, mitigating and softening devices within feedback comments can have a noticeable affect and/or effect on the author's revision process (e.g. Leijen & Leontjeva 2012, F. Hyland & Hyland 2001).

Regarding hedges expressing possibility, "epistemic adjectives and adverbs are among the most common hedging devices in published academic texts" (Hyland 1999, 1998 in Hinkel 2005: 37), but they are prone to misunderstandings as the shared knowledge between the producer (i.e. the reviewer) and the recipient (i.e. the author) needs to be presupposed (Chafe 1994 in Hinkel 2005: 38). In other words, the reviewer's *intended meaning(s)* of a hedging device within their feedback comment should match with the author's interpretation of the same hedging device. Otherwise, misunderstandings on '*presupposed knowledge*' in dyadic feedback exchanges between the reviewer and their feedback recipient are likely to occur. F. Hyland & Hyland (2001) found that hedging devices within teacher instructor feedback often caused misunderstandings to their L2 English feedback recipients.

Salager-Meyer's (1994: 7) taxonomy of hedges was developed from the analysis of published research articles and categorises hedging devices into four main categories as follows: (i) '*shields*' that denote "fuzziness" in the relationship (derived from pragmatics; e.g. "probably"); (ii) lexis expressing '*author personal doubt and direct involvement*' (e.g. "I believe"); and (iii) '*emotionally-charged intensifiers*' that are "comment words used to project the author's reactions" (e.g. "undoubtedly"); and (iv) '*approximators*' that denote "fuzziness" in the proposition (derived from semantics; e.g. "roughly"). Salager-Meyer's (1994) taxonomy of hedges is ideally suited for coding affective language in the writing groups' written dyadic feedback (i.e. feedback letters)

and group (i.e. cover letters) interactions. This is because shields; and lexis expressing personal involvement; and emotionally-charged intensifiers are also partially coded as indicators of social presence in taxonomies devised within socio-cultural frameworks that show the author's unique emotional responses (e.g. Shea et al. 2010: 20–21). Despite Crompton (1997: 280) justifiably questioning whether Salager-Meyer's (1994) fourth hedging category of approximators (e.g. "about") is valid in the context of research articles when denoting an approximation of the reported figures (e.g. "About 30% of the participants..."), approximators are hedges when used within the context of reviewers' feedback comments (e.g. "Your opening paragraph is a bit long ...") and authors' cover letters (e.g. "My introduction is a little raw ..."). Thus, approximators in written language can also show author emotional responses.

As the writing context of this study is on PhD students writing research articles, and the hedging categories overlap neatly within socio-cultural frameworks, Salager-Meyer's (1994) taxonomy of hedges was selected as the taxonomy to measure hedging devices within written feedback comments.

2.5 Cumulative affect and effect of written feedback comments

Another shortcoming in many feedback studies into affect and/or effect is that they may not account for the cumulative impact of both revision feedback comments and non-revision feedback comments over time as the writing group develops a better understanding of each other's writing and feedback practices. According to transactional memory theory system (see Lewis & Herndon 2011 for concise treatment), '*teams*' (e.g. doctorate writing group) improve their '*group dynamics*' over time as the participants learn to utilise each other's unique and shared knowledges (i.e. writing knowledge and reviewing knowledge). Over time, the PhD students within their writing group can build a deeper schematic knowledge of each other's writing tasks and this increased knowledge can improve their reviewing practices. As authors and feedback recipients, the writing group members can also develop a better understanding of each other's reviewing practices. Under this theory, teams (e.g. writing groups) that can pool their resources by sharing each other's unique knowledges perform more efficiently than they would as individuals or in groups that do not share their knowledges. Measuring how writing groups develop into a '*dynamic team*' through how the members use affect in asynchronous written feedback comments can be found through the application of Garrison, Anderson, & Archer's (1999) community of inquiry model (see Section 2.8).

2.6 Affect and effect of cover letters
on the feedback process

It is common practice within feedback contexts for instructors and peer reviewers to base their written feedback comments on the author's draft and an instructor-devised writing assessment rubric (e.g. Moxley 2013, Liu & Sadler 2009, Cho, Schunn, & Wilson 2006). Depending on the teaching context, writing assessment rubrics ('*rubrics*') generally categorise written revision feedback comments into global issues (e.g. '*task response*', '*cohesion and coherence*', '*use of sources*', '*ideas and specifics*' etc.) and local issues (e.g. '*grammatical range and accuracy*', '*lexical resource*' etc.). If implemented by the author, local revision feedback comments cannot change the textual meaning, whereas global revision feedback comments will result in a textual meaning change (Faigley & Witte 1981).[4] With respect to effect, at higher levels of studies (e.g. doctorate level), global revision feedback comments are more useful than local revision feedback comments (Liu & Sadler 2003). Thus, instructor-devised rubrics aimed at students learning English as a second language would tend to focus more on grammatical and lexical concerns (e.g. Paulus 1999 in Lundstrom & Baker 2009: 40–41), and instructor-devised rubrics for PhD students would concentrate more on global issues (e.g. Cho, Schunn, & Wilson 2006: 289–290). However, instructor-devised rubrics may stifle how peer reviewers (i) express their emotions (i.e. affect) through written affective language (e.g. non-revision feedback comments); and (ii) produce revision feedback comments (i.e. effect) that their other group members (as authors and feedback recipients) will appreciate. From the author's perspective, instructor-devised rubrics may restrain how the group members communicate with each other about their expectations concerning: (i) affect in feedback comments (e.g. non-revision feedback comments); and (ii) effect in feedback comments (e.g. revision feedback comments). One way to improve the writing group's communication about each other's expectations concerning the affect and the effect of feedback comments may be through the concept of '*cover letters*'. Cover letters are,[5] in essence, student-devised writing assessment rubrics (see Mikkelsen 2010: 18) where the authors can communicate their feedback expectations directly to their reviewers. As opposed to instructor-

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[4] To avoid confusion with other researchers' nomenclatures, the terms '*local*' and '*global*' are derived from Faigley and Witte's (1981) taxonomy of revision changes and correspond to their defined concepts of '*surface changes*' and '*text-base changes*' respectively. For practical reasons, this dissertation does not distinguish between Faigley and Witte's (1981) concepts of micro-structure and macro-structure changes at the global level.

[5] In this dissertation, the term '*cover letter*' is **different from** a written document in which authors explain how they address their reviewers' feedback comments as used in other studies (e.g. Daniel, Gaze, & Braasch 2014), or in resubmitted draft articles to the editor of scientific journals. A '*cover letter*', as explained by Mikkelsen (2010: 18), refers loosely to an author-devised writing assessment rubric in which the author writes a letter to the other group members (in their feedback role as '*reviewers*') explaining how to review their draft article.

devised rubrics, cover letters may allow improved written communication between writing group members, and this improved communication will benefit the written peer feedback process. However, to the writer's best knowledge, there have been few studies conducted on the influence of cover letters on the written feedback process.

2.7 Affordances of the written peer feedback process in writing groups

Surprisingly, many feedback studies advocate the use of '*anonymous*' peer feedback (i.e. the authors and their reviewers are unacquainted with each other) over '*known*' peer feedback (as in writing groups) arguing that reviewers can be more critical in their feedback comments without fear of peer reprisal (e.g. Ertmer et al. 2007, Lu & Bol 2007, Ferris, 1997). This may be an affordance in *one-off* feedback instances, but it fails to harness the full potential of collaborative learning (e.g. Vygotsky's ZPD). This is because known feedback is more in line with constructivist learning theories and particularly so on longer courses that allow both synchronous and asynchronous feedback stages. It allows individuals more opportunities to '*negotiate for meaning*' as well as allowing the groups to bond over time to develop a greater '*trust*' and '*sense of community*' (e.g. Lam et al. 2019). At higher levels of study (e.g. doctorate level) with demanding writing tasks over a long period of time (e.g. publication of a research article in a peer reviewed journal), it seems even more important to allow writing groups to develop an understanding of each other's unique and shared feedback practices.

Thus, the research in this dissertation is strongly grounded in socio-cultural theory. Its purpose is to explain how doctorate writing groups can develop into a dynamic team over time through how the group members use affect and effect in their written feedback comments (as reviewers) and cover letters (as authors and feedback recipients) to each other, and how the same group members in their different feedback roles interpret the affect and effect in their reviewers feedback comments (as authors and feedback recipients) and cover letters (as reviewers).

2.8 Framework for promoting affect and effect in writing groups (CoI model)

Drawing from Vygotsky's ZPD, Garrison et al. (1999) developed a Community of Inquiry model ('*CoI model*') to explain how online discourse communities (e.g. doctorate writing groups) can develop a community of inquiry (see Lipman 2003 for concise treatment) through their asynchronous written interactions (e.g. written feedback comments) within university contexts. The CoI model is a constructivist and established framework used to teach blended and

online learning communities, and this CoI framework is widely applied in university settings (see Garrison et al. 2010, Garrison & Arbaugh 2007 for concise treatments). The writer's original studies give detailed accounts of the concept of social presence and the CoI framework (see *Study I: 289–291*, *Study II: 120–122*, *Study IV: 302–303*, *Study V: 3–4*), As the CoI framework is used extensively in this dissertation, a short synopsis is given below.

The CoI model assumes that learning for the individual occurs through the dynamic interaction of three concepts: '*cognitive presence*', '*social presence*', and '*teaching presence*' where social presence and teaching presence are mediators for promoting cognitive presence. Thus, the crux of the model is in creating a better learning environment in a community of inquiry by supporting these three concepts to encourage '*deep learning*', where deep learning is often associated with a high cognitive presence. Social presence relates to how an individual uses affective language (e.g. hedging devices and non-revision feedback comments) to express their emotions, build and sustain group relationships, and build and sustain group commitment. Teaching presence represents the course design and how the instructors and/or group members facilitate the discourse community's learning, provide course instruction, and student assessment (e.g. peer written feedback comments; both revision feedback comments and non-revision feedback comments). Cognitive presence (e.g. hedging devices and revision feedback comments) refers to learners constructing and confirming meaning for reflection and discourse in a community of inquiry, and is based on Dewey's (1933) critical thinking model where the learner engages through four stages of thinking within his or her private and/or shared world ('*trigger*', '*exploration*', '*integration*', and '*resolution*'). The "inquiry begins with a triggering event, which one perceives and then explores in one's private world, before integrating that knowledge into one's existing knowledge, and then finally resolving that idea through discourse" (Garrison, Anderson, & Archer 1999 in Kaul, Aksela, & Wu: 2018: 40).

There are established taxonomies to measure social presence (see Rourke et al. 1999 for concise treatment), teaching presence (see Anderson, Rourke, Garrison, & Archer 2001 for concise treatment), and cognitive presence (see Garrison, Anderson, & Archer 2001 for concise treatment) in written discourse. Thus, the CoI framework is an established methodology that can be modified to measure the constructs of social presence, teaching presence, and cognitive presence in two of the writing groups' asynchronous written artefacts (cover letters; and feedback letters).

Due to the importance of the concept of social presence within the sociocultural framework employed in this dissertation, a detailed discussion of its derivation and subsequent development is given in the subsequent section.

2.9 Measuring affect in cover letters and
feedback letters (CoI model)

> "No man is an Iland, intire of it selfe; every man is a peece of the Continent, a part of the maine; ..." (Donne 1724: 31).

A '*sense of community*' is not a new concept. It is generally established that people perform more effectively when working collaboratively than when working alone. This fits into the paradigm of social constructivist theory where, "learning is an interactive group process in which learners actively construct knowledge and then build upon that knowledge through the exchange of ideas with others." (Vygotsky 1978 in Harasim 1990 in Richardson & Swan 2003: 81). Thus, in an online or blended learning context (i.e. doctorate writing groups), it is important to build effective learning communities (Beldarrain 2006: 148–149, Thurston 2005: 366, White 2005) to ensure that the students have a '*sense of belonging*', '*presence*', and '*connectedness*' within their community. This sense of '*well-being*' will enable the students to interact comfortably with their peers and instructors, and consequently facilitate critical thinking and higher-order learning (e.g. Garrison et al. 1999).

There are frameworks for measuring social presence within asynchronous discourse communities by measuring student satisfaction with the online course (Richardson & Swan 2003, Gunawardena & Zittle 1997) or by evaluating the social context and the students' online communication and interactivity (Tu & McIsaac 2002). However, a highly influential taxonomy to measure social presence within the CoI framework was conceived by Rourke et al. (1999) from Short, William, and Christie's (1976) conception of '*social presence*'.

The original concept of social presence (Short et al. 1976) is based upon the two constructs of '*immediacy*' and '*intimacy*' within the communicative context of telecommunication.[6] Put briefly, the construct intimacy (see Argyle & Dean 1965 for concise treatment) is influenced by measurable variables of verbal communication (e.g. topic of conversation) and non-verbal communication (e.g. eye-contact). The construct of immediacy (see Wiener & Mehrabian 1968 for concise treatment) is the subconscious balance of keeping these verbal and non-verbal behaviours interactions (i.e. immediacy behaviours) at a comfortable level for the interactors (cp. to Brown & Levinson's 1978 face-threatening acts). Short et al. (1976) define social presence as "the degree of salience of the other person in the interaction and the consequent salience of interpersonal relationship". In other words, the concept of social presence is dependent on the medium being used for communication (cp. face-to-face conversation vs. asynchronous text discussion). As the medium of communication will influence

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[6]   In the 1970s, when the concept of social presence was conceived, telephone conversations consisted of only synchronous (or close to) aural communication between two interlocutors with no paralinguistic cues (e.g. '*facial expressions*') to reinforce (as speaker) or interpret (as hearer) the speaker's intended message.

the amount of social presence within the interlocutors communicative exchange, the construct of social presence should be an additional variable within the construct of intimacy. Changes to intimacy will then influence the construct of immediacy.

Social presence describes how a person is perceived to be a *real person* in mediated communication. Applying the construct of social presence, individuals would tend to avoid mediums perceived as having a low social presence in activities that require a high social presence. In other words, individuals would tend to gravitate towards mediums that allow the interlocutors to use both verbal and non-verbal communication strategies (e.g. face-to-face conversations) rather than being limited to only verbal communicative strategies (e.g. text discussions). Under this premise, Short et al. (1978) argued that asynchronous text environments would be a poor medium to promote social presence in communicative exchanges.

However, asynchronous text environments as a pedagogical medium have improved tremendously since the late 1970s. Gunawardena and Zittle (1997), in their study on student satisfaction with asynchronous computer mediated communication, found that users in text-based online environments were able to devise alternative and successful strategies (e.g. the use of emoticons) to exert much social presence in their written communication with each other. Consequently, and with the rapid advances in technology, researchers obtained a much better understanding of how the construct social presence can be used in text mediums to support online learning communities (e.g. Garrison et al. 1999). Nowadays, there are numerous reported studies that measure the impact of social presence within blended and online learning communities within the CoI framework in numerous contextual settings (e.g. İzmirli 2020, Bangert 2008, Lomicka & Lord 2007).

Within the CoI framework, Shea et al. (2010) have developed a taxonomy to measure social presence in written discourse (Shea et al. 2010: 19–20) based upon previous taxonomies (e.g. Rourke et al. 1999: 60–61). Shea et al. (2010) segment and categorise affective language in written discourse into analysable units ('*segments*') according to theme (Henri 1992) or of one sentence (Fahy 2001) when it seems more logical. According to Shea et al.'s (2010) taxonomy, the segmented affective language is then classified into three social presence classes of '*Affective*', '*Open Communication*', and '*Group Cohesion*', and then into their respective social presence sub-classes (see Table 1).

Table 1. Taxonomy to measure the concept of 'Social Presence' (Shea et al. 2010: 19–20)

Social Presence Category = Affective		
Indicators	**Definition**	**Examples**
Expressing emotions	Conventional expressions of emotion	I'm really annoyed... I'm so happy...
Use of humour	Teasing, cajoling, irony, understatements, sarcasm	The banana crop in Edmonton is looking good this year ;-)
Self-disclosure and personal intent	Presents details of life outside of class, or expresses vulnerability; includes expressions of likes, dislikes and preferences	Where l work, this is what we do... just don't understand this question
Use of unconventional expressions to express emotion	Unconventional expressions of emotion; includes repetitive punctuation, conspicuous capitalization, emoticons	I just can't stand it when…!!!; ANYBODY OUT THERE !; What does this mean!?!?; Good idea :-)
Expressing value	Expressing personal values, beliefs and attitudes	I think it is a necessary evil; I feel our children have the same rights.
Social Presence Category = Open Communication		
Indicators	**Definition**	**Examples**
Continuing a thread	Using reply feature of software, rather than starting a new thread	Software dependent, e.g. Subject: Re- or Branch from
Quoting from others' messages	Using software features to quote others' entire message or cut and passing selection of others' messages	Software dependent_ e.g. "Martha writes;" or text prefaced by less than symbol <
Referring explicitly to others' messages.	Direct references to contents of others' posts	In your message you talked about Moore's distinction between...
Asking questions	Students ask questions of other students or the moderator	Anyone else had experience with BlackBoard ?
Complimenting. expressing appreciation	Complimenting others or contents of others' messages	I really like your interpretation of the reading.
Expressing agreement	Expressing agreement with others or contents of others messages	I was thinking the same thing. You really hit the nail on the head.
Expressing disagreement	Expresses disagreement with other or contents of others messages	I don't think... I think it is different...
Personal advice	Offering specific advice to classmates	The CEC web site might have some references
Social Presence Category = Cohesion		
Indicators	**Definition**	**Examples**
Vocatives	Addressing or referring to the participants by name	I think John made a good point. John, what do you think?
Addresses or refers to the group using inclusive pronouns	Addresses the group as we, us, our, group	Our textbook refers to...; I think we veered off track...
Phatics, salutations and greetings	Communication that serves a purely social function ; greetings or closures	Hi all; Hi John; That's it for now; We're having the most beautiful weather here.
Social sharing	Sharing information unrelated to the course	Happy Birthday!! To both of you!!
Course reflection	Reflection on the course itself	A good example was the CD-ROM we read about

The first class of Affective relates to how the discourse community (e.g. doctorate writing group) describe their emotions, feelings, and mood (e.g. by expressing author vulnerability using a hedging device; cp. to Salager-Meyer's 1994 taxonomy of hedges). The second class of Open Communication indicates how the group members build and sustain their dyadic and group relationships (e.g. use of praise) in their cover letters and feedback letters to each other. The third class of Group Cohesion represents how the group members build and sustain their group commitment (e.g. by addressing each other by name) in their written artefacts (i.e. cover letters and feedback letters).

Within the context of this study, doctorate writing groups that use a high frequency of social presence indicators suggest a warm and supportive writing environment. Supportive writing environments can have affective and effective benefits on the peer feedback process by nurturing the emotional well-being of PhD students (e.g. Pyhältö et al. 2019, Hunter & Devine 2016, Pyhältö & Keskinen 2012; see Schmidt & Hansson 2018 for concise treatment of PhD students' well-being) and promoting critical engagement (i.e. cognitive presence as in the CoI framework) with each other's written artefacts. According to the CoI model, social presence helps to build '*team dynamics*' in writing groups, and writing groups that have developed team dynamics will perform better than they would as individuals or in writing groups with low social presence.

Thus, the positive benefits to the writing processes of PhD students working collaboratively within their small and discipline-specific writing groups is strongly advocated within socio-cultural frameworks (e.g. Garrison's et al.'s 1999 Community of Inquiry model and transactional memory system theory as conceived by Wegner, Giuliano, & Hertel 1985).

2.10 Affect and effect of other variables on the peer feedback process

However, the applicability of the findings of feedback studies is highly context specific. Feedback practices that work in one particular context may not be useful in another context. There are variables that influence the peer feedback process appreciably which become close to constants (i.e. '*fixed variables*') by the selected peer feedback system design (e.g. known reviewers vs. anonymous reviewers; synchronous feedback vs. asynchronous feedback; type of peer feedback system: '*MyReviewers*' vs. traditional means; see *Study II*: 119). There are other '*controllable variables*' that depend on the group characteristics (e.g. '*L1*' authors vs. L2 authors, '*expert*' authors vs. '*intermediate*' authors, type of discipline: humanities vs. hard sciences; see *Study II:* 117–118). There are also '*affective variables*' that are much more difficult to control because they depend more on the *uniqueness* of each individual in the process (e.g. gender differences, socio-cultural differences, individual affective differences; see *Study IV*: 305–306). To minimise the influence of fixed variables, controllable variables, and affective variables, and to ensure the relevance of this research to Estonian higher-education institutions, the focus of this dissertation is almost exclusively on supporting the writing skills of L1 Estonian PhD students writing a research article for publication in their L2 English within a small (typically about four participants) and discipline-specific (e.g. Estonian linguistics) writing group. Furthermore, the bulk of the data for the author's five original studies was collected from doctorate writing groups that participated in the University of Tartu's Academic Writing for Scientific Publication courses between 2014 and 2019 in which the selected peer feedback system design was similar over this five-year period.

3 DATA COLLECTION AND METHODS

This section gives an overview of the data collection methods utilised in this dissertation, and the qualitative and the quantitative methods used to analyse this data.

3.1 Data collection method

The writer's five original studies are based upon data collected from Academic Writing for Scientific Publication courses that were conducted annually over a three-month period at Tartu University between 2014 and 2019. Thus, this section explains how these courses were conducted at Tartu University. As far as practically possible, the course design for each cohort was based on best pedagogical practices as informed by research and student feedback. As such, the course design for each subsequent course was tweaked accordingly to match the participants' writing needs more closely. Although there were improvements in the course design over this five-year period, the three main pedagogical aims of these courses always remained unchanged. Firstly, the students were taught how to write a research article through direct instruction to the whole cohort. Secondly, the students were encouraged to provide affective writing support to each other within their writing groups. Thirdly, and in their same writing groups, the students were trained to improve the quality of each other's draft articles through giving and receiving regular feedback on sections of their draft articles. The following paragraphs explain how the peer feedback process was employed within the doctorate writing groups to realise these three pedagogical aims.

Usually, but not always, data for each subsequent study were collected from a later writing course than in the preceding study (e.g. *Study IV* and *Study V* used data collected from courses conducted in 2016 and 2019 respectively). A short description of the written peer feedback process that was common to all doctorate writing groups at the University of Tartu is given below (see *Study I*: 292–293; *Study II*: 124; *Study III*: 257–258; *Study IV*: 309–310; *Study V:* 5–7 for concise descriptions).

At the start of the course, the PhD students are placed into small writing groups by discipline. For '*feedback stage one*', the participants as authors write and submit their draft introduction and cover letter. For '*feedback stage two*', the participants as reviewers analyse each of the other group member's cover letters and drafts. Then, the participants give each other written feedback comments based on the author's draft and cover letter. Thus, in a writing group consisting of four participants, student A would give written feedback to students B, C, and D and receive written feedback from students B, C, and D. For '*feedback stage three*', the participant as author has to decide whether to implement, or not implement, their group member's written feedback comments in order to improve their draft. This feedback process takes place over a three-

week period. This procedure then repeats itself on a cyclic basis on different sections of their draft research articles following to some extent the IMRaD (i.e. '*Introduction*', '*Methods*', '*Results*', and '*Discussion*' sections) structure over a three-month period until the students have completed, or almost completed, an article for scientific publication.

As the main purpose of the peer feedback process within these courses is to train the PhD students to support each other in drafting a research article for scientific publication, and most research articles follow to some extent the IMRaD structure (see Lin & Evans 2012 for concise overview), the lecturers employ a process genre approach (e.g. Badger & White 2000, Swales 1990) to their course instruction. Thus, data for the writer's five studies were primarily collected from PhD students who participated in doctorate writing groups at Tartu University. To ensure a comparable basis in the analysis of the results, a similar peer feedback course design was employed on the PhD writing groups during the data collection process.

3.2 Datasets (participant written artefacts)

To avoid reader confusion in the subsequent section, key concepts used to define particular aspects of the PhD student's written artefacts (i.e. cover letters; and drafts; and feedback letters) during their analysis are further defined (see Table 2).

Table 2. Definitions of key concepts of the participants' written artefacts

Concept	Definition	Applicable Studies
Feedback letter	The feedback comments written by one reviewer to one author over one feedback round.	*I*, *II*, *III*, *IV*
Segment	The unit of analysis for quantitatively analysing feedback letters. Data in feedback letters are segmented into '*main idea*' units (Nelson & Schunn 2009) according to theme (Henri 1992) or of one sentence (Fahy 2001) when it seems more logical.	*I*, *II*, *III*, *IV*
Feedback comment (FC)	A revision feedback comment; or a non-revision feedback comment.	*I*, *II*, *III*, *IV*
Revision FC	A segment that suggests the author makes one specific change to one aspect (idea unit) of their text (Liu & Sadler 2003, Nelson & Schunn 2009).[1]	*I*, *II*, *III*, *IV*
Non-revision FC	A segment that can only have *an affect* on the author's revision process (Liu & Sadler).	*I*, *II*, *III*, *IV*
Cover letter	An author-devised writing assessment rubric.	*I*, *II*, *III*, *IV, V*
Segment	The unit of analysis for quantitatively analysing cover letters. Data in cover letters are segmented into main idea units (Nelson & Schunn 2009) according to theme (Braun & Clarke 2006) or of one sentence (Fahy 2001) when it seems more logical.	*V* only
Cover letter comment (CLC)	A revision CLC; or a non-revision CLC.	*V* only
Revision CLC	A segment that can have an effect on the reviewer's creation of feedback comments.	*V* only
Non-revision CLC	A segment that can only have an affect (i.e. no effect) on the reviewer's revision processes.	*V* only
Segment (cover letter or feedback letter)	A feedback comment or a cover letter comment (determined by context).	*I*, *II*, *III*, *IV, V*
Draft	The author's draft of their research article-in-progress.	*I*, *II*, *III*, *IV, V*

Note 1. Due to the findings of *Study III*, the definition of a revision FC was redefined for *Study IV*. However, and for simplicity, this definition is not given in this table (see *Study IV*: 354 for precise revised definition).

3.3 Overview of research methods

This subsection gives a brief holistic overview of the research methodologies utilised in the author's five original studies.

As the focus of the study was on the asynchronous written peer feedback process, written artefacts (e.g. cover letters; and drafts; and feedback letters) were obtained with the participants' informed consent for quantitative analysis for the five original studies. Due to the datasets being relatively small in each of the five studies (see extended abstracts in Section 4 for exact description of

datasets), descriptive statistical analysis was the primary quantitative tool employed. Studies *I, II*, and *III* employed only quantitative research methods. In addition to quantitative methodologies, *Study IV* and *Study V* also utilised qualitative research methodologies in a mixed-method approach to triangulate the data. *Study IV* analysed qualitative data obtained from four participant interviews from a grounded theory approach (Strauss & Corbin 1990) and *Study V* analysed qualitative data obtained from twenty participant questionnaires using thematic analysis (Braun & Clarke 2006). Thus, this dissertation uses a variety of qualitative and quantitative research methodologies to investigate the affect and the effect of asynchronous feedback comments on the written peer feedback process.

The following section gives a thorough account of (i) how the participants' written cover letters (*Studies I*, *II*, and *V*) and feedback letters (*Studies I*, *II*, *III*, & *IV*) are analysed quantitatively; and (ii) how the participant post-course interviews about their perceptions of useful cover letters and feedback letters (*Study IV*) and the participant post-course questionnaires about their perceptions of useful cover letters (*Study V*) are analysed qualitatively.

4 RESULTS

This section gives a chronological account of the rationale and purpose, theoretical frameworks, methodologies, context, results, main findings, and conclusions (i.e. '*extended abstracts*') of each of the author's five original studies (*Studies I*, *II*, *III*, *IV*, & *V*). This section also provides explanations of how the conclusions drawn from each study inform the research design of the subsequent study.

4.1 Overview of studies

Study I describes how a '*taxonomy'* is devised to measure affect that one doctorate writing group used in their written feedback comments (e.g. "Dear John, ...") and cover letters (e.g. "Dear Writing Group, ...") to each other. *Study II* develops the taxonomy further to measure '*individual affective differences'* in how one dyad used written affective language in their feedback comments to each other over the whole course duration, and how these two participants used affective language in their cover letters to the writing group members. *Study III* uses questionnaires in tandem with an expanded version of the taxonomy to measure both the effect (e.g. "Your title is too long.") and the affect (e.g. "Good luck with your revisions!") of feedback comments as perceived consensually by both L1 Estonian PhD students and expert writing assessors. *Study IV* is an ethnographic case-study that uses this expanded taxonomy with qualitative research methods (e.g. participant interviews) to identify which components of the feedback process (e.g. the authors' cover letters) can influence the reviewers' feedback comments, and how different types and traits within feedback comments can influence the contents of the authors' drafts. *Studies I, II, III*, and *IV* all show that cover letters can have a strong affect and a strong effect on the type and nature of their reviewers' generated feedback comments within their feedback letters. As the reviewers' feedback letters can have a strong affect and effect on the author's draft, and cover letters can have a strong affect and effect on the reviewers' feedback comments, cover letters can have a strong '*indirect effect'* on the contents of the author's subsequent draft. In other words, cover letters can have a strong affect and effect (i.e. '*influence'*) on the written peer feedback process. Thus, *Study V* uses qualitative and quantitative research methods to examine the content and influence of cover letters written by PhD students within different writing groups on two different Academic Writing for Scientific Publication courses. One important finding from these five original studies is that the members of doctorate writing groups use much affect in their asynchronous feedback comments and cover letters to each other, and this affective language can have a strong effect on how the authors revise their subsequent draft research articles. In other words, affect in written language can have a strong influence on the writing group members' feedback practices.

4.2 Bridge to *Study I*

The main purpose of *Study I* was to devise a taxonomy to measure how affective language is used in the cover letters and feedback letters of PhD students within L2 English doctorate writing groups. The taxonomy to measure affect in the written peer feedback process was devised using established frameworks derived from feedback studies into affect and/or effect (e.g. Liu & Sadler 2003) and social presence theory (Short et al. 1978) within the CoI framework (Shea et al. 2010: 19–20).

With the benefit of retrospective analysis, the following subsection gives an extended synopsis of *Study I* to justify the validity of the developed taxonomy to measure affective language in the dyadic feedback exchanges (i.e. feedback letters) and group interactions (i.e. cover letters) of the writing group.

4.3 Extended abstract of *Study I*

Measuring affective language in known peer feedback on
L2 academic writing courses: a novel approach.

