

TRABAJO DE GRADO

PEER REVIEW IN THE CONTEXT OF A BLOG FOR THE COURSE
“TIPOLOGÍAS DISCURSIVAS ESCRITAS EN INGLÉS VII” IN THE
PROGRAM LICENCIATURA EN LENGUAS EXTRANJERAS AT
UNIVERSIDAD DEL VALLE

DAVID PÉREZ MARULANDA

DIRECTORA

SOL COMLENARES

UNIVERSIDAD DEL VALLE

FACULTAD DE HUMANIDADES

ESCUELA DE CIENCIAS DEL LENGUAJE

LICENCIATURA EN LENGUAS EXTRANJERAS

SANTIAGO DE CALI

2012

TRABAJO DE GRADO

PEER REVIEW IN THE CONTEXT OF A BLOG FOR THE COURSE
“TIPOLOGÍAS DISCURSIVAS ESCRITAS EN INGLÉS VII” IN THE
PROGRAM LICENCIATURA EN LENGUAS EXTRANJERAS AT
UNIVERSIDAD DEL VALLE

DAVID PÉREZ MARULANDA

Cód: 0710201

Plan de Estudios: Licenciatura en Lenguas Extranjeras. 3263

Trabajo presentado para obtener el título de Licenciado en Lenguas Extranjeras

DIRECTORA

SOL COMLENARES

UNIVERSIDAD DEL VALLE

FACULTAD DE HUMANIDADES

ESCUELA DE CIENCIAS DEL LENGUAJE

LICENCIATURA EN LENGUAS EXTRANJERAS

SANTIAGO DE CALI

2012

Table of Contents

1 Research problem.....	4
2 Justification.....	8
3 Objectives.....	9
4 Contextual Framework.....	10
5 Background.....	12
6 Theoretical Framework.....	14
6.1 Peer review, writer authority and writer identity.....	14
6.2 Student Peer review.....	18
6.3 Blogs and their educational utility.....	20
7 Methodology.....	35
8 Findings.....	41
8.1 Blog category analysis.....	42
8.1.1. Writing tasks.....	42
8.1.2. Autonomous student posts.....	42
8.1.3. Text sharing: Quotes.....	42
8.1.4. Text sharing: peer writing.....	44
8.1.5. Call to action.....	44
8.2 Feedback category analysis.....	46
8.2.1. Non-revisional feedback.....	47
8.2.1.1. Idea identification, rephrasing and complementation:.....	47
8.2.1.2. Discussion Threads.....	50
8.2.1.3. Complimenting and thanking.....	52
8.2.1.4. Chatter.....	53
8.2.2. Revisional feedback or peer-review.....	54
8.2.2.1. Form-oriented feedback:.....	54
8.2.2.2. Content-oriented peer review:.....	61
8.2.2.2.1. Professor's reviews.....	65
8.2.2.2.2. Quality and effectiveness of content-oriented peer review.....	66
8.2.3. Survey findings.....	67
8.2.4. Marks of writer authority, writer identity, and authorial presence in peer comments.....	69
9 Interpretation of results.....	91
10 Conclusions.....	96
Figures.....	106
Appendix.....	114

Abstract

This research explores the improvement of L2 academic writing through two tools that, used jointly, can contribute in great extent, not only to the improvement of writing in formal aspects, like coherence or grammar, but also in the sense of ownership and authority students have towards their texts

These tools were: the blog, which provided a flexible and easy-to-access platform for creating a real audience for the texts of the students; and the peer-review, which helped to reinforce the sense of authorship and audience in texts.

The research goes through a case study of the writing processes in the students from the course *Composición Escrita en Inglés VII*, course at the *Licenciatura en Lenguas Extranjeras* program at *Universidad del Valle* in the period July – December 2010. The results show how students get to improve their sense of authorship as well as that of audience, while they feel they immerse themselves in the construction of a discourse community.

Keywords: peer review, academic writing in L2, blog, writer authority, authorship, audience, student writing, writer identity, online learning, feedback.

1 Research problem

Language is a social act. So states Fairclough (1989) criticizing the Saussurean idea that language variations are individual choices, and opposes to this the conception that language “varies to the social identities of the people in interactions, their socially defined purposes, social setting and so on.” This socially determined language is what Fairclough names *Discourse* which has as a result texts, both oral and written (Fairclough, 1989). Both discourse and texts are many times developed, socially constructed, by groups of individuals sharing special conditions of text production and interpretation. These are Discourse Communities (Swales, 1990).

Among discourse communities we have those that function in the frame of educational institutions. Since discourse communities require the management of special forms of reasoning established in their discourse conventions (genres), Carlino (2005) expresses the need to have university students become members and participate of the discursive culture of the academic disciplines by being part of the production and analysis of texts proper of their corresponding discourse communities. The benefits of this, among others, would be to foster the creation and circulation of knowledge as well as to provide more tools for students to learn, being the process of writing itself, a major tool that requires the combination of old and new knowledge, together with the constant reformulation of what is known by the students.

Nevertheless, there is an issue in the teaching of writing at universities, and it is that usually conditions for text production and interpretation are limited only to what the teacher asks for, and having the teacher as the only reader. This collides with the previously mentioned idea of texts as a way of participation in discourse communities and yields negative effects on the process and product of writing in students. Carlino (2005) exposes these issues in the findings of her research:

“Numerosos estudios [...] constatan que los universitarios, en las condiciones usuales en las que escriben para ser evaluados, no logran hacer uso de la escritura epistémicamente, es decir, como herramienta cognitiva para organizar lo que puede pensarse sobre un asunto. Y no logran hacerlo porque encaran la revisión como una prueba de galera, pero no como un instrumento para volver a conectarse con un tema, lo que es posible decir acerca de él y desarrollar su conocimiento. Los alumnos (y también muchos graduados) tienden a conservar las ideas volcadas en sus textos y, aunque los revisen, sólo modifican aspectos de superficie. Es como si se enamoraran de lo que trabajosamente han elaborado y no conciben poder sacrificarlo en aras de algo mejor, todavía impreciso, por venir”

“[...], los estudiantes carecen del sentido de audiencia y no intentan adecuar sus textos a lo que suponen necesitan sus lectores. De hecho suelen tener pocos lectores, porque no se dedican a publicar y porque en las aulas se escriben principalmente para acreditar las materias. Es preciso que la universidad ofrezca lectores que devuelvan a los alumnos el efecto que sus textos producen”

Carlino, 2005, 31

In her research with students from the course she leads *Composición Escrita en Inglés VII*, of the Licenciatura en Lenguas Extranjeras at Universidad del Valle, Professor Sol Colmenares (2009) has obtained findings that differ little or nothing from Carlino's. These findings became especially evident in the way Professor Colmenares had designed a course program intending to provide favourable conditions for text production, circulation and revision among the course students, through the conception of the student as an author and through the process of peer-reviewing, which were oriented to the development of

authorship, writer authority and audience legitimacy. Colmenares reports that:

“[...] Cuando los estudiantes escriben, lo hacen para el profesor; son poco ambiciosos en cuanto al alcance que sus textos pueden tener; no piensan en la posibilidad de publicar aquello que escriben (ni siquiera al interior de la universidad); no tienen conocimiento de las revistas que circulan en el ámbito académico en nuestra área; no reconocen en sus compañeras y compañeros de clase interlocutores legítimos así como tampoco reconocen la situación como auténtica. “

Colmenares, 2009, p11

In former courses of *Tipologías Discursivas Escritas en Inglés VI* and *Composición Escrita en Inglés VII*, as an initial attempt to providing the conditions for text circulation and peer reviewing, the professor assigned her students the task to read and give feedback on each other's texts. This was done by giving some peers a printed copy of the text which would be returned to the author once reviewed. Later on, as an experiment to ameliorate the conditions for the process of text circulation and peer reviewing a blog was set up by Professor Sol Colmenares and me in the academic period July – December 2010. On this blog the students would post all of their texts as well as they would provide feedback on their classmates'; hence each student would be both an author and part of a “real” audience.

RESEARCH QUESTIONS

How does the *blog comments function* serve to the purposes of a L2 academic writing course in the case of the course *Composición Escrita en Inglés VII*, *Licenciatura en Lenguas Extranjeras* at Universidad del Valle?

How do the students of *Composición Escrita en Inglés VII* see themselves in terms of being

an author?

How do the students of Composición Escrita en Inglés VII perceive audience legitimacy and authority in their peers at the moment of having them read and revise their texts?

What image do the students of Composición Escrita en Inglés VII have of themselves in terms of authority and audience legitimacy towards their peers' texts?

2 Justification

The improvement of writing is a major concern in both the teaching of a second language and of the mother tongue. Writing can be approached at several levels (semantic, grammatical, etc.) that refer to form and to content, but also it is a social practice and as such, it is influenced by the conditions in which it is produced. Therefore, the knowledge and awareness of these conditions can be useful for professors and students to improve writing in terms of its role and influence in their discourse communities, and this knowledge can be focused directly into the techniques designed for improving student writing.

On the other hand, the implementation of computer technology in the teaching of a second language and in education in general offers a great amount of tools (e.g. Language learning software, forums, multimedia software), many of which are flexible and versatile. The possibility of fitting these tools to the needs of a particular group/case may foster the achievement of the goals set in an educational environment. But also, the usage of these new tools implies new or different ways of interaction among the participants of a class or institution that may influence as well the educational processes and products.

I expect this research to be a tool for both university professors and students of writing, in order to help them comprehend better the dynamics of text production and circulation providing a context with a real audience, as well as to help them developing ways of applying and performing this methodological tool in the language classrooms in a more critical, profitable and effective way; and to encourage class participants to use new technologies for the teaching-learning of writing by showing them the possibilities given by the usage of blogs in an L2 academic writing course at Universidad del Valle.

3 Objectives

General Objective

To conduct a descriptive analysis of the texts written on the blog: *I read, then I write* (ireadtheniwrite.blogspot.com) by the students of *Composición Escrita en Inglés VII* course at the *Licenciatura en Lenguas Extranjeras* program at *Universidad del Valle* in the period July – December 2010.

Specific Objectives

To describe how a blog platform is used in the frame of an L2 academic writing course, *Composición Escrita en Inglés VII*, focusing on the blog's commenting functions

To describe how authorship and authority are represented in the texts of the students of the course *Composición Escrita en Inglés VII*, considering both blog entries and comments as texts.

To describe the interaction of the authors and readers of the texts in the posts' comments and throughout the blog posts in the course *Composición Escrita en Inglés VII*; focusing on the ideas, conceptions, opinions and feelings of both reviewers and reviewees towards authority in peer reviews and author reactions/responses to it.

4 Contextual Framework

In the period February-August 2010, in the course *Tipologías Discursivas Escritas VI*, professor Sol Colmenares set up a course blog with the objective of having students post and provide feedback on each other's texts. This was, as mentioned earlier, derived from the need of fostering student writing and peer reviewing so they would write for real audiences and they would participate on the creation of each other's texts. The blog platform was chosen because it provides both an easy and immediate publishing of contents, and interaction since every text or entry can be commented and discussed by the readers and authors. Also, the usage of a web platform enables the access to more formats of discourse (audio, animation, etc.), given the interactivity, hypertextuality and multimediality (Rojas *et al*, 2006) that are inherent to the nature of the web.

This blog was run for a complete semester, and it was then kept and used for the course that followed, *Composición Escrita en Inglés VII*, in the period July-December 2010. By this moment, there were fifteen students participating of the blog, fourteen of which were registered in the course and one who participated as a guest but was still considered a peer, since he had been part of the former course.

As part of the development of the course, the students were given different writing tasks which they had to publish on the blog platform. These writing tasks were called “Micro-Writing Practices”: short texts containing, among other topics, reflections on the process of writing. Different versions of the “Micro-Writing Practices” were to be reviewed and rewritten.

The other main component of the course was the “Personal Writing Project”, a writing task for which students had to choose and write on the topic related to Foreign Language Education. This text also was to be reviewed and rewritten. At the end of the course, all of

the final versions of the students' Personal Writing Projects were compiled in a handmade book titled “Navigating Academic Writing. A collection of different students' voices”. The peer-review for the Personal Writing Project was not done through the blog but paper-based.

5 Background

The closest work to this research is that of Professor Sol Colmenares: “Prácticas de escritura académica de los estudiantes de la Licenciatura en Lenguas Extranjeras de la Universidad del Valle en el curso: Composición escrita en inglés VII, durante el período agosto-diciembre de 2008”, presented in January 2009 at Universidad del Valle. In her research, Colmenares set the basis for my research, since it established the pedagogical approach used in the writing course whose texts I studied, as well as she established the evidences for the issues regarding student writing mentioned before, in the Research Problem. Colmenares' project yielded later, among other products, on an article titled “Acceso a una cultura escrita: análisis de veintidós relatos de estudiantes universitarios” published in June 2010, which focuses on how the students position themselves as writers in the academic field.

In an initial stage of her research, Colmenares described her student's texts, in terms of the following categories: *Construcción del interlocutor*, *organización y desarrollo de las ideas*, *riqueza de la expresión*. Also, Colmenares, based on the consideration of writing as a process implemented three pedagogical practices: portfolio, peer-review and teacher's feedback, which required the production of several versions of the text, as well as their circulation and the analysis of the process of writing. The presence of these practices enabled me to carry out my research. Finally, Colmenares established three categories for further analysis which are: construcción de autoría, construcción de audiencia and interacción con otras voces.

| The light Colmenares' research shed on writing issues lead me to link her work to that of other authors who have carried out research in other educational institutions around the world. More precisely to that of Paula Carlino (2005), with whom she has many common findings and conclusions. Carlino widely contributed to understanding the setting and

findings of the researches, as well as she brought criticism and questions about the practices for the teaching of writing at universities.

Also, there are experiences and research in the creation, implementation and development of the Lingweb platform, in the Escuela de Ciencias del Lenguaje at Universidad del Valle (Berdugo *et al*, 2010). Lingweb is a developing web platform designed as a pedagogical and methodological tool for teaching and learning a second language. One of its focuses is the production and comprehension of academic texts in L2 as well as the development of collaborative writing in L2., through synchronous and asynchronous student interaction, to which Berdugo *et al* (2010) have reported successful results in both in the improvement of text production and platform usability as well as in the acceptance it has had in students.

In a broader scope, there are numerous, very successful commercial and non-commercial web platforms oriented to the teaching and learning of foreign languages. One of them is Moodle (<http://moodle.org>), an open-source, free platform used for all kinds of online courses. Also, there are others that are not course-oriented, but designed for learning foreign languages through mutual interaction and collaboration among the registered users. In this group we can count a few examples, such as sharedtalk.com and livemocha.com

Now, focusing in the experience of using blogging in L2 academic writing courses, the experiences of Hsien-Chin Liou, Zhong-Yan Peng (2009) in computer-mediated peer review, and of Kim, Hyung Nam (2008) on using blogs in educational contexts could be a good point of reference. Both works were used as a reference for the development of this research

6 Theoretical Framework

6.1 Peer review, writer authority and writer identity

As mentioned in the Research Problem, the development of independent, authoritative writing is a major concern for teachers of academic writing in general, as well as it is for teachers of academic writing in L2. As shown through the experience of Rieber (2006), Schneider and Andre (2007) and others, an effective strategy for writing improvement and the development of writing authority is that of Peer-Review, which consists, in general terms, of having students reading, revising and commenting their peers' texts. But, before approaching the issue of Peer-review, it is necessary to examine those aspects intended to be achieved through it, which leads us to the concepts of writer authority and writer identity.

6.1.1. Writer authority

For stating a definition of what writer authority is and where it is embedded I will use Roz Ivanič's model of "clover-leaf diagram" defining Writer Identity, from her article "Writer Identity" published in 1994 by the Centre for Language in Social Life at the University of Lancaster.

This model was chosen primarily, because in most of the consulted resources on writer identity and authority, Ivanič's work was constantly referenced as a source. There are few authors who have drawn on the matter and, of these, Ivanič seems to be the one with the widest and deepest insight on writer identity.

6.1.2. Writer identity

Writer authority is part of a joint which composes writer identity. Ivanič does not define writer identity *per se* but she identifies it as a set of four interrelated aspects.

These are:

- Writer's life history and sense of their roots.
- The prototypical identities set up by discourse types
- The impressions writers give of themselves
- Writer's expression of authorship, authoritativeness and authorial presence.

Ivanič represents these aspects in the following diagram and she states that the two leaves on the left influence those on the right. Besides, at the centre of the clover there is a group of concepts that work as a connecting tissue among the leaves.

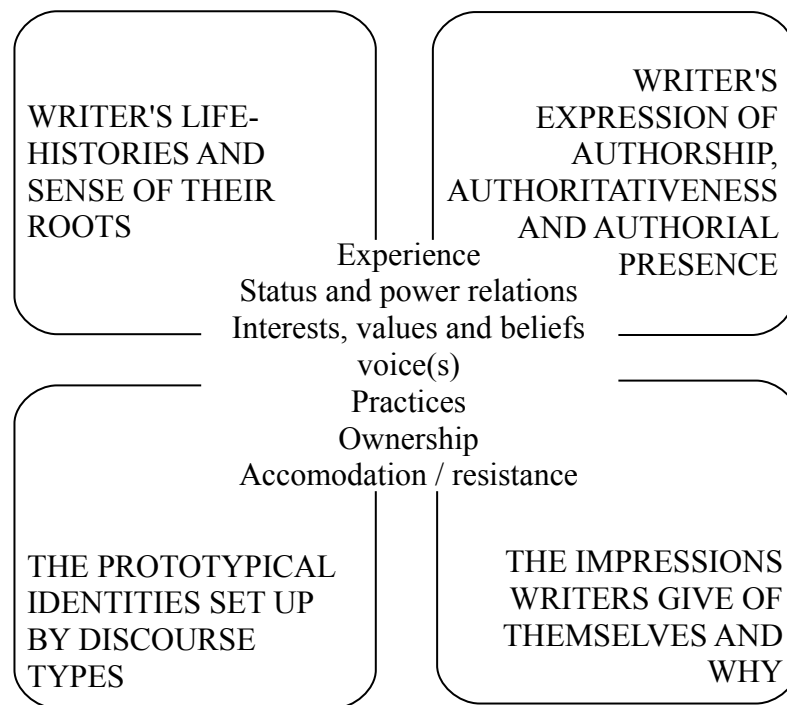


Figure 1: Aspects of writer identity: 'the clover-leaf diagram'. Adapted from Ivanič, Roz. *Writer identity* (p 4). Working Paper Series 66. Centre For Language in Social Life. Department of Linguistics and Modern English Language. Lancaster University. 1994. 27 p.

•Writer's life history and sense of their roots.

The diverse life experiences of individuals lead them to have access to different discourse types. Also, during their lives “People are immersed in and imbued with the voices and practices of their social circumstances”(Ivanič, 1994, 4).which derives into individuals identifying themselves with some discourses, social groups, ideologies, as well assuming particular beliefs, interests, values, practices and voices. “People's life histories also shape the sense of self-esteem and status with which they approach all aspects id social life, including writing”¹

•The prototypical identities set up by discourse types

Ivanič uses Fairclough's definition of discourse types which is that they are “different types of language used by different types of people for different purposes in different contexts”. Ivanič does not go deeper into this definition but she rather gives examples of discourse types as are “academic discourse”, “scientific discourse” and “philosophical discourse”.

Ivanič represents a discourse type as “Taking on a disguise which identifies the writer with other members of the academic discourse community” (Ivanič, 1989, 1) In other words, adopting a discourse type assigns the writer a certain identity: that of a scientist, a scholar, a philosopher, etc. The writer can decide whether to adopt it or to resist to it.

Discourse types are not strictly separated from each other. Also, writers can use different conventions depending on their opportunities of access as well as on their preferences (which are shaped by the life-histories).

¹ OP Cit p 4

•**The impressions writers give of themselves**

The words writers choose create an image to themselves and to the readers. “Writers consciously or subconsciously try to manipulate the impression they convey to readers, according to their commitments and what is in their best interests” (Ivanič, 1989, 5). Sense of “fit”, of ownership, “the real me”

•**Writer’s expression of authorship, authoritativeness and authorial presence.**

This aspects have to do with the rapport established between the writer and their writing. Ivanič (1994, 5) offers the following description for this category:

“Writers may put themselves at the centre of the writing, exerting control over it and establishing a presence within it. At the other extreme, writers may relinquish control of the situation to other, named authorities, or to some abstract, impersonal source, or perhaps to the reader. Viewing oneself as an 'author', feeling authoritative, and feeling the right to exert a presence in the text is often related to the sense of power and status writers bring with them from their life-history”

For expanding the previously exposed, Ivanič (1994) refers to authorial presence to how the author makes himself/herself a part of the text, how much they feel, or appear to be, in control of the act of writing. In a text, the most obvious representation of authorial presence is the use of the first person: I, me, my.

Then, Ivanič identifies, linked to the idea of authorial presence, that of authoritativeness, which refers to how the writer positions himself/herself towards other authors. The term authoritative is defined in the Webster's Third New International Dictionary (1947) as *Possessing recognized or evident authority that elicits acquiescence and acceptance:*

having qualities that mark as definitive: CONCLUSIVE, CONVINCING.

Thus, the writer might whether report on what other, more authoritative authors than himself/herself, said about the topic, using these authors as sources of information or he/she may use this author to support their own position hence exerting an authoritative voice in the text. One of the marks for authoritativeness and authorial presence is the use of passives and modals in contrast to “unmodalized present tense assertions which give a sense of certainty” (Ivanič, 1994)

The influence of people's life-histories on writer authority is what comes to be considered authorship, which is directly linked to authoritativeness. The author's experience can make him/her feel authoritative on topics to which he/she has been related (Ivanič, 1994), and hence he/she develops both authorial presence and authoritativeness throughout his/her text.

6.2 Student Peer review

Student Peer Review is a term that refers to the formative evaluation done by peers, this is, by students to the texts of their classmates. Formative evaluation contrasts with peer grading: the latter refers to having peers assigning a grade to the reviewed works; the former does not involve grading, but an immersion in the process of creating a text, where peers edit the text or provide comments that may help, in form and content, to improve the classmate's writing. (Rieber, 2006)

At the simplest level, written peer critique activities promote a real textual

conversation among students in our classrooms. But more than that, such activities ask them to write first as members of a community as they compose their original texts and then to engage in a meta-conversation about the ways in which their peers' work is an appropriate contribution to the academic discourse of the classroom or to the larger disciplinary or professional conversation.

Schneider and Andre (2007)

Research by Rieber (2006) reports that some of the benefits of peer review are that students complete assignments before the due date; review the assignment directions to confirm themselves or their peers are following the assignment criteria; write more careful and polished drafts since they know their peers will read the work. Also, students sometimes have a better attitude towards peer review than towards teacher review, because they may feel teacher review as an evaluation of right/wrong, while peers comment on what they don't understand or how the text fits or not the guidelines. One paramount benefit of peer review, reported by Schneider and Andre (2007) is that peer review fosters authority in student writing. They report that class discussions preceding writing and peer review activities provide a knowledge basis that give confidence to the students (idea supported also by Penrose and Geisler, 1994), so later they would be able, not only to write more authoritative texts, but also to give more authoritative feedback. Furthermore, peer review might also reinforce authoritativeness since it allows students to give personal responses based on their life-histories.

Rieber (2006) also mentions some disadvantages peer review may bring.

The first one is that it requires a large amount of class time, which, as will be seen later, can be overcome with the implementation of Computer Mediated Peer Review. Another one is the case that "weak writers may not be able to help strong writers" (Rieber, 2006, 325) but

as a compensation, Rieber says, these writers may get to learn more from the reviews they themselves do that from the reviews they receive.

Finally, Schneider and Andre (2007) say that for a peer review to be effective it should at a minimum “address content, comment on strengths in the critiqued writing, and suggest areas for improvement. It should also offer a genuine reader response to the text. “

6.3 Blogs and their educational utility

6.3.1. Brief history of the blog

Piscitelli (2005) says that the websites used to be a copy of the paper format on to the digital; the virtual representation of a reading space for those things that existed in paper in the real world. Hence, these websites presented a static structure, which means they displayed content not intended to be updated.

By the middle of the decade of 1990, search engines (e.g. google.com, altavista.com, yahoo.com) hadn't come into existence yet, for which websites couldn't be accessed through a different way than typing directly their address onto a web browser. This led some people with knowledge on website programming to create a special type of websites which didn't contain static content, but that were updated daily, or even several times a day with a list of links to websites they had visited and liked. Sometimes this list contained barely the hyperlinks, and some other times they included a brief comment on the website linked, being this a navigation log the author offered to his readers. These websites were called “weblogs”, name that later derived into “blog”. (Piscitelli 2005)

By this time, there was still a limitation for the creation and updating of blogs, which was the need of knowing HTML programming in order to be able to run a website. But, by 1999, the first free blogging platforms began to appear. These reduced the publishing process to a series of very simple steps. This allowed popularizing the format, on one side by enabling people with no programming skills to set up and run their own blogs for free, and on the other side these blogs were given different uses, not only as navigation logs, but also as personal diaries, for example. This latter function spread quickly and now there is a much larger number of blogs functioning as online personal diaries or used for other purposes than of navigation logs (Orihuela, 2006).

6.3.2. ¿What is a blog?

To state the definition of blog, I shall draw on the definitions provided by Orihuela (2006), Piscitelli (2005), and Vanoli (2008).

Orihuela (2006) focuses on the possibility users have to produce their own content as well as they can expose it to a wide quantity of readers/users and besides the content itself, the general structure of the blog provides context and information about it and its author.

“Los weblogs, blogs, cuadernos de bitácora o simplemente bitácoras, son las páginas web personales que, a modo de diarios en línea han puesto la posibilidad de publicar en la Red al alcance de todos los usuarios. Al ser un formato de publicación en línea centrado en el usuario y en los contenidos, y no en la programación o el diseño gráfico, las bitácoras han multiplicado las opciones de los internautas de aportar a la Red contenidos propios, sin intermediarios, actualizados y de gran visibilidad para los buscadores.” (Orihuela, 2006, 16)

“El principal elemento de una bitácora son las anotaciones (historias o posts), ordenadas según cronología inversa (las más recientes arriba), cada una de las cuales tiene una dirección URL permanente (permalink), lo que facilita su enlace desde sitios externos. Las historias pueden archivarse cronológicamente (por meses y años) y temáticamente (por categorías) y suele existir un buscador interno para facilitar su localización. La mayor parte de las bitácoras incluye una selección de enlaces (blogroll) que recoge aquellos sitios leídos o al menos recomendados por el autor, y alguna referencia personal (about) que junto al título y al descriptor de la bitácora, ayudan al lector a situarla.”

(Orihuela, 2006, 20)

The definition provided by Piscitelli focuses on the blog as an imprint of the author's personality.

“El weblog es una página web que se actualiza más que frecuentemente y está marcada por la personalidad de su autor, que le imprime un sello a través de la escritura.” (Piscitelli, 2005, 51)

Vanoli (2008) states the same ideas of the two previous authors, and he adds a main point proper, not only to the blogs, but to the internet in general which is the inclusion of different media formats apart from the text; that includes images and sound.

“Los blogs han sido señalados con frecuencia como dispositivos revolucionarios, en tanto permiten una publicación de fácil acceso, gratuita e inmediata de diversos artefactos de escritura que pueden ser combinados con fotografías, video y sonido” (Vanoli, 2008, 225)

This idea presented by Vanoli will be expanded later using as a reference Orihuela's (2006)

approach on interactivity, hypertextuality and multimediality.²

Joining these three concepts, we could define a blog as personal, sometimes collective, constantly-updated website that focuses on the author and their ideas and that requires little technical knowledge to be created. Its content, in the form of *blog posts* or *posts*, is chronologically organised, being the most recent entries on top and can contain different media formats. The traces of the author are not only present in the posts, but also on the visual design of the website.

There is another aspect of blogs that is paramount: the possibility that posts can be commented by both readers and authors, whether overtly or anonymously. The discussion threads that emerge from comments help establishing communities and social relationships around blogs.

Now, I shall present an insight on each of the elements that compose the blog, as well as how they are used in the context of education and, specially, in writing courses.

6.3.3. Why do people write blogs?

Orihuela (2006) briefly mentions some of the reasons why people write blogs: a need of expressing themselves, a will to share knowledge, a will to integrate into a community, a quest for recognition, creative exploration, therapy, political participation, defence of interests, or simple exposure. These items often appear intertwined. For instance, in the case of my research, integration in a community, creative exploration and exposure are especially relevant to the motivations for creating a course blog.

² The terms as coined by Orihuela (2006 , 24) are “interactividad, hipertextualidad y multimedialidad”

Vanoli makes a classification (Vanoli, 2008, 233) of what blogs are used for, establishing three main categories:

- Blogs oriented to a general and anonymous public (products and services, journalism, promotion of culture)
- Blogs oriented to socialization or self-exposure, as would be the case of personal diaries.
- Blogs as a space for a virtual community gathered around things in common, at the time it may be a communication channel alternative to simultaneous interaction.

Sim, J. W. S., and Hew, K.F. (2010) present a list of six major blog usage categories that derived from the analysis of research papers that focused on the use of blogs in educational contexts by both students and instructors. The authors highlight that this list is “neither mutually exclusive nor exhaustive” (Sim, J. W. S., and Hew, K.F., 2010, 3)

“(a) Some bloggers use their blogs as a learning journal or knowledge log to gather relevant information and ideas pertaining to specific topics (Kerawalla, Minocha, Kirkup, & Conole, 2008; Loving et al., 2007; Stiler & Philleo, 2003). [...]

(b) Some bloggers use blogs to record their personal or everyday life (Leslie & Murphy, 2008; Nackerud & Scaletta, 2008). [...]

(c)Blogs are also used by students to express emotions or feelings. [...]

(d)Blogs are used by participants to interact or communicate with other people (e.g., classmates or instructor) (Davi, Frydenberg, & Gulati, 2007; Farmer et al., 2008; Kerawalla et al., 2008; Kuzu, 2007; Makri & Kynigos, 2007; Nackerud & Scaletta, 2008; Wang & Hsua, 2008). [...]

(e)Some instructors use blogs as an assessment tool (Chen & Bonk, 2008; Glass & Spiegelman, 2007). [...]

(f)Finally, blogs are used as a task management tool. [...]"

Sim, J. W. S., and Hew, K.F., 2010, 3-4)

Pallof and Pratt (2005) include blogs in a series of activities proposed for developing online collaboration in online courses. Blogs provide an optimal scenario for text exposure, interaction and feedback. They allow students to develop and keep asynchronous discussion threads that are accessible for all readers at the same time. And although using blogs is not the only computer-mediated course strategy, it presents many advantages for the purposes of writing courses. Comparing this platform to others, H.-C. Liou, Z.-Y. Peng (2009) indicate that when reviewing text files (Microsoft word .doc, or .odt open office text files), these have to be mailed so the people doing the reviews can read the feedback of their classmates, but mailing makes it difficult to keep a discussion. There are other web platforms that would allow a closer interaction, as could be online chat rooms, but these require the readers to be online simultaneously and momentarily, so further development and preservation of the threads would be very complicated; Also, the haste required in real time interaction could affect the analysis of the text and comments. (Liou and Peng, 2009)³

Kim, 2008, 1344

Now, I will explain the structure of a blog and the tools it provides when used in the framework of writing courses.

6.3.4. Structure and characteristics of a blog

Structure of a blog

³ RSS: Really Simple Syndication
CMC: Computer-mediated communication

The typical blog layout is composed of 3 main parts: the header, located at the top; the posting area, located below the header; and the sidebar, which is a narrow column located at one side of the posting area.



Figure 2 “ Typical layout of a blog ” Reprinted from BRADY, M. *Blogging, personal participation in public knowledge-building on the web* (p 14), Chimera Working Paper 2005-02. Colchester: University of Essex.
Copyright 2005, University of Essex.

Header

- Blog Title

This is the name of the blog. It usually has a relationship with the blog's contents.

- Descriptor

This is a string of text located just below the title. It describes the theme or genre to be dealt with in the blog contents. (Orihuela, 2006)

Posting area

- Post.

A post is a unit of text published on the blog and the blog's main component (Orihuela 2006) . One could compare a blog with a physical folder to which new documents (posts) are constantly added. For the case of a writing course, for example, a post could be each of the individual texts published by the students. A main characteristic of posts is that they appear and they are filed in reverse chronological order, this is that the most recent post appears on top, followed by the older posts. This allows the reader to have access to the latest published post, as corresponds to the dynamics of a blog to be designed for constant updating.

Posts have themselves a specific structure and characteristics which are:

- ◆Title. Besides heading the text, it bears a permanent link (also called permalink), that enables readers to access a specific posts whether from inside the blog or from other sites or hypertexts. Permalinks also help to file the posts according to different criteria (chronological, thematical, etc.)

- ◆Author. It displays the name of the person who created the post.

- ◆Publishing date and time.

- ◆Category information. Posts can be categorized depending on the criteria of the author.

- ◆Comments: these are usually located at the end of the post. Comments can be written by both readers and post authors, and, depending on how the blog has been configured, posts can even have anonymous commenters.

“Since they are readable by anyone reading the blog and anyone can leave feedback,

they are also a way of allowing readers (who do not need to author their own blog) to communicate with each other with the blog post as the topic of discussion, potentially creating ties between readers. Comments also help to increase a feeling of others' presence so it can be seen which blogs are more popular as well as which posts generate more discussion. “

(Brady, 2005, 7)

When used for peer review activities in educational contexts, comments are often called in the literature CMPR (Liou and Peng, 2009; Kim, 2008) which stands for Computer-mediated Peer Review. Liou and Peng (2009) present an overview of the research literature on Computer-mediated Peer Review in L2, and they mention that authors agree that asynchronous CMPR (e.g. Blog comments, text files editing) proves to be more effective than synchronous CMPR (e.g. Online chat rooms) but that, nevertheless, CMPR should not be used as an only tool in writing courses, but it should be used together with face-to-face interaction as a two-step procedure, resulting to be more effective than CMPR alone.