Study I describes the development of a novel taxonomy to measure affective language in the cover letters and feedback letters of four participants within one L2 English doctorate writing group. The participants consisted of four L2 English PhD students (three females; one male) within similar disciplines (the humanities). The four participants were Estonian, Latvian, and Russian nationals (three L1 Russians; one L1 Estonian). The participants each wrote a research article following loosely the IMRaD (Introduction, Methods, Results, and Discussion) structure over seven feedback rounds during a three-month period (i.e. one semester). Most dyadic feedback exchanges (77%) and all group feedback interactions (100%) were completed over the course duration.[7] This resulted in 65 feedback letters (4082 words) and 24 cover letters (1848 words) available for analysis.

The 65 feedback letters were segmented into analysable units (segments) of revision feedback comments (FCs) or non-revision FCs (see Liu & Sadler 2003: 202) according to the segment's main idea unit (see Nelson & Schunn 2009: 386). Revision FCs were examined for their word count and then discarded. In the next coding stage, both non-revision FCs and cover letters were categorised into themes (Henri 1992) according to their indicator of social presence. During this process, Shea et al.'s (2010) taxonomy was constantly revised to fit with the data in the PhD students' cover letters and feedback letters until the novel taxonomy emerged (see *Study I*: 295). The categorised data were then analysed quantitatively using descriptive statistics.[8]

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[7] Excluding the last feedback round (abstract section) as there were incomplete datasets.

[8] This type of research methodology is referred to as a '*quantitative methodology*' throughout this dissertation.

Comparison of the main results between cover letters and feedback letters showed that there is much more affect in the authors' cover letters (5.9 social presence indicators per cover letter) than in their reviewers' feedback letters (2.9 social presence indicators per feedback letter). Concerning the classification of social presence indicators, '*Affective*' (i.e. expressing emotion) was used mainly in cover letters (e.g. "I believe the following part ..."), '*Open Communication*' (i.e. building and sustaining relationships) was used mainly in feedback letters ("Good luck with your paper!"), and '*Group Cohesion*' (i.e. building and sustaining group commitment) was used frequently in both the author's cover letters (e.g. "Dear All, ...") and their reviewers' feedback letters (e.g. 'Dear John).

The study concluded that there is: (i) much written affective language in both the authors' cover letters and their reviewers' feedback letters; and (ii) affective language is used differently in cover letters than in feedback letters. Thus, the derived taxonomy to measure affect in the group member's written dyadic feedback exchanges (i.e. feedback letters) and in their written group interactions (i.e. cover letters) is valid.

4.4 Bridge between *Study I* to *Study II*

Study II is a secondary analysis of the data used in *Study I*. It compares how one female dyad (L1 Estonian and L1 Russian) from *Study I* use social presence and hedging devices in their dyadic feedback exchanges to each other in their feedback letters and in the interactions to their writing group through their cover letters. The study also examines how the dyad implement each other's revision feedback comments (e.g. "Your title is too short.") in their subsequent drafts.

Quantitative analysis of the writing groups' feedback letters in *Study I* revealed that over twice as many words were used for revision feedback comments (71%) as for non-revision feedback comments (29%). *Study I* subsequently discarded these revision feedback comments (e.g. "Perhaps you should delete this word?") in its subsequent analysis. However, hedging devices within revision feedback comments can also have a *noticeable affect* on the author's revision processes (e.g. F. Hyland & Hyland 2001). As revision feedback comments constitute the bulk of the data within feedback letters, and hedging devices are affective in nature, revision feedback comments also need to be accounted for in feedback affectiveness studies. Thus, and in addition to implementing the taxonomy to measure affective language in cover letters and feedback letters as devised in *Study I*, *Study II* also measures the type and quantity of hedging devices that the dyad use in their revision feedback comments to each other and in their cover letters to the writing group.

4.4.1 Purpose of *Study II*

The main purposes of *Study II* were as follows:

  i.   Expand the taxonomy to include the affect and effect of revision feedback comments; and
  ii.   Develop an understanding of individual differences in affect and how these affective individual differences can have an effect on the author's implementation of revision feedback comments; and
  iii. Determine if socio-cultural backgrounds in Estonia and neighbouring countries have a noticeable impact on the affect and effect of written feedback comments.

4.4.2 Summary of framework employed for *Study II*

The taxonomy devised to measure the affect and partial effect of the written peer feedback process was devised using established frameworks derived from hedging theory (e.g. Salager-Meyer 1994), feedback studies into affect and/or effect (e.g. F. Hyland & Hyland 2001), and social presence theory (Short et al. 1978) within the CoI framework (Shea et al. 2010). Although these three frameworks are depicted as being in different disciplines, there is some overlap between the frameworks. For example, hedging devices (as in Salager-Meyer 1994) are included as an indicator of social presence within Shea et al.'s (2010) coding scheme within the CoI framework, and the affect and/or effect of hedging devices is also examined in feedback studies (e.g. F. Hyland & Hyland 2001). This overlapping of similar concepts within the three main theoretical frameworks utilised in measuring the affect and the effect of feedback comments and cover letters on the written peer feedback process provide an additional affordance for why this combination of frameworks was selected as the guiding influence in this dissertation.

   With the benefit of retrospective analysis, the following subsection gives a detailed synopsis of *Study II* to emphasise individual differences in how PhD students use written affective language in their dyadic feedback exchanges (i.e. feedback letters) and group interactions (i.e. cover letters) within their writing group.

4.5 Extended abstract of *Study II*

Investigating 'mitigation' and 'praise' as affective factors influencing the implementation of peer feedback within an asynchronous text environment.

Study II examines how one female dyad in humanities (Amy an L1 Estonian; and Sue an L1 Russian) use affective language in English in their feedback letters to each other and in their cover letters to their doctorate writing group,[9] and how this dyad implement each other's revision feedback comments (e.g. "Your title is too short.") in their subsequent drafts. Their discipline-specific doctorate writing group consisted of two other L2 English PhD students from similar socio-cultural backgrounds. Within their doctorate writing group, the four members supported each other in writing a research article for scientific publication within the IMRaD structure (loosely) over a three-month period. Sue did not participate in the final feedback round. Discounting Sue's written artefacts for this feedback round, almost all of their dyadic feedback exchanges (92%) and all their group feedback interactions (100%) were completed over the seven feedback rounds of the course duration. This resulted in thirteen feedback letters (515 words), thirteen cover letters (965 words), thirteen submitted drafts (i.e. before peer feedback), and thirteen revised drafts (i.e. after peer feedback) available for analysis. Sue and Amy's (i.e the dyad) submitted drafts were typically around two pages in length. For the analysis, and in order to make meaningful comparisons, the dyad's datasets were proportionally scaled up as if both Amy and Sue had participated in their entirety over the seven feedback rounds.

Regarding the effect of feedback comments, fourteen feedback letters were segmented into revision feedback comments (FCs) or non-revision FCs (see Nelson & Schunn 2009, Liu & Sadler 2003).[10] Revision FCs were further categorised into global or local feedback comments (see Liu & Sadler 2003: 202). Simultaneously with the segmented revision FCs, Amy and Sue's submitted draft and revised draft for each feedback round were inspected for evidence of implementation of each other's revision FCs. From this analysis, Amy's implementation rate of Sue's revision FCs, and Sue's implementation rate of Amy's revision FCs were determined (as in Leijen 2017). Concerning the affect of cover letters and feedback comments, both non-revision FCs and cover letters were categorised into classes and their respective sub-classes according to their indicator of social presence using the taxonomy as developed in *Study 1* to measure written affective language. With regard to the affect and/or effect of cover letters and feedback letters, hedging devices within revision FCs, within non-revision FCs and in cover letters were categorised into five classes (e.g. '*shields*') according to Salager-Mayer's (1994) taxonomy of hedging. The proportion of hedging devices within each of these three datasets was reported

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[9] In the description hereinafter, the dyad have been given the same fictitious names as in the reported study.

[10] Scaled up from the actual dataset of thirteen feedback letters.

as a percentage of the total word count. The quantitative analysis of these different datasets is reported on the basis of the mean number of the '*categorised variables*' (e.g. social presence class of '*Affective*') together with their respective defined unit and frequency (e.g. number of social presence indicators) within one cover letter or one feedback letter.

The results show that there are both similarities and differences in how Amy and Sue use affective language in their cover letters to the writing group. On average, Sue's cover letter (64 words) contains 5.7 indicators of social presence (SPIs) with most of Sue's social presence indicators categorised as Affective (2.7 SPIs) and '*Group Cohesion*' (1.8 SPIs). Within the class Affective, Sue mainly discloses textual and personal background details (1.8 SPIs) and mitigates for the poor quality of her submitted draft (1.2 SPIs). For Group Cohesion, Sue always addresses the writing group using inclusive pronouns (1 SPI), Sue normally closes her cover letter by name with a conventional closure (0.85 SPIs), and Sue never makes any reference to future group contact (e.g. "I am looking forward to your comments."). With respect to hedging devices within Sue's cover letters by percentage of words (11.0% by word count), Sue uses mostly '*personal doubt*' (30%) and '*emotionally-charged intensifiers*' (24%), followed by '*approximators*' (20%), '*shields*' (18%), and '*double shields*' (8%). In comparison to Sue, and on average, Amy's cover letter is longer (83 words) and contains more indicators of social presence (7 SPIs). Similarly, most of Amy's social presence indicators are evenly distributed between the classes of Affective (2.7 SPIs) and Group Cohesion (2.7 SPIs). Within the class Affective, Amy discloses a similar number of textual and personal background details (1.9 SPIs), and Amy mitigates less for the poor quality of her submitted draft (0.6 SPIs). For Group Cohesion, and similarly to Sue, Amy usually addresses the writing group using inclusive pronouns (0.85 SPIs). However, and unlike Sue, Amy normally closes her cover letter by name only (0.85 SPIs) and Amy always refers to future group contact (1 SPI). With respect to hedging devices, Amy uses a similar amount of hedging devices within her cover letters by percentage of words (10.8% by word count), but the proportional distribution of her use of hedging devices by class is different to Sue's use of hedging devices. Amy uses mostly emotionally-charged intensifiers (38%), followed by a fairly even distribution of personal doubt (22%), shields (21%), and approximators (19%) with no instances of double shields (0%). Thus, these comparative results show that there are clear individual differences between how PhD students use affective language in their cover letters to their writing groups.

The results also show that there are both similarities and differences in how Amy and Sue use affective language in their feedback letters to each other. On average, Sue's feedback letter to Amy contains 2.8 segments of non-revision FCs (30.6 words) that are distributed within the classes of '*Open Communication*' (1.7 segments or SPIs) and Group Cohesion (1.2 SPIs). There are no social presence indicators within the class of Affective (0 segments). Within the class of Open Communication, Sue uses mainly '*praise*' (1.0 SPI) with occa-

sional use of '*encouragement*' (0.3 SPIs). For the class of Group Cohesion, Sue almost always opens her feedback letter by name and with a conventional greeting (0.9 SPIs) and occasionally closes her feedback letter by name with or without a conventional closure (0.3 SPIs). As compared to Amy, and with respect to hedging devices within Sue's revision FCs by percentage of words (12.0% by word count), Sue uses emotionally-charged intensifiers by far the most (41%), followed by a reasonably even distribution of approximators (17%), shields (16%), personal doubt (15%), and double shields (11%). In comparison to Sue, and on average, Amy's feedback letter to Sue contain a lot fewer segments (0.6 SPIs) of non-revision FCs (11.7 words) that are classified solely in the class of Open Communication (0.6 SPIs). Amy's rare uses of social presence in her feedback letter constitute mainly praise and encouragement (0.4 SPIs). Unlike Sue, Amy never uses any social presence indicators within the class of Group Cohesion. Amy uses a smaller proportional number of hedging devices within her revision FCs than Sue by percentage of words (10% by word count), and the proportional distribution of Amy's use of hedging devices by class is different to Sue's use of hedging devices. Amy uses mostly shields (50%), followed by a fairly even distribution of approximators (21%) and personal doubt (21%), and then by emotionally-charged intensifiers (8%) with no instances of double shields (0%). Thus, these comparative results show that there are clear individual differences between how PhD students use affective language in their feedback letters to each other.

Regarding effect, the results further show that there are both similarities and differences in how Amy and Sue use revision FCs within their feedback letters to each other. As reviewers, Sue writes 2.2 segments of revision FCs of which most segments are global revision FCs (92%) rather than local revision FCs (8%), and each segment contains a mean length of 13.9 words. Similarly to Sue, Amy writes slightly more revision FCs (2.5 segments) of which most are also global revision FCs (87%). In contrast to Sue, the mean length of Amy's revision FCs is much longer (32.8 words). As authors and feedback recipients, Sue implements a far higher proportion of Amy's revision FCs (73%) than Amy implements of Sue's revision FCs (55%). Thus, these comparative results show there are individual differences in how reviewers use effect in their revision FCs, and how the feedback recipients (as authors) implement the same revision FCs. Regarding similarities, and in concordance with Liu and Sadler (2003), both Amy and Sue value global revision FCs over local revision FCs.

The study concludes that there are individual differences in how PhD students use affect in their feedback letters to each other, and how they use affect in their cover letters to the writing group. Furthermore, and as L1 Russian speakers tend to value a more direct approach to communication than L1 Estonian speakers (see Pajusalu et al. 2017), and Sue (L1 Russian) used much more affect in her feedback letters to Amy (L1 Estonian) than Amy did in her feedback letters to Sue, then '*individual affective differences*' are not necessarily dependent on both the interlocutors' native languages and sociocultural backgrounds.

4.6 Bridge between Study II and Studies III, IV, and V

The three main research objectives of *Study II* were achieved. Firstly, *Study II* demonstrated that the taxonomy (developed in *Study I & Study II)* to measure written affective language in cover letters and non-revision feedback comments in feedback letters can be modified to measure: (i) the affect in revision feedback comments on the author's revision processes; and (ii) the effect of revision feedback comments on the author's subsequent draft. Secondly, *Study II* showed that there are clear individual differences in how authors use affect in their cover letters and how reviewers use affect in their feedback comments. There is also tentative evidence that these individual affective differences may also have an effect on how the author implements their reviewer's revision feedback comments. Thirdly, *Study II* suggested that individual affective differences between L1 Estonians and their group members who are L1 Russians from Estonia and neighbouring countries (e.g. Russia and Latvia) may not be wholly attributed to their different socio-cultural backgrounds.[11] Although not ideal, it is impractical, if not impossible, to select only L1 Estonian PhD students as the sole participants within larger datasets. However, and as compared to recruiting participants from very dissimilar socio-cultural backgrounds and contexts (e.g. L1 Estonians vs. L1 Japanese; Estonian vs. Argentinian university; see Pajusalu et al. 2017, Keevallik & Grzega 2008, Carson & Nelson 1994 for discussion on different socio-cultural contexts), it seems a reasonable approximation to select participants from predominantly neighbouring countries and within an Estonian educational context (e.g. Tartu University) if a significant proportion of the sample population are L1 Estonians. Thus, and to minimise the influence of socio-cultural variables, *Study III* recruits L1 Estonian PhD students and expert writing assessors from Estonia and neighbouring countries (Finland, Sweden, and Germany) to analyse the asynchronous written feedback comments produced at Tartu University by different postgraduate writing groups comprised of either L1 Estonians,[12] or a mixture of L1 Estonians and nationals from neighbouring countries. Although the indirect affect and/or effect of cover letters was coded for as one '*property*' within feedback comments, the cover letter was not the focal object of *Study III*. The focus of *Study III* was on the positive affect and/or the positive effect of feedback comments on the author's revision processes.

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[11] Note that many Estonian and Latvian nationals use Russian as their native language (i.e. '*L1 Russian')*.

[12] Germany is not a neighbouring country. However, L1 Germans share many pragmatic communication similarities to L1 Estonians such as a tendency to focus on content rather than relationships when communicating in their mother tongue (Keevallik and Grzega, 2008: 214).

4.6.1 Purpose of *Study III*

The main purposes of *Study III* were as follows:

i.   Expand the coding system to include the full effect of revision feedback comments; and

ii. Use the coding system to determine what classes of feedback comments, and their respective sub-classes and properties, constitute a useful feedback comment within the context of L1 Estonian PhD students writing a research article in their L2 English at an Estonian educational institution.

4.6.2 Summary of framework employed for *Study III*

The framework for measuring the affect and/or the effect of feedback comments was expanded to include more feedback studies into affect and/or effect (e.g. Leijen 2017). This is in addition to the previous frameworks of hedging theory (e.g. Salager-Meyer 1994) and social presence theory (Short et al. 1978) within the CoI framework (Shea et al. 2010) as used in both *Study I* and *Study II*. With the benefit of retrospective analysis, the following subsection gives a detailed synopsis of *Study III* to emphasise what constitutes good reviewing practices.

4.7 Extended abstract of *Study III*

*The perceived effectiveness of written peer feedback
comments within L2 English academic writing courses*

Study III examines the '*effectiveness*' of feedback comments produced by post-graduate students within different writing groups and feedback environments as perceived consensually by L1 Estonian PhD students and expert writing assessors based in Estonia and neighbouring countries (Finland, Sweden, and Germany). The feedback letters were obtained from sampling six different discipline-specific writing groups at different stages of the feedback process:[13] three Master's writing groups (using the online peer feedback system '*MyReviewers*' (see Moxley 2013 for description of system) and three doctorate writing groups using the '*established course design*' (see Section 2 for precise course procedure). There were equal numbers of participants in each of the six writing groups (four participants per group), each writing group contained L1 Estonian students (partially or wholly), and each of the writing groups conducted the peer feedback process in L2 English over one semester (three

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[13] Anonymous feedback was employed on one Master's course. As writing groups cannot be formed within anonymous feedback environments, the feedback letters of four students with complete datasets were selected at random for analysis. For simplicity, these four students are assumed to be in a '*pseudo*' writing group.

months). This ensured that three '*controllable variables*' (size of writing group, course duration, and socio-cultural factors) were minimised. However, and in order to obtain a wide variety of feedback comments, there were differences in the six writing groups regarding their level of study (L2 English PhD students vs. L2 English Master's student), feedback delivery system (MyReviewers using '*known*' feedback 'and '*anonymous*' feedback; and known feedback using MSWord as in the established procedure; see section 3.1 for explanation), writing genre (research reports, literature reviews, and research articles), and number of feedback rounds (two, three, five, and seven). To ensure consistency, all the written feedback comments one participant received from the other three group members over the selected feedback rounds were used in the '*feedback effectiveness rating task*'. For the feedback effectiveness rating task, a pool of twelve expert writing assessors, ten intermediate assessors, and eight novice assessors were used. Expert writing assessors were experienced writing instructors based in Estonia and neighbouring countries, intermediate assessors were PhD students with some reviewing experience, and novice assessors were PhD students with no reviewing experiences. All the PhD student assessors participating in this study were L1 Estonian PhD students based mainly at the University of Tartu. English was used as the language of assessment. Thus, this selection procedure ensured that the socio-cultural context of the study is focused on L1 Estonian PhD students writing in their L2 English.

The feedback comments written by the six postgraduate writing groups at different feedback stages (e.g. at the beginning, middle, and end of the feedback process) were categorised into segments of revision feedback comments (FCs) and non-revision FCs (Nelson & Schunn 2009, Liu & Sadler 2003). Next, and as appropriate, all classes of feedback comments were tagged for their properties (e.g. '*effect*'; and; '*scope*'; and '*requested*'; and '*justified* and/or *mitigated*') and their tone ('*hedging devices*'; or '*coyness and unhedged devices*'; or '*absence of both coyness and hedging devices*') using the taxonomy, as developed from *Study I* and *Study II*, to measure the affect and/or the effect of feedback comments. This coding process resulted in 333 segments of different types of feedback comments containing an assortment of '*properties*' available for the assessors' rating procedure. All 333 segments were rated for their effectiveness in context (e.g. together with the authors' cover letters) using a seven-point Likert scale ranging from 1 (harmful) to 7 (very effective) by six different assessors (two expert assessors and four L1 Estonian PhD students). Thus, the pool of the thirty writing experts and L1 Estonian PhD students completed thirty rating questionnaires.

Segments that were consistently rated as '*effective*' (six out of seven points) and/or '*very effective*' (seven out of seven points) by at least four out of the six assessors were labelled '*effective segments*'. The class and their respective sub-classes, properties, and tone of the effective segments were compared to the same '*characteristics*' of the segments that were not consensually rated as effective segments. The characteristics of the effective segments that were relatively distributed abnormally higher or lower than the characteristics in the

segments not rated as effective were identified through quantitative analysis. These identified '*useful*' characteristics (e.g. '*response to the author's cover letter*') can give a reliable indication of which components in and within segments of feedback comments may have a positive affect and/or a positive effect on the author's revision process. Segmented feedback comments that contain useful characteristics are defined in *Study III* as being useful.

Under this premise of usefulness in the context of Estonia and doctorate studies, the study found that revision FCs are generally considered to be more useful than non-revision FCs. Nevertheless, expert and PhD student assessors still consider that non-revision FCs are often useful. With regards to sub-classes of revision FCs, a segment that '*offers a solution*' is more likely to be considered useful than a segment that '*identifies a problem*'. With respect to characteristics, a useful revision FC is '*text-specific*', '*global*', and a response to the author's cover letter (i.e. '*requested*'). No segments of revision FCs that contain these three opposite and less desirable traits (i.e. '*generic*', '*local*', and '*unrequested*') were rated as effective. In addition, a useful revision FC is more likely to be '*hedged*' (not '*unhedged*'), '*justified*', and '*mitigated*' than a segment that is '*unhedged*', '*unjustified*', and '*unmitigated*'. Regarding non-revision FCs, almost all segments rated as effective are comments of 'praise' that are text-specific, hedged, and justified.

The most interesting findings that make a contribution to feedback studies into affect and/or effect are that justified feedback comments that contain hedging devices and answer the author's request in their cover letter are generally more useful than unjustified and unhedged feedback comments that do not answer the author's cover letter within the context of L1 Estonian PhD students.

4.8 Bridge between *Study III*, and *Study IV* and *Study V*

From the evaluation of the findings of *Study III*, the three main inferences that guided *Study IV* are as follows:

(1) Revised and updated taxonomy. The taxonomy derived from social presence theory (Short et al. 1976) within the socio-cultural framework of the CoI model (Garrison et al. 1999), hedging theory (e.g. Salager-Meyer 1994), and feedback studies into affect and/or effect (e.g. F. Hyland & Hyland 2001, Liu & Sadler 2003) to measure the affect and/or the effect of the reviewers' feedback letters is valid.

(2) Quantitative research methods cannot measure the '*non-observable*' effects of feedback comments. Particular classes of non-revision feedback comments (e.g. praise) may have a direct and '*non-observable effect*' on the contents of the author's draft if implemented. Non-revision feedback comments that answer an author's request for help in their cover letter (e.g. "Is my title too long?") by suggesting that the author does not need to make a conscious textual revision (e.g. "Your title is great as it is!") are actually revision feedback

comments as they have a direct but non-observable effect on the contents of the author's subsequent draft. These *so-called* non-revision feedback comments that promote non-textual author revision have been neglected in previous feedback studies (e.g. Nelson & Schunn 2009). Thus, the previous taxonomy developed from *Study 1* and *Study II* is amended to account for the possible non-observable effect of particular non-revision feedback comments (e.g. praise).

(3) Quantitative research methods cannot measure the cumulative impact of affective FCs within writing groups over time. Non-revision feedback comments in the social presence sub-class of Group Cohesion (e.g. names, '*openings*', and '*closures*') were never rated as effective segmented feedback comments by the writing assessors in *Study III*. This result is hardly surprising as it is challenging to determine how the cumulative impact of such affective language (e.g. "Dear John, ...") may influence the writing group members' feedback practices as the course proceeds. Using the taxonomy to categorise qualitative data for quantitative analysis is a powerful methodology to detect *patterns* on the observable effects of feedback comments (as in Leijen 2017, Liu & Sadler 2003, *Study 1*, *Study II*). However, such a quantitative methodology will not allow qualitative insights into why the group members write the cover letters (as authors) and the feedback letters (as reviewers) they do, and how the same group members interpret the cover letters (as reviewers) and feedback letters (as author and feedback recipient) they receive. Using qualitative research methods in tandem with the quantitative methodology employed in the previous three studies (i.e. as in *Studies I*, *II*, & *III*), the preliminary aim of *Study IV* is to develop a better understanding within the Estonian context of L2 English doctorate writing groups of:

i.   How affect in cover letters and feedback letters over time can help develop a sense of community within writing groups; and
ii. The affect and effect of non-observable revision feedback comments (e.g. praise); and
iii. The affect and effect of hedging devices within both '*observable*' revision comments and non-observable revision feedback comments.

4.8.1 Purpose of *Study IV*

Having obtained a better understanding of the influence of cover letters and feedback letters over time, the main purposes of *Study IV* evolved as follows:

i. To identify '*external variables*' (e.g. individual affective differences as in *Study II*) that can affect and/or effect the contents of the group member's written synchronous artefacts (i.e. cover letters; drafts; and feedback letters); and
ii. To identify how these written artefacts can affect and/or effect each other and, ultimately, the contents of the author's output draft.[14]

4.8.2 Rationale for superordinate research methodology employed for *Study IV*

Studies I, *II*, and *III* analyse the data contained within the student-produced written artefacts (authors' drafts and cover letters; and reviewers' feedback letters) using predominantly quantitative research methodologies. In order to gain insight into what the reviewer actually *thinks* when writing feedback comments and obtaining the *instant reaction* of the feedback recipient (and author) when receiving such comments, *Study IV* employs an ethnographic case-study research design where the qualitative data are analysed within a grounded-theory tradition.

Ethnography, originating from anthropology, is a qualitative research method where, as one strand, the researcher (e.g. the writer of this dissertation) observes and interacts with a study's participants in their real-life environment (e.g. the doctorate writing group), and when used in tandem with a case-study is a powerful tool for conducting an in-depth study (e.g. Richards 2003). Ethnographic research within a case-study tradition was selected as the over-lying research method for *Study IV* for three compelling reasons. Firstly, a doctorate writing group is a real-life discourse community where the members help each other with their writing over a reasonable length of time (three months). Secondly, the ethnographer shares the same educational context as the writing group participants. The participants and the ethnographer are all PhD students within a similar discipline (linguistics), and based at the same Estonian university (Tartu University). Thirdly, ethnographic research is a common methodology in the social sciences (e.g. Richards 2003). Fourthly, the research aim of *Study IV* is to obtain an in-depth understanding of the cumulative affect and effect of the writing group's written artefacts from the perspectives of the same PhD student in their two feedback roles as (i) author and feedback recipient; and (ii) as reviewer. Thus, using an ethnographic research methodology

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[14] For example, the author's cover letter can affect and/or effect the contents of their reviewers' feedback letters, and the reviewer's feedback letter can then affect and/or effect the contents of the same author's draft at a later stage of the feedback round.

within a case-study tradition is a good fit with the research design and the study objectives. Consequently, and to realise these research objectives, the researcher (i.e. the writer of this dissertation) participated as a full member of one L2 English doctorate writing group over the whole course duration of three months.

4.8.3 Summary of coding scheme employed for *Study IV*

The coding scheme to measure the affect and/or effect of feedback comments on the author's revision process is derived from three main areas of study. The affect of feedback comments (e.g. non-revision feedback comments) is measured through the modification of a robust taxonomy to measure social presence in written discourse (Shea et al. 2010) derived from social presence theory (Short et al. 1976) within the CoI framework (Garrison et al. 1999). The affect and/or effect of feedback comments (e.g. hedging devices in revision feedback comments) is determined by the application of an established hedging taxonomy (Salager-Meyer 1994) that has been derived from politeness theory (Brown & Levinson 1978). The effect of revision feedback comments (e.g. internal properties within segments such as justification) is evaluated using accepted procedures in feedback studies into affect and/or effect (e.g. Leijen 2017, Nelson & Schunn 2009, Cho, Schunn, & Charney 2006, Liu & Sadler 2003, F. Hyland & Hyland 2001, Topping 1998, Ferris 1997, Gee 1972, *Study I*, *Study II, Study III*). In addition, the taxonomy to measure the affect and/or effect of feedback comments has been modified to include both the observable (i.e '*visible revision comments*') and non-observable (i.e. '*non-visible revision comments')* effects of feedback comments (see *Study IV*: 316, 354–358 for full coding system).

4.9 Extended abstract of *Study IV*

The affect and effect of asynchronous written feedback comments on the peer feedback process: an ethnographic case-study approach within one L2 English doctorate writing group

Study background. *Study IV* is an ethnographic case-study that follows one L1 Estonian doctorate writing group over a three-month period. The discipline-specific writing group consists of four first year L1 Estonian PhD students (i.e. the participants) and a third year L1 English doctorate student (i.e. the ethnographer). The participants (two males, two females) are four L1 Estonian PhD students writing a research article in their L2 English for scientific publication in their discipline (Estonian linguistics). To minimise researcher influence, the ethnographer avoided any social or teaching contact with the participants except as required by participating in the writing group. As an educator, though, the ethnographer did employ his best feedback practices so as to exert a positive

influence on the participants' peer feedback process. Despite the ethnographer's intended positive influence, the data were collected from within as naturalistic setting and Estonian socio-cultural context as practically possible over the course duration. The study triangulates the results from three separate research methodologies using a '*mixed method approach*' to identify how components of the feedback process (e.g. feedback letters) can have a positive affect and/or a positive effect on their reviewers' feedback comments, and how different '*properties*' within the reviewers' feedback comments (e.g. '*global*' revision feedback comments) can have a positive influence on the contents of the authors' drafts.

The first qualitative methodology, and usually the starting point of the investigation, analyses the transcripts of the participant post-course interviews within a grounded-theory tradition. The second methodology uses quantitative analysis on the participants' written records ('*revision plan*') of their reactions and subsequent actions on receiving feedback comments from their other group members. The data in the participants' revision plans are coded using a taxonomy derived thematically from the ethnographer's own introspective analysis of receiving feedback comments from the study participants over the three-month period. The third quantitative methodology uses a revised version of the taxonomy (derived in *Studies I*, *II*, & *III*) to categorise the data in the participants feedback letters to each other over the course duration. Thus, quantitative research methods are used to identify the affect and effect of the authors' cover letters (as well as '*external variables*') on their reviewers' feedback letters, and the subsequent affect and effect of the reviewers' feedback letters on the contents of their authors' drafts. From the results of the quantitative analysis of the categorisation of the participants' feedback comments, qualitative research methods are used to understand more fully why the participants (as reviewers) wrote their feedback comments, and how these same feedback comments affected and/or effected the other group members' revision processes. Each of these three different methodologies is described below as a condensed version of the original publication (see *Study IV*: 313–318).