Another advantage of Asynchronous CMPR is that comments can be refined before submission because students have more time to think about what they will write, and then they are able to instantly self-publish their comments to all course members. (Liou and Peng, 2009)

Advantages	Reference
Inclusiveness enhanced for intercultural encounters	(Zeiss & Isabelli, 2005)
Equal participation due to a reduction in social context e.g., appearance, age, gender, etc. and a reduction in dynamic cues e.g., frowning	(Amant, 2004; Schwienhorst, 2004)
Removal of accents or intonations as students' linguistic limitations	
Better learning outcomes (more creative and high quality) over traditional, face-to-face courses	(Ocker & Yaverbaum, 2001; Vess, 2005)
Reduction of students' psychological barrier to enable them to express opinions freely	(Young, 2003)
Enhancement of critical thinking skills, problem-solving skills, and communication skills	(Ocker & Yaverbaum, 2001; Young, 2003)
Improvement of metacognitive skills as self-reflection and revision in learning through text-based communication	
Knowledge construction	(Johnson, 2007)
Sufficient time to reflect on and structure their ideas	(Pena-Shaff et al., 2005)
In-depth discussion of topics	
Access to diverse perspectives	
Archived database of topics and integration of class materials with increased control	

Figure 3. “Advantages of computer-mediated, asynchronous communications tools” KIM, Hyung Nam. *The phenomenon of blogs and theoretical model of blog use in educational contexts* (p 1343). Computers & Education 51 (2008) 1342–1352. Copyright 2008, Elsevier Ltd

Sidebar

The sidebar usually contains the following items, which can be added or removed by the blog administrator

- ◆ Blogroll. This is a list of links to blogs that the blog author usually visits
- ◆ Categories, tags. These categorize the posts depending on keywords that the author has assigned to them
- ◆ Author(s) bio or profile. A short biographical reference or a link to one. It is usually accompanied by a profile picture.
- ◆ Blog Archive. This is the chronological posts archive. It is organized in years, months and days

6.3.5. Characteristics of a blog

•High accessibility

Orihuela (2006) mentions that publishing contents on a blog is as easy as sending an e-mail. Vanoli (2008) indicates that

“A diferencia de lo que sucede con la programación y el diseño de páginas Web, el usuario de un *blog* no debe disponer de otras capacidades informáticas que aquellas necesarias para navegar en internet. Los proveedores gratuitos del servicio (Blogspot y Wordpress son los más conocidos, pero no los únicos) brindan la posibilidad de abrir un *blog* en menos de diez minutos, por medio de instrucciones que no necesitan de otra destreza que oprimir repetidas veces un botón virtual.”

(Vanoli, 2008, 227)

Piscitelli (2006) notes that the major blogging platforms offer their services for free, and often they offer paid extra services, such as more storage space, more personalization options, etc. Nevertheless, a free blog is fully functional. One of the main implications of this accessibility feature: the weblogs have become an alternative to the traditional media since they allow internet users to produce content by themselves, content that used to be produced mainly by the big established communication media (Orihuela, 2006; Piscitelli, 2005).

In an educational setting, this feature easily enables course members to set up their own course blog, or blog network. An example of a course blog network running on a free platform is on the research by Liou and Peng (2009), where students of a writing course in L2 were to publish the drafts of their texts on their own individual blogs, as well as they

had to leave comments on their classmates' blog posts. They used the commercial free blog environment, Vox (<http://www.vox.com>)

•Immediacy and absence of an editorial system:

The blog allows one or multiple authors to publish their writing in the moment they will. Orihuela mentions that the blog “consigue hacer casi totalmente transparente el proceso de publicación en la Red y prácticamente simultáneo con la escritura” (Orihuela, 2006, 24). This immediacy allows editorial processes to be bypassed, making disappear any mediation between the reader and the author. (Vanoli, 2008)

Contents can also be modified or even deleted leaving no traces or marks of what has been done. Usually, if modified, the author adds a comment at the beginning or end of the text indicating why, what, and when something was modified.

•Interaction, Interactivity, hypertextuality, multimediality (Orihuela, 2006)

Interactivity, Hypertextuality and Multimediality are three characteristics initially proposed by Orihuela (2006) as the “three major features that characterise the communicative potential of the web”, to which I shall add the category of Interaction, proper of the nature of the blog. As we shall see later, these features are not necessarily found separately, but it is common to find them mixed and intertwined both in the web and in the blog platform (Vanoli, 2008).

Interactivity and interaction

Berdugo (1999) states a difference between interactivity, which is a technical term, and

interaction, which is a social term that refers to the interpersonal communication among individuals. She says that the usage of these two terms as one refers to the issue that sometimes the computer gets to be considered an interlocutor, although machines aren't still able to produce natural and spontaneous language. (Berdugo, 1999)

For interactivity, Berdugo (1999) cites the definition from the Petit Robert French Dictionary (1993), definition I shall transcribe here as extracted from Le Nouveau Petit Robert de la Langue Française (2008, 1352):

Interactivité: n.f. - v. 1980 de *interactif*. INFORM. Activité de dialogue entre l'utilisateur d'un système informatique et la machine, par l'écran.

She adds details by stating that interactivity describes the various relationships between the user of a computer program and the computer program itself, which can be achieved through elements such as: a keyboard, a computer mouse, a microphone, etc.

Regarding interaction, in all the literature explored for this research, blogs are always referred to as platforms that foster the establishment of virtual communities that can have their basis on face-to-face interaction or that may be merely virtual. Vanoli (2008) says that

“la circulación de saberes, la recomendación de consumos, y la formulación de un registro estetizado y compartido de la cotidianeidad confluyen en la construcción de una intimidad pública donde el *blog* puede funcionar como canal de expresión alternativo a la órbita del discurso de la interacción simultánea, o como vía de recuperación de una cotidianeidad perdida por la lejanía espacial.”

Vanoli, 2008, 234

This is a feature that approaches directly my research problem. Hence, blogs would provide the exposure so required for writing courses, as they favour the role of real readers in real contexts. For instance, Carlino (2005, 36) proposes some activities for writing classes, that

are to be developed on paper and that would achieve the goal of text circulation (group revision of class synthesis). But still, using a blog would improve the conditions for text circulation given the advantages I have extracted from the literature.

Hypertextuality

Hypertextuality can be defined as the characteristic of a text, whether digital or printed, of being non-linear, this is, that its structure is not bound to a sequence of ideas but rather to a group of items connected by links. I shall concentrate on the digital field that would be computer hypertext. Piscitelli (2005, 16) states that hypertext “se trata de una estructura de base informática que hace posible, a través de enlaces, la conexión electrónica de unidades textuales (dentro del texto o con otros documentos) y que requiere la manipulación activa del lector”

Landow (1995) provides a very similar definition, and indicates that hypertexts can go beyond verbal communication. He says hypertext is “text composed of blocks of words (or images) linked electronically by multiple paths, chains, or trails in an open-ended, perpetually unfinished textuality described by the terms **link**, **node**, **network**, **web**, and **path**”. But he expands to the concept of hypermedia, which he says he uses as a term equivalent to hypertext:

“Hypermedia simply extends the notion of the text in hypertext by including visual information, sound, animation, and other forms of data. Since hypertext, which links one passage of verbal discourse to images, maps, diagrams, and sound as easily as to another verbal passage, expands the notion of text beyond the solely verbal “

Landow, 1995, 3

In the frame of writing courses, hypertext can be useful to link to bibliography or reference material, as well as to other authors' texts.

Multimediality

Monet (1995) cited in Berdugo (1999) defines multimediality as the fusion of at least two communication formats: text, voice, sound, images, animation, video, etc. within computer programs or electronic works. Landow intertwines this notion of Multimediality with that of Hypertextuality for the hyperlinks can whether originate in or lead to multiple text or communication formats.

On a blog platform, multimediality allows the course members to expand the formats of information they use, so they can include video and image as a way to enhance their pedagogical experience.

Customization and Personalization

On a blog, the visual design and the content are often intertwined. The user can customize the general layout and the contents by displaying different text and background colours, background images, distribution of the space, among other visual options. Visual appearance together with the sidebar paratexts often contextualize the identity of the author, and the themes dealt with on the blog (Vanoli 2008).

7 Methodology

Given the characteristics of a small research population consisting of no more than twenty individuals, plus the need to have an in-depth view of the interaction among individuals and their personal perceptions and conceptions; I implemented the Case Study as main methodological tool since it suits and contributes best to the objectives of the research

Rodríguez Gómez et al., (1996), cited in Sandin (2003), define it as a process of research characterized by a deep, detailed, comprehensive and systematic examination of particular cases appearing in individuals or small groups.

In a sharper focus, I shall apply the Instrumental case study methodology(Sandin 2003), thorough a hermeneutic and interpretive perspective, this is, the actor's meaning becomes the central focus of the research (Bolívar 2002). According to Sandin, in an instrumental case study

El caso particular se analiza para obtener mayor comprensión sobre una temática o refinar una teoría. El caso juega un papel secundario. La finalidad del estudio de casos no radica en la comprensión del caso en sí mismo. El estudio de casos es un instrumento para conseguir otros fines indagatorios.

Sandin, 2003, 176

Hence, although based on a particular case, this research intends to contribute to the area of teaching academic writing in L2 in web environments. (See figure 4. P. 106)

Setting

This research was developed in the frame of the *Composición Escrita en Inglés VII*, course at the *Licenciatura en Lenguas Extranjeras* program at *Universidad del Valle* in the period

July – December 2010; led by Professor Sol Colmenares. The course was taken in the 7th of a 10 semester studies program. The course intensity was of 6 hours a week, divided in three blocks of two hours every Monday, Wednesday, and Thursday. The classes were carried out in both a computers room and a regular classroom and they involved the creation and usage of the blog *I read, then I write* (ireadtheniwrite.blogspot.com).

Participants

The students involved authorised the use of their material through a written consent (see Appendix A, P 113). In the same document students also specified the conditions for the exposure of their personal identities. Some of them allowed the used of their real names, which were also their nicknames in the blog. Others authorized the use of the nickname they had in the blog and some others preferred to have a different nickname from that in the blog.

15 Students.

Course professor

2 Guests

Me, the author of this research

Data collection

In the period from February the 24th 2010 until February the 22nd 2011 230 posts and 287 comments were published by the students, professor and guests to the courses *Tipologías discursivas escritas en Inglés VI* (February to June 2010) and *Composición Escrita en Inglés VII* (August to December 2010) on the blog <http://ireadtheniwrite.blogspot.com/>. Extra posts were published after finishing the latter course and I have included them in the corpus considering the possibility they can also contribute with valuable information for the

research.

My corpus, then, are those posts and comments (peer reviews) published since the 24th August 2010 until February the 22nd 2011, since the course carried out in this period focuses in having the students analyze the process of writing, different from the previous course which focuses on reading.

Since the entire corpus already existed in digital format, pdf backup files were made in order to prevent data loss. Also, the comments to the blog posts were copied and pasted onto a text file for making the corresponding analysis and categorization.

The course students were asked for consent in order to use their work and names or nicknames in this work; when required by the students, they were given nicknames different from those used in the blog. The consent is certified through written authorizations from the students.

Data Collection methods

- Documental analysis: Categorization and analysis of the blog posts and blog comments.
- Participant Observation. I participated of some classes at the computers room in which students were to use the blog.
- Open-ended question surveys. For gathering complementary information such as opinions, expectations and feelings I applied a survey on the course students. (see appendix B, P 115)

Establishing the blog

Implementation of the course blog ireadtheniwrite.blogspot.com was decided by Professor

Sol Colmenares, aiming to provide conditions that would improve text visibility, circulation and peer reviewing. The professor requested my participation for the creation of the website and further instruction on its operation to the students. A similar blog had already been set up for the first time for the course *Composición Escrita en Inglés VII* (August to December 2009), also led by Professor Colmenares.

The blog was set up on the free platform blogger.com in February 2010. All course students were sent invitations to their emails in order to add them as authors to the blog. In the first weeks of both courses, a class session was carried out at a computers room in which I assisted and guided the students in the process of registration as well as I did an instructional presentation on how to use the blog, regarding writing and publishing posts and comments. Throughout this and some later classes in the computers room I continued to assist the students as they were working in their assignments.

Text publishing process

In both courses the blog was used as a task management tool (Sim, J. W. S., and Hew, K.F. 2010) this is, it was a place where students would submit their writing tasks so they could be read by everyone in the course. Some of the classes were carried out in a computers room so the students could write and publish their texts during the class sessions.

The texts to be published were short texts written in class, and some of them were to have several versions. These were called Micro Writing Practices (MWP) and they were about the reflection on the process of writing. These were to be commented by peers.

Peer reviewing

Peer reviewing was an explicit part of the course program and it highlighted the demand of the recognition of peers as people with whom to have a legitimate and respectful interlocation.

Grading

The Personal Writing Project, the Micro Writing practices and the peer review represented a 60% of the total grade for the course, divided in two blocks: 30% of the total each, corresponding to the mid-term and the final-term hand-ins for the texts.

The remaining 40% corresponded to a final exam.

Data Analysis

My corpus of analysis is composed by the blog posts, the blog comments and a set of surveys. Regarding blog posts, a general description was done, dealing with their content and with the interaction they had and if the comments had an influence on their form and content. For the comments, I established two basic units of analysis: words in context and sentences, taking into account a comment may have several and different sentences.

•Words in context

Words have been used as a unit of analysis for identifying marks of authorial presence and the positioning of the self towards the other authors: personal pronouns, and possessives, for example

•Sentences

Through these I intend to analyze the content rather than the form of the peer reviews, what kind of feedback students provide and how they interact with each other.

The initial categories were refined through several revisions as well as through those categories established by Hsien-Chin Liou and Zhong-Yan Peng, 2009 in the data analysis for their research. Later on, the survey necessarily had to be analysed, not independently, but through the scope of the categories resulting from the blog comments analysis since the

responses in it were to be contrasted and examined with the evidence from the comment categories.

8 Findings

The data analysis yielded a rich variety of categories and subcategories that can be grouped in two large branches: the Blog posts categories, comprehending the types of blog posts found; and the Feedback categories, initially containing the different varieties of blog comments, which are later analysed, peer by peer, through the scope of the responses provided in the survey. The survey required a joint analysis together with the feedback categories since these two sources of information complemented each other in order to elicit the peers' behaviours and perceptions.

Blog Post Categories	Writing tasks		
	Autonomous student posts		
	Text sharing: Quotes		
	Text sharing: peer writing		
	Call to action		
Feedback Categories	Non-revisional feedback	Idea identification, rephrasing and complementation:	
		Discussion Threads	
		Complimenting and thanking	
		Chatter	
	Revisional feedback or peer-review	Form-oriented peer -review	
		Content-oriented peer review	Requirement for idea complementation
			Questioning
			Highlighting
			Text macrostructure
	Survey findings		
Marks of writer authority, writer identity, and authorial presence in peer comments			

Figure 5. Blog posts and blog comments categories

8.1 Blog category analysis

Although the blog was originally intended to be a publishing site for the writing tasks, through the course, both professor, student's and guests contributed with literary texts, reference texts, and of other kind which expanded the horizons, contents and interaction in the blog platform. Next, I shall present the types of blog posts found.

In the following sections there are occasional differentiations between the terms “author” and “text's author”; and “peer” and “student”. This is because in some cases peers (students) published material which they had created, this is, of which they were authors, and in other cases they published material created by agents external to the group (e.g. Classic writers, universities, etc.), so here students would just be “publishers” but not authors of the materials.

8.1.1. Writing tasks

These were all those texts that had been required by the course parameters to be published on the blog. In total there were 44 blog posts for this category.

8.1.2. Autonomous student posts

These were texts that students posted by their own initiative, whether they were related to any topic discussed in class or in the writing tasks, or they were independent from and unlinked to these.

8.1.3. Text sharing: Quotes

In this category the peers focused in posting part of texts or full texts that were not of their authoring and that intended to develop a reflection or discussion. There were two types of posts in this category: the ones that were unlinked to the rest of the topics on the blog, and the ones linked to topics that were being discussed in class or in the writing tasks. These

texts were commonly supported by multimedia formats such as video and images.

There were two posts for the case of the texts that were not linked to other topics. One of them was a letter allegedly written by American Indian, Chief Seattle, to the US President Franklin Pierce in 1854. The letter presents a critic to the white man's perception of the nature and the way he manages it. The text was published complete and with no introductory writing from the part of the student who published it but the title the student himself assigned to the post: "A reflection of what happened and what's happening in our world"

How can you buy or sell the sky, the warmth of the land? The idea is strange to us.
If we do not own the freshness of the air and the sparkle of the water, how can you
buy them?

*A reflection of what happened and what's happening in our world Posted by Luis
Fernando Agudelo Ledezma*

There were 12 posts linked to other topics. Of these, some were part quotation - part authored (3 posts): the authored part in this category was generally a brief introductory text written by the student that preceded a quote, full text, video, image or hyperlink. Other posts were full quotes or just links to other texts or videos (9 posts). These had as purpose to set discussions or arguments that appeared during class sessions or to provide reference material for the discussions and texts being analysed in the course.

As an example of a part authored - part quotation post, see figure 6 P. 107

Regarding the posts that contained only quotes, texts, videos, images, or links to any of these, see figures 7 and 8 in pages 108 and 109

8.1.4.Text sharing: peer writing

In this category I have listed two texts that were written by the peers and were not related to the class or any surrounding topic. These texts were a poem and a short story the students wanted their peers to read, and apparently they considered the blog could be a good place for exposing their writing. Both texts received revisional and non-revisional feedback. To see an sample item of this category, see figure 9, P. 110

8.1.5.Call to action

There were three posts students wrote which were different from those of peer writing, and which addressed their peers in order to generate or trigger some kind of reaction in the course group, so the members would write more or participate more on the blog.

In the first of these texts, dated October 12th 2010, the student invited the course members to participate and interact more on the platform. He argued that interaction was necessary for establishing a community, for improving their writing skills, and for getting to know each other.

Hey u all guys... I really miss u a lot... I've been reading all that u all have posted and I've found it excellent, they are beautifully written. However there is something that makes me feel worried about it... Remember that the idea is to create an interactive community where people can express their feelings and thoughts, in this process it is necessary to "hear" what other people thinks about our writing itself... So please "interact"... (I know I'm not part of this group on an academics sense, and I'm sorry if I hurt some feelings but I carry u all in my heart and I think this blog is an outstanding opportunity in order to develop our skills, accuracy and fluency at writting besides, it's an excellent tool to get to know who we really are - jajaja sound

funny isn't it... but it's true.)

That's it... love u all...

Posted by Rogelio Herrera Marin at 15:54

The second text, dated November 29th 2010, shows a reflection on criticism, focused on the situation that peers were to criticize each other according to the class dynamics. The student first drew on other sources to define what criticism is, then she moved onto the setbacks she has encountered during her reviewing her peers, and finished by inviting her peers to revise their perceptions on peer critique and to participate more on text criticism.

[...]

This is only a reflection about why we should be more critical with the others if we really want to help them/us, it might be difficult to say some things or to accept some comments, but as long as we learn how to criticize and how to use the critiques to improve ourselves we are going to take the word "**criticism**" in a more positive sense and we are going to be able to enjoy its advantages. I'm open to any kind of critique, so please do not hesitate to comment what do you think about it.

Thinking about criticism by Iveth

Finally, there comes a text with the particularity of having been published in a date much later than that of the end of the English course in which the blog was being developed. This entry is dated February 22nd 2011, and it was written by the same student who wrote the first call-to-action text. Different from the previous texts that demanded interaction in the frame of the course activities, this one called for continuing text publishing beyond the course. Nevertheless, this happened to be the very last text published on the blog (the last

student post before this one dated from December 13th 2010), as well as it didn't receive any comments.

Hey you all... this is a new beginning. No matter the problems in the past or not having them, every day bring us to a new start, to a new opportunity, to a whole new being ourselves... I'm hoping this space of freedom keep going on march, I'll be glad to keep posting, if you allow me to do it... See u all...

Coming back! by Rogelio Herrera Marin

8.2 Feedback category analysis

For the analysis of feedback, let's first make clearer two words that are the basis for analysis: comment and feedback. Here, I take the definition of comment from its technical context, this is, the unit of text each person introduced through the comments form on the blog. Comments were majorly composed by sentences or even single words that I defined as feedback. This is, one blog comment could contain different sentences or units of feedback. Peer comments contained in variable degrees two types of feedback: revisional and non-revisional. For instance, the content of some comments was sometimes fully revisional; other contents were both revisional and non-revisional in different degrees; and other were fully non-revisional.

All comment excerpts included attempt to reproduce loyally the original ones thus grammatical mistakes, capitalisation, spelling, etc. have not been modified.

8.2.1. Non-revisional feedback

Most of the content of peer comments corresponded to this category. Non-revisional feedback neither provided overt feedback nor was specifically addressed to improving or modifying the peer's text. Chatter, idea complementing, and expressions of congratulation or disapproval were some of the situations that appeared in this kind of feedback which, were not only addressed to what was written in the text being commented, but also to other peer's comments.

According to the purpose each of these statements had, I established the following categories:

8.2.1.1. Idea identification, rephrasing and complementation:

Some posts reached up to nine non-revisional feedback sentences of this type, which was also the most common one. The peers expressed that they had been through the same experiences as the text author and/or peers and that they agreed with either or both of them. For example, in a text dealing with what it was like for each student to write in English, French and Spanish, some students expressed they experienced similar feelings when writing in each of these languages. Much of the feedback was oriented to expressing sympathy with the author's main point:

That's true it happens to me all the time... but who cares, you have to be convinced that what you think is as important as someone else's... Good reflection Esgar!!!!

Por [Xander](#) el [Writing in spafrenghish is like...](#) el 1/09/10

I agree with you when you say that when you write in french you can "adorn your text", you have more words for saying something and make your ideas so sexy. I think in english you can do the same, despite this for me it is so difficult not "simpler" not "faster" as you say, I spend a lot of time writing in english and my ideas don't go out in an easy way.

Por [Alaska](#) el [This has no taste...](#) el 1/09/10

Such expression of identification was present, not only towards the texts being reviewed but also towards the peers' comments. In the following comment example, a peer expresses she supports an idea provided by another peer:

I like the way the U used the sealife for your metaphors...

Por [Sarasty](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

Yes I agree....it is really interesting!

Por [Monique](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

Also, the peers constantly added their own ideas and occasionally rephrased what had been said by the text's author. For this case, the peers sometimes used the same or similar wording that that used by the text's author. In the following post excerpt the peer compared her process of writing in English, French and Spanish, with that of sea exploration. For this, she used sea-related vocabulary.

For me writing in English is like swimming in the sea (with a boat or a beach near me). Sometimes I feel confidence and I can swim without difficulty. I remember the names of some of its creatures and I like it.

[...]

[Writing in English, French and Spanish...is like.....](#)By Diana

Some of the peers used similar vocabulary in their comments as they tried to state their

position about the topic, and they also rephrased what they considered to be the main idea in the text (underlined excerpt).

It's clear that writing for you it's like being in the ocean. The main difference I found is when you're writing in spanish you're definitely part of the ocean life, like a whale. I love that. Writing in English and in French, as I understand your words, it's like exploring from the outside the ocean in which every human being lives, talks and loves each other.

Por [Vlad](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

I see that fear u can't avoid when swimming like a ghost creature or a dream, and then when you tell about it, it ends up being a marvelous creature in a wonderful picture..

Por [Luisa Fernanda](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

In another example, the process of writing in the languages was compared to leisure activities, among which the author mentioned dancing. Here I present an excerpt from the post, and one of its comments:

Writing in spanish for me is like dancing because I feel good, trusting and comfortable, although at the end my texts don't have sense.(not all the time), anyway I feel good.

[...]

[Writing.....](#) By Monique

Or maybe you are enjoying your dance and suddenly your knees get loosen and your enjoyable dance ends up so bad...

Por [Luis Fernando Agudelo Ledezma](#) el [Writing.....](#) el 1/09/10

Also, occasionally the peers used references to other sources or authors in order to support

their ideas, as in the following comment excerpt, written on a text dealing with bilingual educational policies:

The problem, as it is written in “Los retos de la planificación del lenguaje en el siglo XXI” is: Paradoxically, without Spanish language, it will be very difficult to Arhuacos defending and keeping their territory faced with the pressure of the “white world”. Unless oral tradition achieve a prestigious standing in learning and education, written language will last as an essential element for keeping knowledge at length.

Por [Luisa Fernanda](#) el [Bilingual education at Simunurwa indigenous school...](#) el 25/09/10

8.2.1.2. Discussion Threads

In some texts, debate-like discussion threads arose, so the peers started to express their own arguments, happening to set positions different from that of their peers' of text authors. This type of statements usually generated reactions from both the text author and other peers, and each statement was usually addressed to a specific discussion participant (underlined in the excerpt). Discussion threads generally involved from two to three participants, and not more than five comments in a whole discussion.

The following excerpt corresponds to a comment written on text dealing about the situations surrounding peer critique in peer reviews on the texts being published on the blog. It is immediately followed by a comment from the text author.

A good critique doesn't hurt. In my opinion, a good critique is based on the considerations described above. I strongly believe in the power of being critized, and in the power of being critized in a gently way, and it doesn't mean being fake. The real power of criticism comes from the perceptions we have about others and others' work, not only about formality, theory, models or knowledge; it comes from something close to make somebody's acquaintance, to recognize who is the other and what she/he needs.

Por [Vlad](#) el [Thinking about criticism...](#) el 29/11/10

Sincerity and kindness are friends. And it is "criticized" in my comment.

Por [Vlad](#) el [Thinking about criticism...](#) el 29/11/10

You know, my dear friend, that there are people who don't even accept criticism, no matter if it's in a gentle way or not. Nevertheless, I totally agree with you. The point I'm trying to make is that we have to be aware of the necessity of the critique for constructing knowledge together -we as learners-, which is the main goal of collaborative learning activities such as the peer review. Thanks for the comment!

Por [Iveth](#) el [Thinking about criticism...](#) el 30/11/10

In some of these discussions, the peers would provide reference or information from other sources in order to support their point. Next, I present a comment excerpt in which the peer apparently intended, not only to contribute to the discussion, but to settle an argument between other two peers. It is to note that the comment wasn't written by a student, but by a course guest:

Hey, If this can help settle said argument at all, I found an exert from a weekly English language debate online with Profesor Bernard Fuck. The segment is called 'Fuck knows' and he claims that indeed the abbreviation Improv does exist, but there are rules surrounding its use. Improv is only used in speech when refering to the noun form which would be 'improvisation'. However, if refering to the verb form 'improvise', this abbreviation would never be used. For example: 'He's an excellent Improv comedian.' BUT: 'What shall we do??' 'i don't know, Improvise!'

Por [Liam](#) el [DEAR MRS. IVETH - FROM: PROF. I.M. BORING](#) el 6/10/10

8.2.1.3. Complimenting and thanking

Complimenting was a common part of comments. Students would compliment on their peers' texts, expressing congratulation or liking. Compliments usually appeared at the end of some comments, or even as independent comments.

Oops...I almost forgot the most important. I really liked it. I liked yr subjetivity.

Por [Sarasty](#) el [Writing in ... is like ...](#) el 1/09/10

Diana you have something different to the others, keep going that people wiil love the way you write; I Know it because I already love it

Por [Xander](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

Some peers also would express their thanks whether to revisional or non-revisional feedback. Thanking appeared sometimes as part of a whole comment or as stand-alone comments. The following comment was written on a peer's poem, which had been translated from Spanish to English.

The original was written in Spanish. So I tried to translate it and many problems arose: I didn't want to change the original meaning but I had to do it in order to keep some images. Actually as somebody said to me it's a quasi-literal translation. Thanks.
Por [Vlad](#) el ["timequake"](#) el 14/10/10

8.2.1.4.Chatter

This type of feedback emerged in posts dealing with group activities that were organized through the blog, as were the call for a group breakfast and the selection of a title for a book that would include the student's writing projects.

The breakfast is at 7:30 a.m. All of you have the adress... see you!
Por [Alaska](#) el [ENGLISH BREAKFAST!](#) el 13/12/10

Zorak, did you mean "quite" interesting title? Indeed, is an excellent title, the best of all we had. But I have not heard the approval from the rest of our classmates...ummm!! Where are they? Please participate!!! Say something!!!!
Por [Iveth](#) el [Hi!!! I want to propose "a quasi" another title: ...](#) el 6/12/10

Although not directly related to academic tasks, the fact that students got to use the blog as a means of interpersonal communication demonstrates a high appropriation of the blog platform and comfortableness with its usage.

8.2.2.Revisional feedback or peer-review

Revisional feedback, which I will also refer indistinctly as Peer-review, was that intended to provide overt correction and/or to express positions in order to have a text improved or modified. In this kind of feedback I established two categories: form-oriented and content-oriented peer-review.

8.2.2.1.Form-oriented feedback:

This type of interaction addressed elements dealing only with the formal aspects of language as could be grammar, semantics, spelling, syntax, etc. as well as with text formatting: font type, size and colour, text margins, etc.

Student's and professor's form-oriented feedback were considered separately due to their difference in number and quality. In total, there were twelve episodes of this kind of feedback in 148 comments. Five of these were written by the Professor. The remaining seven revisional feedback sentences were written by students, belonging 3 to a single student, and four to other four students. The quality of the interactions varied. In some cases, the form-oriented feedback was vague and it didn't address clearly a specific problem, this type of feedback was provided only by students. On other cases, the Professor as well as the students provided specific feedback, exposing overtly what was to be improved and even proposing or offering alternatives for correction and/or improvement. It's worth mentioning that two of the form-oriented feedback sentences were addressed not to the text being commented, but to other peers commenting the post.

Professor's and peers' form-oriented feedback ratio

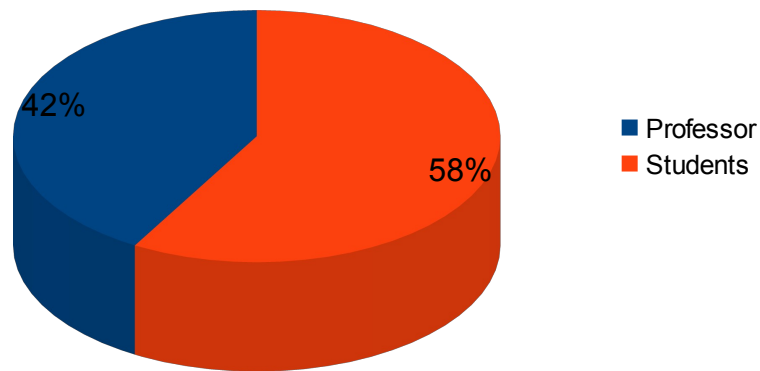


Figure 10. Professor's and peers' form-oriented feedback ratio

As a first example for form-oriented feedback, there are a series of comments written on a post which had a formatting issue: the text overflowed the margins of the blog's body, making it illegible (see figure 11, P. 111).

Luis Fernando, could you please edit this post in a better way?
Por [Vlad](#) el [A reflection of what happend and what's happening ...](#) el 4/12/10

Yes, I agree. Try to think in your audience!
Por [Iveth](#) el [A reflection of what happend and what's happening ...](#) el 6/12/10

jajajaja yes "pana" you got a edit that!!!!!!!
Por [Xander](#) el [A reflection of what happend and what's happening ...](#) el 9/12/10

Yes! In that way is difficult to read something...
Por [Diana](#) el [A reflection of what happend and what's happening ...](#) el 12/12/10

The comments on this text could be considered vague since it is necessary to see the post in order to infer what is being criticized. In the first comment, a suggestion is provided but

still the problem being addressed is not mentioned, nor the section required editing is specified. The second, third and fourth comments just express agreement with the first comment.

In the following comment excerpt, we have a more focused form-oriented feedback sentence as well as a reaction from the post author.

You can avoid - I don't know if this verb is correct in this case- the use of "that" as conjunction in several parts of your text. Por Vlad el Some Reflections on Writing el 25/11/10 Is true... I did the exercise, and I perceived better the meaning and rhythm of some thoughts. Por Diana el Some Reflections on Writing el 1/12/10

Although the peer provides the suggestion about omitting a conjunction, he still doesn't narrow his focus on what section of the text could be changed since he just refers to “several parts” of the text. The reaction from the text author assures the effectiveness of the peer's recommendation, but she continues, as did her peer, to use a general word like “some”, instead of addressing the sections of the text that were or could have been improved through eliminating the conjunctions.

In the next example, in his comment the peer addressed grammatical and formatting issues (form-oriented feedback is underlined), presenting what the issue was and offered a suggestion to solve it. But for this case, the feedback was not provided to the text being commented but to two of the peer comments. In the excerpt, the form-oriented feedback is

at the bottom and the reviewed comments are on top:

Fellows...I agree with J and C. I really think that we can find a better title for our work. If you remembered I proposed: "Spectrum of different voices in writing practices". But I don't like the word "spectrum": it reminds me something scare. So... I was looking for a better word, and I want to propose: "Prism of different students voices in writing practices" What do you think? Waiting for others opinions...

Por [Diana](#) el [THE UGLY DOOR](#) el 2/12/10

EVERYBODY AGREES, BUT I DO NOT SEE ANY OTHER PROPOSALS, AND TIME IS OVER, SO????? I LIKED THE TITLE PROPOSED BY JOHN ALEX, I THINK IS PRETTY ACCURATE, IT IS ALSO INVITING FOR THE READER. I WOULD LIKE TO HEAR THE PROPOSALS MY OTHER DEAR CLASSMATES HAVE, BEFORE WE DECIDE SOMETHING. THANKS FOR PARTICIPATING!

Por [Iveth](#) el [THE UGLY DOOR](#) el 2/12/10

There is another proposal: Diana's. And I like it. Only 3 people voted for Dummies' title.

Dear Diana: you still have problems with adjectives in plural nouns, mainly with "other". As a noun, "others" is right but not as an adjective. And there's no need to write in capital letters.

IT LOOKS LIKE SOMEONE IS YELLING!

Por [Vlad](#) el [THE UGLY DOOR](#) el 2/12/10

As in the comment analysed before, here the peer also quoted the revised term, and supported his revision through a grammatical explanation. Before doing so, he had isolated the peer comment he was revising by naming its author, since there were other peer comments on the text. Nevertheless, in the second part of his revision when he moved onto letter capitalization, he didn't indicate where the capitalization issue appeared. It certainly

doesn't appear in the peer comment first mentioned, but he might be referring to one or both of the following: the text being revised which contained some words and parts of sentences in capital letters; the peer comment that was fully written in capital letters.

Now that I have exposed all of the students' form-oriented revisional feedback, I shall also examine those provided by the professor. Like the students, the professor also used quotations to narrow the focus of the feedback, with the plus that, as opposed to the students who were able to edit only their own texts, the professor had administrative permissions in the blog platform that allowed her to edit any post in the blog, no matter the author. Thus, in some cases the professor edited the students' posts, highlighting in bold, but no modifying, the elements to be revised or changed.

It is to note that, while student comments usually had the interaction of at least two students, the professor's feedback was rarely accompanied by other comments.

What an academic text is

For me, it is a text written for academic purposes in certain fields, it also includes some scientific activities or experiences and it helps **to** the readers to get new knowledge. Generally In an academic text the author shares what **it is** found during a **research** and uses quotes **for supporting** the ideas.

Dear Alaska, Check the following: "certain" is a vague expression. Look for a more precise word. A text can not "include a scientific activity". Again, a more precise wording is necessary. "It helps readers" not "it helps to the readers". Who does the author share findings with? Nice ideas but need further development. Prof. Sol Colmenares

Por Sol el [What an academic text is](#) el 15/09/10

In the previous comment example, not only did the professor use quotes from the original text to highlight elements to be revised, but also she wrote corrected versions of these

elements. She also supported her revision by highlighting in bold elements for revision.