Methodology One. '*Methodology One***'** describes the qualitative analysis of the participant post-course interviews. Before the post-course interview, the participants were provided with all the written interactions (cover letters; and feedback comments; and drafts) between the ethnographer and themselves during feedback round four of the feedback process. The penultimate feedback stage was chosen as the focal point of the interviews as the participants would have had time to develop a sense of community within their doctorate writing group. As a grounded theory approach (Strauss & Corbin, 1990) is employed (i.e. minimal influence from the researcher on the participants' responses), only a brief explanation of the interview purpose was provided to the participants.

Another researcher interviewed the participants post-course using the pre-given written artefacts as a springboard for discussion on all aspects of their experiences as both a reviewer and as an author and feedback recipient within

the feedback process. Each of the four interviews took approximately three-quarters of an hour. In addition, the interviewer used prompts to guide the participants' responses and to inform more fully their perceptions about the *usefulness* of certain aspects of the feedback process. The contents of the interviews were transcribed verbatim according to the protocol described by McLellan, MacQueen, & Neidig (2003: 77–80). The transcripts were analysed using a grounded theory approach through a combination of open, axial, and selective coding (Strauss & Corbin, 1990). From this approach, affective, effective, and external components that the participants perceived to influence the peer feedback process in their dual roles as reviewer and as feedback recipient were induced.

Methodology Two. '*Methodology Two*' describes the quantitative analysis of the participants' written revision plans. The ethnographer recorded his emotional responses and subsequent actions to all his received feedback comments over the whole course duration in his written revision plans. The ethnographer analysed his own revision plans using thematic analysis (see Braun & Clarke 2006 for full procedure) using the same unit of analysis ('*segment*') as used in the categorisation of feedback comments (as in '*Methodology Three*'). The ethnographer applied Dewey's (1933) critical thinking model to his own thinking process to identify the features of feedback comments that were likely to trigger their critical engagement, and how these triggered feedback comments can affect and/or effect the ethnographer's own revision processes. The ethnographer's inferences were used to induce a coding book to analyse how segmented feedback comments can have an effect on the author's subsequent draft based upon the written evidence contained within the participant's revision plans. Affect was not coded for in the participants' revision plans as there was insufficient evidence to do this reliably. The segments were categorised into the themes of '*very useful*', '*useful*', and '*not useful*' dependent on evidence of how effective the feedback recipients perceived their usefulness. Using a similar logic as used in *Study III*, the properties (e.g. class as in '*visible revision feedback comment*'; traits as in '*effect*'; tone as in contains a '*hedging device*') of the segmented feedback comments that the participants perceived as useful were compared to their other segments of feedback comments using comparative statistics to identify the common properties in and within useful segments of feedback comments as perceived by the participants in both their feedback roles as authors and feedback recipients, and as reviewers.

Methodology Three. Methodology Three describes the quantitative analysis of the application of the taxonomy to measure the affect and effect of feedback comments. The feedback comments written by the four participants and the ethnographer during feedback rounds two, three, and four are categorised into segments of '*visible revision feedback comments*' (FCs); or '*non-visible FCs*'; or '*non-revision FCs*' (see Nelson & Schunn 2009, Liu & Sadler 2003).[15]

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[15] To refresh the readers' memory, a visible-revision feedback comment (FC) can have a direct observable effect (e.g. "Change the title."), a non-revision FC can only have an affect

Depending on its class, the segment is further sub-classified (e.g. '*Group Cohesion*' in non-revision FC) and sub-sub classified (e.g. '*Closures*' in Group Cohesion). Feedback comments that can have an effect on the author's revision processes (i.e. visible revision FCs; and non-visible revision FCs) are further tagged for contiguous comments of '*justification*' and/or mitigation ('*yes*'; or '*no*'), effect ('*global*'; or '*local*'), scope ('*text-specific*'; or '*generic*'), specific content knowledge (yes; or no), request to the author's cover letter (yes; or no), and reviewer tone (hedging devices: yes; or no) as applicable. The taxonomy to measure the affect and/or effect of feedback letters ('*FL taxonomy*') is used for this coding procedure, and the results are analysed quantitatively.

Datasets. *Study IV* utilises five separate datasets obtained from the participants and four different datasets obtained from the ethnographer. The four participants and the ethnographer completed all their dyadic feedback exchanges (i.e. submitted drafts; and submitted feedback letters), group interactions (i.e. submitted cover letters), and revision plans over the three feedback rounds under investigation (i.e. feedback rounds two; three; and four out of five possible feedback rounds). In addition, four audio recordings of the four participant post-course interviews were collected. This resulted in the following datasets available for the study's analysis:

i.	*Transcriptions*	Participant post-course interviews (4; 11 130 words)
ii.	*Feedback letters*	Participant-to-participant dyadic exchanges (36; 222 segments)
		Ethnographer-to-participant dyadic exchanges (4; 366 segments)
iii.	*Cover letters*	Participants (12; 1008 words); ethnographer (4; 892 words)
iv.	*Revision plans*	Participants (12; 99 segments); ethnographer (4; 112 segments)
v.	*Drafts*	Participants (12); 13 517 words; ethnographer (4; 3 681 words)

In the analysis, the participants' post-course interviews (i.e. Methodology One) are used as the first point of analysis. Evidence to support the participants' claims in their post-course interviews (qualitative data) is sought through the quantitative analysis of their revision plans (i.e. Methodology Two) and the categorisation and subsequent quantitative analysis of their feedback comments to each other (i.e. Methodology Three).

Abridged results. The distribution of feedback comments by class in the participant's dyadic feedback exchanges was determined as follows: visible

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(e.g. "Hi John, ..."), and a non-visible revision FC can have a non-observable effect (e.g. "In response to your cover letter, leave your title as it is.").

revision FCs (57.1%), non-visible revision FCs (22.2%), non-revision FCs (12.2%) with '*other segments*' being used the least (8.4%). With respect to affect and effect (i.e. hedging devices within revision FCs), almost half of the participants' segmented visible revision FCs (43.7%) and roughly one-fifth of their non-visible revision FCs (19.9%) contain hedging devices. Nearly two-fifths (39.7%) of the participants' visible revision FCs do not contain hedging devices, but these segments do contain '*politeness devices*'. A little under one-fifth (16.6%) of the participants' visible revision FCs are written directly with no use of neither hedging devices nor politeness devices.

Effect only (visible revision feedback comments and non-visible revision feedback comments). The study determined that all classes of non-visible revision FCs and visible revision FCs can have a positive effect on the author's revision process even if the revision FC does not lead to a textual revision (i.e. a '*non-observable effect*'). The results confirm the findings of *Study III* in that justified, text-specific, global, and hedged feedback comments that are a response to the author's cover letter (i.e. '*requested*') are generally more useful than unjustified, generic, local, unhedged, and unrequested feedback comments. As determined by Cho and Schunn (2007), qualitative evidence also shows that multiple revision FCs from different reviewers on the same textual aspect increase the usefulness of revision feedback comments.

Affect only (non-revision feedback comment). With the reclassification of certain types of non-revision FCs (e.g. '*praise*' reclassified as a non-visible revision FC in this *Study*, but classified as a non-revision FC in *Studies I*, *II*, & *III*), non-revision FCs are mainly comprised in the social presence class of Group Cohesion (e.g. '*names*'; 'o*penings*'; and closures). This reclassification also accounts for the low relative distribution of non-revision FCs (12.2%) as calculated in *Study III* (27.3%). Nevertheless, and although their affect was challenging to determine, the qualitative evidence from the participant post-course interviews suggests that non-revision FCs and politeness devices can help develop '*group dynamics*', and increased group dynamics leads to supportive written discourse communities (e.g. Cahusac de Caux et al. 2017, Garrison et al. 1999).

Affect and/or effect (praise and hedging devices within or as revision feedback comments). The study shows that hedging devices and praise can have polyfunctional affective and effective communicative purposes. Participant interviews revealed that hedging devices and praise can affect the author's revision processes by promoting their engagement with other feedback comments, or with the current feedback comment (i.e. hedging devices; not praise), help develop group dynamics (i.e. praise; not hedging devices). Regarding observable and non-observable effects, hedging devices and praise can have an effect on the contents of the author's draft by acting as a '*revision feedback comment*' in themselves (i.e. praise and '*question*' as a hedging device), or by modifying the credibility of the revision FCs (i.e. hedging devices; not questions). Thus, the study determined that both praise and hedging devices can have an appreciable affect and/or effect on the written feedback process. The

study further shows that as the course proceeded, the participants adjusted the amount of affect they used in their feedback comments according to their recipients' (as authors) emotional needs.

Discussion. At the macro-level, there is a '*domino effect*' of cumulative influences ('*affects*' and/or '*effects*') of one artefact or external variable on another artefact or external variable throughout the different stages and rounds of the feedback process. Furthermore, the extent of these '*influences*' changes over time as the group develops a stronger sense of community (e.g. Garrison et al. 1999).[16] Over the feedback round, these '*cumulative influences*' resulted in the author revising the contents of their input draft research article over the time period between feedback rounds (typically about three weeks) to produce an amended and improved draft article. As the feedback process proceeded, and as the participants developed a better understanding of each other's writing content and feedback practices, the writing group developed into a '*dynamic team*' (see Lewis & Herndon, 2011 for concise treatment). This dynamic team provided both affective and effective writing support to each other over the remainder of the course duration (e.g. Lam et al. 2019, Garrison et al. 1999).

On a micro-level, the study identified external variables from the perspectives of the same participant in their different feedback roles as both an author and as a reviewer (e.g. '*reviewer competency*' and '*author competency*') that can directly and/or indirectly influence the contents of each other's written artefacts. In addition, the group's external variables can also change over time through the cumulative influence of the written peer feedback process (e.g. the influence of artefacts written from previous feedback rounds on the present feedback round). Thus, external variables can directly and indirectly influence the contents of the author's draft research article.

Main finding. The study finds that different classes and properties of feedback comments can complement each other to exert '*positive affects*' and '*positive effects*' on the peer feedback process. Although some sub-classes of feedback comments are deemed to be more useful (e.g. '*offering a solution*') than other sub-classes (e.g. '*identifying a problem*'), no one type of feedback comment is necessarily better than another type of feedback comment. However, there are commonly shared properties within feedback comments (e.g. global revision feedback comments) that exert collectively positive influences on the written peer feedback process. Thus, the study concludes that useful feedback comments depend on achieving an equilibrium between affect and effect in and within the participants feedback comments to each other as similarly concluded by I. Anson and Anson (2017: 13).

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[16] The same artefact (or '*external variable*') can also influence the contents of itself. In other words, the author's draft revision processes is influenced by the '*here and now*' contents of their current draft (e.g. Hayes 2012).

4.10 Bridge between *Study IV* to *Study V*

This subsection gives an extensive discussion on the methodological considerations, research considerations, and the theoretical frameworks that guided *Study V* based on the writer's previous four studies (*Studies I*, *II*, *III*, & *IV*).[17]

4.10.1 Purpose of *Study V*

The main purposes of *Study V* were as follows:

  i.   Develop a taxonomy to measure the affect and effect of the author's cover letter on their reviewer's feedback comments; and
 ii.   Implement the taxonomy to determine what constitutes a useful cover letter; and
iii.   Investigate the influence of direct cover letter instruction on the contents of cover letters.

Thus, the rationale for the theoretical and methodological frameworks employed in *Study V* is explained in the following sub-subsections.

4.10.2 Methodological considerations

There are shared properties (e.g. global) and there are context-specific properties that are desirable within revision feedback comments. Regarding the content-specific features, some quantitative feedback studies suggest that revision feedback comments that '*offer a solution*' are more useful than those segments that '*identify a problem*' (e.g. Nelson & Schunn 2009). However, and delving deeper into the processes by how feedback recipients utilise their reviewer's feedback comments, this assertion may not always be true. Qualitative data reveal that revision feedback comments that identify a problem can have positive influences on the author's revision processes. Revision feedback comments that identify a problem entice the author to critically engage more with the feedback comment in devising an appropriate outcome than if they had been offered the opportunity to simply *cut and paste* the solution directly into their draft article (*Study IV*).[18]

Many feedback studies determine the effect of revision feedback comments by measuring the changes in the content of the author's draft before and after

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[17]   This subsection is included here in the results section (and not in the discussion section) as these findings justify the research design of *Study V* within the chronological narrative of this section.

[18]   Please note that the non-implementation of visible revision FCs (e.g. "Change your title, ...") and the implementation of non-visible revision FCs (e.g. "Don't change your title.") do not lead to observable textual changes, but they can have 'positive influences' on the author's revision processes (see *Study IV*: 327).

the feedback round (Leijen 2017, Nelson & Schunn 2009, Liu & Sadler 2003). However, such a quantitative methodology has certain drawbacks. Qualitative evidence analysed from *Study IV* shows that revision feedback comments do not always lead to the author making a textual revision in order to promote author critical thinking. This point is clearly explained by one participant in her post-course interview:

> "And sometimes the comments that don't make me change anything (are useful as they) make me reflect on things more." (*Study IV*: 329).

When authors reflect on their draft, qualitative evidence further reveals that revision feedback comments can also trigger critical engagement with unrelated feedback comments. By triggering critical engagement with unrelated feedback comments, the revision feedback comment can also have a positive affect on the author's revision processes in a similar way as other affective feedback comments (e.g. non-revision feedback comment). Finally, non-visible revision feedback comments (e.g. praise) that are both justified and a response to the author's cover letter (e.g. "In response to your question, I would leave the title as it is because ...") have been consistently found to be useful (*Study III* & *Study IV*) as these *types* of feedback comments both provide encouragement (i.e. positive affect) and signal areas of the draft that do not require textual revision (i.e. positive effect).

   Within a socio-cultural framework, qualitative research methods also provide insights into how the individuals within doctorate writing groups develop a better understanding of each other's affective and effective feedback processes. Regarding affect only, there are individual differences in how group members use affect in both their feedback letters and cover letters (*Study II*, *Study IV*: 336–339).There is also qualitative evidence that the group members adjust the amount of affect in their feedback letters (as reviewers) to suit each other's affective needs over time (*Study IV*: 337). With respect to affect and effect, two external variables ('*attitudes*' and '*competency*') that have an appreciable '*external influence*' on how the group members produce and interpret each other's written artefacts (i.e. cover letters; and drafts; and feedback letters) are identified within the qualitative framework of *Study IV*'s research design. Furthermore, and as well as understanding each other's affective differences, these two external variables can also develop into more desirable characteristics within the writing group over time. An example of a participant developing a more positive attitude towards the feedback process as the course proceeded was provided during one post-course interview (*Study IV*: 332):

> "Not so useful (at first) as I had nothing to write due to experiment failure ... but eventually I found the group and feedback style very nice."

Furthermore, the qualitative insights the writer of this dissertation obtained from participating as a member of a doctorate writing group over a three-month

period using ethnographic research methods within a case-study tradition were tremendous. Not only did the writer develop a clearer understanding of the written peer feedback process first-hand, but he also examined his own critical thinking process objectively in order to develop a taxonomy to code for the usefulness of revision feedback comments (see *Study IV*: 317, 319–323). Qualitative research methods employed in *Study IV* also helped verify the '*taxonomy*' to measure affect and effect in feedback comments that had been developed from the previous studies (*Studies I*, *II*, & *III*).[19]

However, quantitative analysis of qualitative data is also a very helpful quantitative methodology to identify and analyse recurring patterns of similar and dissimilar features within datasets, and especially in much larger datasets (see Lang 2018, Geisler 2016, Omizo & Hart-Davidson 2016, Lang & Baehr 2012). Much knowledge has been created from the implementation of such quantitative methodologies in feedback studies into affect and/or effect (e.g. Leijen & Leontjeva 2012, Nelson & Schunn 2009, Liu & Sadler 2003, *Study I*, *Study II, Study III*). Thus, quantitative research methodologies are very useful tools to identify and analyse the observable effects of written artefacts (e.g. cover letters and feedback letters) on the recipients feedback processes (as author; or as reviewer) through statistical analysis.

Nevertheless, it is challenging to use quantitative methodologies to identify how affect and non-observable effect can influence the written peer feedback process. Quantitative methodologies can detect observable effect, but they cannot explain adequately how observable effect influences the written peer feedback process. Qualitative research methodologies, on the other hand, are much more suited to identifying the processes by which affect and effect can influence the contents of the group members' written artefacts. Thus, using qualitative research methods in tandem with quantitative research methods in a mixed-method research design (see Castelló, Pyhältö & McAlpine 2018 for a mixed-method research design) allow researchers to identify and understand how affect, observable effect, and non-observable effect can influence the written peer feedback process over time within doctorate writing groups. It is for these reasons that a mixed-method approach was selected as the methodology for *Study V*.

4.10.3 Research considerations

Quantitative evidence (*Studies I, II, III, & IV*) and qualitative evidence (*Study IV)* show that the author's cover letter can have a strong affect and effect on the contents of their reviewer's feedback letters. Quantitative evidence (*Studies I, II, III, & IV*) and qualitative evidence (*Study IV)* also show that the reviewer's

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[19] There are disputes in research methodology literature about what exactly constitutes a qualitative and a quantitative research methodology (see Morgan 2018 for concise treatment). For simplicity, quantitative analysis of qualitative data is referred to as a '*quantitative*' research method within this dissertation.

feedback letter can have a strong affect and effect on the contents of their author's subsequent draft. Thus, the author's cover letter can have a strong influence on the contents of their subsequent draft via another group's member's written artefact (i.e. a feedback letter). Regarding quantitative evidence, the vast majority of revision feedback comments written by L2 English PhD students are a response to the authors' cover letter (*Study III*: 263, *Study IV*: 328–329), and expert writing assessors and L1 Estonian PhD students consistently rated such revision feedback comments as useful (*Study III*: 268). There is also much affective language used in cover letters (*Study I*), and individual differences in how L2 English PhD students use affect in their cover letters to their other group members (*Study II*).

With respect to qualitative evidence, reviewers carefully follow the instructions as stipulated by the authors in their cover letters, and the authors expect their reviewers to respond to the questions they wrote in their cover letters (*Study IV*: 335). The process of writing cover letters can also promote critical thinking by encouraging the author to reflect about the contents of their draft, and this reflective process can lead to textual revisions (*Study IV*: 335).

Overall, there is overwhelming evidence from the writer's previous four studies (*Studies I*, *II, III, & IV*) that cover letters can have a strong positive affect and effect on the written peer feedback process. Furthermore, there are strong possible affordances of using author-devised cover letters as a pedagogical tool within the written feedback process instead of, or as an addition to, instructor-devised writing assessment rubrics as is commonplace within many other feedback contexts (e.g. Moxley 2013). However, and other than from the writer's previous four studies (*Studies I, II, III, & IV*), there is very little research into how cover letters within any feedback context can affect and effect the written feedback process.

Thus, the overlying research purpose of *Study V* is to develop a better understanding of the content of PhD students' cover letters, and how this content can affect and effect the content of their reviewers' feedback letters. The following sub-subsection discusses the theoretical framework of *Study V* with respect to obtaining a better understanding of how cover letters can influence the written peer feedback process.

4.10.4 Coding scheme to measure the affect and effect of cover letters

This sub-subsection discusses the theoretical frameworks used in the derivation of the coding scheme to measure the affect and effect of cover letters ('*CL taxonomy*'). The authors' cover letters can strongly affect and effect the contents of their reviewers' feedback letters (*Study IV* and *Study V*), and the reviewers' feedback letters can strongly affect and effect the contents of the same author's draft at a later feedback stage (*Studies I, II, III, & IV*). Furthermore, the process of writing a cover letter can also affect and effect the contents of the

author's draft in the *here and now* (*Study IV*). Thus, the content of cover letters can have a strong affect and effect (direct and indirect) on the author's revision processes. As such, a coding system to measure the affect and effect (i.e. influence) of cover letters is devised in *Study V* using a similar framework as used to devise a taxonomy to measure the influence of feedback letters ('*FL taxonomy*' as in *Study IV*).

Consequently, the main methodological aim of *Study V* is to develop a taxonomy (i.e. CL taxonomy) to measure the influence of cover letters on the contents of their reviewers' feedback comments. In its derivation, it is also very important that the CL taxonomy is devised within a similar methodological and theoretical framework as the FL taxonomy used to measure the influence of feedback comments on the contents of the author's draft (*Study IV*). If both taxonomies (CL taxonomy and FL taxonomy) use a similar methodological and theoretical framework to categorise and segment the data into analysable units (i.e. segments), then the CL taxonomy and the FL taxonomy can be used within the same research design to measure and model the cumulative influences of the writing group's written artefacts (e.g. cover letters and feedback letters) on the feedback process, and, ultimately, on the author's revision practices. This comparable benchmark between the two taxonomies is essential for the modelling of the written peer feedback system that is derived from the secondary analysis of the writer's five original studies and this point is argued in the following section.

Thus, the CL taxonomy is devised using the same classification system as in the FL taxonomy where the data are categorised into pre-conceived themes based on the affect and/or effect of the segmented cover letter comment (i.e. segment) on the reviewer's revision process. As the categories were pre-conceived, a grounded theory approach was impossible. Instead, a thematic analysis methodology following the procedure outlined in Braun & Clarke (2006) was selected as the coding procedure. This is the same coding procedure as used to thematically analyse the written revision plans in *Study IV* (see *Study IV*: 317).

Regarding affect, affective language in cover letters is categorised into the same classes, sub-classes, and sub-sub classes of social presence using the same principles and theoretical frameworks (e.g. Garrison's CoI framework) as used in the FL taxonomy (*Study IV*). Concerning effect, the sub-classification of effective language in cover letters is influenced by the dimensions (e.g. Coherence and Cohesion, Use of Sources) used in commonly used writing assessment rubrics (e.g. Moxley 2013, Lundstrom & Baker 2009, Cho, Schunn, & Wilson 2006). As opposed to peer-devised cover letters, writing assessment rubrics are instructor-devised rubrics ('*rubrics*') that reviewers (as peers; and/or as instructors) use to base their asynchronous written feedback comments on. Inspection of the data revealed that one rubric used on the online peer feedback system '*MyReviewers*' (see Moxley 2013 for concise description) was the best fit for the data. Thus a representative rubric from the online peer feedback system MyReviewers was selected to be the comparable instructor-devised

rubric to the author-devised cover letters. Further influences on the thematic categorisation of the data are sought from writing research into the rhetoric structuring of research articles (e.g. Cotos, Link, & Huffman 2016, Lin & Evans 2012, Ruiying & Allison 2003). As is common practice, not all the data fitted into the dimensions used in instructor-devised rubrics. In these cases, the thematic categories are induced within a more grounded theory tradition (see Strauss & Corbin 1990).

Thus, the coding scheme to measure the affect and effect of cover letters on the reviewer's revision process is derived from three main areas of study. The affect of cover letter comments is measured through the amendment of the taxonomy to measure social presence in written feedback comments (*Study IV*: 355).[20] This taxonomy has been derived from a robust taxonomy to measure social presence in written discourse (Shea et al. 2010) derived from social presence theory (Short et al. 1976) within the CoI framework (Garrison et al. 1999). The affect and effect of cover letter comments (e.g. '*Author Mitigation*') is derived from a hedging taxonomy (Salager-Meyer 1994) that has been derived from politeness theory (Brown & Levinson 1978). The effect of cover letter comments is based on writing assessment research (e.g. Moxley 2013, Lundstrom & Baker 2009, Cho, Schunn, & Wilson 2006) and studies into the rhetorical functions of research articles (e.g. Cotos et al. 2016, Lin & Evans 2012, Ruiying & Allison 2003).

4.10.5 Teaching presence within the Community of Inquiry (CoI) model

Within a socio-cultural framework, the CoI model (Garrison et al. 1999) posits that both a high social presence (*Studies I, II, III*, & *IV*) and a high teaching presence promote a high cognitive presence, and a high cognitive presence promotes both author and reviewer critical thinking (*Study IV*). Thus, and under this theory, a high teaching presence within the written peer feedback process will result in the group members (as authors) being able to create useful cover letters that consistently have a positive affect and a positive effect on their reviewers' feedback letters. Similarly, a high teaching presence will result in the group members (as reviewers) being able to create useful feedback letters that consistently have a positive affect and a positive effect on the contents of the authors' subsequent draft.

There is also an established taxonomy to measure teaching presence within the written discourse of student-teacher interactions within the CoI model (see Shea et al. 2010: 18–19).

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[20] Please note that a cover letter comment is an analysable unit (i.e. segment) of the author's cover letter in the same way that a feedback comment (FC) is an analysable unit (i.e. segment) of the reviewer's feedback letter.

This established taxonomy has been modified for use in doctorate writing groups within the context of this dissertation. It should also be noted that the group members within doctorate writing groups also act as writing instructors when they give written feedback comments on their peers' draft research articles.

Consequently, the taxonomy for measuring indicators of teaching presence within the written correspondence between the group members (e.g. cover letters and feedback letters) and the teaching instructors (e.g. personal feedback) evolved as follows:

i. **Design and organization.** This refers to the design of the written peer feedback system (i.e. doctorate writing groups) and communication of course practicalities.

ii. **Facilitating discourse.** This refers to how the writing group members and/or the course instructors initiate, sustain, and conclude written discourse within the writing group.

iii. **Assessment:** refers to how the instructors grade the students' performance and how the group members assess each other's draft research articles in their feedback role as reviewer and as *'teacher'*.

iv. **Direct instruction.** This refers to how the course instructors provide input materials to support the students writing and feedback practices through face-to-face (e.g. lectures and workshops) and online (e.g. Website) mediums.

For the purpose of *Study V*, only teaching presence indicators of '*direct instruction*' were utilised in order not to over-complicate the research design.

There are three written artefacts that the group members (as authors; or as reviewers) have to create; and/or revise; and/or interpret during the peer feedback process (cover letters; and drafts; and feedback letters). Thus, and regarding direct instruction, a high teaching presence within doctorate writing groups can be achieved through three direct instructional approaches to each of the written artefacts produced by PhD students as follows:

1. **Draft research articles.** Improve the quality of their submitted draft research articles through direct course instruction; e.g. genre analysis such as Swales' (1990) '*Create a Research Space*' model for writing the introduction section.

2. **Feedback letters.** Improve the quality of their reviewers' submitted feedback letters through direct instruction; e.g. good practices in writing feedback letters as determined in Studies *I, II, III*, and *IV* (see Table 9: 77–78 for summarised findings; presented in the later subsection 5.1.4).

3. **Cover letters.** Improve the quality of their authors' submitted cover letters through direct cover letter instruction; e.g. good practices in writing feedback comments as *Study V* is designed to determine.

There is much research into the influence of direct instruction of research articles (e.g. Lin & Evans 2012) and feedback letters (e.g. Lundstrom & Baker 2009). Consequently, these two indicators of teaching presence within the class of '*direct instruction*' were treated as constants within *Study V* and not examined further.[21] Thus, the influence of direct course instruction on the '*usefulness*' (i.e. positive affect and/or positive effect) of cover letters is measured using indicators of teaching presence as evidenced in the PhD students' cover letters. Indicators to measure teaching presence of direct cover letter instruction are induced whilst devising the coding system to measure the influence of cover letters on the reviewers' revision processes. The rationale for these key indicators of teaching presence is explained in the methodology section of the extended abstract of *Study V*.

4.11 Extended abstract of *Study V*

Using author-devised cover letters instead of instructor-devised rubrics to generate useful written peer feedback comments.

Study background. *Study V* uses a mixed-method approach to examine the content and influence of cover letters written by PhD students within different writing groups on two separate '*Academic Writing for Scientific Publication*' courses. The forty PhD students selected for this study participated in two different writing courses. Twenty PhD students participated in the course in 2014 (i.e. '*Course 2014*') where they received minimal cover letter (CL) training over seven feedback rounds in a large cohort (90 students) with one writing instructor. The other twenty PhD students participated in a course five years later (i.e. '*Course 2019*') where they received extensive CL instruction over five feedback rounds in a smaller cohort (40 students) with three writing instructors. Aside from these instructional design differences, the procedure for the written peer feedback process on both courses is conducted in more-or-less the same way. Regarding the selection procedure, twenty PhD students who received extensive CL instruction from Course 2019 are matched with twenty PhD students who received minimal CL instruction from Course 2014 by discipline (formal science; or humanities and soft sciences), publication language (L2 English or L1 Estonian), size of writing group (mode of four participants), number of writing groups (16 different writing groups per cohort), and almost full completion of their cover letters over the duration of Course 2014 and Course 2019. Thus, the twenty matched participants are similar in respect to socio-cultural setting (i.e. an Estonian higher education institution), educational

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[21]   As the research design samples cover letters produced by PhD students during two different time periods (2014 and 2019), the writer acknowledges that there may have been differences between the other variables associated with the teaching presence indicators of (i) design and organization; (ii) facilitating discourse; (iii) assessment; and (iv) direct instruction of draft research articles; and feedback letters in the comparative analysis.

backgrounds (i.e. PhD students), subject knowledge (i.e. discipline-specific writing groups), and the feedback system design (i.e. asynchronous written peer feedback process). In addition, some of the writing groups also shared the same socio-cultural backgrounds (i.e. writing groups comprised of L1 Estonians; or predominantly of L1 Estonians). With respect to the study, the main difference between the two cohorts is the amount of CL instruction (minimal; or extensive). The vast majority of the participants are writing a research article in their L2 English. Approximately half the participants are L1 Estonians, and the other half are predominantly L1 Russians or other L1 Europeans. Most L1 Estonians are writing in their L2 English (approximately 70%), and the others are writing in their L1 Estonian (approximately 30%). The study triangulates the results from three separate research methodologies to answer the two research questions (RQs) that guide this study as follows:

RQ1. What are the affordances of using author-devised cover letters as compared to instructor-devised writing assessment rubrics within the peer feedback process?

RQ2. How do two separate course instructions influence the content of cover letters?