In the two following examples, the professor did not specify in her comment what was to be revised in the text, but she rather relied on referring the student to those elements she had marked in boldface in the text.

Example 1:

(for the original blog post see figure 12, P 112)

Dear Luis Fernando, How are you? I just highlighted some expressions in your post that need revision. Please check what is wrong with them. Some of them are spelling mistakes, in some others you must verify verb form or a preposition is missing... Prof. Sol Colmenares
Por [Sol](#) el [Writing in French When I read in French is like i...](#) el 15/09/10

Example 2:

(for the original blog post see figure 13, P 113)

Dear Cielo, I have highlighted some expressions in your post. They've got to be fixed. Check what the problem is. Prof. Sol Colmenares
Por [Sol](#) el [Different feelings when I write <!--StartFragment...](#) el 15/09/10

In these cases, although the teacher edited the student's text by highlighting some grammar mistakes, these were not corrected on the post nor was there an answer from the texts' authors.

Similar to the students, the professor also provided feedback on peer comments. In the next example, the professor corrects the wording in a peer comment, to which the peer responds

by saying thanks.

This is my first draft of the linked context text so please be patient!!!!

Por [Xander](#) el [Writing does have advantages!!!!!!](#) el 28/09/10

context-linked, not linked context...

Por [Sol](#) el [Writing does have advantages!!!!!!](#) el 5/10/10

thanks!!!!

Por [Xander](#) el [Writing does have advantages!!!!!!](#) el 6/10/10

•Quality and effectiveness of form-oriented peer-review

From six student form-oriented peer reviews, only two (This is, less than half the student form-oriented feedback) were identified to provide specific information about what needed to be revised and proposals or suggestions for improvement. In the remaining four, the peers mentioned there were issues to be revised but they did not specify what the issues were, nor did they propose alternatives for improvement.

From five professor's form-oriented peer reviews, all of them addressed specific issues, whether by quoting text section on the comments, or by marking the elements to be revised in bold.

Only in one case for the student form-oriented feedback and in one for the professor form-oriented feedback there was a comment response by the addressees. More important yet, in none of the eleven form-oriented feedback sentences were there corrections in the texts being revised, and the very few texts with a second version on the blog showed evidence that peers implemented any of the feedback given, even because of the two versions, non

was given any feedback at all.

8.2.2.2. Content-oriented peer review:

Content-oriented feedback dealt with revision on aspects of text construction, this is, comments on cohesion, coherence, and idea development.

As I did in the previous category, I shall divide content-oriented peer reviews in two groups: the ones provided by the professor and the ones provided by the students. This is done due to the significant difference in the quantity of comments written by the professor and by the students. Thus, in a total of 148 comments, 11 contained content-oriented peer reviews. 4 of these peer reviews were written by the professor. The remaining were written, two by a single student, and five more by the same corresponding number of students.

As opposed to form-oriented peer review, in content-oriented peer review there was a larger number of students participating, as well as the peer reviews had a sharp revisional focus.

Professor's and peers' content-oriented feedback ratio

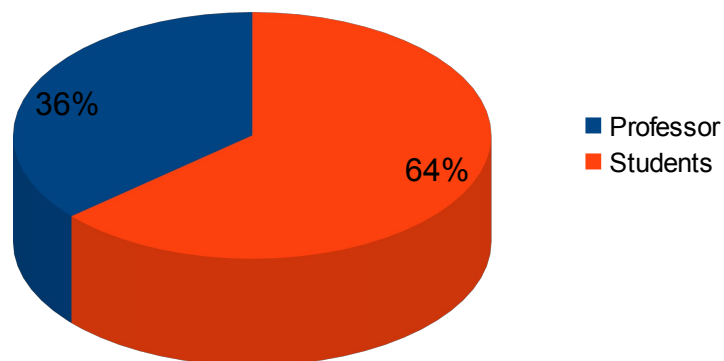


Figure 13. Professor's and peers' content-oriented feedback ratio

When it comes to student content-oriented peer review, I found the following

subcategories:

•Requirement for idea complementation

The peer requests the author to provide further idea development. In the following example, a peer requests the author to use more exemplification in her text, since it had been the resource used by the other peers in the same writing task. Some comments later, the author responded to this request:

Something similar happens to me, but I think that would be really nice if you let us know a comparison with something that you enjoy to do and something that you don't

Por [Luis Fernando Agudelo Ledezma](#) el [This has no taste...](#) el 1/09/10

[...]

When I first read my text, that's what I wanted to say with all that mumbling: it was not a comparison like yours, I think I misunderstood the thing, but it's already done ... yes, it's tasteless ...mmmmm... seasoning don't agree with me lately, but it's just a matter of time aaaand habit, anyway, as Diana wrote: "it is also in our mind", I'm trying to organize my ideas in the best way, and it takes long, english is faster by comparison with french, but it is not with the language of thought, which I supposed it's spanish. Now I'm not sure.

Por [Luisa Fernanda](#) el [This has no taste...](#) el 1/09/10

•Questioning

The peers sometimes used the blog comments for asking questions to their peers in order to clarify the meaning of a part of a text, for asking for more information, or for requesting or

inviting their peers to participate of group or class activities. Generally, this type of feedback received a response from the addressee:

I'd like to know what comes to your mind when you think in the adjective "artificial".

Por [Vlad](#) el [Reflections on writing: the four statements](#) el 15/10/10

Artificial = not natural

Por [Iveth](#) el [Reflections on writing: the four statements](#) el 6/12/10

Note that in this case the dates of each comment are nearly 2 months of difference among each other. The following questioning peer-review (underlined) had a very short response span, and it lead to further interaction between the text author and the peer. These comments appeared on a text about the feeling of the author when writing in English, French and Spanish.

What do you really mean, when you write that writing in Frech can be delicious for you, but not for the audience"? Is it because of grammar issues or for the ideas?

Por [Alaska](#) el [Writing in spafrenglish is like...](#) el 1/09/10

The thing is that sometimes U think U have written a great text, but I can be a piece of gabage for ohters...

Por [Sarasty](#) el [Writing in spafrenglish is like...](#) el 1/09/10

Oh I see... then it is for you ideas.. I think that happens all the time, when you write don't matter in what language is, but the important it is the process and how you feel and learn about it.

Por [Alaska](#) el [Writing in spafrenglish is like...](#) el 1/09/10

•Highlighting:

Although similar to the complimentary comments mentioned in the section about non-revisional feedback, highlighting goes beyond the general compliment and specifies what aspects of the construction of the text make it appealing or help to its understanding.

The following excerpt was written on a text dealing with the feeling of the student about writing in English, French and Spanish. In both, the peer highlighted (underlined) how the author's choice in rhetorical figures made the text more appealing to the reader.

I found your french writing a delicacy for the senses... <u>It's great if you can relate your feelings about your words -whatever is that you write- with food or anything like that... It acquires a huge value for other people sensibility and also makes your idea a little bit more approachable.... It's nice man congratulations!!!</u> Por Rogelio Herrera Marin el Writing in spafrenghish is like... el 1/09/10
--

•Text macrostructure

Some of the peer-reviews were oriented to revising the text macrostructure. Next, I present a sequence of three comments given to a Personal Writing Project, each comment was done by a different peer. The first peer addressed issues in the construction of the introduction of the text, as well as he questions about the absence of a title. Later, the peer proposed to strengthen the bibliography, and he finished by highlighting the potential of the text.

In the second comment, among some non-revisional feedback, the peer ratified what the first peer said in his comments (underlined).

The third comment was a response from the text author, in which she referred to the contributions of the peer reviews.

There's something that always happens to me when I read you and I'm trying to clarify it at this moment. 1. I feel -in this text- that you are constructing a long "hall" -do you remember my house?-, a long introduction to the main idea(s) you have in mind. This "hall" could be endless, so you'll need another semester, maybe. Ok, I know how you love details and I know how hard is to synthesize when details are so important... 2. And the title? 3. Looking back to number 1, your reader (me) is waiting for a deeper sign, a deeper trace of your understanding about these issues. 4. Have you looked for papers related to your text? I really want to see how your ideas will develop in your text because I feel you have strong ideas about whatever you want to say. Probably I'm not helping so much.

Por [Vlad](#) el [My PWP](#) el 25/11/10

I like so much the way of your words Luisa. They touched me. For me... Your text reminds us there are some people fighting for a real social recognition, and not only for human people, also for our earth, animals, plants... When people come together to resist, as in the “Congreso de los Pueblos”, something happens and changes, I believe. Maybe big changes come so gradually as you wrote... and sometimes we are very impatient because we want to see these kind o changes right now. But... On the other hand, for me it doesn't matter if your text could be considered more or less academic (since an academic traditional stance) because the lack of references. However the references for me are given by our real context (but remember that I know that, but other persons maybe not) However, I think that you could organize some aspect as Vlad commented you. But I liked to read a text like your text. I liked because I hear your voice.

Por [Diana](#) el [My PWP](#) el 2/12/10

Thanks to both of you. I really appreciate your comments, indeed. I have thought what E. told me, and yes, you help. Fortunately I had the possibility of having a conversation with D. and I couldn't believe she liked my text that much. Her words gave me some encouragement. Thank you.

Por [Luisa Fernanda](#) el [My PWP](#) el 3/12/10

8.2.2.2.1.Professor's reviews

The professor wrote two kinds of content-oriented peer review (underlined). The first, corresponding to the two first comment excerpts, is that of macrostructure review.

•**Highlighting:**

The professor highlighted those aspects of the text that made it more or less appealing. She referred to “some details and descriptions” although she didn't point out specifically which ones.

I read it. I agree with Bryan... you can see the images. I get engaged by the characters but I miss some action. Some details in the descriptions of people I would take away. I do feel the atmosphere and the place. Keep writing!

Por [Sol](#) el [AWAKENING](#) el 27/10/10

•**Requirement for idea complementation**

The peer requested the author to provide further idea development. In the following excerpt, the professor pointed out what needed to be developed.

Hi, Monique! Check the expression: ... "the building of knowledge in each one of us". I'm not sure about the last part, I think it doesn't work. Also check: "lexical" is an adjective, you need a noun. I advise you to explain what an experimentation, an empirical study and a reasoning are. You might give some examples...

Por [Sol](#) el [An academis text is...](#) el 15/09/10

8.2.2.2.2. Quality and effectiveness of content-oriented peer review

Of eleven content-oriented peer reviews, 8 belonged to students and 4 to the course

professor. The students' and professor's content-oriented peer reviews had different degrees of specificity; the peers generally used citations or direct references to specific text passages or terms that were under revision. Besides, sometimes the peers offered advice on how some of the passages could be improved through, for example, the definition of keywords.

Regarding peer response, in at least three of the students peer reviews there was a reaction from the author of the text being reviewed, reaction that was generally oriented to: expressing the peer's feelings on the text or topic or acknowledging the contribution of the peer comments to the improvement of the texts.

In none of the cases was there any correction performed on the version of the text reviewed, not even in those (very few) having a second version.

8.2.3. Survey findings

Here I shall do a general overview of the data found in the surveys delivered to the students. A deeper peer-by-peer analysis is carried out in the next section: “8.2.3. Marks of writer authority, writer identity, and authorial presence in peer comments”

The survey was delivered thorough e-mail to all of the students participating of the course and only five of them sent responses back.

In the surveys, there was a general agreement from peers saying that using the blog had been an enriching experience since it contributed with the interaction among peers, provided a real audience for their texts, and fostered the sense of belonging to a discourse

community. Also, students found it encouraging since it was a tool different from the ones traditionally used in writing courses, as well as it provided different, dynamic and creative forms of contribution and interaction.

Also, peers agreed that at the beginning it had been difficult or even uncomfortable to comment on other peers' texts, but that with the time it became easier for them and they got to feel comfortable and rewarded with the work they were doing. Peers even though that the other students might have felt the way they did, but that no matter the conditions there was always an environment of respect and sense of collaboration.

At the moment of asking students for a self-evaluation about their performance providing feedback on the blog, they agree that they didn't write as many comments as they would have liked to write, and that they could have been more committed to commenting their peers' texts. They also agreed that they mainly concentrated in aspects of form at the moment of providing feedback, specially in issues like grammar and spelling.

In the next section I shall examine how these responses coincide or diverge from the evidence appearing in the blog comments, as well as I shall try to analyse how the data from the interview helps to explain the data from the blog comments.

8.2.4.Marks of writer authority, writer identity, and authorial presence in peer comments

Now I shall analyse the presence on the peer comments any marks that show writer authority, writer identity and authorial presence. As it was exposed in Ivanič's clover diagram (see figure 1, P. 16), these couldn't be found as independent items since they are all intertwined. Also, in order not just to describe the comments, but also to get to know the perceptions and beliefs of the peers, the data provided in the survey was analysed and contrasted together with the data from the comments. Excerpts from the survey were kept in Spanish in order to maintain the original data as unmodified as possible.

The aspects taken into account are the following:

Usage of the first person

Usage of the second person

References to the personal experience

Position statement

Modalisation

•Iveth:

(18 comments)

Iveth's comments were generally extended, compared to the other peers', some of them ranging from 30 to 90 words. She constantly involved herself or her course group when stating positions, ideas or opinions in her comments, as she related the topics or discussions to her and her course group's experiences, conditions and situations. The pronouns *I* and *We*

were constantly found in her comments.

Also, when writing she always addressed the authors of the texts, not the texts themselves, as she established a relationship between the author's and her experiences, ideas and positions.

The following excerpt corresponds to a peer comment on a text defining “academic texts”

I think that you're just considering scientific texts, those that only consider reliable what can be proved by experimentation. So I do not really agree with your definition, because I can write an essay or an article for a journal, based on my personal experience in teaching English, and I would say that my article is an academic text, as a result of a systematic research and even if I'm not aproved by a scientific community.

Por [Iveth](#) el [INTRODUCING PROFESSOR I.M. BORING](#) el 15/09/10

This was the first comment on the blog post and it starts with the pronoun *I*, as Iveth tested how the definition provided by her peer matched her own. Then she contrasted her position on the reliability of texts with that of the peer and stated what in her opinion was accurate or not, putting herself at the centre of the analysis and highlighting the relevance of her own experience at making a text reliable. She closed by reasserting her position as an author to the point of stating that not even the disapproval from a discourse community would affect the validity of her text.

From this I could state that Iveth developed throughout most of her peer comments authorial presence and authorship, making herself and her positions a part of the texts she wrote; and authoritativeness, through the open discussion and criticism towards her peers and the assumption of her belonging to a discourse community through the usage of

language related to academic writing (E.g. “systematic research”, “scientific community”, “essay”, “article”, “journal”). The small quantity of modals evidenced that the peer felt with the knowledge and authority to support or criticize her peers' statements and ideas, as well as her own position as a writer and the status of her writing.

About her Personal Writing Project, Iveth first published a post telling the topic of her project and sharing two texts about it and then, in a later post, she explained what would be the audience for her text as well as she provided a title for her project: “Multiliteracy promoted through a technology-mediated learning environment”. None of these posts received any comments nor Iveth published an early version of her text, but the final version appeared in the students' final book under the title “Multiliteracies in the construction of our current educational context”.

•**Dinetriz:**

(4 comments)

His comments ranged from 5 to 13 words.

Dinetriz didn't provide any revisional feedback on his peers' texts. He expressed a series of short sentences of approval, not going further onto, for instance, stating his own position towards a text or author, or addressing specific elements about the post he was commenting.

Diana, I just Love your proposal. I think this is a beautiful door. Por dinetriz el Hi!!! I want to propose "a quasi" another title: ... el 9/12/10
--

Although he included himself as a part of the group since he used first person, he did not establish relationships between the text and his own experience, nor did he expand his opinions through arguments. Following Ivanič's paradigm, on his comments the author did

demonstrate authorial presence (first person), but not authorship or authoritativeness.

yea I think it is...

Por [dinetriz](#) el [Hey everyone, here's a transcript of the video I p...](#) el 7/10/10

NICE WAY TO SAY "I TOLD YA"

Por [dinetriz](#) el [DEAR MRS. IVETH - FROM: PROF. I.M. BORING](#) el 6/10/10

In the survey, when talking about how his experience was using a blog for the course, he highlighted the possibility that students could have a real audience for their texts, and hence, they had to be written thinking of that audience, as it was originally the intention of using the blog platform.

“Creo que ha sido una experiencia formadora, en la medida que nos permite compartir con nuestros compañeros la información que generalmente se queda entre quien hizo el escrito y el profesor. En este sentido la escritura de los textos y su posterior difusión utilizando el blog nos permitió pensar en una audiencia real para la cual iba dirigida nuestros escritos.”

Survey excerpt: Dinetriz's perception on using a course blog

He said that at the beginning he hadn't felt very comfortable giving his peers feedback but that with the time it helped everyone to come closer. He also perceived a respectful reaction and attitude from the peers to the reviews given.

Although he didn't provide any revisional feedback, he stated that he focused in both form (specifically grammar) and content (which he said was very keen on) to provide feedback. He said he had been honest in what he said in his comments and that he did feel with the authority to comments his peers' texts but that he also felt it was his duty to the other students to value and comment their work. He also stated that he considered his peers had the authority to comment his texts, no matter their language or communication level.

Regarding the number of comments he wrote, he said he didn't write as many as he would have wanted to, and that the difficulties at having access to a computer interfered with his work:

“los comentarios que hice no fueron tantos como hubiera querido. En aquel momento no contaba con computador en la casa y verdaderamente me era difícil acceder a alguno.”

Survey excerpt: Dinetriz's perception the quantity of comments he wrote

•**Monique**

(6 comments)

Her comments ranged from 7 to 17 words.

Monique didn't provide any revisional feedback. In her comments, she expressed approval and chatter, and she constantly used the first person as well as she addressed some of her peers. She did not express a relationship with the texts nor she made evident her experiences or states arguments in relation to what was said by the peers in their texts. Hence, Monique demonstrated authorial presence (first person), but there is not enough information to determine marks of writer identity and authority. A possibility is that the lack of revisional comments itself is a signal of little or no authoritativeness or authorship at the moment of providing peer reviews.

YEs I really apreciatte your job!!! thank you!

Por [Monique](#) el [THANKS A LOT](#) el 12/12/10

Yes I agree....it is really interesting!

Por [Monique](#) el [Writing in English, French and Spanish...is like....](#) el 1/09/10

?????????.....

Por [Monique](#) el [Writing in ... is like ...](#) el 1/09/10

Regarding the experience of having used the blog in the course, she considered it an easy-to-access and efficient tool, even though it was the first time she participated of a blog.

Regarding having her texts commented by peers, she said she hadn't felt comfortable with it at the beginning, but that she got used to it with the time being aware that it was intended for improvement. She also said her peers might have felt the same but that, if it was so, it was never evident:

“Muchas veces me daba pena porque cometía errores de gramática que no debería hacer. Pero a medida de que pasaba el curso se me hizo mas facil aceptar las criticas. Como a todos los seres humanos no nos gusta que nos critiquen pero al fin y al cabo era para mejorar.”

Survey excerpt: Monique's perception on having her texts commented by peers

At the moment of commenting and discussing her peers' texts, Monique said she had felt very insecure because of her lack of knowledge on the topics she was commenting and because of her level of English. She also said she had sometimes restricted herself from giving opinions in order to avoid arguments. All this coincides with her behaviour in her comments, showing that maybe she didn't feel with authority or authoritativeness to review her peers' texts.

“Me sentía insegura, porque estoy acostumbrada a que cuando critico a alguien es porque conozco muy bien del tema, entonces no me sentía bien corrigiendo a los demas, sabiendo que mi ingles no era muy bueno.

En cuanto a las opiniones, es muy relativo porque cada quien tiene su manera de pensar, entonces para evitar discordias no comentaba mucho al respecto.”

Survey excerpt: Monique's perception on her own authority towards peers' texts

Monique said that when commenting the texts, she did it frequently although she didn't comment all of the texts, and that she had focused in her personal reaction to the text and, in a minor degree in aspects of form. Regarding aspects of text content, she reasserted she didn't do it much because she didn't feel comfortable with it. She also said she considered the majority of her peers did have enough authority to comment her texts.

•**Luis Fernando Agudelo Ledezma**

(3 comments)

His comments ranged from 21 to 62 words.

Of three comments, one was content-oriented revisional feedback, the other two were non-revisional of the kind “Idea identification, rephrasing and complementation”.

In his non-revisional comments, Luis Fernando addressed the other peers when writing (second person) and included his own point of view of the interpretation of the text.

Or maybe you are enjoying your dance and suddenly your knees get loosen and your enjoyable dance ends up so bad...

Por [Luis Fernando Agudelo Ledezma](#) el [Writing.....](#) el 1/09/10

Sometimes we will do somethings perhaps we won't enjoy but they will be necessities for others: like saying the true risking your own life, or showing our society without any medias' makeup. Then the efforts we are doing now are not only for us, these fights we are having right now are for all people with love and people unknown for us.

Por [Luis Fernando Agudelo Ledezma](#) el [Writing in ... is like ...](#) el 1/09/10

In the following content-oriented peer review, Luis Fernando used the first person and

addressed the peer he was commenting (second person) as he suggested her to complement an idea through exemplification, which most of the peers had done in their own texts when comparing what it was like to write in English, French and Spanish. For this suggestion he used a soft and formal expression “it would be really nice if”, as to soften the request, but he did not use modals for expressing uncertainty or hesitation about what change he was suggesting. From this, I can state that this peer had an authorial presence, as well as he expressed authoritativeness in the revisional feedback. Also, the formality of his suggestion showed the image of respectfulness he intended to project towards his peers.

Something similar happens to me, but I think that would be really nice if you let us know a comparison with something that you enjoy to do and something that you don't

Por [Luis Fernando Agudelo Ledezma](#) el [This has no taste...](#) el 1/09/10

•Sarasty

(9 comments)

His comments ranged from 2 to 39 words.

Of 9 comments, two can be considered revisional, in the aspect of “Highlighting” those aspects of the text that make it appealing to the reader. Nevertheless, Sarasty expressed himself very briefly in these cases, putting his statements between the revisional highlighting and the non-revisional complimenting.

Oops...I almost forgot the most important. I really liked it. I liked yr subjectivity.

Por [Sarasty](#) el [Writing in ... is like ...](#) el 1/09/10

I like the way the U used the sealife for your metaphors...

Por [Sarasty](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

The remaining five, one into thanking, and three into “Idea identification, rephrasing and complementation.” and two more in “chatter”.

There is also evidence that in one occasion the peer deleted his comment from a post and he didn't write any more comments on it:

El autor ha eliminado esta entrada.
Por [Sarasty](#) el [words are thoughts, and we cannot speak without the...](#) el
9/09/10

Sarasty presented an authorial presence since he used first and second person but there might not be more evidence to state or deny he had authoritativeness and authorship than the absence of more insightful revisional feedback, and the lack of comments in which he expressed himself towards his peers and his peers' texts by putting his own experience as the centre of his statements.

•Xander

11 comments

His comments ranged from 1 to 30 words

Two of his comments fit into revisional feedback. One is a form-oriented comment and the other is content-oriented. In the form-oriented one, he reinforced another peer's revisional feedback that addressed problems of text formatting (the texts was illegible since it overflowed the page's margins).

jajajaja yes "pana" you got a edit that!!!!!!!
Por [Xander](#) el [A reflection of what happened and what's happening ...](#) el
9/12/10

The content-oriented comment happens to be on one of his own texts, and it is rather a notification to the peers indicating that that was the first draft of the texts, from which I

deduce he was willing to publish a further version of the text, which didn't happen, and to have his peers doing softer criticism on the text.

This is my first draft of the linked context text so please be patient!!!!

Por [Xander](#) el [Writing does have advantages!!!!!!](#) el 28/09/10

Three more comments were chatter, four more Idea identification, rephrasing and complementation and two for thanking and complimenting.

There are some marks of authorial presence since the peer used first person and he related his own experiences to what he was commenting. In the comments there are not evident marks of authoritativeness, but the comment on his own text as well as the following one may serve as evidence for authorship and for the impression the author wanted to give of himself:

"Academic writing for Dummies" was a joke!!! sorry about that!!!!I would not use it as a title for such a serious thing!!!!

[Por Xander el Hi!!! I want to propose "a quasi" another title: ... el 9/12/10](#)

This comment was done on a post written by another peer who was proposing a title for the book that would contain the student's final versions of their Personal Writing Projects. Xander expressed his position on a comment he had formerly done, which was proposing "Academic writing for Dummies" as a title, indicating that the suggestion was a joke, and he moved further to indicate that the work they are doing was very serious for such a title. Here, the student set himself in a position in which he evidences how he valued his own work and himself.

Also, the comment he did on his own text was an evidence that he, as an author, did not

consider his work was still finished yet, and that it was valuable for him that his peers read a more advanced version of the text.

•**Alaska**

(8 comments)

Her comments ranged from 1 to 74 words

One of her comments was content-oriented. In it, she asked her peer to clarify his ideas. After the peer responded, she would reply expressing her identification towards what the peer exposed.

What do you really mean, when you write that writing in Frech can be delicious for you, but not for the audience"? Is it because of grammar issues or for the ideas?
Por [Alaska](#) el [Writing in spafrenghish is like...](#) el 1/09/10

Oh I see... then it is for you ideas.. I think that happens all the time, when you write don't matter in what language is, but the important it is the process and how you feel and learn about it.
Por [Alaska](#) el [Writing in spafrenghish is like...](#) el 1/09/10

Including the previously mentioned, in total four of her comments fit into the category of idea identification. The remaining three comments were chatter.

Both in revisional and non-revisional feedback, Alaska developed an authorial presence since she constantly used the first person in singular, as well as the second person when referring to her classmates. She may also evidence trails of authoritativeness at the moment of requiring the peer to explain a doubt she has on the text. Regarding marks of authorship and authoritativeness, there are not enough trails to indicate that she sets herself at the

centre of her writing. She does talk about her experiences in writing but she focuses in matters of form, not of content.

I agree with you when you say that when you write in french you can "adorn your text", you have more words for saying something and make your ideas so sexy. I think in english you can do the same, despite this for me it is so difficult not "simpler" not "faster" as you say, I spend a lot of time writing in english and my ideas don't go out in an easy way.

Por [Alaska](#) el [This has no taste...](#) el 1/09/10

•Vlad

(28 comments)

His comments ranged from 1 to 150 words.

Around 7 of his comments could be categorized as revisional comments, 3 of which would fit into in the form-oriented feedback, and the remaining four would fit into content-oriented feedback. Five of the comments were deleted by the author and could not be recovered, having the blog platform automatically generate a deletion notification. The rest of comments fit into the categories of idea complementation and chatter.

From the sole quantity of comments there is a trace of authorial presence. Also, throughout the different categories, one is able to state that this peer demonstrated authorial presence and authorship through the constant use of the first person as well as through the direct interlocation he established with other peers in the comments. He also recurrently referred to, or took as a point of departure, his own opinions and experiences:

It's so interesting the fact that you've used the puzzle and building images, as me, refering to the writing in these two foreign languages. I think about the right tools and the right places because they're so restless as the act of writing is.

Por [Vlad](#) el [Writing in... for me is...](#) el 1/09/10

The student also showed a strong authoritativeness in his revisional and non-revisional comments. He expressed openly and directly his position towards the process of writing and peer-reviewing, as well as towards the construction of his peer's texts, providing open criticism and advice. In the following comment excerpt, he defines his position towards criticism and defines himself as someone open to criticism as well as in the position to criticize someone else's texts.

A good critique doesn't hurt. In my opinion, a good critique is based on the considerations described above. I strongly believe in the power of being critized, and in the power of being critized in a gently way, and it doesn't mean being fake. The real power of criticism comes from the perceptions we have about others and others' work, not only about formality, theory, models or knowledge; it comes from something close to make somebody's acquaintance, to recognize who is the other and what she/he needs.

Por [Vlad](#) el [Thinking about criticism...](#) el 29/11/10

Also, when providing revisional feedback, the peer used a few modals and hence transmitted a sense of confidence and authority in his comments, which were oriented to specific aspects of the texts that needed improvement. In the following excerpt, we see how the peer positioned himself not only towards the text, but especially towards the author, getting to a point where the peer stated the presence of patterns, style and preference in the writing of the peer he's reviewing. This evidenced his acknowledgement of his own's and his peer's authorial presence and authoritativeness. Also, he encouraged his peer to work further in the development of the ideas in the text.

There's something that always happens to me when I read you and I'm trying to clarify it at this moment. 1. I feel -in this text- that you are constructing a long "hall" -do you remember my house?-, a long introduction to the main idea(s) you have in mind. This "hall" could be endless, so you'll need another semester, maybe. Ok, I know how you love details and I know how hard is to synthesize when details are so important... 2. And the title? 3. Looking back to number 1, your reader (me) is waiting for a deeper sign, a deeper trace of your understanding about these issues. 4. Have you looked for papers related to your text? I really want to see how your ideas will develop in your text because I feel you have strong ideas about whatever you want to say. Probably I'm not helping so much.

Por [Vlad](#) el [My PWP](#) el 25/11/10

•Luisa Fernanda

11 comments.

Her comments ranged from 1 to 102 words.

None of her comments was revisional. Most of her comments belonged to the category “Chatter” and then to “idea identification”. She established an authorial presence by using the first person and by addressing directly other peers, and by showing some of her experience in writing:

I see that fear u can't avoid when swimming like a ghost creature or a dream, and then when you tell about it, it ends up being a marvelous creature in a wonderful picture..

Por [Luisa Fernanda](#) el [Writing in English, French and Spanish...is like.....](#) el 1/09/10

She also evidenced the stereotypical discourse of linguistics in one of her comments, in

which she used language and jargon proper of the field of linguistics:

The problem, as it is written in “Los retos de la planificación del lenguaje en el siglo XXI” is: Paradoxically, without Spanish language, it will be very difficult to Arhuacos defending and keeping their territory faced with the pressure of the “white world”. Unless oral tradition achieve a prestigious standing in learning and education, written language will last as an essential element for keeping knowledge at length.

Por [Luisa Fernanda](#) el [Bilingual education at Simunurwa indigenous school...](#) el 25/09/10

There is not enough evidence in the comments to determine this peer's authoritativeness or authority.

•Diana

18 comments

Her comments ranged from 1 to 169 words.

Her comments fit majorly into the categories of “chatter” and “idea identification”. She also provided some content-oriented revisional feedback (2 comments).

She showed authorial presence by using the first person and addressing her peers directly and by associating some of her feelings and experiences (writer's life histories) with those of her peers.

And vice versa... We need both for writing as you said... (words and thoughts) But sometimes I feel that I need first to clear my mind to write... Or that I need thoughts and then words. I mean... I could have all the words that I want, but if I don't have clear and "shiny" thoughts...I can't write. Is something like that.

Por [Diana](#) el [words are thoughts, and we cannot speak without the...](#) el 6/09/10

In a comment on one of her own texts, she also demonstrated authorship when explaining why she used metaphors related to the sea to talk about her history on writing in Spanish, English and French, and she included her life story to the point that she personified the figure of the ocean and calls it “him” instead of “it”, and she expressed the value these words represented for her.

Maybe I used metaphors related with the sea because I miss "him" ... And because it is as huge or great as languages for me. JJEJE...but I don't want to be a ghost creature... (All your words -really- give me encourage!! TankU) Do you see the power of the words? jeje... Seriously...

[Por Diana el Writing in English, French and Spanish...is like..... el 6/09/10](#)

Finally, in the following comment, which was done on a text dealing with politics, human rights and indigenous communities; she showed authoritativeness and authority by, besides expressing identification to the peer's idea, stating a position on text validity.

In response to another peer's comment suggesting the inclusion of references, she told the author of the text her own opinion on the value of references, and how, questioning a bit her peer's point of view, she considered references could be valid in a way other than the suggested by the other peer, as well as she agreed with this peer on the suggestion to fix some other aspects of the text.

I like so much the way of your words Luisa. They touched me. For me... Your text reminds us there are some people fighting for a real social recognition, and not only for human people, also for our earth, animals, plants... When people come together to resist, as in the “Congreso de los Pueblos”, something happens and changes, I believe. Maybe big changes come so gradually as you wrote... and sometimes we are very impatient because we want to see these kind o changes right now. But... On the other hand, for me it doesn’t matter if your text could be considered more or less academic (since an academic traditional stance) because the lack of references. However the references for me are given by our real context (but remember that I know that, but other persons maybe not) However, I think that you could organize some aspect as Vlad commented you. But I liked to read a text like your text. I liked because I hear your voice.

[Por Diana el My PWP el 2/12/10](#)

•**Rogelio Herrera Marin**

10 comments

His comments ranged from 5 to 95 words.

Most of his comments were categorized into “idea identification”. Some other were put into “chatter” and one more comment was categorized into “form-oriented feedback”

He showed authorial presence since he constantly used the first person and he addressed directly the other peers. It is of value to mention that this peer did not belong to the class developing the part of the blog under analysis, but he had been part of the same group of students in the previous English course, with the same professor and working in the same blog. Authorial presence was also evident in his usual idea identification, in which he attempted to comprehend the author's feelings and he included his own experiences and life history.

It might have not taste... but It is a good damn start... I think that the most important thing to do in order to write - anything- is to feel comfortable about what we are writing... I mean, If I am trying to write in English or French, It could be a good exercise to feel, to act or even to think like an anglo or french speaker - you know get in touch with its "cosmovisión" in that way feel more "close" - have some intimacy- with the foreing words I'm trying to write...

[Por Rogelio Herrera Marin el This has no taste... el 1/09/10](#)

He also showed a sense of authoritativeness and authority when commenting on the value of the use of metaphors in a peer's text. He highlighted the relevance of emotional connection between reader and author, and how metaphors made the idea in a text more accessible to the readers.

I found your french writing a delicacy for the senses... It's great if you can relate your feelings about your words -whatever is that you write- with food or anything like that... It acquires a huge value for other people sensibility and also makes your idea a little bit more approachable.... It's nice man congratulations!!!

[Por Rogelio Herrera Marin el Writing in spafrenghish is like... el 1/09/10](#)

•Leidy Johanna

She didn't write any comments on any post. In the written survey she expressed working with the blog had been a good experience for her. In her answer to the first question “En términos generales, ¿cómo podría describir la experiencia de usar un blog en un curso de escritura académica en inglés?” she happened to write many of the ideas mentioned in the theoretical framework as methodological advantages the blog has:

“Me pareció una buena experiencia, ya que en los cursos tradicionales de escritura se realizan textos y estos son solamente conocidos por el profesor o la profesora y

esta herramienta permite que los textos que se escriben también sean conocidos por el resto de los compañeros. Además, esto contribuye al desarrollo de un sentido de pertenencia a una comunidad, donde existe la libertad de expresarse y comentar lo que los demás compañeros han escrito, dar consejos y contribuir a la mejora de los textos. Esto no sucede en otros cursos donde no se trabaja con esto, pues rara vez, por no decir que nunca, uno recibe retroalimentación de personas que se encuentran en el mismo nivel que uno.”