In order to answer the two research questions, three separate research methodologies are employed and, where possible, the results are triangulated to substantiate the study's findings. Firstly, the participant cover letters are thematically analysed and the results are analysed quantitatively. Secondly, the participants' cover letters from the two separate courses are coded for indicators of teaching presence as a measure of the amount of cover letter instruction. The difference in the number of teaching presence indicators between the two comparable datasets (i.e. Course 2014 and Course 2019) is determined using comparative statistics. Thirdly, a post-course questionnaire eliciting PhD student perceptions about the '*usefulness*' of cover letters was obtained from the twenty participants from Course 2019 who had received extensive cover letter instruction and analysed in a grounded theory tradition. [22]

From each cohort, 58 cover letters were collected from the twenty participants at the beginning (19 cover letters), middle (20 cover letters), and final feedback (20 cover letters) rounds of the feedback process. This resulted in a representative and comparable sample of 116 cover letters (13 049 words) written by twenty matched L2 English PhD students (forty participants in total) from two similar courses available for analysis. The 116 cover letters are analysed in two different ways in order to answer the study's two research

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[22] The writer acknowledges two limitations to this study: (i) comparing cover letters to multiple rubrics would have offered more research insights; and (ii) the data would have been richer if the post-course questionnaire had also been conducted on the participants who had received minimal cover letter instruction. However, adding these two dimensions to the course design was impractical and/or impossible (see *Study V*: 5, 7-8).

questions ('*RQs*'). For RQ1, the 116 cover letters are analysed as one dataset to determine what PhD students write about in their cover letters. For RQ2, the 58 cover letters written by the cohort who received minimal CL instruction (i.e. Course 2014) are analysed separately to the 58 cover letters written by the cohort who received extensive CL instruction (i.e. Course 2019). This ensures that there are two comparable datasets to measure the difference in the influence of direct CL instruction between the two cohorts. Thus, the two quantitative methodologies analyse the same sample of 116 cover letters, but in two diffe-rent ways. The qualitative methodology, as required within a grounded theory tradition, analyses the participants' (Course 2019 only) post-course question-naires separately and without influence from the quantitative analysis of the same participants' cover letters using a different methodology. Each of these three different methodologies is described below as a condensed version of the original text (see *Study V*: 8–13).

Methodology One. '*Methodology One*' describes the thematic and sub-sequent quantitative analysis of 116 cover letters written by forty participants in different discipline-specific doctorate writing groups from two separate writing courses. The 116 cover letters (13 049 words) were thematically analysed (see Braun & Clarke 2006 for procedure) until a coding system to measure the affect and effect of cover letters on the contents of their reviewers' feedback letters evolved (see Table 3).

Similarly to the coding system to measure the influence of feedback letters (see *Study IV*), the written language in the authors' cover letters are segmented into three classes of segmented cover letter comments according to whether the segment can have (i) an observable effect (i.e. '*Instruction*');[23] or (ii) a non-ob-servable effect (i.e. '*Background*'); or (iii) an affect only (i.e. '*Social Presence*') on the contents of their reviewers' feedback letters. The cover letter comments are further sub-classified and sub-sub classified as appropriate (see *Study V:* 9–11 for full taxonomy). The sub-classes '*Author Mitigation*', '*Rhetorical Moves*', and *'Target Audience'* are included in the abridged taxonomy as they are used to determine the influence of direct cover letter instruction as described by '*Methodology Two*' in the next paragraph.

From the application of this coding scheme, the segmented cover letter com-ments are analysed quantitatively to determine the content of the PhD students' cover letters. The results of this quantitative analysis were compared to the content in a commonly applied writing assessment rubric used with the online feedback system '*MyReviewers*' (see Moxley 2013 for concise details). This rubric was chosen as a representative example of an instructor-devised prompt that is used to generate asynchronous written feedback comments.

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[23] In order to compare cover letters to feedback letters, and avoid confusion, the terms of '*theme*' and '*thematic unit*' as used in the thematic analysis of cover letters (*Study V*) has been changed in this dissertation to the terms '*class*' and '*segment*' as used in the cate-gorisation of the reviewers' feedback comments (*Studies I*, *II*, *III*, & *IV*).

Table 3. Abridged coding scheme to measure the affect and effect of cover letters on the contents of their reviewers' feedback letters (see *Study V:* 9–11 for full taxonomy)

Class	Definition of segment	Reviewer impact[1]
'*Background*'	The author provides one piece of background information about oneself, the draft, or the target audience; typically **helps** the reviewer **generate** FCs according to the author's expectations.	The segment can have a '*non-observable effect*' on their reviewers' revision FCs.
Examples	"*I am focusing on the Post-Soviet period.*"; "*This is my current version of the methods section.*"	
'*Instruction*'	The author demands or suggests that **a response** or **an action** is required from the reviewers on one textual aspect; typically includes **reviewer requests for help.**	The segment can have an '*observable effect*' or a non-observable effect on their reviewers' revision FCs.
Examples	"*Can you understand this?*"; "*There is no point in reading it in detail.*"	
'*Social Presence*'	The author uses one indicator of social presence (see Yallop & Leijen 2018 for concise treatment) that is **affective** in nature.	The segment can have an '*affect only*' on their reviewer's revision FCs; can also promote reciprocal affective non-revision FCs.
Examples	"*Thank you for the feedback*"; "*Dear Writing Group, ...*"	

Sub-class	Definition of segment	Reviewer impact
'*Author Mitigation*'	The author uses a '*hedging device*'[1] to mitigate for potential textual weaknesses within the class Background and Social Presence.	This segment can have '*an affect*' and '*an effect*' on their reviewer's revision FCs; can also promote reciprocal affective non-revision FCs.
Examples	"*This part is very raw,*"; "*This is my very first draft.*"	
'*Rhetorical Moves*'	The segment contains **functional content** about the draft's aims, goals, purpose, objective, and implications (i.e. rhetorical moves) within the class Background; or Instruction.	The segment can have an '*observable effect*'; or a '*non-observable effect*' on their reviewers' revision FCs.
Examples	"*The goal of this paper is to give a new perspective about ...*"; "*Are the aims of the isotope relevant?*"	
'*Target Audience*'	The segment contains **audience-based content** about the target journal and intended audience of the author's draft within the class Background.	The segment can have a '*non-observable effect*' on their reviewers' revision FCs.
Examples	"*The journal also publishes palaeopathological papers.*"; "*My audience are education scientists.*"	

Note 1. Hedging devices are categorised according to Salager-Meyer's (1994:7) taxonomy of hedges.

Methodology Two. Methodology Two describes how the influence of direct cover letter (CL) instruction is determined in order to answer RQ2. The categorisation and subsequent analysis of the 112 cover letters is divided into two datasets: (i) 56 cover letters written by the twenty participants who received

minimal CL instruction (Course 2014); and (ii) 56 cover letters written by the twenty participants who had received extensive CL instruction (Course 2019). Six teaching instruction indicators are used to measure the difference in the influence of direct CL instruction between the twenty matched participants of Course 2014 and Course 2019 (see Table 4 and *Study V*: 9–11 for full coding scheme).

Four of the teaching presence indicators are determined from the application of the taxonomy to measure the affect and effect of cover letters (denoted as '*class*'; or '*sub-class*' in Table 4), and two teaching presence indicators (denoted as '*other*' in Table 4) are determined through alternative means (*see Study V*: 13 for full rationale).

Table 4. Indicators of cover letter instruction (amended from *Study V: 13*)

Teaching instruction indicator (class; sub-class; or other)	Comparison (Course 2014 Vs Couse 2019)	
	Unit	Desirable trend in comparable course
1. Cover letter completion rate (other)	%	Higher cover letter completion rate
2. Background; and Instruction (classes)	CLC	More segments of Background; and Instruction
3. Rhetorical Moves (sub-class)	CLC	More segments of Rhetorical Moves
4. Explicit reference to teaching materials (other)	CLC	More segments of Teaching materials
5. Target Audience (sub-class)	CLC	More segments of Target Audience
6. Author Mitigation (sub-class)	CLC	Less segments of Author Mitigation

The rationale for the derivation of Table 4 is as follows:

1. Author drafts that include cover letters for peer review will generate more effective feedback comments than drafts submitted without cover letters.
2. Cover letters that contain a reasonable number of segments of Background and Instruction are more informative than very short cover letters that contain very few segments of these two classes.
3. Cover letters that contain more references to course materials or define their Target Audience (e.g. "This draft is intended for educational scientists.") show evidence of a greater transfer of cover letter instruction than in cover letters that contain fewer of these segments.
4. On the premise that cover letter instruction should aim to increase the students' confidence in the peer feedback process, cover letters that contain fewer hedging devices signal a greater degree of author confidence in the feedback process as compared to cover letters that contain many more mitigating devices. Thus, and even when allowing for individual differences in affect, cohorts that use fewer hedging

devices in their cover letters are more likely to have been swayed by direct course instruction than cohorts that use more mitigation devices.

Thus, the difference in influence of direct cover letter instruction between two comparable datasets is determined by categorising the data (as in Table 4), and then analysing the resulting thematic units using statistical analysis.

Methodology Three. '*Methodology Three*' describes how the post-course questionnaires are qualitatively analysed. The twenty participants of Course 2019 completed a short online questionnaire during a one-week period after the course had ended. The questionnaire contains two questions designed to elicit *impartial* participant opinions about the role of cover letters in the feedback process. The first question is a closed question ("Did writing a cover letter help you to improve your draft?") with two prompts ("Why? Why not?") and blank space for a more detailed answer. The second question is open-ended ("What is a good cover letter?"). The instructions are kept brief and non-leading to ensure unbiased participant responses. The data are analysed using a grounded theory approach through a combination of open, axial, and selective coding (Strauss & Corbin 1990). The induced results are triangulated with the findings of the thematic analysis of the participants' cover letters to further inform research question one (RQ1) and research question (RQ2) as appropriate.

Results and discussion (RQ1). The following paragraphs discuss the results relevant to the study's first research question. Out of a total of 987 analysable units (i.e. '*segments*') obtained from 116 cover letters, the proportional distribution of segments by class and order of size was as follows: Social Presence (48%), Background (44%), and Instruction (25%). Thus, the proportional distribution of segments within an average cover letter roughly approximates to two segments of Social Presence to two segments of Background to one segment of Instruction. Regarding the analysis of the combined 678 segments of Background and Instruction and their respective sub-classes, approximately two-thirds of these segments can also be represented by a writing assessment rubric from the online feedback system MyReviewers ('*rubric*'). Concerning the shared content between cover letters and the representative rubric, the most commonly used sub-classes are '*Ideas and Specifics*' (22.0%; e.g. "Would you use this specific term here?"), followed by '*Coherence and Cohesion*' (15.3%; e.g. "Are my paragraphs sufficiently clear?"), '*Rhetorical Moves*' (11.1%; e.g. "The goal of the paper is ...") and '*Draft Length*' (9.7%; e.g. "Is there anything you could cut?"). Roughly one-third of segments of Background and Instruction can only be represented by cover letters. The two most common sub-classes, by far, are '*Draft Type*' (13.0%; e.g. "This is the method's section ...") and '*Author Mitigation*' (11.4%; e.g. "This part is very raw."). The sub-class of Author Mitigation is challenging to classify as the segment has a dual communicative purpose. The segment provides background textual aspects (i.e. Background) as well as expressing author vulnerability (i.e. Social Presence). Thus, Author Mitigation is dual-coded as both Social Presence and as Background. This dual-

coding explains why the sum of the percentages of the three different classes of segments seems erroneous at first glance (i.e. over one hundred percentage).

Almost half of all the segments (48%) contain at least one indicator of social presence, and these segments are coded as Social Presence. Roughly a half of Social Presence segments are sub-classified as '*Group Cohesion*' (53.8%) where the authors frequently use '*Openings*' and '*Closures*' (39.3%), express '*Gratitude*' for their feedback comments (11.9%), or make references to '*Future Contact*' to their writing group (8.0%). Approximately one-third of segments are coded as '*Affective*', with Author Mitigation being the most commonly used sub-class (35.0%).

Similarly to feedback comments (see *Study IV*, I. Anson & Anson 2017), qualitative evidence for the online questionnaires suggests that useful cover letters contain a balance between affective and effective segments within the three classes of Background (i.e. non-observable effect), Instruction (i.e. observable effect), and Social Presence (i.e. affect). Further qualitative analysis reveals that a useful cover letter is one that is written concisely and unambiguously (i.e. not overly long) with explicit requests for reviewer help (i.e. segments of Instruction). Two participants explicitly stated that the process of writing cover letters also leads to the author making textual revision to their drafts.

Results and discussion (RQ2). The following paragraphs discuss the results relevant to the study's second research question. Statistical analysis of the six indicators of CL instruction reveals that direct CL instruction improves the quality of PhD students' cover letters appreciably (see Table 5).

Table 5. Comparison of teaching instruction indicators between Course 2014 and 2019 (amended from *Study V*: 20)

Teaching presence	Desirable CL instruction indicator	More desirable	Less desirable
Indicator 1	Higher CL completion rate as percentage of whole cohort.[1]	Course 2019	Course 2014
Indicator 2	More comparable segments of Background; and Instruction.	Course 2019	Course 2014
Indicator 3	More comparable segments of Rhetorical Moves.	Course 2019	Course 2014
Indicator 4	More comparable segments of References to Teaching Materials.	Course 2019	Course 2014
Indicator 5	More comparable segments of Target Audience.	Course 2019	Course 2014
Indicator 6	Less comparable segments of Author Mitigation.	Course 2019	Course 2014

Note 1. Calculated on a % basis of the whole cohort of Course 2014 (86 students) and Course 2019 (38 students).

The higher number of desirable teaching presence indicators in all six areas in the cover letters of the twenty participants who received explicit CL instruction (i.e. Course 2019) as compared to their matched counterparts who received minimal CL instruction (i.e. Course 2014) gives strong support to the benefits of including cover letter instruction as a key component of the peer feedback process. Direct CL instruction leads to a much higher cohort cover letter completion rate. Concerning the content, and with instructor guidance, PhD students can write highly informative cover letters in which they provide their reviewers with clear textual background details (i.e. Background and Target Audience) and ask for help on specific textual aspects (i.e. Instruction and Rhetorical Move). Furthermore, CL instruction seems to also increase author competency as evidenced by the authors using fewer hedging devices in their cover letter to mitigate for the poor quality of their submitted draft. The evidence further suggests that CL instruction may also help authors develop a greater awareness of writing for an audience. Being able to take an audience's perspective whilst writing is an essential skill at higher levels of writing (e.g. Nicol, Thomson, & Breslin 2014, Kellogg 2008), and is also a skill that can be taught at lower proficiency writing levels (e.g. at undergraduate level). Based on this evidence, introducing the concept of feedback letters within any teaching context where writing is demanded may be a novel pedagogy to develop in future studies. Thus, the evidence of this study firmly supports the use and instruction in the use of cover letters.

Main findings. *Study V* found that author-devised cover letters can have five main affordances over instructor-devised writing assessment rubrics as follows:

1. Cover letters can provide the reviewers with personalised information about the author; and the draft; and the output target audience.
2. Cover letters allow the authors to seek advice on particular aspects of their draft according to their own particular needs. These text-specific questions help their reviewers give tailor-made feedback that exactly meets the author's expectations.
3. Authors use many segments of Social Presence in their cover letters (e.g. "Dear Bob, ...") and segments of Social Presence can help writing groups develop a deeper sense of community within a socio-cultural framework (e.g. Garrison et al.'s 1999 community of inquiry model).
4. Cover letters can promote critical thinking through reflective writing practices.
5. Cover letters may help lower proficiency writers develop an audience perspective.

Regarding pedagogy, the thematic analysis of the PhD students' cover letters in this study gave a better indication of the type and content of feedback comments that PhD students expect and need. However, the feedback context can be widened to include authors at different levels of study and proficiency (e.g. researchers and undergraduates; L1 English expert and intermediate L2 English

authors) and different competencies of feedback givers (e.g. supervisors and writing instructors in L1 or L2). Understanding what the authors write about in their cover letters within these different feedback contexts can help inform pedagogical writing instruction frameworks to better support authors' writing processes. Thus, *Study V* concludes that the concept of the cover letter is a potentially powerful pedagogical tool that is worthy of fuller exploration in future studies.

5 DISCUSSION
(*STUDIES I, II, III, IV*, AND *V*)

This section is divided into three subsections. Subsection 5.1 discusses how feedback comments can have a positive influence on their author's draft (*Studies I, II, III, & IV*). Subsection 5.2 discusses how the influence between other variables (e.g. '*time*') and the writing group's written artefacts (cover letters; and drafts; and feedback letters) can have a positive affect and effect (i.e. influence) on each other to ultimately cause a positive influence on the contents of the author's draft (*Study IV*). Subsection 5.3 discusses how the author's cover letters can have a positive influence on their reviewers' feedback letter (*Studies III*, *IV*, & *V*), and how the reviewers' feedback letters can subsequently have a positive influence on the same author's revision processes (*Studies I, II, III*, & *IV*). The section ends with a simplified model on how positive affect and positive effect in the author's cover letter can have an indirect positive affect and positive effect in the same author's revision processes at a later stage in the feedback process. Thus, and from the amalgamation of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, & *V*), this section explains good feedback practices from the same group member's perspective in their different feedback roles as reviewer; and as author and feedback recipient.

5.1 Influence of feedback comments
(*Studies I, II, III*, and *IV*)

This subsection discusses the influence of feedback comments. Drawing from the results obtained from *Study IV*, the culmination of the writer's work from his previous studies (*Studies I*, *II*, & *III*), four main inferences that improve upon current knowledge in feedback studies into affect and/or effect that have wider implications on future feedback studies are discussed in the following sub-subsections.

5.1.1 The coding scheme to measure the affect and/or effect of feedback comments.

The coding scheme used in *Study IV* (derived from *Studies I*, *II*, & *III*) is valid. This finding has wider research implications. This coding scheme can be implemented in feedback studies in other contexts and socio-cultural settings to measure the affect and effect of feedback comments on both the author's revision processes (i.e. affect) and the change in contents of their subsequent draft (i.e. effect).

5.1.2 Affect and/or effect of feedback comments

By definition, feedback comments that contain an indicator of social presence can have an affect on the author's revision processes (*Studies I, II, III*, & *IV*).[24] Some types of social presence indicators within revision feedback comments can also have an effect (e.g. hedging devices) on the contents of the author's draft. Thus, feedback comments that contain social presence indictors can have (i) an affect only; or (ii) an affect and/or an effect on the author's draft. The qualitative analysis of the participant interview transcripts revealed how different types of indicators of social presence can affect and/or effect the revision processes of the author (see Table 6).

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[24] An absence of social presence indicators (SPIs) within feedback comments (FCs) can also have an affect (and an effect). For example, an absence of SPIs in a '*visible revision FC*' can accentuate its importance when written by a reviewer who normally adopts a more *indirect style* (unpublished findings *Study IV*). An absence of '*visible revision FCs*' on textual aspects can also signal 'implicit praise' (*Study IV*: 340–341).

Table 6. Affect and/or effect of FCs containing social presence (adapted from *Study IV*)

Impact	SP class	Component within FC	Notes	Definition	Examples
	Affective	Affective device	A word or short expression signalling politeness that is not categorised as a 'hedging device'.	Contained within a revision feedback comment and can have an affect only on the author's revision process *(Study IV)*.	"I **would** leave it as it is."
Affect only	Group Cohesion	Societal norms	A sub-class of a non-revision feedback comment.	Expressions related to societal norms; commonly includes openings, closures, apologies, expressing gratitude, and references to future contact *(Study I)*.	"Dear John, ... "
	Open Comm.	Encouragement (not praise)	.	Use of expressions of encouragement, 'personal praise' (i.e. not on the text) and empathy (Study IV).	"Good luck with your paper!"
Affect and/or effect	Affective	Hedging device	A shield, approximator, expression of author doubt & personal involvement, and/or an emotionally-charged intensifier (Salager-Mayer 1994).	Contained within a revision feedback comment and can cause both an 'affect' and an 'effect' on the author's revision processes *(Study IV)*.	"Perhaps it's me, but ... "
			A smiley :-)		"Your results section is clear :-)"
		Question	A sub-class of a visible revision feedback comment.	"The use of interrogatives or if clauses to seek justification, clarification, expansion, or questioning the appropriateness of one aspect of the text." *(Study IV: 35)*.	"What do you mean do this?"
	Open Comm.	Praise	In all its various forms.[1]	Depending on its function (please see note).	"Your definitions are clear, but your argument is confusing ... "

Note 1. Praise can have many different affective and effective functions depending on the recipient's diagnosis of its meaning within the FC; a concise treatment is given later.

Consequently, non-revision feedback comments of Group Cohesion and Open Communication (excluding praise), and affective devices within revision feedback comments can only affect the author's emotive revision processes. However, and in addition to their possible affective functions,[25] praise and questions as revision feedback comments, and hedging devices within revision feedback comments can all effect the contents of the author's subsequent draft as well. Thus, praise, questions, and hedging devices are categorised separately due to their polyfunctional nature (see Table 7).

Table 7. Affect and/or effect of FCs containing social presence (adapted from *Study IV*)

Affect	Device	Conceptual device
Promotes engagement with other feedback comments	Praise, questions, hedging devices, affective devices, non-revision FCs of Group Cohesion, and Encouragement.	Encouragement device
Promotes engagement with current revision FCs	Praise, questions, hedging devices, and affective devices.	Softening device
Develops group dynamics	Praise, questions, hedging devices, affective devices, non-revision FCs of Group Cohesion, and Encouragement.	Rapport building device
Affect and effect		
Modifies credibility of feedback comment	Questions and hedging devices.	Credibility device
Effect		
Visible effect	Questions as visible revision FCs.	Effective device
Non-visible effect	Praise or lack of praise (implied) as non-visible FCs.	

From the qualitative research design of *Study IV*, it was found that the affective components (i.e. social presence indicators) of feedback comments help to develop group dynamics as well as promoting engagement with the current and/or with other unconnected revision feedback comments. This finding gives a qualitative insight to explain the process of how affective language can engage the author for longer in their writing process, and this longer author engagement can lead to more textual revisions as found by feedback studies into affect (e.g. F. Hyland & Hyland 2001, Topping 1998: 256, Gee 1972). The class of question as a visible revision feedback comment can also act as a hedging device in that a question can modify the author's perceived credibility of their reviewer's feedback comment. Praise is more challenging to categorise as, in addition to acting as an affective device, it can also be interpreted by the feed-back recipient as a non-visible revision feedback comment (e.g. "Your intro-duction is very well-written."), and particularly so when either justified (e.g.

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[25] Note that an '*affective device*' can only signal politeness (i.e. '*affect*') and is different from a '*hedging device*'.

"Your introduction is very well-written, because ..."); and/or requested (e.g. "In response to your cover letter, your introduction is very well-written, because of ...").

5.1.3 Framework for determining positive affect and positive effect

Understanding how feedback comments can have beneficial impacts on the author's revision processes will help instructors and researchers design more efficient written peer feedback processes. Thus, and in order to measure the affect and/or effect of feedback comments on the author's revision processes, key terminology was explicitly defined in the writer's original studies (*Studies I, II, III*, & *IV*). The purpose of defining key terminology is to have a robust and systematic procedure to measure the usefulness of different types and properties of feedback comments.

For simplicity, the term '*influence*' is used collectively hereinafter to denote: (i) the affect; or (ii) the effect; or (iii) the affect and effect of segmented feedback comments on the peer feedback process. Consequently, all classes of feedback comments can influence the author's revision processes, and this influence can have either a direct or an indirect impact on the author making textual revisions. Affective segments (e.g. non-revision feedback comments) can only influence the author's willingness to engage in their revision processes. Thus, affective segments can only have an indirect impact on the contents of the author's subsequent draft (i.e. the affect of feedback comments). Conversely, effective segments can have a direct impact on the author making textual revisions to their draft article. Thus, effective segments can have a direct impact on the contents of the author's subsequent draft (i.e. the effect of feedback comments). As useful feedback comments can have a positive influence (i.e. a positive affect; and/or a positive effect) on the author's revision processes, any class of feedback comment (non-revision feedback comment; and non-visible revision feedback comment; and visible revision feedback comment) can be useful and beneficial to the peer feedback process (see Table 8).

Table 8. Framework for measuring positive affect and positive effect of feedback comments

Concept	Definition
Affective segment	A segmented feedback comment (FC) that contains at least one indicator of social presence; typically includes non-revision FCs, visible revision FCs, and both '*affective devices*' and '*effective devices*' in visible revision FCs and non-visible revision FCs.
Positive affect	An affective segment that can trigger the author's willingness to critically engage with their draft article (when applying Dewey's 1933 critical thinking model).
Effective segment	A segmented feedback comment that can lead to the author making a textual revision; typically includes visible revision FCs, non-visible revision FCs, and hedging devices in all revision FCs.
Positive effect	An effective segment that can lead to an improvement in the quality of the author's draft.
Positive affect; and/or positive effect	A segmented feedback comment that can promote both a positive affect; and/or a positive effect on the author's revision process; typically includes hedging devices in all classes of revision FCs.
Positive influence	A segmented feedback comment that can have a '*positive affect*'; or 'a *positive effect*'; or a '*positive affect and a positive effect*' on the author's revision processes; includes all revision FCs.
Useful	A segmented feedback comment that can trigger a positive affect and/or a positive effect on the author's revision processes.

5.1.4 Positive affect and positive effect in feedback comments

Overall, the amalgamation of the findings from the writer's first four studies (*Studies I, II, III*, & *IV*) strongly concur with I. Anson and Anson's (2017: 13) assertion that a useful feedback comment depends on "striking a balance between critique and praise." In other words, all three classes of feedback comments (visible revision feedback comment; and non-visible revision feedback comment; and non-revision feedback comment) and their respective sub-classes (e.g. identifying a problem in the class of visible revision feedback comment) and differing properties (e.g. global revision feedback comment) can have a positive influence on the peer feedback process. However, and in order for the reviewers to write consistently useful feedback comments, there has to be a *reasonable balance* of both affective and effective segments, and this reasonable balance of differing types of feedback comments is strongly dependent on the feedback context (see *Study IV*: 305–306 for concise treatment).

Within this specific feedback context, quantitative analysis on the PhD students feedback letters (*Study III* & *Study IV*) revealed that feedback comments typically contain mainly visible revision feedback comments (60–70%), followed by non-visible revision feedback comments (18–31%) with non-revision feedback comments constituting the least (8–15%). Furthermore, nearly a half of visible revision feedback comments are hedged (35–45%); or

contain affective devices if no hedging devices are present (30–40%). Un-hedged revision feedback comments that also do not contain any affective devices are less common (15–25%), but their directness can signal the increased importance of the feedback comment, and especially so in reviewers who usually adopt a politer tone (*Study IV*). Thus, PhD students use diverse types and properties of desirable feedback comments within their feedback letters (for concise figures, see *Study III*: 263 in conjunction with Yallop, Taremaa, & Leijen 2020) and this evidence supports other studies (Aitchison 2010, Aitchison 2009, Murray & Moore 2006, Rollinson 2004) that doctorate writing groups are an effective means to support the long-term writing skills of PhD students.

Authors expect and appreciate receiving an appropriate mixture of both affective and effective feedback comments (I. Anson & Anson 2017, Min 2006, *Study IV*). Although, and as argued synonymously by Prabhu (1990) within the EFL teaching context, there is no *best method* or *magic formula* that reviewers can *blindly follow* to consistently produce useful feedback letters. However, there are '*desirable features'* within all classes, sub-classes, and '*properties*' of segmented feedback comments. These desirable features in and within feedback comments can have a positive influence on the author's revision processes. Positive influences on the author's revision processes can also have positive influences on the other group members' feedback practices, and positive influences on the other group members' feedback practices can have positive influences on the same author's revision processes at later feedback stages and rounds (Lundstrom & Baker 2009, Lee & Boud 2003, *Study IV*).

Based on evidence from participant interviews (*Study IV*: 327–330), consistent positive student post-course feedback, and positive assessment feedback on the students over the five-year period of data collection, PhD students in doctorate writing groups within this particular feedback context generally write useful feedbacks comments. Further evidence that PhD students usually write useful feedback letters is provided when comparing the quantitative analysis of their feedback letters to the desirable classes, sub-classes, and properties of feedback comments (see *Study III*: 263 in conjunction with Yallop, Taremaa, & Leijen 2020).

Desirable features within the classes, sub-classes, and properties of seg-mented feedback comments are derived from the amalgamation of the findings (*Studies I, II, III*, & *IV*). These desirable characteristics of feedback comments are discussed below with respect to (i) the effect of feedback comments; and (ii) the affect of feedback comments (see Table 9).

Table 9. Desirable features within feedback comments (Studies *I, II, III*, & *IV*)

Class of FC	Desirable feature (evidence)	Reason/ notes (evidence)
Revision Visible revision Non-visible revision	Global (Liu & Sadler 2003)	Promotes author critical thinking process (*Study III & Study IV*)
	Text-specific (Ferris 1997)	Allows easy location of FC (*Studies I–IV*)
	Justified (Leijen 2017)	Promotes author FC understanding (*Study III & Study IV*); and/or expresses reviewer thoroughness (*Study IV*); and/or promotes peer reciprocity (Lee & Boud 2003, *Study IV*)
	Response to author's CL	FC meets author's feedback expectations (*Study III & Study IV*).
	'*Affective device*' in segment and '*praise as affect*' (F. Hyland & Hyland 2001)	Encouragement device (*Studies I–IV*); and/or softening device (*Studies I–IV*); and/or rapport building device (Garrison et al. 1999, *Studies 1–IV*)
	'*Hedging device*' in segment (Salager-Meyer 1994)	All desirable features of an affective device (*Studies I–IV*); and/or a credibility device (F. Hyland & Hyland 2001, *Study III, Study IV*)
Non-revision	Indicator of social presence	Helps develop a sense of writing community (*Studies I–IV*)
Sub-class of FC	**Desirable feature**	**Reason/ notes**
Visible revision	Has an observable effect ...	on the contents of the author's '*output draft*' (*Study III & Study IV*)
Solution offered	Easy to implement (Nelson & Schunn 2009).	Provided reviewer is competent (*Study IV*)
Problem identified	Lack of solution	Promotes critical thinking (I. Lee 2008, *Study IV*)
Question	Also acts as a hedge	All desirable features of a hedged FC (*Study IV*)
Problem and solution	Offers a solution; and is justified	All desirable features of offering a solution; and all desirable features of a justified FC (*Study III & Study IV*)
Problem and question	Identifying a problem; and is a '*question*'	All desirable features of identifying a problem; and all desirable features of a hedging device (*Study IV*)
Non-visible revision	Has a non-observable effect ...	... on the contents of the author's output draft (*Study III & Study IV*)
Explicit recommendation	Response to author's CL	Signals areas of text that do not need revision; and/or promotes author engagement on other FCs (*Study III & Study IV*)
Praise as recommendation	Response to author's CL; and/or '*praise*'	All desirable features for explicit recommendation; and/or all desirable features of an 'affective device' (*Study III & Study IV*)

Class of FC	Desirable feature (evidence)	Reason/ notes (evidence)
Reference	Text-specific	All desirable features of a text-specific FC (*Study III*)
Non-revision FC	Has an affect ...	... on the author's engagement with a revision FC (*Studies I–IV*)
Affective	Affective devices; and or personal pronouns and *words* 'expressing value'	All desirable features of an affective device and; reviewer can express their individual emotions that allow them to project their unique personality (*Studies I–IV*)
Open Communication	Praise; or encouragement phrases	All desirable features of praise; and builds and sustains reviewer-author relationships (*Studies I–IV*)
Group Cohesion	'*Greetings*'; or '*closures*'; or '*expressing gratitude*'; or '*reference to future contact*'	All desirable features of an indicator of social presence and; builds and sustains reviewer-author commitment (*Studies I–IV*)
Other		
Neutral summarisation	Justified (Nelson & Schunn 2009)	All desirable features of a justified FC (*Study IV*)
Comment box	Text-specific	All desirable features of a text-specific FC (*Study III & Study IV*)
Multiple FCs on same aspect	Multiple reviewers with similar FCs (Cho & Schunn 2007)	Accentuates the FC's importance (*Study IV*)

Effect of feedback comments. There is much evidence that useful revision feedback comments are understandable, specific, relevant, and pragmatically appropriate (Nelson & Schunn 2009, Min 2006, Liu & Sadler 2003, *Study III*, *Study IV*). PhD students also appreciate revision feedback comments that are text-specific (Ferris 1997, *Study III*, *Study IV*), promote higher order thinking (Cahusac de Caux et al. 2017, *Study IV*) on global issues (Liu & Sadler 2003, *Study III*, *Study IV*), meet the author's expectations (*Study III*, *Study IV*), are justified (Leijen 2017, *Study III*, *Study IV*), and contain an appropriate quantity of hedging devices (F. Hyland & Hyland 2001, *Study III*, *Study IV*). In addition, multiple peer feedback on the same textual aspect accentuates their importance to the author (Leijen 2017, Leijen & Leontjeva 2012, Cho & Schunn 2007, *Study IV*).

Affect of feedback comments. Non-revision feedback comments, by definition, contain an indicator of social presence and can only have an affect on the author's revision processes. The usefulness of non-revision feedback comments depends strongly on individual affective factors and group norms (*Study IV*). However, social presence is known to help build written discourse communities by improving group dynamics, and improved group dynamics help promote critical engagement of feedback comments and reflective practices (e.g. Cahusac de Caux et al. 2017, Garrison et al. 1999, *Study IV*). Participant interviews (*Study IV*), post-course questionnaires (*Study V*) and other feedback studies into affect and/or effect (e.g. Mahfoodh 2017, F. Hyland & Hyland

2001, Min et al. 2006) all consistently stress that feedback comments should be *polite* and *respectful* towards the author. Affective devices within feedback comments can signal both *politeness* and *respectfulness* (*Study IV*). This implies that affective language in feedback comments can also play an important role in helping authors critically engage with their reviewers' revision feedback comments (*Study IV*).

The importance of the construct social presence. Garrison and Anderson (2003: 48) state that "it is inconceivable to think that one could create a community without some degree of social presence." Examination of the amount of social presence in the PhD students' feedback letters on more recent writing courses has consistently found that writing groups exhibiting a low amount of social presence perform poorly with regards to the peer feedback process[26]. Thus, the amalgamation of the results (*Studies I, II, III, & IV*) strongly supports the evidence that social presence is an important mediating variable within writing groups to developing a sense of their writing community (e.g. Lam et al. 2019, Maher et al. 2008), and social presence helps promote author engagement of feedback comments within doctorate writing groups (Cahusac de Caux et al. 2017, *Study IV*).

5.1.5 Summary of findings of *Studies I, II, III, and IV*

As authors and feedback recipients, PhD students use much affect in their feedback letters (*Studies I, II, III, & IV*), and as reviewers they value affect in feedback letters (*Study IV*). Affect in feedback comments has a strong impact on the effect of the author's revision processes (*Studies I, II, III, & IV*), and effect in feedback comments has a strong impact on how the author revises the contents of their subsequent draft (*Studies II, III, & IV*). Thus, both positive affect and positive effect in feedback comments can have a strong positive influence on the written peer feedback process. These differing types of feedback comments can have a positive influence on the author's revision processes in three main ways:

i. Increasing author engagement in their writing process (i.e. affect); and/or
ii. Promoting author textual revisions (i.e. effect); and/or
iii. Promoting author reciprocity that can lead to improved future group feedback practices.

A useful feedback letter contains an appropriate balance of affective and effective feedback comments. Although one type of feedback comment is not

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[26] Although not a published study, Bayraktar (2019) has devised and implemented a coding scheme for measuring social presence in our PhD student's cover letters and feedback letters at the University of Tartu. Intervention is conducted on writing groups that display an unusually low amount of social presence.

necessarily more useful than another feedback comment, there are some shared desirable properties. Within the context of doctorate writing groups, revision feedback comments are usually text-specific, global, and a response to the author's cover letter. In addition, useful feedback comments tend to be coherent, comprehensible, relevant, logical, thoughtful, respectful, polite, and honest. Thus, the findings (*Studies I, II, III, & IV*) as summarised (see Table 9: 77–78) can be utilised by writing instructors to help their students improve their feedback practices and for researchers to improve upon current pedagogical practices.

5.2 Cumulative influences of '*external variables*', '*time*', and '*artefacts*' (S*tudy IV*)

This subsection discusses the cumulative influences between external variables and the written artefacts produced by the writing group member's on the author's revision processes.

5.2.1 The influence of external variables can change over time

Study IV identified that the author's revision processes can be influenced by the following three external variables (i) '*attitudes*' towards their own writing and revision processes; and (ii) their '*perceived competencies*' of themselves as authors; and (iii) their perceived competencies of the other group members as reviewers. Similarly, but with a different perspective to their feedback practices as an author, the reviewer's revision processes in creating their feedback letters can also be influenced by their: (i) attitudes towards their own reviewing processes; and (ii) their perceived competencies of themselves as reviewers; and (iii) their perceived competencies of the other group members as authors. *Study IV* further showed that the degree of influence of these three external variables can change over time. In doctorate writing groups that develop a sense of community (e.g. Lam et al. 2019, Cahusac de Caux et al. 2017), these external variables tend to increase their influence over time as the participants develop a better understanding of each other's feedback practices through their shared and unique knowledges (e.g. Lewis & Herndon 2011).

5.2.2 *Domino impact* of the interaction between written artefacts

Study IV shows that there are numerous '*artefact influences*' that can ultimately have an impact on the contents of the author's subsequent draft. For example, the author's process of writing a cover letter can affect and/or effect (i.e. influence) the contents of their draft article, and the contents of the author's draft article can influence the contents of their reviewers' feedback comments, and the reviewers' feedback comments can influence the contents of the

author's subsequent draft during the last stage of the feedback round. Consequently, and in this example, the author's cover letter triggers a '*domino impact*' of *artefact influences* that can indirectly influence the contents of the same author's draft.[27] In other words, the term *artefact influences* refers to the *domino impact* of how one artefact (e.g. cover letter) can influence another artefact (e.g. feedback letter), and how this influenced artefact (e.g. feedback letter) can influence yet another artefact (e.g. draft) in a chain of influences that can have a strong impact on the effectiveness of the written peer feedback process. Understanding how *artefact influences* can impact the written peer feedback process can help researchers develop better pedagogical models. Thus, these findings from *Study IV* are discussed thoroughly in the development of the model of the asynchronous written peer feedback process in the subsequent section.

5.3 Influence of feedback comments and cover letters (*Studies I, II, III, IV*, and *V*)

This subsection discusses the indirect influence (i.e. domino impact) of the author's cover letter on the same author's revision processes at a later feedback stage. Useful cover letters can have a positive influence on their reviewers' feedback letters, and useful feedback letters can have a positive influence on their authors' revision processes. Thus, knowing how and what causes these positive influences in the student-produced written artefacts (cover letters, drafts, and feedback letters) will help improve upon current pedagogies. To these aims, and within the asynchronous written peer feedback system, this dissertation has identified how to help L2 English PhD students write useful cover letters and useful feedback letters in their small discipline-specific writing groups at one Estonian higher education institution.

This is a very specific feedback context. However, the main findings of this dissertation are also applicable to other feedback, educational and socio-cultural contexts. *Studies I, II, III*, and *IV* developed and validated a taxonomy (FL taxonomy) to measure the affect and effect of the reviewers' feedback letters on the contents of the author's draft (see *Study IV*: 354–358 for FL taxonomy). *Study V*, building on the work from the previous four studies (*Studies I, II, III, & IV*), developed and validated a taxonomy (CL taxonomy) to measure the affect and effect of the author's cover letter on the contents of their reviewers' feedback letters (see *Study V*: 9–11 for CL taxonomy). *Study V* also suggests that the concept of cover letter may have much wider pedagogical applications. Thus, the following subsections discuss the implications of these two taxonomies (FL taxonomy and CL taxonomy) and the concept of the '*cover letter*' to the writing research community.

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[27] The term *artefact influences* is italicised hereinafter to avoid confusion with its noun-verb collocation.

5.3.1 Taxonomy to measure the influence
of feedback comments (FL taxonomy)

Feedback comments in the reviewer's feedback letters can have a strong influence on the author's revision processes (*Studies I*, *II*, *III*, & *IV*). Thus, understanding what constitutes a useful written feedback comment will help educators develop better writing pedagogies. The findings of this dissertation (*Studies I*, *II*, *III*, & *IV*) will contribute to improving upon current writing pedagogies through the development of a taxonomy to measure the affect and effect of feedback comments (FL taxonomy).

Study I and *Study II*, based upon taxonomies to categorise social presence (e.g. Shea et al. 2010) and hedging devices (e.g. Salager-Mayer 1994) within asynchronous written text, conceived a taxonomy to measure affective language in the reviewers' feedback letters and the authors' cover letters. *Study III* and *Study IV*, expanding upon *Study I* and *Study II* and incorporating feedback effectiveness studies (e.g. Liu & Sadler 2003), established a novel taxonomy (FL taxonomy) to measure the affect and effect of the reviewers' feedback comments on the contents of the author's subsequent draft (*see Study IV*: 354–358 for full FL taxonomy). From the application of the FL taxonomy, and in the context of PhD students, it was found that all classes and properties of feedback comments can have a positive affect and/or a positive effect (i.e. a useful segmented feedback comment) on the author's revision process, but there are also some traits that are more desirable (e.g. justified segment) than other traits (e.g. unjustified segment) (see Table 9: 54 for synopsis of useful feedback comments). These findings of what constitutes useful peer feedback comments for L2 English PhD students will help instructors improve upon their current pedagogy in advising on good reviewing practices as well as selecting feedback environments that promote desirable features in feedback comments (e.g. text boxes in MSWord promote text-specific feedback comments).

However, the FL taxonomy is not limited to the feedback context of PhD students in discipline-specific writing groups. The FL taxonomy is designed to be used by researchers in any other feedback context that uses written feedback (e.g. instructor feedback to L2 English learners). For example, the FL taxonomy can be easily converted to an algorithm to code for big data in peer online feedback systems (e.g. MyReviewers as in Moxley 2013) that collect large amounts of data regarding asynchronous written peer feedback comments. Thus, the FL taxonomy as a research tool can help future researchers improve knowledge in the field of writing research.

5.3.2 Taxonomy to measure the influence of cover letters
(*CL taxonomy*)

Cover letters have a strong influence on their reviewer's revision processes (*Studies III*, *IV*, & *V*). Thus, understanding what constitutes a useful cover letter will help educators develop better writing pedagogies. The writer's original studies (*Studies I*, *II*, *III*, *IV*, & *V*) contribute to improving upon current writing pedagogies through the development of a CL taxonomy to measure the affect and effect of feedback comments. Thus, a CL taxonomy was devised to measure the affect and effect of cover letters on the reviewers' revision processes (see *Study V*: 9–11 for CL taxonomy) based on the same methodological (e.g. segmentation of data as in Nelson & Schunn 2009) and theoretical (e.g. social presence within the CoI framework as in Shea et al. 2010) frameworks as used in the derivation of the '*feedback letter taxonomy*' developed for *Study IV*. In addition, the CL taxonomy is also derived from writing research into the rhetoric structuring of research articles (e.g. Lin & Evans 2012) and on the content within writing assessment rubrics (e.g. MyReviewers as in Moxley 2013).

From the application of the CL taxonomy, and in the context of PhD students, it is found that useful cover letters contain a balance of different classes of cover letter segments that contain personalised textual background details (i.e. Background), explicit and unambiguous requests for reviewer help (i.e. Instruction), and friendly language (i.e. Social Presence). An example of a useful cover letter is illustrated below (see Figure 1).
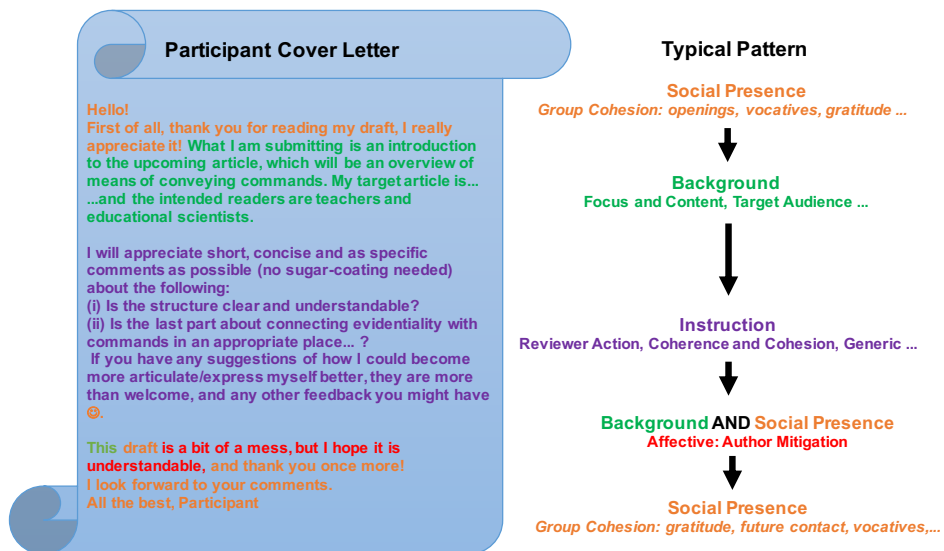

Figure 1. Example of a *useful* participant cover letter (reproduced from *Study V*: 22)

Knowing what students write about in their cover letters within any feedback context will help instructors understand more fully what instructional help to provide. In addition, understanding what constitutes a useful cover letter will help instructors advise their students on good practices on writing useful cover letters (see *Study V*: 27 for an example). Consequently the CL taxonomy as a research tool can help future researchers improve knowledge in the field of writing research.

However, there are also possible affordances of using the concept of cover letters to help develop students' writing skills in any writing instructional context. The process of writing a cover letter can promote self-reflective writing and feedback practices (*Study IV* & *Study V*). This is because the author whilst creating their cover letter has to consider: (i) their output target audience (e.g. experts in their disciplines); and (ii) their intermediary target audience (e.g. their peers); and (iii) the reviewing competencies of their reviewers (e.g. as an educated reader) (*Study IV*). Simultaneously, and taking into account their different audiences and their own revision and diagnostic competencies, the author also has to diagnose their own draft research article for areas where they need textual help (*Study IV* & *Study V*). In the next stage of their critical thinking process, the author has to write appropriate affective (*Studies I, II, IV,* & *V)* and effective (*Studies III, IV,* & *V*) cover letter comments that would best elicit useful feedback comments from their other group members (*Study IV* & Study *V*). In other words, the students devise their own writing assessment criteria rather than the instructors providing their students with an *off-the-shelf* writing assessment rubric. Within a constructivist paradigm, the objective is for the instructors to give the students ownership of their own learning. Using cover letters as a means of allowing their students to create their own tailor-made writing assessment rubric would certainly promote autonomous learning within such a socio-cultural framework.

There are also other potential affordances to writing pedagogy and research. The process of writing a cover letter can help the author take multiple different perspectives. Taking multiple perspectives whilst writing is needed in order to progress from being a novice to an intermediate to an expert writer where the writer transitions from knowledge-telling to knowledge-transforming to knowledge-crafting (Kellogg 2008). Thus, the concept of cover letters can also be used in other writing instruction contexts to help develop the authors' writing skills. For example, schoolteachers, through a scaffolded approach, could allow their students to devise their own assessment writing criteria for their specified writing tasks. The affordances of implementing cover letters as a pedagogical tool are plentiful within both feedback and other writing instructional contexts. For these reasons, one major finding of this dissertation is the concept of the '*cover letter*'.

5.3.3 Cover letter taxonomy and feedback letter taxonomy: similarities and rationale

The cover letter taxonomy (CL taxonomy) and the feedback letter taxonomy (FL taxonomy) share a similar system for the segmentation and subsequent categorisation of data in the author's cover letters and their reviewers' feedback letters. These similarities between the two taxonomies, derived from the amalgamation of the findings (*Studies I*, *II*, *III*, *IV*, & *V*), allow meaningful comparisons between how the author's cover letter can influence the contents of their reviewers' feedback letters, and how the reviewers' feedback letters can subsequently influence the contents of the same author's draft over one feedback round of the asynchronous written peer feedback process (see Table 10).

The similarities of the methodological and theoretic frameworks shared by the CL taxonomy and the FL taxonomy have wider implications for future research designs. Having a comparable benchmark to measure the '*combined influence*' of cover letters and feedback letters will allow researchers to more fully account for the cumulative impact of written artefacts on the author's revision processes within the written peer feedback process than has been done previously. This benchmarking is also one of the main principles by which the written peer feedback process is modelled in the following section. Consequently, a thorough discussion of the similarities between the CL taxonomy and FL taxonomy is given below, and this discussion is intended to be read with reference to Table 10.

Table 10. Comparison of the author's cover letter comments to their reviewers' feedback comments

Influence on recipient	Coding scheme	Class, sub-class or property of segment	Example segment *(key feature is italicised)*
Observable effect	CLC[1]	Instruction; except Reviewer Action	"Is my reasoning logical?"
	FC[1]	Visible revision feedback comment	"Delete this word."
Non-observable indirect effect(s)	CLC	'*Reviewer Action*' in '*Instruction*'	"I can take your criticism, please be frank."
		Background; except Author Mitigation	"This draft is about pragmatics."
Non-observable direct effect	FC	Justified revision feedback comment; includes all segments of sub-class '*Problem & Solution*' in '*Visible revision feedback comment*'	"This is easier to read *because it is concise*"; "Delete this word *because it is repetitive.*"
		Non-visible feedback comment	"Leave it as it is ..."
Affect only	CLC	Social Presence; except Author Mitigation	"Dear writing group, ..."
		'*Affective device*' in '*Revision CL comment*'	"Please ..."
	FC	Non revision feedback comment	"Dear Bob, ..."
		'*Affective device*' in '*Revision feedback comment*'	"*I would* leave it as it is."
Affect and/or effect	CLC	'*Author Mitigation*' in '*Background*'	"This part is *very raw*."
	FC	'*Hedging device*' in '*Revision feedback comment*'	"*Maybe* 'in particular' instead of 'thus'."
		'*Question*' in '*Visible revision feedback comment*'	"How do you define this?"
		'*Praise in all its forms*'	"This is a good title, but ..."

Note 1. A cover letter comment (CLC) shares the same analysable unit (segment) as a feedback comment (FC). Thus, both a cover letter comment and a feedback comment can also be referred synonymously as a '*segment*'.

Segmentation into analysable units. The principles between the taxonomy to measure the affect and effect of cover letters (CL taxonomy) on the reviewer's revision processes and the taxonomy to measure the affect and effect of feedback letters (CL taxonomy) on the author's revision processes share the same methodology. The data in the group member's written artefacts (i.e. cover letter; or feedback letters) are segmented into an analysable unit (segment) according to the segment's main idea unit (Nelson & Schunn 2009) and the affect and/or effect the segment can have on the recipient's revision processes (i.e. as author; or as reviewer). With regards to effect, an analysable unit is defined as a segment that can have an effect on one textual aspect of the recipient's artefact-in-progress. This means that an effective segmented cover letter comment can

effect one textual aspect of the reviewer's feedback letter. Similarly, an effective segmented feedback comment can effect one textual aspect of the author's draft. Regarding affect, an analysable unit is defined as a segment that can only have an affect (i.e. not an effect) on the recipient's revision processes and contains one macro-indicator of social presence.[28] However, a small amount of the data does not always fit neatly into analysable units when applying the coding procedure. In these cases, the segmentation procedure as employed by Shea et al. (2010) in their coding of indicators of social presence in written discourse is followed. The data are segmented according to theme (Henri 1992) or of one sentence (Fahy 2001) when it seems more logical. Thus, the segmentation of data into analysable units (i.e. segments) is consistent between the CL taxonomy and the FL taxonomy.

Effect of written artefact on recipient's revision processes. Concerning effect and cover letters, segments of both Background and Instruction can have an effect on the contents of their reviewers' feedback letters. Similarly, and with respect to effect and feedback letters, segments of visible revision feedback comments and non-visible revision feedback comments can have an effect on the contents of their authors' drafts. Thus, and due to their synonymous effect to feedback comments, cover letter comments of Instruction and Background are referred to as '*revision cover letter comments*' in this dissertation hereinafter. Effect is divided into two categories: (i) observable effect; or (ii) non-observable effect.

(i) *Observable effect.* An observable effect is defined as a segment that can cause one observable change in the content of the recipient's dynamic artefact-in-progress (cover letter; or draft; or feedback letter). Observable effects can be determined through the inspection for changes in content of the recipient's artefact before and after the feedback round. Regarding the CL taxonomy, segments of Instruction can have an observable effect on their reviewers' revision feedback comments. Evidence of the observable effect of cover letter comments of Instruction can be found within the FL taxonomy under the label of requested revision feedback comment where requested refers to the property of response to the author's cover letter. Similarly, and with respect to the FL taxonomy, a reviewer's visible revision feedback comment can have an observable effect on the contents of the author's draft.

Thus, quantitative research methods are used to measure the observable effects of cover letters (*Studies III*, *IV*, & *V*) and feedback letters (*Studies II*, *III*, & *IV*) on the contents of their recipient's artefacts-in-progress. Furthermore, and in tandem with the quantitative research methods, qualitative research methods

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[28] There are occasions when a segmented non-revision feedback comment or a cover letter comment may contain two indicators of social presence (SP) as in the FC; "*Good luck :-)*". In these cases, the SP indicator with the overwhelming affective meaning is coded at the macro-level ("Good luck") and the other SP indicator (':-)') is coded at the micro-level. Depending on the research design, micro-indicators of SP can be discarded or utilised.

are used to understand better the observable effects of cover letters (*Study V*) and feedback letters (*Study IV*).

(ii) Non-observable direct effect. Segments that can cause a non-observable direct effect are only applicable to the FL taxonomy. A non-observable direct effect is defined as a segment that can cause one non-observable change in the content of the author's dynamic draft-in-progress. Unlike observable effects, non-observable effects cannot be determined through the inspection for changes in content of the recipient's artefact before and after the feedback round. Non-visible revision feedback comments "request the author not to make a specific textual change" (*Study IV*: 316). By implementing a segment of a non-visible revision feedback comment (e.g. "Leave it as it is ..."), the author is consciously not making a textual revision. The distinction between a visible revision feedback comment and a non-visible revision feedback comment is important. This is because the author might have made a textual revision if the same reviewer had written a visible revision feedback comment (e.g. "Change it ...") instead of their non-visible revision feedback comment. Non-visible revision feedback comments are particularly effective when they are justified and requested (e.g. "In response to your cover letter, change it because ...") (*Study III* & *Study IV*). Thus, qualitative research methods are used to understand the non-observable direct effect of feedback letters on the contents of the author's subsequent draft (*Study IV*).

Using a not too dissimilar logic, a contiguous comment of justification within a revision feedback comment (i.e. justified non-visible revision feedback comment; and justified visible revision feedback comment) can have an effect on how the author interprets the main idea unit contained within the segment. Contiguous comments of justification can improve the author's understanding of their reviewer's revision feedback comment (e.g. Nelson & Schunn 2009), and improved understanding of the feedback comment can promote a higher level of author critical thinking (*Study IV*: 320–321), and this critical author engagement can increase the usefulness of the revision feedback comment even if it is not implemented (*Study IV*: 329–331). If the author implements a justified visible revision feedback comment (e.g. "Delete this word *because it is repetitious.*"),[29] there is evidence of its implementation by inspection of the author's draft before and after the feedback round. However, there is no evidence to show whether the author implemented the segment due to the segment being justified, or by being unjustified, from just inspecting the author's drafts. Consequently, and in addition to inspecting the drafts for evidence of implementation, researchers use comparative statistical analysis to determine whether justified visible revision feedback comments are statistically more likely to be implemented (Leijen 2017), or less likely to be implemented

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[29] Note that this is an example of a Problem and Solution within a visible revision FC. The sub-class of Problem and Solution is automatically coded as a justified visible revision FC because the identification of the problem justifies the solution, and, paradoxically, the solution justifies the identification of the problem.

(Nelson & Schunn 2009), than unjustified visible revision feedback comments. However, and as argued extensively in *Study IV*, determining the implementation rate of different variables within visible revision feedback comments is not necessarily a reliable measure of their usefulness as the only research method employed. After all, visible revision feedback comments can promote critical thinking (positive effect) and can also lead to unconnected textual revisions even if the segment is not implemented as intended *(Study IV:* 330). Using a qualitative research method to triangulate and verify the findings of the quantitative research method (i.e. a mixed-method approach) would give more credibility to research methods within a quantitative paradigm. Thus, a mixed-method approach is adopted for Study *IV* that confirms Leijen's (2017) findings that justified revision feedback comments are generally more useful than unjustified revision feedback comments within the written peer feedback comments of PhD students. Considering the wider research implications, research methods employing a mixed-method approach (as in *Study IV* and *Study V*) provide insight into the individual's feedback processes that cannot be determined using quantitative methods alone.

   (iii) Non-observable indirect effect. Segments that can cause a non-observable indirect effect are only applicable to the CL taxonomy. A non-observable indirect effect is defined as a segment that can cause a direct effect on the reviewers' interpretation of one or more revision segmented cover letter comments. In other words, a segment coded for an indirect effect cannot have a direct effect on the contents of the reviewer's feedback letter, but it can have an effect on the contents of the feedback letter via an '*intermediary revision segment*'. Similarly to non-observable effects of feedback comments, indirect effects cannot be determined through the inspection for changes in content of the recipient's artefact before and after the feedback round. For example, a cover letter comment of Background informs one or more cover letter comments of Instruction, and cover letter comments of Instruction can have observable effects on their reviewers' feedback letters. Consequently, a cover letter comment of Background can have one or more indirect effects on their reviewer's feedback comments. Similarly, cover letter comments of the sub-class Reviewer Action (within the class Instruction) can lead to one or more non-observable effects on the contents of their reviewers' feedback letters (*Study V*). For example, the cover letter comment of "I can take your criticism, please be frank." can result in the reviewer using fewer '*softening devices*' than they would normally use for other feedback recipients when mitigating for the criticality of their visible revision feedback comments (*Study IV*).[30] Thus, a mixed-method approach is adopted for Study *V* to provide insights into how the author's cover letter can have non-observable indirect effects on the contents of their reviewers' feedback letters. Similarly to the rationale in *Study IV*, a mixed-

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[30]   As an example; the reviewer may write "Omit this word" instead of "Perhaps you could omit this word?" when instructed in the author's cover letter to be direct in their feedback comments.

method approach gives insights into the individual's feedback processes that cannot be determined using quantitative methods alone.

Affect only. By definition, both a cover letter comment of Social Presence (excluding the sub-class Author Mitigation) and a non-revision feedback comment contain one indicator of social presence, and this indicator of social presence does not contain a hedging device (e.g. *Study IV* & *Study V*). Thus, cover letter comments of Social Presence (excluding Author Mitigation) and non-revision feedback comments can only affect the contents of the recipient's draft-in-progress. An '*affective device*' is "a word or short expression signalling *politeness* (i.e. an indicator of social presence) that is not categorised as a hedging device (*Study IV*), and affective devices can be contained within cover letter comments of Background and Instruction, and within visible revision feedback comments and non-visible revision feedback comments. Affective devices can only have an affect on the main idea unit of the segment in which it is contained in. For example, in the non-visible revision feedback comment "**I would** *leave it as it is*.", the bold-faced '**I would**' is the affective device and the italicised "*leave it as it is*" is the segment's main idea unit. The contiguous affective device ('**I would**') can only affect the author's engagement with the main idea unit ('*leave it as it is*.'). It is the main idea unit that can have an effect on the author's output draft. Consequently, affective devices contained within cover letter comments of Background and Instruction, and within visible revision feedback comments and non-visible revision feedback comments, can have an affect only on the author's output draft. Thus, a qualitative methodology is applied to understand the affect of the cover letter (*Study V*) and the affect of the feedback letter (*Study IV*) on the recipient's revision processes, as only qualitative research methods can determine affect in the written peer feedback process.

Affect and effect. By definition, both cover letter comments of Author Mitigation and hedged revision feedback comments contain hedging devices. Question, a sub-class of visible revision FC, is also treated as a hedging device. Hedging devices can have both an affect (e.g. as a softening device) and/or an effect (e.g. as a '*credibility device*') on the author's subsequent draft (*Study IV*). Praise in all its forms (i.e. praise) can also have an affect (e.g. as a softening device) and/or an effect (e.g. as a non-visible revision feedback comment) on the author's subsequent draft. Hedging devices, questions, and praise share the same affective communicative purposes as '*encouragement devices*'; and/or softening devices; and/or '*rapport building devices*', but they do not share the same effective communicative purposes. A hedging device within a revision feedback comment can also modify the segment's credibility, a question is also a visible revision feedback comment, and praise can also exist as a non-visible revision feedback comment (*Study IV*: 346)[31]. Thus, and using qualitative

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[31] Although '*praise*' does not have an exact synonymous cover letter comment counterpart and may appear *wrongly placed* in this section, both praise and '*hedging devices*' (in both cover letter comments and feedback comments) do have similar polyfunctional '*affects*', and

methodologies, cover letter comments of Author Mitigation' (*Study V*), and feedback comments containing hedging devices; and/or praise (*Study IV*) can have both an affect and/or an effect on the recipient's revision processes.