Survey excerpt: Leidy's perception on using a course blog

In all the questions regarding peer-reviewing, she said she had not participated of the comments, nor she noticed that comments were done on her texts. She also expressed that she didn't do comments because she didn't feel with the authority to do it.

•Zorak

5 comments.

His comments ranged from 3 to 28 words.

None of his comments was revisional; they were classified into idea identification and chatter.

There is not enough information to determine if he showed authorial presence, authority or authoritativeness. Nevertheless, he used slang in one of his comments, which could be a sign of the image of himself he wanted to show his peers. The comment was done on a video showing a rap song about political criticism, and Zorak could have tried to show the image of having a strong reaction to its content.

Fucking Hilarious.....hot stuff.

Por [zorak](#) el [Rap News!! Wow!!](#) el 11/11/10

In the written survey he stated that the blog had been a good experience, and he emphasized

the social aspect, as the blog kept the group together in a virtual space. He also said he had felt fine at the moment of having his texts read by his peers and he highlighted the liveliness given by the immediacy at the moment of publishing information. He also mentioned the importance of having a computer easy to access to be able to participate of the interaction in the blog.

Regarding the reaction of his peers to the comments on their texts, he perceived from them expectations of improvement and an environment of respect:

Creo que el ejercicio pactado por todo en cuanto a la actitud de todos en la elaboración del peer review fue de mucho respeto e infinita expectativa de mejoramiento, puesto que el concepto que prima en cada una de las intervenciones fue de respeto.

Survey excerpt: Zorak's perception on peer-review

When referring to commenting and discussing his peers' texts, Zorak expressed what could be considered authoritativeness, although it was not present on his comments. He said he had felt like in a community of writers, even if they weren't recognized ones. Again he emphasized on the respect shown:

“Me sentí como estar en un comunidad de escritores tratandod e mejorar y moldear ese arte que nos encanta así no seamos “escritores reconocidos”. El ejercicio fue de mutua confianza y de respeto asumiéndonos como futuros escritores o profesores.”

Survey excerpt: Zorak's perception on commenting his peer's texts

Regarding the peer reviews, Zorak said he had focused in the semantic and grammatical aspects of the texts. Nevertheless, there were no revisional peer reviews written by him. When it came to authority, he said that he hadn't felt authoritative, but rather fulfilling a group duty of mutual support:

“creo que yo no me identifico con la palabra “autoridad” en cuanto al acto de comentar un texto de un compañero. Lo sentí más bien como un deber de grupo, puesto que éramos un grupo académico con el fin de apoyarnos mutuamente en el proceso creativo de nuestra escritura.”

Survey excerpt: Zorak's perception on authority

He considered he wrote few comments on the blog, and that he provided little feedback regarding form and context. He considered that his comments were of good quality.

•**Sky**

2 comments

Her comments ranged from 23 to 26 words.

This peer didn't provide any revisional feedback. One of her comments was of the type “idea identification” and the other corresponded to chatter. Due to the small quantity of comments, it is not possible to determine trails of authority or authoritativeness on this peer.

Regarding her writing project, Sky published an early version on the blog, which received no comments, and she didn't publish any further versions on the blog platform. Nevertheless, on the final students' book she published an updated version of her writing project

•**Nachoread**

2 comments

His comments ranged from 19 to 58 words

He didn't write any revisional feedback. His two comments into the category of discussion

thread, in which the peer responded to another peer's criticism. Nevertheless, in his response he expressed neither arguments nor clear ideas exposing his own position, which and hence his comments don't provide enough information to determine trails of authoritativeness, authority or life history.

9 Interpretation of results

Regarding blog posts, the blog platform accomplished the purpose of being a space suitable not only for text publishing, but also for peer interaction. In peers, the course teacher, and the guests, the posts on the blog went beyond the mere assignments and passed to be also a way of organizing classroom events and of sharing personal creations and experiences, other authors texts, and media (images and video) that would contribute not only to the experience of sharing information, but also to the enrichment of the discussions and analysis carried out during the course.

A 70 % of the total of blog posts was done by the students, 4% by guests, and a 26% by the teacher. Although the majority of student posts corresponded to class assignments, a significant proportion of posts contributed to other aspects of class discussion and interaction.

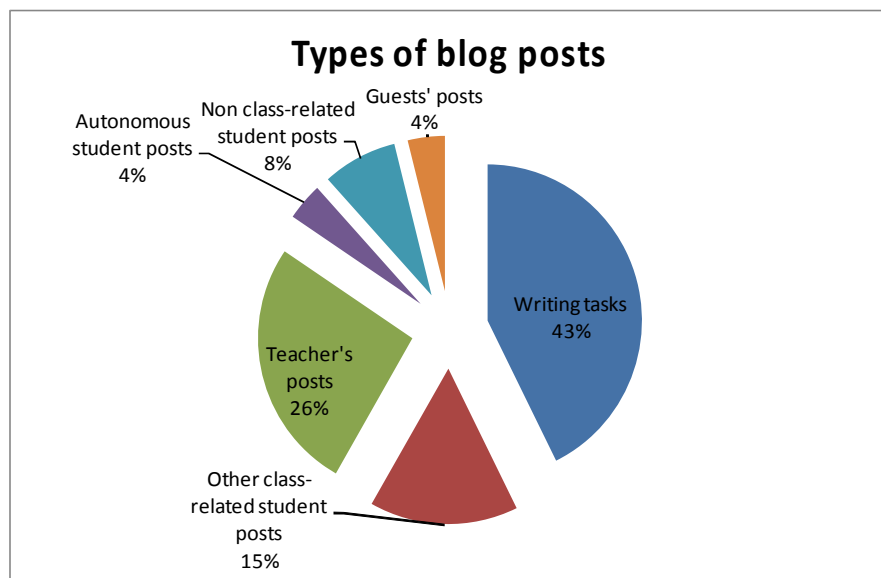


Figure 14. Types of blog posts at www.ireadtheniwrite.blogspot.com

Regarding comments in posts, a 38% of the posts had no comments at all, an 18% had one

comment, a 12% two comments, a 12 % 3 comments, and a remaining 20% ranged from four to thirteen comments. This shows both an unequal distribution of posts with and without comments and an unequal distribution in the number of comments per post.

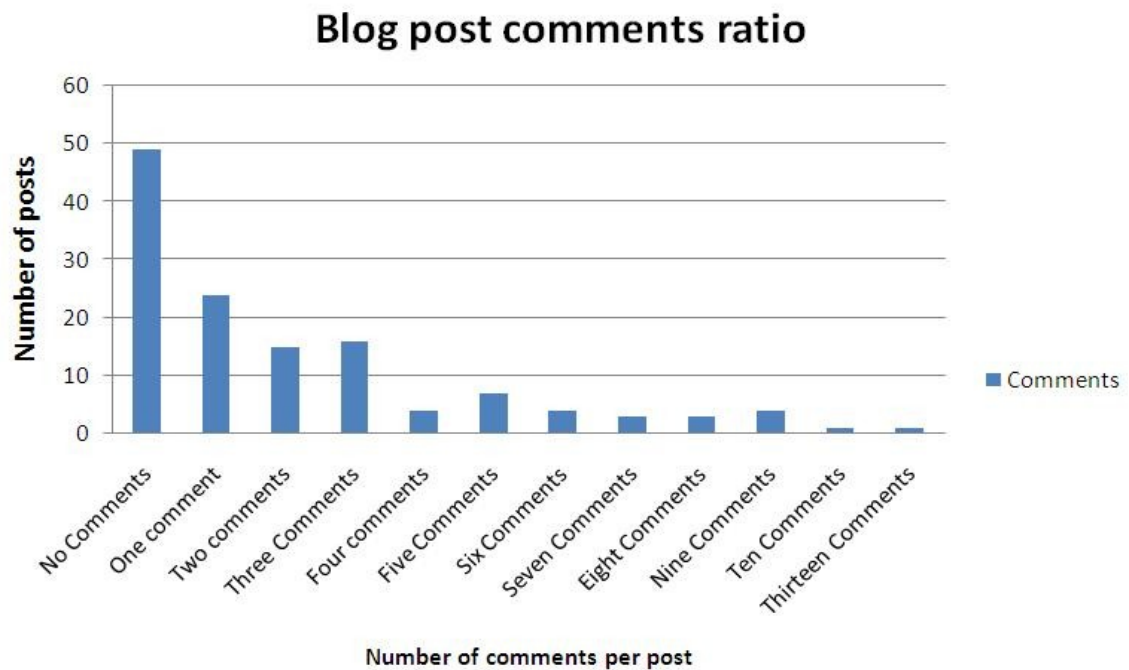


Figure 15. Ratio of comments per post at www.ireadtheniwrite.blogspot.com

Having a closer look, 73% of the comments appeared in posts related to class assignments. Nevertheless, there was not a pattern to determine why some specific posts got more comments than others or no comments at all.

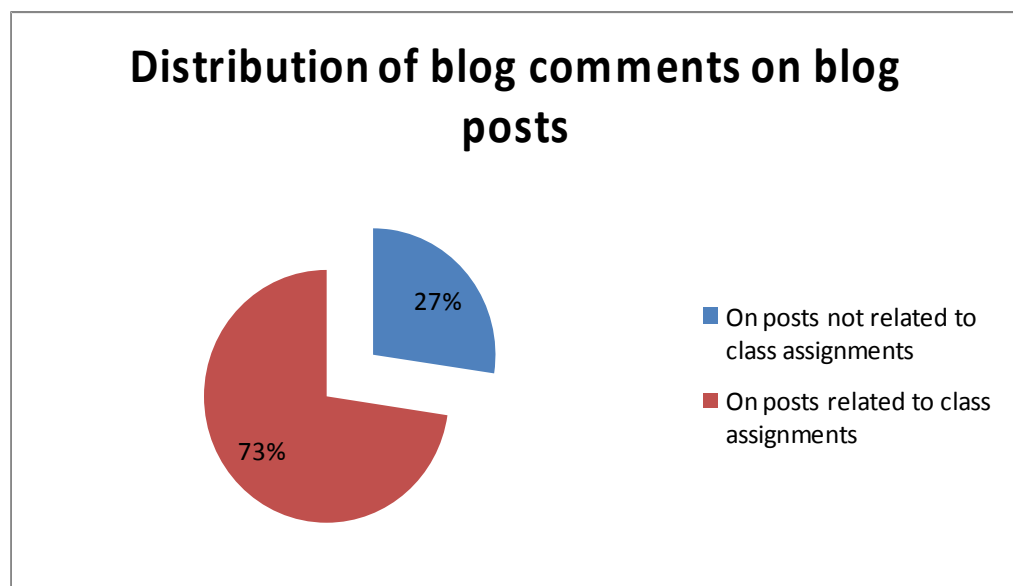


Figure 16. Distribution of comments on blog posts at www.ireadtheniwrite.blogspot.com

Another case of unequal distribution shows up at the moment of observing the number of comments per peer. 50% of all the comments were written by 3 peers from which two, Vlad and Iveth, were the ones to evidence more constantly marks of authorship, authority and authoritativeness.

Some of the surveys make think that those students feeling low authority provided fewer comments.

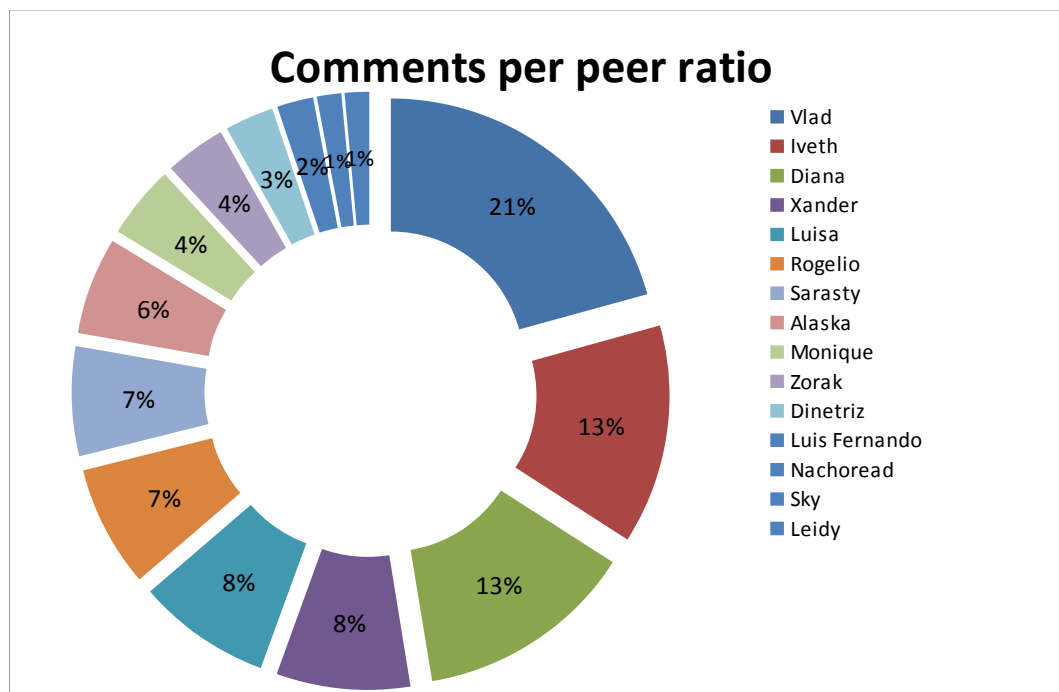


Figure 17. Ratio of comments per peer at www.ireadtheniwrite.blogspot.com

Although all students contributed with blog comments, only a 17% of the feedback in them was revisional, whether form-oriented or content-oriented. The remaining 83% fit into categories that were non-revisional. Of thirteen students participating of the blog, 3 of them did not provide any revisional feedback at all. Throughout both revisional and revisional feedback it was easy and common to identify marks of authorial presence, such as usage of first person and the association of the texts to personal experiences. Nevertheless evidences of authorship, authority and authoritativeness were found in seven (of fifteen) peers, but their extension and quality varied highly from one peer to the other, having then, only two peers who kept a constant evidence of these, while in the rest of peers it was occasional and scattered.

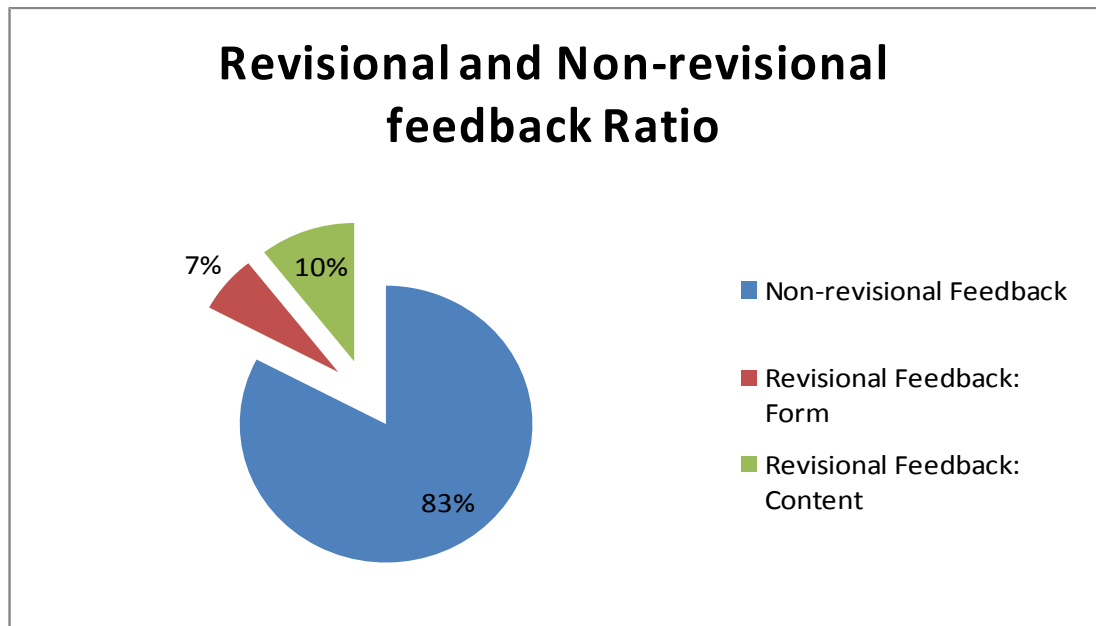


Figure 18. revisional and non-revisional feedback ratio in peer comments

10 Conclusions

- The implementation of a blog platform in the writing course Composición Escrita en Inglés VII yielded the results expected, even though for the case of this course, the blog was an experimental tool and there are still aspects that need improvement and that can be polished as the experience is repeated in other writing courses in L2, whether at Universidad del Valle or in other institutions.

The platform was used for assigning tasks, publishing writing tasks, publishing complementary material for the course activities, sharing texts and multimedia, and setting a virtual space for socialization, communication, and interaction.

Students published all the tasks they were assigned, sometimes complementing the topics with other authors' texts and/or multimedia. Although, students would only publish one version of each text, and not all of its versions as it was programmed, they considered the process of peer reviewing did help to their improvement.