5.4 Summary

The purpose of this dissertation is to develop a framework for providing guidelines for good written peer feedback practices from the findings of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, & *V*). In order to provide good written peer feedback practices, it is very important that the term '*useful*' or '*usefulness*' (e.g. a useful cover letter; or the usefulness of the feedback letter) is clearly defined. Amalgamating the definitions of usefulness from the writer's previous studies (*Studies III*, *IV*, & *V*), a useful segmented feedback comment or cover letter comment is a segment that can promote a positive affect and/or a positive effect on the recipient (i.e. the author; or the reviewer). A '*positive affect*' is defined as a segment that can promote the recipient's '*willingness*' to critically engage with their artefact-in-progress. Segments causing a positive affect only cannot have an effect on the recipient's revision process. Conversely, a segment causing a positive effect can have an observable effect or a non-observable effect on the recipient's revision process. As a consequence of causing this positive effect, this segment can also evoke a positive affect on the recipient (*Study IV*). Some types of affective components within segments (e.g. '*shields*') or as segments in themselves (e.g. questions) are more challenging to define. This is because they can have polyfunctional affective and effective meanings. Such types of affective devices can affect both the recipient's mood (e.g. a shield as a mitigating device) and effect their revision process (e.g. a shield as a modifier to segment credibility) (see *Study IV*: 340–344 for concise treatment).

Thus, a cover letter comment can have a positive affect and a positive effect (i.e. influence) on their reviewer's feedback letter comment and the resulting feedback comment can then have a positive influence on the contents of the author's output draft (see Figure 2). The arrows show how the cover letter comment or the feedback comment can have a positive impact on the recipient's revision processes. Blue arrows show positive effect, orange arrows represent positive affect only, and black arrows indicate positive affect and/or positive effect (influence).

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both praise and question can have similar effective purposes. Thus, praise is included in this discussion.

Impact of different classes of cover letter comments on the reviewer's generation of different classes of feedback comments, and the impact of these different classes of feedback comments on the author's revision process.
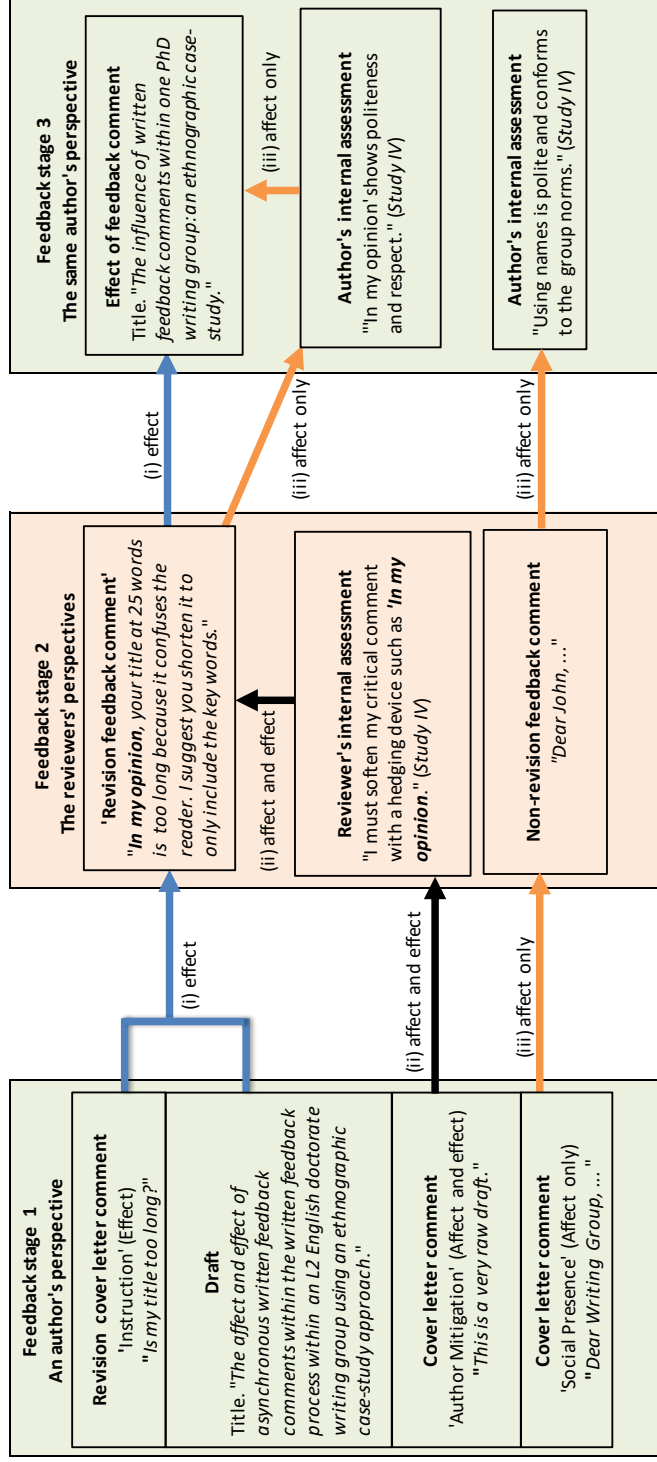

Figure 2. The indirect influence of the author's cover letter on the contents of the same author's draft

Understanding what constitutes a useful cover letter (see Section 5.3.2: 83–84) and a useful feedback letter (see Section 5.1.4: 75–79) will help educators improve upon their current pedagogical practices. Thus, the findings of the writer's five original studies will help improve upon current pedagogical practices. Furthermore, having two taxonomies derived from the same methodological principles to measure both the influence of the author's cover letter on their reviewer's feedback letters (CL taxonomy; see Table 3: 64), and the subsequent influence of the reviewers' feedback letters on the same author's draft article (FL taxonomy; see *Study IV*: 354–358) will allow researchers to understand the cumulative impact of influences on the written feedback process.

Thus, the following section develops a model of the written peer feedback process that is based on the principles of the CL taxonomy and the FL taxonomy.

6 CONCLUSION (AWPF model)

This section presents a process model (AWPF model) of the asynchronous written peer feedback process based on both the primary and secondary analysis of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, & *V*). The section begins by presenting a synopsis of how the AWPF model was induced. Key terminology is defined after this synopsis and before the presentation of the AWPF model (see Table 15 in Section 6.8). The section ends by providing a process model of the peer feedback process (i.e. the AWPF model).

6.1 Overview of the AWPF model

There are three stages in one feedback round of the feedback process. '*Feedback stage one*' involves the author creating their cover letter and revising their draft based on their '*input draft*'. '*Feedback stage two*' requires the reviewers to create feedback letters based on the content of the author's cover letter and draft. '*Feedback stage three*' necessitates the author to make further revisions to their draft based on the contents of their reviewers' feedback letters to produce their '*output draft*'. Thus, and over one feedback round, the contents of the author's output draft are influenced by three written artefacts produced by the writing group members (cover letter; and draft; and feedback letters) at various states of completeness (e.g. '*in progress*'; or '*submitted*') during each of the three feedback stages (see Figure 3).
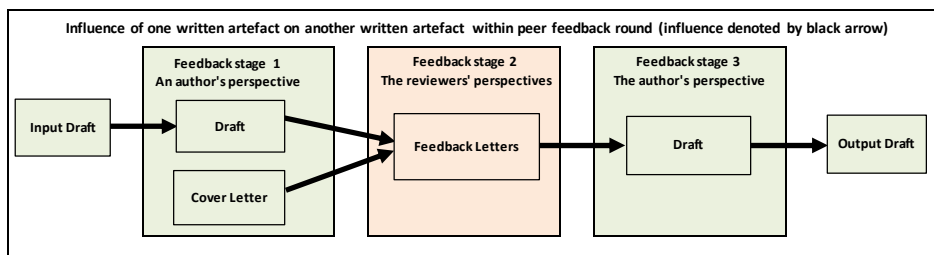
Figure 3. The three feedback stages of one feedback round of the feedback process.

Thus, useful cover letters during feedback stage one will help the reviewers generate useful feedback letters during feedback stage two (*Study V*), and useful feedback letters will help the authors produce improved output drafts during feedback stage three (*Study III* & *Study IV*). Consequently, the purpose of this dissertation was to devise two taxonomies (CL taxonomy; and FL taxonomy) to measure the usefulness of the authors' cover letters and their reviewers' feedback letters, and from the utilisation of these two taxonomies determine

desirable characteristics within the group members' cover letters and feedback letters (e.g. '*requested feedback comments*').

Quantitative research methods identified the affect of cover letters (*Studies I*, *II*, & *V*) and feedback letters (Studies *I, II, III*, & *IV*) on the recipient's revision processes (i.e. as reviewer; or as author and feedback recipient). Quantitative research methods also determined positive effect in feedback comments (*Studies II, III*, & *IV*) and cover letter comments (*Studies III*, *IV*, & *V*). Qualitative research methods, used in tandem with quantitative research methods, identified positive affect and positive effect in cover letters (*Study V*) and in feedback letters (Study *IV*), and how positive affect and positive effect in cover letters and feedback letters can improve over time as the group members develop a better understanding of each other's feedback practices. Qualitative research methods (*Study IV*) also identified three external variables ('*attitude*'; and '*competency*'; and '*individual differences*') that have a dynamic and reciprocal relationship with the contents of the group members' written artefacts.[32] From these analyses, desirable characteristics of feedback comments (see Table 9: 77–78) and cover letters (see Figure 1: 83) are determined within the context of L2 English doctorate writing groups within an Estonian higher educational context. The desirable characteristics within the PhD students' two written artefacts (i.e. cover letters; and feedback letters) and external influences on how the PhD students produced and interpreted the contents within their written artefacts in their two different feedback roles (i.e. as reviewer; or as author and feedback recipient) were determined in a very specific context. However, the findings are intended to be applicable in a much wider socio-cultural and educational context (e.g. L1 English American undergraduates). Thus, the writing pedagogical framework presented at the end of this section is valid for writing educators and researchers in other international feedback settings.

6.2 Writing group members' different roles within one feedback round

The modelling of the asynchronous written peer feedback process in doctorate writing groups is based on how the group members conduct their designated feedback roles (i.e. as authors; or as reviewers) when utilising each other's written artefacts (i.e. cover letters; or drafts; or feedback letters) during three feedback stages (i.e. stage one; or stage two; or stage three) within one feedback round of the feedback process (see Table 11).

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[32] For example, reviewers may adjust the amount of affect in their feedback comments according to their understanding of their feedback recipient's '*affective filter*' as the dyadic feedback relationship develops.

Table 11. Group members' roles during the three stages of the feedback round.

| Stage	Stage description (*output artefacts*)	Feedback role
Stage 1	All members write a CL and they can also revise their draft. *The authors submit their CLs and drafts to the other members for review.*	Author
Stage 2	All members write FLs based on their received CLs and drafts. *The reviewers submit their FLs to their other members for consideration.*	Reviewer
Stage 3	All members revise their draft based on their received FLs. *The authors produce a revised, and, ideally, an improved subsequent draft.*	Author

Thus, the members perform their roles as authors during feedback stages one and three, and as reviewers during feedback stage two. In their feedback role during each feedback stage, the group member utilises their peers' artefacts and/or their own artefacts to create and/or revise the contents of their current artefact-in-progress (e.g. '*draft-in-progress*').

6.3 Artefact status

The three written artefacts produced by the group members (i.e. cover letters; or drafts; or feedback letters) during the three feedback stages of the feedback round can be '*dynamic*' (i.e. the contents can be revised); or '*static*' (i.e. the contents cannot be revised). The status of the artefact ('*artefact-in-progress*' or '*submitted artefact*') depends on the group member's function and role, and the group member's function and role depend on the feedback stage. Regarding the chronology of the process, the '*feedback round*' starts at feedback stage one and the feedback round ends at feedback stage three (see Table 12).

Table 12. Status of artefacts and functions during the three stages of the feedback round

Stage	Artefact	Status	Status of artefact	Function	Role	Chronology
Stage 1	Cover letter (CL)	Dynamic	CL-in-progress	Create		Start of Stage 1
	Draft	Static		Diagnose	Author[1]	
		Dynamic	Draft1-in progress	Revise		End of Stage 1
Stage 2	CL	Static	Submitted CL	Diagnose	Reviewer	Start of Stage 2
	Draft	Static	Submitted draft			
	Feedback letter (FL)	Dynamic	FL-in-progress	Create		End of Stage 2
Stage 3	Cl	Static	Submitted CL	Evaluate	Author	Start of Stage 3
	Draft	Dynamic	Draft2-in progress	Revise		
	FL	Static	Submitted FL	Diagnose		End of Stage 3

Note 1. The table is intended to be read from left to right, row by row; see example below.
Row 1. During feedback stage one, the cover letter is dynamic (‘*cover letter-in-progress*’) and this cover letter-in-progress is in the process of being created by the group member in their role as author.

Thus, and depending on the feedback stage, there are three static artefacts ('*submitted draft*'; or '*submitted CL*'; or '*submitted FL*') and three '*pseudo-static artefacts*' ('*CL-in-progress*';[33] or '*draft1-in-progress*'; or '*draft2-in-progress*') that can affect and or effect the contents of the four dynamic artefacts (i.e. the author's '*CL-in-progress*'; or '*draft1-in-progress*'; or '*draft2-in-progress*'; or the reviewers' '*FLs-in-progress*').

6.4 Writing group members' functions

Regarding the utilisation of artefacts, the writing group member can perform two receptive functions ('*diagnose*'; and/or '*evaluate*') on static artefacts (e.g. submitted CL) in order to perform two productive functions ('*create*'; and/or '*revise*') on their own dynamic artefacts (e.g. FL-in-progress) during each of the three stages during the feedback round. Thus, there are two '*receptive*' and two '*productive*' functions that the writing group member performs on their own or on another group member's artefact during the feedback round (see Table 13).

Table 13. Writing group member's functions performed during the feedback round

| Label	Definition
Function	The function a member performs when utilising an artefact (productive; or receptive).
Productive function	The member changes the contents of their dynamic artefact (create; and/or revise).
Create (and revise)	The member produces the artefact from scratch by creating and revising novel content.
Revise	The member changes the contents of the artefact.
Receptive function	The member cannot create nor revise the contents of the static artefact (diagnose; and/or evaluate).
Diagnose (and interpret)	The member's interpretation and diagnosis of a static artefact within the same stage.
Evaluate (and diagnose)	The author's evaluation of their own static artefact from an earlier feedback stage.

6.5 Accounting for the variable '*time*'

However, modelling the written peer feedback process without accounting for how the influence of the writing group artefacts changes over time is too simplistic. Within a socio-cultural framework (e.g. Lam et al. 2019, Lewis & Herndon 2011, Cahusac de Caux et al. 2017, Maher et al. 2008, Garrison et al.

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[33] The contents within an original artefact (i.e. '*pseudo-static artefact*') can be used by the recipient to revise the contents within the same artefact (i.e. '*dynamic artefact*'). The terms pseudo-static artefact and dynamic artefact are used to distinguish between these two statuses of the same artefact.

1999, Vygotsky 1978, *Study IV*), writing groups that develop a better under-standing of each other's feedback practices over time (i.e. in later feedback rounds) perform more efficiently than when they performed earlier (i.e. in previous feedback rounds). The group members develop a better understanding of each other's feedback practices though their numerous dyadic feedback exchanges (i.e. feedback letters; and drafts) and group interactions (i.e. feed-back letters) over the whole duration of the feedback process, and these multiple interactions can have a positive influence on the feedback process through peer reciprocity (e.g. Lee & Boud 2003, *Study IV*). The cumulative influence of the variable '*past group artefacts*' influence on the group member's present *'artefact-in-progress'* is more clearly illustrated by deter-mining the number of dyadic feedback and group interactions within a *typical* doctorate writing group over the whole duration of a typical Academic Writing for Scientific Publication course.[34]

The mode size of the doctorate writing groups from which data was collected for the writer's five original studies is four participants. Thus, and on the basis of one feedback cycle, a writing group of four participants would generate four drafts for peer review, four cover letters, and twelve feedback letters (see Figure 4).
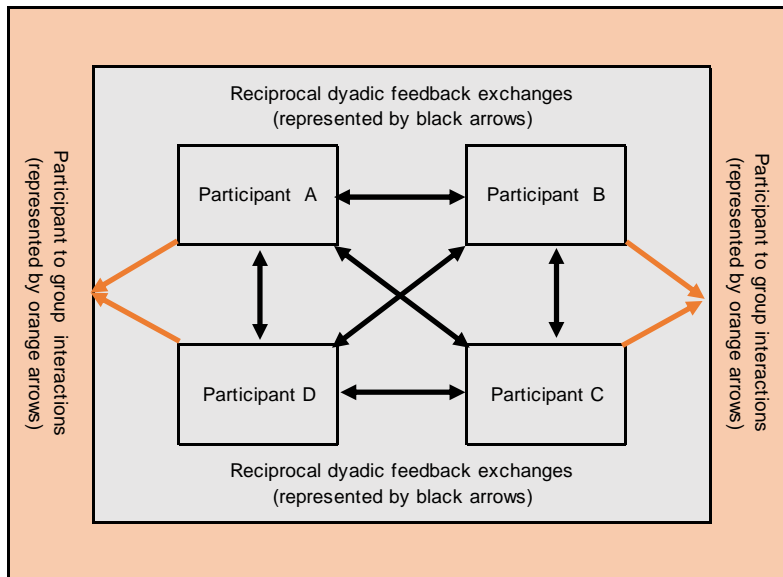
Figure 4. Dyadic and participant-writing group feedback exchanges in a writing group of four members over one feedback round

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[34]   For example, the influence of another group member's cover letter from a previous feedback round on the contents of the group member's cover letter-in-progress in the '*here-and-now*'.

This equates to six reciprocal and dyadic feedback exchanges (represented by black arrows), and four participant to writing group feedback exchanges through each participant's CL (represented by orange arrows). Now, assuming there are five feedback rounds over the three-month course duration, and all the group members complete all their written artefacts, then the number of group artefacts (100), dyadic feedback exchanges (30), and group feedback exchanges (20) over the whole course duration is increased by a factor of five. With so many written communicative interactions between the writing group members, it is inconceivable that the group members do not have considerable influence on each other's writing and feedback processes.

Based on this quantitative analysis, qualitative evidence (*Study IV* and *Study V*), and feedback study findings on peer reciprocity (e.g. Lee & Boud, 2003), the cumulative impact of past group written artefacts influence on the group member's present artefact-in-progress has to be included in the AWPF model.

6.6 Accounting for 'external variables'

'*External variables*' are outside factors that can influence the content of the three asynchronous written artefacts (cover letter; draft; and feedback letters) during the written peer feedback process and 'external variables' are also time dependent. Three external variables (*Study IV*) were identified: (1) '*attitude*'; and (2) '*competency*'; and (3) '*experiences*'. Each of the three external variables is dependent on (i) feedback role (as author; or as reviewer); and (ii) artefact (cover letter; draft; or feedback letter); and (iii) feedback function (receptive; or productive); and (iv) feedback round (i.e. time); and (v) the two other external variables (e.g. competency is a function of attitude and experience). The three external variables are briefly described below.

6.6.1 '*Attitude*'

Positive '*attitudes*' within writing groups can affect the peer feedback positively for the participants as both authors and reviewers. Positive attitudes can encourage authors to engage for longer with their drafts (e.g. F. Hyland & Hyland 2001) and cover letters (*Study IV & Study V*), and encourage reviewers to spend more time creating their feedback comments (e.g. Lundstrom & Baker 2009, *Study IV*). Regarding effect, positive attitudes can promote the participants' '*best feedback practices*' in their different feedback roles and functions through peer reciprocation (Lee & Boud 2003, *Study IV*).

6.6.2 'Experiences'

The author's attitude towards their own writing process can be strongly influenced by past instructor feedback (Wang & Li 2011). Positive past feedback

experiences can increase the author's perceptions of their writing competency and increase author self-efficacy, and negative past feedback experiences can decrease the author's perceptions of their writing competency and increase their writing anxiety (Wang & Li 2011, unpublished findings from *Study IV*). Reviewers who experience negative feedback experiences may be more inclined to soften their critical visible revision feedback comments with hedging devices than reviewers who experienced mainly positive feedback experiences. As hedging devices can both affect and effect the author's interpretation of feedback comments (*Study IV*: 340–344), attitudes towards past feedback experiences can affect and effect the content of the reviewers' feedback comments.

6.6.3 'Competency'

The author has perceptions of their own '*competencies*' in creating cover letters (*Study IV*) and revising drafts (*Study IV*), and their reviewers also have perceptions of the author's competencies in their revision processes (*Study IV*). Similarly, the author has perceptions of their reviewers' competencies in creating feedback comments (*Study IV*), and their reviewers have perceptions of their own competencies in creating their feedback comments (*Study IV*). Thus, the author and their reviewers have different perceptions of each other's feedback competencies. These different perceptions can influence how the author writes their cover letter and revises their draft, and how the author's reviewers write their feedback comments (*Study IV* & *Study V*). The influence of the author's perceived competencies and their reviewers' perceived competencies on the content of the three written artefacts depends on the feedback stage (see Table 14).

Table 14. Influence of authors' and reviewers' perceptions of each other's competencies

Feedback		Participant perception of competencies in feedback role	
Stage	Round	Author's perception of	Their reviewers' perception of
One	Revision of draft	Self-competency influences *author's draft*	Author competency influences *reviewer's feedback comments*
	Creation of cover letter	Self-competency influences *author's cover letter* and *draft*	Author competency influences *reviewer's feedback comments*
Two	Creation of feedback letter	Reviewer competency influences *author's cover letter* and *draft*	Self-competency influences *reviewer's feedback comments*
Three	Revising draft	Self-competency influences *author's draft*	Author competency influences *reviewer's feedback comments*

Positive attitudes within writing groups can affect the peer feedback positively for the participants as both authors and reviewers. Positive attitudes can encourage authors to engage for longer with their drafts (e.g. F. Hyland & Hyland 2001) and cover letters (*Study IV & Study V*), and encourage reviewers to spend more time in creating their feedback comments (e.g. Lundstrom & Baker 2009, *Study IV*). Regarding effect, positive attitudes can promote the participants' best feedback practices in their different feedback roles and functions through peer reciprocation (Lee & Boud 2003, *Study IV*).

6.7 Assumptions

To simplify the modelling process within the context of doctorate writing groups, seven further external variables are assumed to exert a constant influence on the written peer feedback process throughout the course duration as follows:

1. L2 English PhD students have a high proficiency of written English.
2. PhD students are autonomous learners.
3. PhD students have high motivation regarding their discipline.
4. PhD students adopt best feedback practices as both author and reviewer.
5. PhD students are expert writers as they can craft knowledge (Kellogg 2008).
6. The author's output draft is revised due to the written peer feedback process only.
7. The author's output draft is an improved version of their input draft.

As with any modelling process, assumptions are not always valid in all circumstances. For example, PhD students may occasionally revise their '*input draft*' so that their '*output draft*' is of lower quality. PhD students may also revise their drafts as a consequence of influences outside the written peer feedback process (e.g. face-to-face writing group meetings and supervisory feedback). These outside influences are included in the model under the label of '*outside influences*'.

6.8 Key terminology

To avoid ambiguities, key terminology used in the description of the model is further defined (see Table 15).

Table 15. Definitions and abbreviated forms of key terminology

Term	Definition of key term
Feedback process	The asynchronous written peer feedback process.
Writing group	A discipline-specific doctorate writing group.
Member	A PhD student who is a member of the writing group.
Feedback round	One feedback round of the feedback process.
Feedback stages	The three feedback stages that comprise one feedback round (stage 1; or stage 2; or stage 3).
Stage 1	The initial feedback stage where the authors prepare their drafts and cover letters.
Stage 2	The intermediary feedback stage where the reviewers write their review letters.
Stage 3	The final feedback stage where the authors revise their drafts.
Feedback role	The feedback role the member performs during a specific stage (as author; or as reviewer).
Author	A member in their role as author.
Reviewer	A member in their role as reviewer.
Artefact	A member-produced written artefact (cover letter; or draft; or feedback letter).
CL	The author-produced cover letter.
Draft	The author-produced draft article.
FL	The reviewer-produced feedback letter.
Artefact-in-progress	A dynamic artefact that is in the process of being revised; and/or being created.
Submitted artefact	A static artefact that is being utilised by the recipient in their productive feedback functions.
Pseudo-static artefact	A hypothetical artefact constructed to account for the influence of an artefact on the same artefact.
Artefact influence	The influence of a submitted artefact; or a pseudo-static artefact on the recipient's artefact-in-progress.
Author's draft in its various states	The author's input draft; or output draft; or pseudo-static draft1; or draft 1-in progress; or pseudo-static draft2; or draft 2-in progress;
Input draft	The static author's draft at the start of stage one of the feedback round.
Output draft	The static author's draft at the end of stage three of the feedback round.
Draft1-in-progress	The author's dynamic draft during feedback stage one.
Pseudo-static draft1	A hypothetical draft constructed to account for the influence of the draft on the same draft during feedback stage one.
Draft2-in-progress	The author's dynamic draft during feedback stage three.
Pseudo-static draft2	A hypothetical draft constructed to account for the influence of the draft on the same draft during feedback stage three.

Term	Definition of key term
Variable influence	A generic term to indicate the influence of one variable on itself; or on another variable.
Internal variable	A variable within the feedback process that can influence itself; or another variable.
Artefact influence	The artefact can influence the contents of the recipient's artefact-in-progress.
Self-draft influence	The influence of the same artefact on itself.
Past group artefact influence	The influence of an artefact created during an earlier feedback stage; or during an earlier feedback round on the recipient's artefact-in-progress.
Internal artefact variables	The dynamic and reciprocal influence of the three variables attitude; and competency; and experience on each other; and on the recipient's artefact-in-progress.
Outside influence	A variable outside the written feedback process that can influence itself; or another variable.
Pseudo external variable	A variable from outside the peer feedback that can influence an internal variable.
Pseudo external artefact variables	The dynamic and reciprocal influence of the three variables attitude; and competency; and experience on each other; and on the recipient's artefact-in-progress outside the feedback process.

6.9 AWPF model

From the primary and secondary analysis of the writer's five original studies (*Studies I*, *II*, *III*, *IV*, *& V*), a model of the asynchronous written peer feedback process evolved.

   The model is based on the draft of one author within their doctorate writing group over the whole duration of the written peer feedback process. Black arrows denote '*artefact influence*', purple arrows show '*past artefact influence*', orange arrows represent '*internal influences*', and the blue arrow indicates '*external influences*'. The seven layers of the *onion diagram* are depicted by differing shades of white, light grey, green, or purple inside the rectangular boxes, and labelled by the appropriate '*Layer*' at the top middle or bottom middle of the shaded box (see Figure 5).
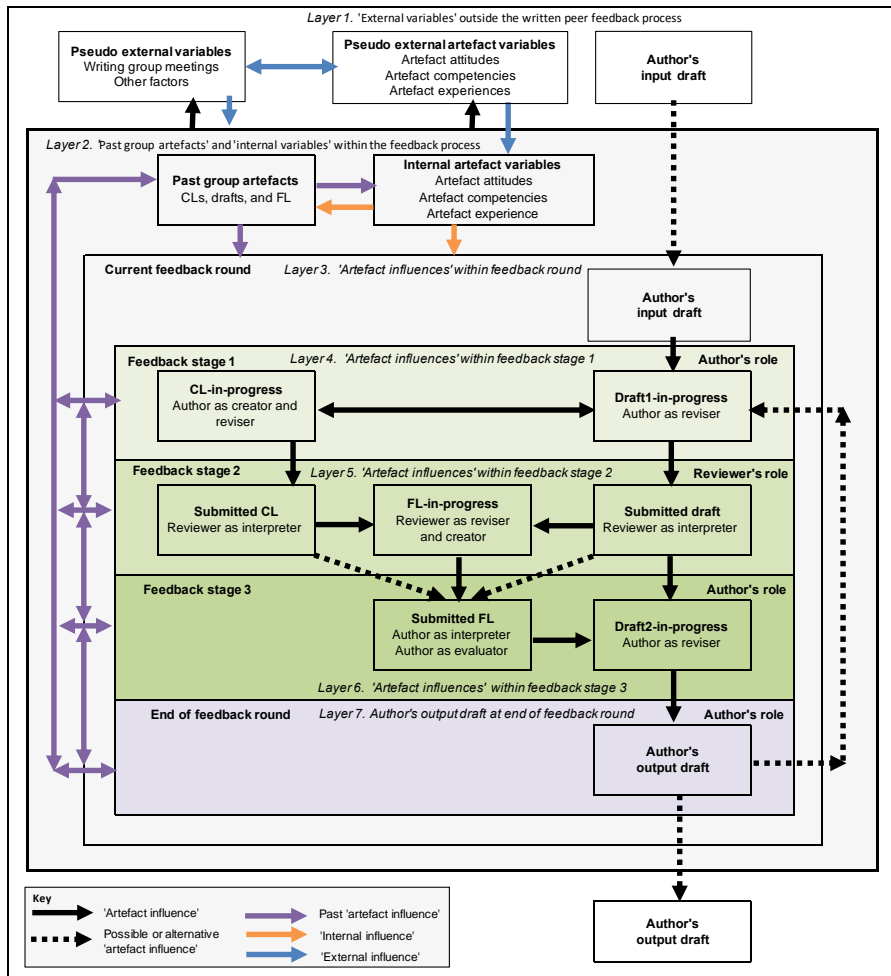

Figure 5. Process model of the written peer feedback process (AWPF model; author's perspective)

6.10 Process description

The feedback process starts with the author's '*input draft*' at feedback stage one (depicted by white box at the top right-hand corner of Figure 5) and feedback round one, and the process ends with the author's '*output draft*' at feedback stage three and the last round of the feedback process (depicted by white box at the bottom right-hand corner). The contents of the author's input draft and output draft are considered to be outside the written feedback process. In interpreting the model, Figure 5 is designed to be read as both a process model and as an onion diagram starting from the outermost shaded white box ('*external influences on the peer feedback process*') and finishing with the innermost purple shaded box. For practical illustration reasons, assume that Layer 4 is on top of Layer 5, Layer 5 is on top of Layer 6, and Layer 6 is on top of Layer 7. In other words, Layer 7 is being *squashed* by all the other Layers when visualised as a three-dimensional layer. The process model of the written peer feedback process is described below layer by layer.

6.10.1 Layer 1. '*External variables*' outside the written peer feedback process

The outermost white box represents '*external variables outside the written peer feedback process*' (see Section 5.6). There are two external influences on the written peer feedback process: '*external variables*' and '*artefact variables*'. External variables are factors from outside the feedback process that can have a *reciprocal influence* on the content of the written artefacts produced by the writing group members (author draft; and author cover letter; and their reviewers' feedback letters) during the written peer feedback process. These include the face-to-face writing group meetings that take place at the end of feedback stage two and other miscellaneous factors such as supervisory meetings. '*External artefact variables*' refers to the writing group member's '*artefact attitudes*', '*competencies*' and '*experiences*' (e.g. reviewer competency) before the start of the feedback process. Thus, external variables and external artefact variables within Layer 1 can influence the contents of the neighbouring and smaller light grey box (Layer 2).

6.10.2 Layer 2. '*Past group artefacts*' and '*internal variables*' within feedback process

The light grey box represents '*past group artefacts and internal variables within the feedback process*' and consists of '*past group artefacts*' and '*internal artefact variables*'. Once the feedback process starts, external artefact variables become internal artefact variables. Internal artefact variables can influence, and be heavily influenced by, the feedback process. Past group artefacts consist of

artefacts produced from previous feedback rounds that can influence the contents of dynamic artefacts in the *here and now*.[35] As the feedback process continues, the number of past group artefacts increase. Consequently, the number of interactions, and subsequent potential reciprocal influences, between past group artefacts; and/or internal artefact variables (the contents of Layer 2); and/or the peer feedback process accumulate over time. Thus, there is a reciprocal influence between the contents of Layer 2 and the contents of its neighbouring and smaller darker grey box (Layer 3).

6.10.3 Layer 3. '*Artefact influences*' from within the peer feedback round

The darker grey box represents '*artefact influences from within the peer feedback round*' and consists of the three feedback stages of the feedback round. It shows how the contents of the author's input draft can be influenced over one feedback round by the contents of the writing group's three artefacts (cover letters; drafts; and feedback letters) in their various dynamic and static *forms* to produce the author's output draft. The '*artefact influences*' within the current feedback round are influenced by '*past artefact influences*', and these '*present artefact influences*' can influence future '*artefact influences*' in subsequent feedback rounds (denoted by purple arrows). Thus, the author's input draft within Layer 3 can influence the content of the artefacts within the neighbouring and smaller green box (Layer 4).

6.10.4 Layer 4. '*Artefact influences*' within feedback stage one

The lightest green box represents '*artefact influences within feedback stage one*' and consists of two author-produced artefacts (the author's CL-in-progress; and the author's draft1-in-progress). These two artefacts can interact and influence each other or themselves (e.g. draft-CL influence; and self-draft influence) during feedback stage one (see Section 6.2 for concise treatment). At the end of feedback stage one, these two dynamic artefacts become two static artefacts (submitted CL; and submitted draft) that serve as the input artefacts for feedback stage two. Thus, the two author-produced artefacts within Layer 4 can influence the contents of the artefacts within the neighbouring darker green box (Layer 5).

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[35] Or from submitted artefacts utilised by the '*recipient*' produced at an earlier feedback stage or from earlier in the same feedback stage. For simplicity, these potential influences are not accounted for in this process model.

6.10.5 Layer 5. '*Artefact influences*' within feedback stage two

The light green box represents '*artefact influences within feedback stage two*' and consists of two static artefacts (the author's submitted cover letter and the author's submitted draft) and one reviewer-produced artefact (feedback letter-in-progress) These three artefacts can interact and influence each other, or themselves (e.g. the influence of the author's cover letter on their reviewer's feedback letter) during feedback stage two. At the end of feedback stage two, the reviewer's dynamic artefact becomes a static artefact (submitted feedback letter) that serves as one of the input artefacts for feedback stage three. Thus, the reviewer-produced artefact within Layer 5 can influence the contents of the artefacts within the neighbouring darker green box (Layer 6).

6.10.6 Layer 6. '*Artefact influences*' within feedback stage three

The darkest green box represents '*artefact influences within feedback stage three*' and consists of one author-produced artefact (draft2-in-progress) and one static artefact (the reviewer's submitted feedback letter). The author's diagnosis of their reviewer's feedback letter can also be influenced by their artefacts from an earlier feedback stage (author's submitted cover letter and submitted draft). The reviewer's submitted feedback letter and the author's draft2-in-progress can interact and influence each other, or themselves (e.g. the influence of the reviewer's feedback letter on the author's draft; or the influence of the author's draft on itself) during feedback stage two. Thus, the reviewer's submitted feedback letter and the author's draft2-in-progress within Layer 6, in tandem with the author's submitted cover letter and submitted draft within Layer 5, can influence the contents of the neighbouring purple box (Layer 7).

6.10.7 Layer 7. Author's '*output draft*'

The purple box represents the author's '*output draft*' and this is the final layer in the diagram. Thus, the contents of the author's output draft have been influenced by the cumulative impact of the interactions between the writing group's artefacts ('*artefact influences*'); and/or internal variables; and/or external variables; and the influence of these *components* change over time (i.e. as the course proceeds).

6.10.8 Author's '*input draft*' and author's '*output draft*'

It is challenging to place the author's '*input draft*' and '*output draft*' in any specific layer. This is because the author's input draft can act both as a static input draft (as in Layer 3) and as a dynamic draft1-in-progress (as in Layer 4) at the start of the feedback round. Before the start of the feedback process, the

author's input draft is created outside the feedback process (as in Layer 1). Similarly to the input draft, the author's output draft can act both as a static output draft (as in Layer 7) and as a dynamic draft2-in-progress (as in Layer 6) at the end of the feedback round. At the end of the feedback process, the author's output draft is the '*final product*' and, thus, the artefact is outside the feedback process (as in Layer 1). However, the authors sometimes resubmit some, or all, the contents of their output draft as their input draft in the subsequent feedback round. To account for this situation, a *dotted black line* is included on the model.

6.11 Summary

Reading the process model from the innermost box to the outermost box as an onion diagram (see Figure 6), the contents of the author's output draft is influenced by the *artefact influences* within feedback stage 3, the *artefact influences* within feedback stage 3 are influenced by the *artefact influences* within feedback stage 2, and the *artefact influences* within feedback stage 2 are influenced by the *artefact influences* within feedback stage 1.
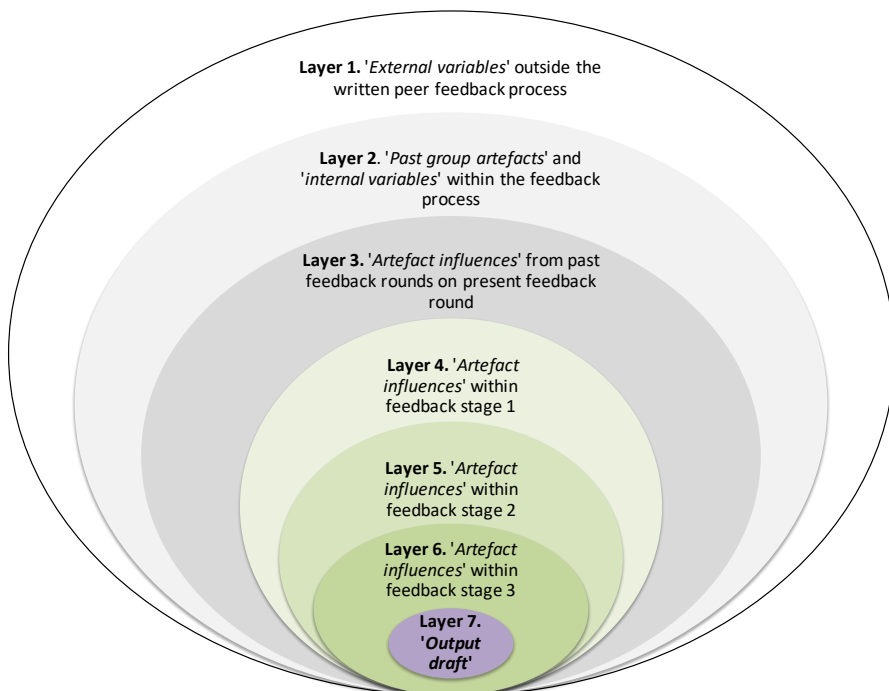
Figure 6. An onion diagram depicting the layers of influences within the feedback process

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There are three stages in a feedback round. Thus, the present *artefact influences* within the feedback round are influenced by the contents of the writing group's past group artefacts from previous feedback rounds and by the writing group member's own internal characteristics (i.e. '*internal variables*'). There could also have been previous possible dynamic and reciprocal influences between the past group artefacts and the writing group member's individual characteristics (i.e. internal variables) in earlier feedback rounds that may have influenced the contents of their present artefacts. External variables can influence the content of the writing group member's artefacts independently from the peer feedback process. Pseudo external variables can influence specific stages of the feedback process (e.g. writing group meetings) or they can influence the group member's individual characteristics (e.g. internal artefact variables) at the start of the peer feedback process. However, it is possible that the feedback process can also influence these external variables through the group member's feedback experiences. Thus, these external variables are not strictly outside the influence of the peer feedback process, and this is why they are labelled as pseudo external variables.

Consequently, this model can be used to explain how the written peer feedback process can influence the contents of the author's output draft from the beginning of the process (i.e. feedback stage one and feedback round one) and at any other subsequent stage or round until the feedback process ends. This model is intended to be used as a framework for writing instructors and researchers to improve upon current writing pedagogy. Thus, this dissertation has achieved its objective by developing a writing pedagogical framework (i.e. the AWPF model used in tandem with good feedback practices) that can be used by educational institutions to support and research writing skills.

7 SUMMARY IN ESTONIAN

Kaaskirjade, mustandite ja tagasisidekommentaaride tähtsus inglise keelt teise keelena kasutavate doktorantide kirjutamisrühmades

7.1 Sissejuhatus

Üliõpilaste akadeemilist tulemuslikkust hinnatakse sageli nende kirjaliku teksti kvaliteedi põhjal. Akadeemilisi tekste, mida üliõpilased peavad oma akadeemilise karjääri jooksul kirjutama, on mitut liiki (nt teadusartiklid, erialakirjanduse ülevaated, bakalaureuse-, magistri- ja doktoriööd). Mida kõrgemale tasemele jõutakse, seda keerulisemaks lähevad ka kirjutamisülesanded. Doktoriõppes nõutakse üliõpilastelt sageli teadusartiklite avaldamist eelretsenseeritud teadusajakirjades. Teadusartikli kirjutamine võib osutuda nii kognitiivselt (nt Hayes 2012) kui ka emotsionaalselt (nt Pyhältö *et al*. 2019) keeruliseks ülesandeks juba siis, kui kirjutatakse emakeeles. See ülesanne muutub aga veelgi komplitseeritumaks, kui kirjutada võõrkeeles (nt Barbier *et al*. 2008). Paljude Tartu Ülikooli doktorantide jaoks on teise keelena kasutatav inglise keel teadusartiklite kirjutamise *lingua franca*. Seda arvestades loodi Tartu Ülikoolis kursus „Academic Writing for Scientific Publication". Kursus keskendub akadeemilisele kirjutamisele inglise keeles teise keelena ning selle eesmärk on aidata sihipäraste **kirjutamisrühmade** kaudu doktorante, kes avaldavad oma uurimusi ingliskeelsetes teadusväljaannetes.

Doktorantide kirjutamisrühmad on tõhus pedagoogiline lahendus, mis toetab inglise keelt teise keelena kasutavate doktorantide kirjutamisoskust pikas perspektiivis (nt Aitchison 2010). Doktorandid jaotatakse väikestesse kirjutamisrühmadesse, kus neid õpetatakse toetama üksteise kirjutamisoskust teatava ajavahemiku (nt ühe semestri) jooksul. Vastastikuse tagasiside protsessi ühe osana annavad kirjutamisrühma liikmed üksteisele korrapäraselt kirjalikku tagasisidet teadusartiklite mustandite eri osade kohta. Niisiis on kirjutamisrühma liikmetel tagasisideprotsessis kaks eraldiseisvat rolli: i) doktorant kui teksti **autor** ja ii) doktorant kui teksti **hindaja**.

Tagasisideprotsessis autorina toimides esitab iga rühma liige teistele liikmetele läbivaatamiseks osa oma teadusartikli mustandist ja **kaaskirja**. Kaaskirjas selgitab autor kirjutamisrühmale, millele soovib tagasisidet. Seejärel, tuginedes autori kaaskirja sisule ja teadusartikli mustandile, annab rühma iga liige hindaja rollis kaaslase tekstile tagasisidet. Lõpuks peab rühma liige autorina otsustama, kas oma teadusartikli kvaliteedi parandamiseks kaaslaste tagasisidekommentaare arvesse võtta või mitte. Seega mõjutavad autori kaaskiri ja tema mustand hindajate tagasisidekommentaare ning hindajate tagasisidekommentaarid mõjutavad omakorda autorit ja tema mustandit. Kuna tagasisideprotsessi eesmärk on parandada autori teksti kvaliteeti ning arendada autori kirjutamisoskust, aitaks teadmine, milline on „kasulik" kaaskiri ja „kasulik"

tagasiside (st tagasiside andmise hea tava), teadlastel ja õppejõududel parandada praegust kirjutamisõpetust. Tagasisideuurimuste tulemuste kohaldatavus sõltub aga suuresti kontekstist. See, mis võib olla tagasiside hea tava ühes kontekstis (nt inglise keele teise keelena õppimise puhul), ei pruugi olla hea tava teises kontekstis (nt doktorandi kirjutatava teadusartikli puhul). Eelöeldut arvestades on siinse väitekirja autori viie artikli kirjutamise, õpetamise ning teaduslik kontekst järgmine:

1. **Kirjutamise kontekst.** Väikesed erialapõhised kirjutamisrühmad, kuhu kuuluvad, kui võimalik, eesti emakeelega doktorandid, kes kirjutavad inglise keeles teadusartikleid.
2. **Õpetamise kontekst.** Kursus „Academic Writing for Scientific Publication" Tartu Ülikoolis.
3. **Teaduslik kontekst.** Asünkroonne kirjalik vastastikuse tagasiside protsess. Väitekirjas keskendutakse doktorantide loodud kolme liiki kirjalikele materjalidele, mida nimetatakse siin ja edaspidi **artefaktideks**: i) kaaskirjad, ii) tagasisidekommentaarid, iii) teadusartiklite mustandid.

Seega on siinse väitekirja peamine eesmärk esitada kirjutamisõpetuse raamistik, millega toetada Eesti kõrgkoolide doktorantide inglise keeles teise keelena kirjutamise oskust pikas perspektiivis. Väitekirjas töötatakse kõnealune raamistik välja kahes etapis. Kõigepealt määratakse kindlaks tagasiside andmise head tavad doktorantide kirjutamisrühmades nende kaaskirjade ja tagasisidekommentaaride kvantitatiivse analüüsi kaudu (I, II, III, IV ja V artikkel) ja tagasiside kogemise kvalitatiivse analüüsi kaudu (IV ja V artikkel). Seejärel, toetudes väitekirja autori viie uurimuse teisesele analüüsile, koostatakse saadud andmete põhjal kirjaliku vastastikuse tagasiside protsessi mudel (edaspidi **AWFP-mudel**). AWFP-mudeli rakendamine koos tagasiside hea tavaga pakub Eesti kõrgkoolidele kasutusvalmis kirjutamisõpetuse raamistikku, mida saab kasutada doktorantide kirjutamisoskuse parandamiseks. Väitekirjas esitatud kirjutamisõppe raamistikku on võimalik hõlpsasti kohandada ka teadlaste ja madalama õppetaseme üliõpilase ja õpilaste kirjutamisoskuse parandamiseks, kui neil on regulaarselt vaja akadeemilise kirjutamise oskust inglise keeles teise keelena või eesti emakeeles (nt Eesti koolides ja kõrgkoolides). Kuigi siinne uurimus on seotud Eesti hariduskeskkonnaga, saab tulemusi üle kanda ka muusse rahvusvahelisse keskkonda (nt Euroopa ja Põhja-Ameerika haridusasutustele), et toetada üliõpilaste ja teadlaste kirjutamisoskust kõikjal maailmas.

7.2 Teoreetiline raamistik

Paljudes kvantitatiivsetes tagasisideuurimustes (nt Leijen 2017) jagatakse kirjalik tagasiside analüüsitavatesse üksustesse (edaspidi **segmendid**) vastavalt sellele, kas need võivad mõjutada autori teksti järgmist versiooni (edaspidi **parandussoovitusega tagasisidekommentaar**; ingl *revision feedback comment*) või

võivad need avaldada afektiivset mõju autorile (edaspidi **parandussoovituseta tagasisidekommentaar**; ingl *non-revision feedback comment*). Esimesel juhul on tegu nn tundemõjuga (ingl *affect*), mis tähendab seda, et kommentaar mõjutab autori emotsionaalset seisundit. Teisel juhul on tegu nn tulemusmõjuga (ingl *effect*), mispuhul on kommentaari mõju nähtav autori tekstis kas siis paranduste või parandamata jätmiste näol. Segmenditud tagasisidekommentaaridel (nt „Sinu pealkiri on liiga pikk, sest...") on omakorda alaliigid (nt **probleemi kindlakstegemine** või **lahenduse pakkumine**) ning nad võivad olla erinevate omadustega (nt **sügav**, ingl *global*; või **pindmine**, ingl *local*); parandussoovituseta kommentaaride (nt „Lugupeetud kirjutamisrühma liikmed ...") mõju jäetakse sageli uurimustest välja (nt Leijen 2017). Siiski ollakse kõrgemal õppetasandil (nt doktoriõppes) üksmeelel selles, et parandussoovitusega tagasisidekommentaaridel, mis on sügavad (nt Liu & Sadler 2003), **tekstipõhised** (st **konkreetsed**; ingl *text-specific*) (nt Ferris 1997) ja sisaldavad **pehmendusi** (ingl *hedged*) (F. Hyland & Hyland 2001), on autori järgmisele mustandile suurem positiivne mõju kui parandussoovitusega tagasisidekommentaaridel, mis on **pindmised** (ingl *local*), **üldised** (ingl *generic*) ning ei sisalda pehmendusi (st **pehmendusteta**). Sügav osutab kõrgema tasandi probleemidele (nt struktuur, ideed ja ülesehitus) ja pindmine madalama tasandi probleemidele (nt õigekiri ja grammatika). Parandussoovitusega tagasisidekommentaarides on ka muid näitajaid, mille puhul on teadlased leidnud vasturääkivaid tulemusi. Näiteks on lahkarvamusi selle suhtes, kas **põhjendusega** (ingl *justified*) tagasisidekommentaaridel on autori parandamisvalmidusele positiivsem mõju (Leijen 2017) kui **põhjendamata** tagasisidekommentaaridel (nt Nelson & Schunn 2009).

Samal ajal võib parandussoovituseta tagasisidekommentaaride tulemuseks olla autori positiivne emotsionaalne reaktsioon (nt entusiasm) ning see emotsionaalne reaktsioon võib edaspidi avaldada autori parandamisvalmidusele **positiivset mõju** (nt Wang & Li 2011). Erinevalt tulemusmõju käsitlevatest uurimustest on afektiivset ehk tundemõju käsitlevad tagasisideuurimused peamiselt kvalitatiivset laadi, neis keskendutakse pigem parandussoovituseta kommentaaridele ja parandussoovitusega kommentaarid jäetakse kõrvale (nt F. Hyland & Hyland 2001). Lisaks keskenduvad niisugused uurimused üldiselt sellele, kuidas **kiitus** kui parandussoovituseta kommentaar suurendab autori motivatsiooni oma teksti parandada, mis pikema aja jooksul viib selleni, et tekstis tehakse rohkem parandusi (nt Cho, Schunn & Charney 2006). Ka muud parandussoovituseta tagasisidekommentaarid (nt **nimede** kasutamine), on tugeva positiivse tundemõjuga (Anson *et al*. 2016). Seepärast kasutatakse siinses väitekirjas nii kvalitatiivseid kui ka kvantitatiivseid uurimismeetodeid. Eesmärk on teha kindlaks eri liiki parandussoovituseta tagasisidekommentaaride soovitavad omadused, tuginedes senistele tagasisideuurimustele ning materjalianalüüsile.

Pehmendused tagasisidekommentaarides (nt „Tundub, et su pealkiri on liiga pikk") võivad samuti mõjutada autori parandusprotsessi. Hindaja võib kasutada pehmendusi, et oma tagasisidekommentaari kriitilisust leevendada (st afektiivne

mõju autorile ehk tundemõju) või anda märku, kui kindel ta oma kommentaari asjakohasuses on (st mõju tekstile ehk tulemusmõju) (nt F. Hyland & Hyland 2001). Tundemõju saab osaliselt mõõta väljakujunenud pehmendustaksonoomiate abil, mida on omakorda tugevalt mõjutanud viisakusteooria (nt Brown & Levinson 1978). Pehmendusi kasutatakse selleks, et minimeerida otsest nn näost-näkku-ohtu, mis esineb kõigis suhtlustoimingutes, et „muuta asjad vähem või rohkem ähmaseks"[36] (Lakoff 1975: 234). Pehmendustaksonoomiaid on mitmeid (ülevaate saamiseks vt Crompton 1997). Siinse töö kontekstis on sobivaim Salager-Meyeri (1994:7) pehmenduste taksonoomia, mis on töötatud välja teadusartiklite analüüsi põhjal.

Vastastikuse tagasiside andjad võtavad oma kirjaliku tagasiside kommentaarides tavaliselt aluseks autori teksti ja etteantud hindamiskriteeriumid (nt Moxley 2013). Selle asemel, et kasutada etteantud hindamiskriteeriume, võib teksti autor koostada oma individuaalsed hindamiskriteeriumid, kasutades vahendina kaaskirja. Sisuliselt kujutab kaaskiri endast üliõpilase koostatud hindamiskriteeriume, mille kaudu autor saab hindajale otse edastada nii oma ootused tagasiside suhtes kui ka väljendada oma emotsioone seoses teksti või kirjutamisega. Erinevalt etteantud hindamiskriteeriumitest võivad kaaskirjad parandada kirjalikku suhtlust kirjutamisrühma liikmete vahel, mis omakorda mõjub soodsalt vastastikuse kirjaliku tagasiside protsessile. Tuleb siiski tõdeda, et siinkirjutaja parimate teadmiste kohaselt on kaaskirjade mõju kirjaliku tagasisideprotsessile uuritud vähe, kui üldse.

Paljude tagasisideuurimuste puudus on ka see, et seal ei pruugita arvesse võtta nii parandussoovitusega kui ka parandussoovituseta tagasisidekommentaaride ja pehmendavate kommentaaride kumulatiivset mõju aja jooksul, mil kirjutamisrühmas kujuneb parem mõistmine üksteise kirjutamis- ja tagasisidetavadest. Kaaskirjade mõju autorile ja tema tekstile on väga vähe uuritud. Sotsiokultuurilisest vaatepunktist on doktorantide kirjutamisrühmad hea võimalus luua kirjutamist igakülgselt toetav keskkond (nt Lam *et al*. 2019). Aja jooksul ja olles nii autori kui ka hindaja rollis, kujuneb doktorantidel oma kirjutamisrühmades sügavam arusaam üksteise kirjutamisülesannetest ja see sügavam teadmine võib parandada nende parandamisharjumusi. Üksteise tagasisidestamisharjumuste mõistmine nii autori kui ka hindajana võib kaasa tuua vastastikuse peegeldava käitumise. See tähendab, et rühmaliikmed võtavad üle üksteise parimad tagasisidetavad, mis omakorda toob kaasa rühmaliikmete tagasisidestamisoskuste paranemise kursuse jooksul (nt Lee & Boud 2003).

Üks väljakujunenud sotsiokultuuriline raamistik, mida kasutatakse kõrgharidusasutustes tulemusmõju (ingl *effect*) ja tundemõju (ingl *affect*) suurendamiseks asünkroonse kirjaliku diskursuse üksustes (ingl *discourse community*), on Garrisoni *et al*. 1999. aastal loodud **koostöörühma mudel** (ingl *Community of Inquiry model*; CoI). CoI-mudel eeldab, et üksikisiku jaoks toimub õppimine kolme järgmise mõiste dünaamilise koosluse kaudu: **kognitiivne kohalolu** (ingl *cognitive presence*), **sotsiaalne kohalolu** (ingl *social presence*) ja **toetava**

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[36] Tsitaat inglise keeles „make things fuzzier or less fuzzy" (Lakoff 1975: 234).

õpikeskkonna olemasolu (ingl *teaching presence*), kus sotsiaalne kohalolu ja õpikeskkond loovad võimaluse kognitiivseks kohaloluks. Seega on mudeli keskne ülesanne luua koostöörühmas parem õpikeskkond, et soodustada süvaõpet, kusjuures süvaõpet seostatakse sageli tugeva kognitiivse kohaloluga. Sotsiaalne kohalolu on seotud sellega, kuidas üksikisik kasutab oma emotsioonide väljendamiseks, rühmasuhete loomiseks ja säilitamiseks ning rühmakohustuste loomiseks ja säilitamiseks afektiivset keelt (nt parandussoovitusteta kommentaarid ja pehmendused tagasisidekommentaarides). Õpikeskkonna olemasolu kajastab kursuse ülesehitust ja seda, kuidas juhendajad ja/või rühma liikmed toetavad õppimist, samuti üliõpilaste hindamist (nt vastastikune tagasiside). Kognitiivne kohalolu (nt parandussoovitusega tagasisidekommentaarid ja pehmendused) seostub sellega, kuidas õppijad arendavad tähendust (st konstruktiivne õppimine) koostöörühmas, põhinedes Dewey (1933) kriitilise mõtlemise mudelil, mille kohaselt õppija opereerib oma era- ja/või ühismaailmas nelja mõtlemisetapi kaudu. Loodud on ka taksonoomiad, mis mõõdavad sotsiaalset, õpetavat ja kognitiivset kohalolu kirjalikus suhtluses (nt kaaskirjad ja tagasisidekommentaarid) veebis ja segakoostöörühmades (vt Shea *et al*. 2010, lk 18–20). CoI-mudeli rakendamine on näidanud, et õpikogukonnad (nt doktorantide kirjutamisrühmad), kellel on tugev sotsiaalne kohalolu, suhtuvad tõenäoliselt kriitilisemalt õppematerjalidesse kui õpikogukonnad, kellel on nõrk sotsiaalne kohalolu (nt Garrison et al. 2003). Seega toetavad sotsiokultuurilised raamistikud doktorantide koostööd väikestes erialapõhistes kirjutamisrühmades. Siinses väitekirjas kohandatakse väljatöötatud taksonoomiaid (vt Shea *et al*. 2010, lk 18–20) CoI-mudeliga (vt Garrison *et al*. 1999), et mõõta doktorantide kaaskirjade ja tagasisidekommentaaride mõju autorile ja autori tekstile ning samuti erialapõhiste kirjutamisrühmade tagasisidetavade kujunemisele.

7.3 Materjalid ja meetodid

Väitekirja kõigis viies artiklis kasutati aastatel 2014–2019 Tartu Ülikooli kursusel „Academic Writing for Scientific Publication" osalejatelt saadud andmeid. Kuigi nimetatud viieaastase ajavahemiku jooksul parandati õpetamisvõtteid, jäi kursuse ülesehitus põhiolemuselt samaks. Kursuse alguses jaotati doktorandid väikestesse erialapõhistesse kirjutamisrühmadesse. Esimeses tagasisideetapis kirjutasid kursusel osalejad autori rollis oma artikli sissejuhatuse ja esitasid selle hindamiseks, lisades teksti juurde kaaskirja. Teises etapis analüüsis iga kursusel osaleja hindaja rollis kõigi teiste rühmaliikmete mustandeid, lähtudes nende kaaskirjadest, ning andis rühmaliikmete tekstidele kirjalikku tagasisidet. Seega esitas neljaliikmelises kirjutamisrühmas üliõpilane A kirjaliku tagasiside üliõpilastele B, C ja D ning sai ise kirjalikku tagasisidet üliõpilastelt B, C ja D. Tagasiside kolmandas etapis pidi kursusel osaleja autori rollis otsustama, kas rühmaliikmetelt saadud kirjalikku tagasisidet oma teksti parandamiseks arvesse võtta või mitte. Selline tagasisideprotsess kestis kolm nädalat. Seejärel kordus sama protsess tsükliliselt rühmaliikmete teadusartiklite järgmiste osadega (mee-

todid, tulemused ja arutelu) kolme kuu jooksul, kuni üliõpilased olid teadus-väljaandes avaldamiseks mõeldud artikli lõpetanud (või peaaegu lõpetanud).

Üliõpilaste kaaskirju, mustandeid ja tagasisidekommentaare[37] analüüsiti kursusel osalejate teadlikul nõusolekul. I–III artikkel on kvalitatiivsed, IV ja V artiklis rakendati kombineeritud süsteemi, kus andmete trianguleerimiseks kasutati nii kvantitatiivseid kui ka kvalitatiivseid uurimismeetodeid. IV artiklis analüüsiti kvantitatiivsete meetodite kõrval ka osalejatega tehtud intervjuusid (Strauss & Corbin 1990) ning V artiklis osalejate vastuseid küsimustikule. Seega on väitekirjas kasutatud mitmesuguseid kvalitatiivseid ja kvantitatiivseid meetodeid, et uurida kaaskirjade ja asünkroonse tagasiside mõju autorile ja tema tekstile kirjaliku vastastikuse tagasiside protsessis.

7.4 Tulemuste lühikokkuvõte ja arutelu

I artiklis kirjeldatakse, kuidas taksonoomia on kavandatud mõõtma afektiivsust (sh viisakust), mida üks doktorantide kirjutamisrühm kasutas üksteisele saadetud kirjaliku tagasiside kommentaarides (nt „Tere, John") ja kaaskirjades (nt „Lugupeetud kirjutamisrühma liikmed"). Taksonoomia rakendamise põhjal sai uurimusest järeldada, et i) doktorandid kasutavad oma kirjalikus suhtluses palju afektiivset keelt; ii) selles, kuidas doktorandid oma kaaskirjades ja tagasiside-kirjades afektiivsust kasutavad, on nii sarnasusi kui ka erinevusi.

II artiklis arendatakse taksonoomiat edasi, et mõõta **individuaalseid afek-tiivseid erinevusi** selles, kuidas üks paar kasutab teineteisele saadetud tagasi-sidekommentaarides afektiivset keelt kogu kursuse vältel, ja kuidas need kaks kursusel osalejat kasutavad afektiivset keelt kirjutamisrühma liikmetele saadetud kaaskirjades. Artiklis jõuti järeldusele, et on individuaalseid erinevusi selles, kuidas doktorandid kasutavad afektiivset keelt üksteisele saadetavates tagasi-sidekommentaarides ja kuidas nad kasutavad afektiivset keelt kirjutamisrühma liikmetele saadetud kaaskirjades. Kuna vene keele emakeelena kõnelejad kaldu-vad teabevahetuses eelistama otsesemat suhtumist kui eesti keele emakeelena kõnelejad (vt Pajusalu *et al*. 2017), ja uurimuses olevas vene-eesti paaris kasutas vene emakeelega osaleja oma tagasisidekirjades eesti emakeelega osale-jale märksa enam afektiivsust kui eesti emakeelega osaleja oma tagasiside-kirjades vene emakeelega osalejale, siis võib öelda, et individuaalsed afektiiv-sed erinevused ei sõltu tingimata korraga nii **rühmaliikmete** emakeelest kui ka sotsiokultuurilisest taustast.

III artiklis kasutatakse küsimustikke koos taksonoomia laiendatud ver-siooniga, et mõõta nii tagasiside kommentaaride mõju tekstile (nt „Sinu pealkiri on liiga pikk") kui ka autorile (nt „Head parandamist!"). Artiklis leiti, et parandussoovitusega tagasisidekommentaare (nt „Sinu pealkiri on liiga pikk") peetakse „kasulikumaks" kui parandussoovituseta tagasisidekommentaare (nt

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[37] Lihtsuse huvides nimetatakse käesolevas sisukokkuvõttes ühe hindaja poolt ühele autorile ühes tagasiside voorus saadetud kõiki tagasiside kommentaare „tagasisidekirjaks". Tagasisidekiri sisaldab mitut tagasisidekommentaari.

„Väga hea pealkiri!"), kuigi ka parandussoovituseta tagasisidekommentaare peetakse kasulikeks. Soovitavate omaduste seisukohast ja kooskõlas muude tagasisideuurimustega on kõige kasulikumad tagasisidekommentaarid **teksti-põhised** (st **konkreetsed**), **sügavad** (st puudutavad teksti struktuuri, üldist arusaadavust ja loogilisust) ja **pehmendatud kommentaarid**. Töö olulisemad järeldused on, et põhjendatud tagasisidekommentaarid, mis vastavad autori kaaskirjas esitatud soovidele (st on **soovitud**), on peaaegu alati kasulikumad kui põhjendamata ja autori soovidele mittevastavad tagasisidekommentaarid. Seega toetab kõnealune uurimus Leijeni (2017) järeldusi, et põhjendatud tagasisidel on autori parandamisprotsessile tõenäolisem positiivne mõju kui põhjendamata tagasisidel. Lisaks sellele ja arvestades, et kaaskirjade kohta on vähe uurimusi, jõuti III uurimuses järeldusele, et autori koostatud kaaskiri, kus seda kasutatakse juhendaja väljapakutud hindamiskriteeriumite asemel või koos nendega, võib olla kasulik täiendus kirjalikus vastastikuse tagasiside protsessis.

IV artikkel on etnograafiline juhtumiuuring, milles kasutatakse nimetatud laiendatud taksonoomiat koos kvalitatiivsete uurimismeetoditega, analüüsides osalejate intervjuusid ja kaaskirju. Artikli eesmärk on teha kindlaks, millised tagasisideprotsessi komponendid (nt autori kaaskiri) mõjutavad hindajate tagasisidekommentaare, ning kuidas mõjutavad tagasisidekommentaaride eri liigid ja omadused autori tekstiloomet. Artiklis jõutakse mitmele olulisele ja uudsele järeldusele kaaskirjade ja tagasisidekommentaaride tunde- ja tulemus-mõju kohta (vt tabel 18).

Tabel 18. Tagasisidekommentaaride ja kaaskirjade tunde- ja tulemusmõju

1. Kaaskirjade positiivne tunde- ja/või tulemusmõju
i) Kaaskirja kirjutamine soodustab tekstis muudatuste tegemist.
ii) Autorid saavad hindajatele otse edastada oma ootused tagasisidele.
iii) Hindajad väärtustavad ja järgivad kaaskirjas esitatud juhiseid.
iv) Autorid ootavad vastuseid oma kaaskirjas esitatud küsimustele.
2. Tagasisidekommentaaride positiivne nähtamatu tunde- ja/või tulemusmõju
i) Teatavat liiki parandussoovituseta tagasisidekommentaaridel võib olla **nähtamatu** mõju, mille puhul autor võtab teadlikult arvesse tagasisidekommentaari, jättes tekstis paranduse tegemata (nt „arvestades sinu kaaskirja, jätan su pealkirja muutmata").
ii) Parandussoovitusega tagasisidekommentaaride puudumist võidakse tõlgendada kaudse kiitusena ja autor võib seda võtta soovitusena parandust mitte teha.
iii) Igat liiki parandussoovitusega kommentaarid võivad ajendada kriitiliselt mõtlema, kriitiline mõtlemine võib viia selleni, et autor hakkab parandama teksti muid aspekte, mis ei ole seotud konkreetse tagasisidekommentaariga.
iv) Kui parandusettepanekuga kommentaar ajendab autorit kriitiliselt tegutsema, ei pruugigi tagasisidekommentaar viia teksti parandamiseni, ent avaldab siiski positiivset mõju autori parandusprotsessile.

Nendel tulemustel võib olla tulevaste tagasisideuurimuste jaoks kaks olulist mõjutavat aspekti. Esiteks, kvantitatiivsete tagasisideuurimuste (nt Leijen 2017) järeldused, kus parandussoovitusega tagasisidekommentaaride arvesse võtmise suurt määra käsitatakse tagasiside tulemuslikkuse näitajana, ei pruugi täiel määral kehtida. Teiseks, kaaskirjadel võib olla palju positiivseid mõjusid vastastikuse tagasiside protsessile. Seoses muude teguritega, mis võivad mõjutada rühmaliikmete kaaskirjade, mustandite ja tagasisidekommentaaride sisu, tehti IV artiklis kindlaks veel kolm omavahel seotud muutujat, mis võivad aja jooksul paraneda, kui rühma liikmed hakkavad üksteise kirjutamisülesandeid ja tagasisidetavasid paremini mõistma (vt tabel 19).

Tabel 19. Tagasisideprotsessi muude muutujate tunde- ja tulemusmõju.

Muutuja 1: „Suhtumine"
Rühmaliikmete suhtumisel tagasisideprotsessi oma kahes rollis autorina ja hindajana võib olla nii negatiivne kui ka positiivne mõju tagasisidetavadele.
Muutuja 2: „Pädevus"
Autor mõistab oma pädevust kaaskirjade koostamisel ja mustandeid tagasisidestades ning ka hindajad mõistavad autori pädevust parandamisprotsessis. Samuti mõistab autor hindajate pädevust tagasisidekommentaaride koostamisel ning hindajad mõistavad oma pädevust tagasisidekommentaaride koostamisel. Need eri liiki pädevused võivad oluliselt mõjutada vastastikuse tagasiside protsessi.
Muutuja 3: „Rühma eelnevad artefaktid"
Rühmaliikmed kasutavad üksteise kaaskirju ja varasematest tagasisideetappidest ja -voorudest pärit tagasisidekommentaare, et vastastikuse tagasiside kaudu parandada tööjärgus oleva teksti sisu.

Nende tulemuste puhul on oluline, et paljud muutujad, millel on märkimisväärne mõju vastastikuse tagasiside protsessile, sõltuvad ajast. Seega tuleb muutujat **aeg** arvestada tagasisideuurimustes, kus autorid ja hindajad on üksteisele teada (nt doktorantide kirjutamisrühmades). Kokkuvõttes leiti artiklis, et tagasisidekommentaaride eri liigid ja omadused võivad üksteist täiendada, et avaldada vastastikuse tagasiside protsessile nii positiivset tunde- kui ka tulemusmõju. Kuigi mõnda tagasisidekommentaaride alaliiki peetakse kasulikumaks (nt **lahenduse pakkumine**) kui teist (nt **probleemi kindlakstegemine**), ei pruugi üks tagasisidekommentaari liik tingimata teisest kommentaariliigist parem olla. Tagasisidekommentaaridel, mis koos avaldavad kirjaliku vastastikuse tagasiside protsessile positiivset mõju, on siiski ühiseid omadusi (nt **tekstipõhisus** ehk **konkreetsus**, üldistele struktuursetele jms tekstiomadustele keskendumine, põhjendatus, pehmendatus ja vastavus autori soovidele). Kokkuvõttes järeldati artiklis sarnaselt I. Ansoni ja Ansoniga (2017), et tagasisidekommentaaride kasulikkus sõltub tunde- ja tulemusmõju tasakaalustatusest inglise keelt teise keelena kasutavate doktorantide kirjaliku tagasiside kommentaarides.

Niisiis näitavad I–IV artikkel, et kaaskirjadel võib olla tugev tunde- ja tulemusmõju hindajate tagasisidekirjades esitatud kommentaaride liigile ja laadile. Kuna hindajate tagasiside võib avaldada autori mustandile suurt tunde- ja tulemusmõju ning kaaskirjad võivad avaldada suurt tunde- ja tulemusmõju hindaja tagasisidekommentaaridele, võivad kaaskirjad mõjutada oluliselt autori järgmist mustandit. Teisisõnu, kaaskirjadel võib olla tugev tunde- ja tulemusmõju kirjaliku vastastikuse tagasiside protsessile. Seetõttu uuritakse **V artiklis** kahel eri „Academic Writing for Scientific Publication'i" kursusel eri kirjutamisrühmadesse kuuluvate doktorantide kirjutatud kaaskirjade sisu ja mõju, kasutades kvalitatiivseid ja kvantitatiivseid uurimismeetodeid. Nii nagu tagasisidekirjade puhul, leiti V artiklis, et kasulikus kaaskirjas on hindajalt soovitud abi (nt „Kas saate sellest lausest aru?"), teksti taust (nt „Ma keskendun nõukogudejärgsele ajale.") ja sotsiaalse kohalolu segmendid (nt „Tänan tagasiside eest!") omavahel asjakohases tasakaalus. Kokkuvõttes leiti artiklis, et autori koostatud kaaskirjadel võib olla viis peamist eelist võrreldes tekstihindamise etteantud kriteeriumitega:

1. Kaaskirjad võivad anda hindajale isikupärastatud teavet autori ja mustandi ning samuti teksti sihtrühma kohta.
2. Kaaskirjad võimaldavad autoril küsida nõu mustandi konkreetsete aspektide kohta vastavalt oma konkreetsetele vajadustele. Niisugused tekstipõhised küsimused aitavad hindajal anda vajadusekohast tagasisidet, mis vastab täpselt autori ootustele.
3. Autorid kasutavad oma kaaskirjades mitmeid sotsiaalse kohalolu (st tulemusmõjuga) segmente (nt „Tere, Bob"); sotsiaalse kohalolu segmendid võivad aidata kirjutamisrühmadel kujundada sügavamat ühtsustunnet.
4. Kaaskirjad võivad kaalutletud kirjutamise kaudu edendada kriitilist mõtlemist.
5. Kaaskirjad võivad aidata väiksema vilumusega kirjutajatel saavutada lugejatunnetuse.

Seega jõuti V artiklis järeldusele, et kaaskirja kasutamine võib olla tõhus pedagoogiline vahend, mis väärib põhjalikumat uurimist tulevastes uurimustes.

7.5 Järeldused

7.5.1 Tagasisideprotsess ja tagasiside andmise hea tava

Tagasisideprotsessi üks tagasisidevoor koosneb kolmest etapist. Esimeses etapis koostab autor kaaskirja ja vaatab oma mustandi läbi oma **sisendmustandi** alusel. Sisendmustand on mustand, mis on kirjutatud enne esimese tagasisideetapi algust. Teises tagasisideetapis peavad hindajad koostama autori kaaskirjal ja mustandil põhinevad tagasisidekommentaarid. Kolmandas tagasisideetapis peab

autor tegema oma mustandisse hindajate tagasisidekommentaaride põhjal täiendavaid parandusi, et koostada oma **väljundmustand** (st edasiarendatud mustand). Ühe tagasisidevooru kõigis kolmes etapis mõjutavad autori väljundmustandit kaaskiri, mustand ise ja tagasisidekommentaarid, mis võivad olla eri valmimisjärgus (nt **tööjärgus** või **esitatud**) (vt joonis 9).
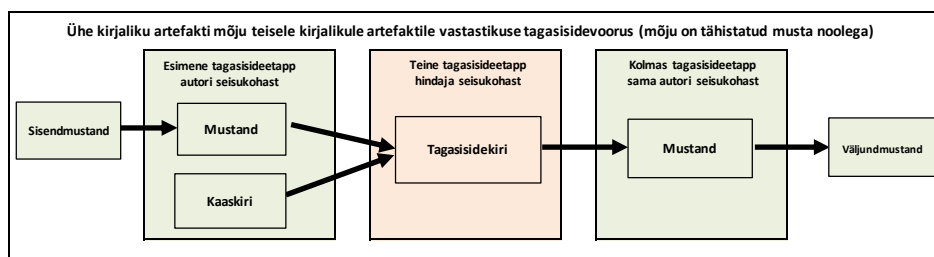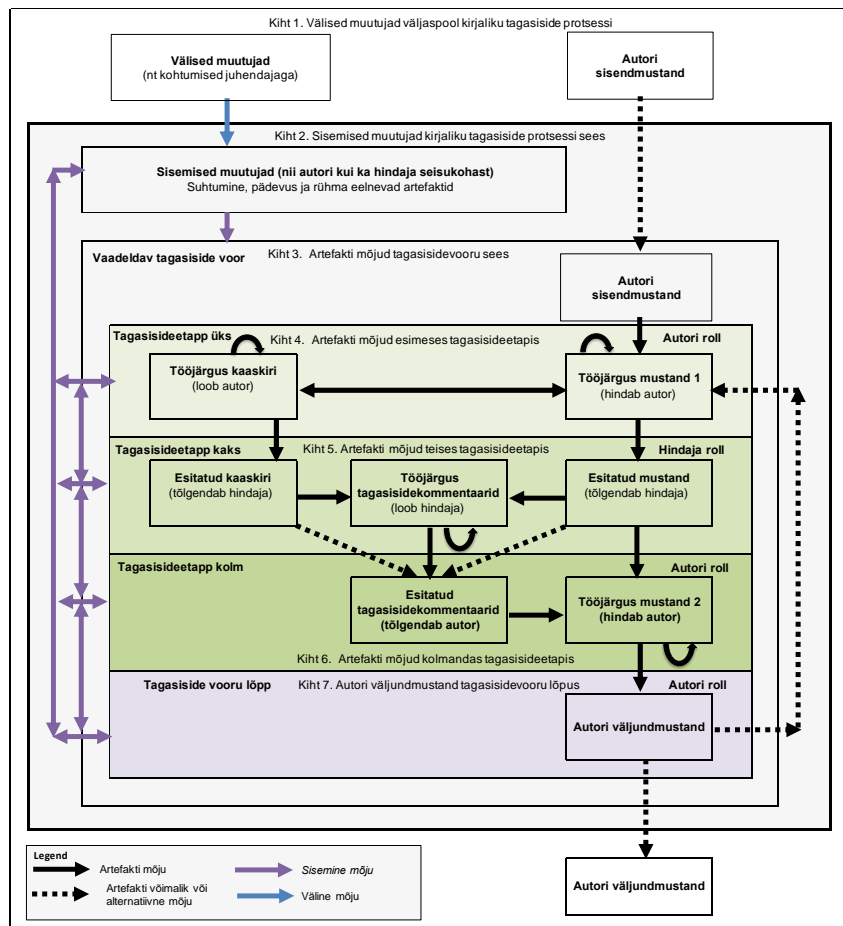

Joonis 9. Tagasisideprotsessi ühe tagasisidevooru kolm etappi

Esimeses tagasisideetapis loodud kasulikud kaaskirjad aitavad hindajatel luua teises tagasisideetapis kasulikke tagasisidekommentaare (V artikkel) ning kasulikud tagasisidekommentaarid aitavad autoril koostada parema väljundmustandi kolmandas tagasisideetapis (III ja IV artikkel). Kvantitatiivsete uurimismeetoditega tehti kindlaks kaaskirjade (I, II ja V artikkel) ja tagasisidekirjade (I, II, III ja IV artikkel) tundemõju adressaadi parandamisprotsessidele nende kahes erinevas rollis (st hindajana või autorina). Kvantitatiivsete uurimismeetoditega tehti kindlaks ka positiivne tulemusmõju tagasisidekommentaaride (II, III ja IV artikkel) ja kaaskirja kommentaaride segmentides (III, IV ja V artikkel). Kvalitatiivsed uurimismeetodid, mida kasutati koos kvantitatiivsete uurimismeetoditega, tuvastasid positiivse tunde- ja tulemusmõju kaaskirjades (V artikkel) ja kirjalikus tagasisides (IV artikkel) ning näitasid, kuidas positiivne tunde- ja tulemusmõju kaaskirjades ja tagasisides võib aja jooksul suureneda, kui rühmaliikmed hakkavad paremini mõistma üksteise tagasisidetavasid (IV ja V artikkel). Kvalitatiivsete uurimismeetoditega (IV artikkel) tehti kindlaks ka kolm välist muutujat (suhtumine, pädevus ja rühma eelnevad artefaktid ehk mustandid, kaaskirjad ja tagasisidekommentaarid), millel on dünaamiline ja vastastikune seos rühmaliikmete loodud uute mustandite, kaaskirjade ja tagasisidekommentaaridega. Siinkirjutaja viie põhiuurimuse (I, II, III, IV ja V artikkel) tulemused üheskoos on välja selgitanud tagasiside andmise hea tava, millega edendada tagasisidekommentaaride ja kaaskirjade soovitud omadusi inglise keelt teise keelena kasutavate doktorantide kirjutamisrühmades Eesti kõrghariduse kontekstis. Nende uute teadmisega on ka saavutatud väitekirja esimene eesmärk.

7.5.2 Asünkroonse kirjaliku vastastikuse tagasiside protsessi mudel (AWPF-mudel)

Siinse väitekirja teine eesmärk on esitada kirjalik õpperaamistik, mida õppejõud ja teadlased saaksid kasutada tagasiside hea tava edendamiseks. Teine eesmärk saavutatakse väitekirja autori viie põhiuurimuse teisese analüüsi põhjal koostatud asünkroonse vastastikuse tagasiside protsessi mudeli (AWPF-mudel) väljatöötamisega. AWPF-mudel vaatleb doktorantide kirjutamisrühma ühe autori mustandit kogu kirjaliku vastastikuse tagasiside protsessi vältel. Mustad nooled tähistavad ühe artefakti mõju teisele artefaktile (**artefakti mõju**) või artefaktide mõju teineteisele, lillad nooled tähistavad **sisemisi muutujaid** ja sinine nool **väliseid muutujaid**. Sibuldiagrammi (ingl *onion diagram*) seitset kihti on ristkülikkastides kujutatud valge, halli, rohelise ja lilla värvi eri varjunditega ning kasti alumises või ülemises ääres on märgitud vastava **kihi** number (vt joonis 10).

Joonis 10. AWPF-mudel (autori seisukohast)

Protsessi kirjeldus

Tagasisideprotsess algab autori sisendmustandiga esimese tagasisidevooru esimeses etapis (esitatud valges kastis joonise 2 paremas ülanurgas) ning lõpeb autori väljundmustandiga viimase tagasisidevooru kolmandas etapis (esitatud valges kastis paremas allnurgas). Autori sisendmustandi ja väljundmustandi sisu käsitatakse kirjaliku tagasiside protsessi välisena. Mudelit tõlgendav joonis 2 on kavandatud nii, et seda saab lugeda nii **protsessimudelina** kui ka **sibul-diagrammina**, alustades välimisest valgest kastist (vastastikuse tagasiside **välismõjud**) ja lõpetades sisemise lilla kastiga. Illustratiivsuse eesmärgil on **kiht 4**, **kihi 5** kohal, kiht 5 on **kihi 6** kohal ja kiht 6 on **kihi 7** kohal. Teisisõnu, kui kihte kujutada kolmemõõtmelisena, on kiht 7 kõige all, millele ladestuvad teised kihid. Kirjaliku vastastikuse tagasiside protsessi mudelit kirjeldatakse allpool kihtide kaupa.

Kiht 1. Välised muutujad väljaspool kirjaliku tagasiside protsessi

Välimine valge kast kujutab väliseid muutujaid, millel võib olla ühesuunaline mõju kirjaliku vastastikuse tagasiside protsessile (vt punkt 5.6). Välised muutujad võivad mõjutada kirjutamisrühma liikmete loodud kirjalikke artefakte (st autori mustandit, autori kaaskirja ja hindajate tagasisidekommentaare) kirjaliku vastastikuse tagasiside protsessis. Väliste muutujate hulka kuuluvad sellised komponendid, nagu osaleja **kohtumised juhendajaga**, **suhtumine** ja **pädevus** tema kahes eri rollis (st autorina ja hindajana) enne tagasisideprotsessi algust. Seega võivad kihi 1 välised muutujad mõjutada väiksema helehalli naaberkasti (st kihi 2) sisu, aga kihi 2 sisemised muutujad ei saa mõjutada kihi 1 väliseid muutujaid.

Kiht 2. Sisemised muutujad kirjaliku tagasiside protsessi sees

Helehall kast näitab, et **sisemised muutujad** võivad olla seoses teiste kihtide sees olevate muutujatega (st **artefakti mõjud** kihtides 3, 4, 5, 6 ja 7). Sisemised muutujad hõlmavad **suhtumist artefakti** ja **rühma eelnevaid artefakte**. Suhtumine artefakti tähendab osaleja suhtumist ja pädevust tagasisideprotsessis oma kahes eri rollis (st autorina ja hindajana). Rühma eelnevate artefaktide hulka kuuluvad kaaskirjad, mustandid ja tagasisidekirjad, mis rühma liige on loonud eelnevas tagasisidevoorus või -etapis; need eelnevad artefaktid võivad mõjutada adressaadi dünaamiliste artefaktide sisu siin ja praegu (st **tööjärgus artefakti**). Tagasisideprotsessi jooksul rühma eelnevate artefaktide arv suureneb. Järelikult kumuleeruvad suhtlusaktide arv ja võimalikud järgnevad vastasmõjud rühma eelnevate artefaktide, artefakti suhtumise ja artefakti mõju vahel ajas. Teisisõnu, kiht 2 tähistab muutujat **aeg**. Seega võivad kihi 2 sisu ja väiksema tumedamat halli tooni naaberkasti (kiht 3) sisu teineteist vastastikku mõjutada.

Kiht 3. Artefakti mõjud tagasisidevooru sees

Tumedamat halli tooni kast tähistab **artefakti mõju** vastastikuse tagasiside voorus ja sisaldab selle vooru kolme tagasisideetappi. See näitab, kuidas võib kolme artefakti (kaaskirjad, mustandid ja tagasisidekirjad) sisu nende arte-faktide erinevates dünaamilistes ja staatilistes vormides ühe tagasisidevooru jooksul mõjutada autori sisendmustandit, et luua autori väljundmustand. Arte-fakti mõjusid konkreetse tagasisidevooru sees võivad mõjutada sisemised muutujad. Artefakti mõjud siin ja praegu võivad mõjutada tulevasi artefakti mõjusid järgmistes tagasisidevoorudes (tähistatud lillade nooltega). Seega võib kihis 3 olev autori sisendmustand mõjutada väiksemas rohelises naaberkastis (kiht 4) olevate artefaktide sisu.

Kiht 4. Artefakti mõjud esimeses tagasisideetapis

Kõige heledam roheline kast kujutab artefakti mõjusid tagasiside esimeses etapis ja koosneb kahest autori loodud artefaktist (autori tööjärgus kaaskiri ja autori tööjärgus mustand 1). Need kaks artefakti võivad toimida koos ja mõjutada vastastikku teineteist (seda on joonisel 2 kujutatud kahesuunalise musta noolega) või iseend (kujutatud painduva noolega). Esimese tagasiside-etapi lõpus muutuvad need kaks dünaamilist artefakti staatilisteks artefaktideks (esitatud kaaskiri ja esitatud mustand), mis saavad teise tagasisideetapi sisend-artefaktideks. Seega võivad kihis 4 olevad autori loodud artefaktid mõjutada tumedamas rohelises naaberkastis (kiht 5) olevate artefaktide sisu.

Kiht 5. Artefakti mõjud teises tagasisideetapis

Heleroheline kast kujutab artefakti mõjusid teises tagasisideetapis ja koosneb kahest staatilisest artefaktist (autori esitatud kaaskiri ja autori esitatud mustand) ja ühest hindaja koostatud artefaktist (tööjärgus tagasisidekommentaarid). Need kolm artefakti võivad teise tagasisideetapi jooksul toimida koos ja mõjutada vastastikku teineteist või iseend (nt autori kaaskirja mõju hindaja tagasiside-kommentaaridele). Teise tagasisideetapi lõpus muutub hindaja dünaamiline artefakt staatilisteks artefaktiks (esitatud tagasisidekommentaarid), mis saab üheks kolmanda tagasisideetapi sisendartefaktiks. Seega võib kihis 5 olev hindaja loodud artefakt mõjutada tumerohelises naaberkastis (kiht 6) olevate artefaktide sisu.

Kiht 6. Artefakti mõjud kolmandas tagasisideetapis

Kõige tumedam roheline kast kujutab artefakti mõjusid kolmandas tagasi-sideetapis ja koosneb ühest autori loodud artefaktist (tööjärgus mustand 2) ja ühest staatilisest artefaktist (hindaja esitatud tagasisidekommentaarid). Seda, kuidas autor tõlgendab hindaja tagasisidekommentaare, võivad mõjutada

varasemate tagasisideetappide artefaktid (nt autori esitatud kaaskiri ja esitatud mustand). Hindaja esitatud tagasisidekommentaarid ja autori tööjärgus mustand 2 võivad tagasiside kolmandas etapis toimida koos ja teineteist vastastikku mõjutada. Seega võivad kihis 6 olevad hindaja esitatud tagasisidekommentaarid ja autori tööjärgus mustand 2 koos kihis 5 olevate autori esitatud kaaskirja ja esitatud mustandiga mõjutada lilla naaberkasti (kiht 7) sisu.

Kiht 7. Autori väljundmustand

Lilla kast kujutab autori väljundmustandit ning on diagrammi viimane kiht. Autori väljundmustandit sisu on kumulatiivselt mõjutatud kirjutamisrühma artefaktide (st artefaktide mõju) ja sisemiste muutujate (st suhtumine, pädevus ja rühma eelnevad artefaktid) vastastikusest toimest. Sisemisi muutujaid mõjutavad välised muutujad (nt kohtumised juhendajaga). Igas kihis olev iga muutuja (nt kihis 2 olevad rühma eelnevad artefaktid) võib ajas muutuda. Seega sõltub autori väljundmustandi sisu iga tagasisidevooru lõpus muutujate vastastikusest mõjust kihtide sees ja nende vahel.

Autori sisendmustand ja väljundmustand

Autori sisendmustandit ja väljundmustandit konkreetsesse kihti paigutada on keeruline. Seda sellepärast, et autori sisendmustand võib tagasisidevooru alguses olla nii staatiline sisendmustand (nagu kihis 3) kui ka dünaamiline tööjärgus mustand 1 (nagu kihis 4). Enne tagasisideprotsessi algust luuakse autori sisendmustand väljaspool tagasisideprotsessi (nagu kihis 1). Sarnaselt sisendmustandiga võib ka autori väljundmustand olla tagasisidevooru lõpus nii staatiline väljundmustand (nagu kihis 7) kui ka dünaamiline tööjärgus mustand 2 (nagu kihis 6). Tagasisideprotsessi lõpus on väljundmustand **lõpptulemus** ja seega on see artefakt väljaspool tagasisideprotsessi (nagu kihis 1). Mõnikord esitab autor järgmise tagasisidevooru alguses osa oma väljundmustandi sisust või kogu sisu uuesti sisendmustandina. Sellist olukorda on mudelil kujutatud **musta punktiirjoonega**.

7.6 Kokkuvõte

AWPF-mudeliga saab selgitada, kuidas mõjutab kirjaliku vastastikuse tagasiside protsess autori väljundmustandi sisu alates protsessi algusest (st alates esimese tagasisidevooru esimesest etapist) kuni lõpuni ja eraldi igas selle voorus või etapis. Õppejõud ja teadlased saavad siinses väitekirjas väljatöötatud kirjutamisõpetuse raamistikku (st AWPF-mudelit koos tagasiside hea tavaga) kasutada olemasoleva kirjutamisõpetuse parandamiseks. Sellega on väitekirja teine eesmärk saavutatud.

ABBREVIATIONS

AWPF model	Model of the asynchronous written peer feedback process.
COI	Community of Inquiry (Lipman 1994).
COI model	Garrison, Anderson, & Archer's (1999) Community of Inquiry Model.
CL instruction	Direct course instruction on how to write a cover letter.
CL	Cover letter.
CLC	Cover letter comment. One analysable unit of the author's cover letter.
CL taxonomy	Taxonomy to measure the affect and effect of the author's cover letter.
CL-in-progress	Cover letter-in-progress.
FC	Feedback comment. One analysable unit of the author's cover letter.
FL	Feedback letter.
FL taxonomy	Taxonomy to measure the affect and effect of the reviewers' feedback letters.
IMRaD	The structure of a research article that adheres to the following the following linear order of level one headings: '*Introduction*', '*Methods*', '*Results*', and '*Discussion*'.
L1	Writer's native language.
L2	Writer's second or other language (i.e. not the writer's native language).
L1 English	Writer whose native language is English.
L1 Estonian	Writer whose native language is Estonian.
L1 European	Writer whose native language originates in the continent of European (excluding English, Estonian, and Russian).
L1 non-Europeans	Writer whose native language originates outside the continent of European.
L1 Russian	Writer whose native language is Russian.
L2	Writer's second or other language (i.e. not the writer's native language).
L2 English	Second language writers. Writers who are writing in English as their second or other language.
Non-revision FC	Non-revision feedback comment (one analysable unit).
OC	Open communication. A sub-class of a non-revision feedback comment; or a class of a cover letter comment (one analysable unit).
SP	Social presence.
SPI	Indicator (analysable unit) of social presence.
Submitted CL	Submitted cover letter.
Submitted FL	Submitted feedback letter.
Revision FC	Revision feedback comment (one analysable unit).
ZPD	Vygotsky's (1978: 86) zone of proximal development.

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