As a plus, beyond being a platform for text publishing and reviewing, the blog also became a space where students would, autonomously, publish texts and multimedia they wanted to share whether because they wanted to contribute to discussions and class activities, or because they wanted their peers to read texts they had written and that had no relationship with the class. Sharing usually fostered interaction and discussion and hence, the blog would work as an extension to the classroom when discussions couldn't be set in class due to limitations of time or resources; or as a means of establishing communication among peers, which evidences the appropriation students had of the blog.

It is to remark that students realized of and highlighted the advantages of the blog platform which had originally lead the professor to use it in the course, such as having a real audience, establishing a space for interaction, and giving everyone the chance to participate. Hence, one is able to reassert the convenience and usefulness

of the blog platform in a writing course.

Even though the comments were numerous, the ratio of revisional feedback was rather low (17% of the total). This could have been related to the students feeling uncomfortable and lacking authority at the moment of revising form and content. Still, the wide participation regarding posts and comments showed interest and constant activity in all the group, as well as students considered that commenting their peers' texts was an act of responsibility and that it was carried out in an environment of respectfulness and collaboration. As opposed to how students viewed themselves, they always considered their peers had the authority to review the texts they had written, they considered their peers an authoritative audience.

- The revisional feedback ratio could be increased through establishing a continuous process that can go beyond a single course, taking into account that the students' initial feeling of uncomfortableness, which faded as they got used to the course dynamics and the change of paradigm that involves providing a real audience for texts instead of just having the teacher as an audience require the students to go through a process of adaptation. The ratio of revisional feedback could be also improved through a development of a more demanding guide for peer reviewing (provided at the beginning of the course) that improves and sharpens the practices of peer-reviewing and that rises awareness of this process, since some students considered they had provided revisional feedback even though they hadn't, or at least not in a way that were evident enough as to be considered revisional feedback.

On the other hand, the abundance of non-revisional feedback worked for the establishment of social links on the virtual space, since most peers tended to associate what they read with their own experiences, shared their reactions whether alike or different, and developed conversations that passed by the organization of a group breakfast, the praising of peers texts, and the settling of discussions. Also, at its simplest, it worked for leaving an evidence of the presence of the readers, which is essential for the awareness of the presence of a real audience reading the texts. These facts notably put up the importance of non-revisional feedback in a writing

course, and in blogs in general.

- Trails of authorship and authority were scarcely found in comments. Most of the comments were non-revisional and, besides, their length or content didn't yield any marks. Also, many of the students felt they had neither the authority nor the level of language necessary to review their peers' texts, and sometimes they avoided or softened comments containing personal opinions in order to prevent arguments. Nevertheless, many students stated that their peers had enough authority to review their texts. In the cases where trails were found, they had the following characteristics:

- Authorship was evident though the peers expressing their view of the texts as produced through the scope of their own experience, as something they owned, and through assuming discussions, not to what was written, but directly with the authors of the other texts.

- Authority was evident in some cases through the scarce usage of modals that would soften the criticism provided in revisional peer reviews; the questioning of the validity of categories determining texts types and of the necessity of references in a text to determine its appropriateness and validness.

- This could be considered a successful experience that still requires refining. Due to the high easiness for the creating, managing and running a blog, this methodological tool can be used in very fruitful ways in writing courses, and also in other kinds of courses given the versatility of the tool whose advantages for writing courses can also be advantages in other subjects. It is important for such implementation that the group have access to a computers room with internet service, both in class hours and in extracurricular time, since some or many of the students might not have access or have difficulties at accessing a computer with internet connection. Also, it is important to provide a session at the beginning of the course to teach students how to use the blog, since for some of them it can be a new experience and/or they may be unfamiliarized with using internet applications or blogs. Finally, occasional monitoring is recommended in order to ensure students are doing the tasks assigned and that they are providing the type of comments required.

Bibliography

Berdugo (1999), M. *De l'intégration des technologies multimédias interactives dans l'enseignement des langues: pour une "approche cognitive-communicative-multimédia"*. Thèse de Doctorat en Sciences du Langage. Toulouse: Presses Universitaires du Septentrion

Berdugo (2012), M. et al. *El desarrollo de la escritura académica en el ambiente virtual Lingweb: realidades y desafíos*. Revista Lenguage, v38 2. 351-386

Bolívar, A (2002). "¿De nobis ipsis silemus?" *Epistemología de la investigación biográfico-narrativa en educación*. Revista Electrónica de Investigación Educativa, V4 I1. Retrieved April 20th 2012 at <http://redalyc.uaemex.mx/src/inicio/ArtPdfRed.jsp?iCve=15504103>

Brady, M (2005). *Blogging, personal participation in public knowledge-building on the web*, Chimera Working Paper 2005-02. Colchester: University of Essex.

Carlino, P (2005). *Escribir, leer y aprender en la universidad: Una introducción a la alfabetización académica*. Buenos aires : Fondo de Cultura Económica.

Collins Cobuild English Language Dictionary. (1987) Harper Colins Publishers

Colmenares, S (2010). Programa de curso: Composición Escrita en Inglés VII. Universidad del Valle, Facultad de Humanidades, Licenciatura en Lenguas Extranjeras. Cali. Período agosto-diciembre 2010.

Colmenares, S (2009). *Prácticas de escritura académica de los estudiantes de la Licenciatura en Lenguas Extranjeras de la Universidad del Valle en el curso: Composición escrita en inglés VII durante el período agosto-diciembre de 2008*. Proyecto de investigación. Cali: Universidad del Valle.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. “Qualitative, quantitative and mixed methods research” (p 25 – 45). Oxford University Press.

Fairclough, N. (1989). *Language and Power*. Singapore : Longman.

Giroux, H. *Teoría y resistencia en educación*. Siglo XXI Editores. 1992. 329 p.

Hernández L(comp.) (2005). *Estética, Ciencia y Tecnología. Creaciones Electrónicas y Numéricas*. Bogotá D.C: Editorial Pontificia Universidad Javeriana.

Hsien-Chin Liou, Zhong-Yan Peng (2009). *Training effects on computer-mediated peer review*. System 37, 514–525

Ivanič, R. (1994) *Writer identity*. Working Paper Series 66. Centre For Language in Social Life. Department of Linguistics and Modern English Language. Lancaster University.

This article provides a definition of writer identity which embeds that of writing authority. The author elaborates a brief theoretical explanation of the concepts but in the major part of the article she shows real-life examples of the concepts. The theoretical approach is not deep enough and hence other resources should be consulted.

Ivanič, R. Roach, D (1989). *Academic Writing, Power and Disguise*. Working Paper Series 19. Centre For Language in Social Life. Department of Linguistics and Modern English Language. Lancaster University.

Ivanič, R. (1992). *I Is for Interpersonal: The Discoursal Construction of writer identities and the teaching of writing*. Working Paper Series 42. Centre For Language in Social Life. Department of Linguistics and Modern English Language. Lancaster University. .

Ivanič, R. Simpson, J. (1992). *Putting the People back into Academic Writing*. Working Paper Series 24. Centre For Language in Social Life. Department of Linguistics and Modern English Language. Lancaster University.

Kim, Hyung Nam (2008). *The phenomenon of blogs and theoretical model of blog use in educational contexts*. Computers & Education 51, 1342–1352

Landow, G (1992). *Hypertext: The Convergence of Contemporary Literary Theory and Technology*. Baltimore and London: Johns Hopkins UP .

Lecompte, M & Schensul (1999), S. *Designing and conducting Ethnographic Research. Toolkit No. 1*. Walnut Creek, CA: Altamira Press.

Macaro, E. (1997) *Target Language, Collaborative Learning and Autonomy*. “5. Collaborative Learning” (p. 134 - 166) Multilingual Matters Ltd. Channel View Publications Ltd.

Nunan, D (ed.) (1993) *Collaborative Language Learning and Teaching*. New York : Cambridge University Press.

Orihuela, J (2006). « Weblog y Blogosfera : el medio y la comunidad ». En ROJAS, Octavio I. et al. *Blogs, la conversación en Internet que está revolucionando medios, empresas, políticos y ciudadanos* pp 15-48. Madrid: ESIC Editorial. 2da edición.

Paillé, P (2006). *La Méthodologie Qualitative. Postures de recherche et travail de terrain*. Paris: Armand Comin.

Pallof, R.; Pratt, K. (2005) *Collaborating online*. San Francisco: Jossey-Bass.

Penrose, A. and Geisler, C (1994). "Reading and Writing without Authority " *College Composition and Communication*, Vol. 45, No. 4 (Dec., 1994), pp. 505-520. National Council of Teachers of English. Stable URL: <http://www.jstor.org/stable/358762>

Piscitelli, A. (2005). *Internet, la imprenta del siglo XXI*. Barcelona: Editorial Gedisa.

Rainbow, P (ed.) (1984) *The Foucault Reader*. FOUCAULT, Michel "What is an author" (p. 101 - 120) *New York* : Pantheon Books.

Rieber, L (2006). *Using Peer Review to Improve Student Writing in Business Courses*. *Journal of Education for Business*, v81 n6 p322-326. Jul-Aug 2006

Robert, P (2008). *Le nouveau Petit Robert: dictionnaire alphabétique et analogique de la langue française*. 25th ed. Le Robert.

Rojas, O (2006). et al. *Blogs, la conversación en Internet que está revolucionando medios, empresas, políticos y ciudadanos*. 2da edición. Madrid: ESIC Editorial.

Sandin, M. (2003). *Investigación cualitativa en educación. Fundamentos y tradiciones*. Madrid: Mc Graw and Hill Interamericana de España.

Schneider, B, Andre J. (2007) *Developing Authority in Student Writing through Written Peer Critique in the Disciplines*. *The Writing Instructor*. Retrieved on February 14 2011 from <http://www.writinginstructor.com/schneider-andre>

Sim, J, & Hew, K (2010). The use of weblogs in higher education settings: A review of empirical research. *Educational Research Review*, n64 doi:10.1016/j.edurev.2010.01.001

Swales, J. (1990) *Genre analysis: english in academic and research settings*. Cambridge University Press.

Vanoli, H (2008). “La superficie Blog. Usos, géneros discursivos y sociabilidades ante la imaginarización de la palabra” pp 225-244, en URRESTI, Marcelo (editor) *Ciberculturas juveniles*. Buenos Aires: La crujía.

Webster's Third New International Dictionary. 3rd de (1966). Merriam, 2662p

Figure 4.

Carachteristics of Case Study Research. Reprinted from SANDIN, M. Paz. *Investigación cualitativa en educación. Fundamentos y tradiciones* (p 175). Mc Graw and Hill Interamericana de España. Madrid 2003. 258 p

coming from page 36.

Características del estudio de casos	
• Particularista	Los estudios de casos se centran en una situación, evento, programa o fenómeno particular. El caso en sí mismo es importante por lo que revela acerca del fenómeno y por lo que pueda representar. Esta especificidad le hace especialmente apto para problemas prácticos, cuestiones, situaciones o acontecimientos que surgen en la vida diaria.
• Descriptivo	El producto final de un estudio de casos es una descripción rica y “densa” del fenómeno objeto de estudio. Pueden incluir distintas variables e ilustran su interacción, a menudo, a lo largo de un período de tiempo, por lo que pueden ser estudio longitudinales. La descripción suele ser de tipo cualitativo.
• Heurístico	Los estudios de casos iluminan la comprensión del lector del fenómeno objeto de estudio. Pueden dar lugar al descubrimiento de nuevos significados, ampliar la experiencia del lector o confirmar lo que ya se sabe. Pueden aparecen relaciones y variables no conocidas anteriormente que provoquen un replanteamiento del fenómeno y nuevos “insights”.
• Inductivo	En su mayoría, se basan en el razonamiento inductivo. Las generalizaciones, los conceptos o las hipótesis surgen de un examen de los datos fundados en el contexto mismo. Ocasionalmente, se pueden tener hipótesis de trabajo tentativas al inicio del estudio. El descubrimiento de nuevas relaciones y conceptos, más que la verificación de hipótesis predeterminadas, caracteriza al estudio de casos cualitativos.

Figure 6.

Sample of a part authored – part quotation post.

Coming from page 44

Friday, 17 September 2010

Thinking about the topic on my PWP...

I would like to know if someone is interested in the topic teaching languages in virtual environments, particularly in **Biliteracy/Multiliteracy in L2 reading and writing practices**. I've been looking up some information on the internet and I found a couple of interesting documents I would like to share with you, so here is the link.

<http://jabba.edb.utexas.edu/it/seclangtechrev.pdf>

Posted by Iveth at 16:37

0 comments:

Figure 7.

Sample of a post containing only videos or images

Coming from page 44

Because it is my name!

The Crucible, written by Arthur Miller; film directed by Nicholas Hytner in 1996; distributed by 20th Century Fox. Daniel Day-Lewis as John Proctor.



Figure 8.

Sample of a post containing only a quote

Coming from page 44

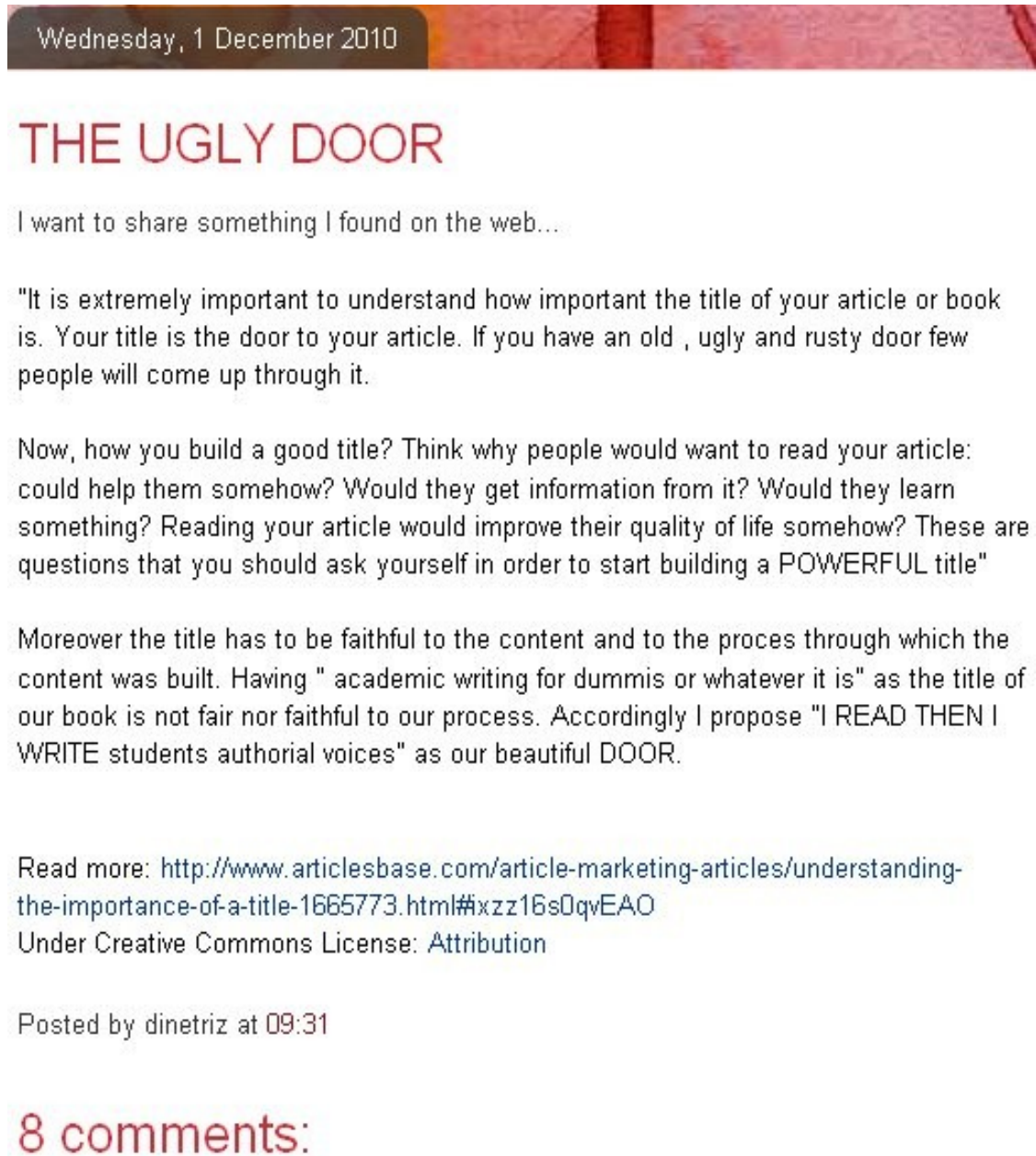


Figure 9.

Sample of a post containing a text written and shared by a peer, which is not related to the course tasks.

Coming from page 45

Saturday, 9 October 2010

"timequake"



One wakes up knowing
that one has dreamed about that time
when love was the pure and perfect silence
between two very attentive hearts,
when sadness existed just for writing letters,
when everything, even the most little detail of the days,
was filled with *the other's* magic.

One wakes up to find again
this sensation that comes as in those mortuary sunsets,
this hard and heavy sensation like fake pride,
this sensation that means and that says
that the chaotic uncertainty of keeping on journeying the days
and the tireless labor of love
will be joined forever
-or at least for the time being.

Figure 11.

Blog post having a formatting issue: text overflow

Coming from page 56



Figure 12.

Sample of a blog post commented by the teacher

Coming from page 60

Writing in French

When I read in French is like if someone with a sweet voice was reading for me, but when I start to write in French that sweet voice begins to **shout me** and then whips against my back **start** torturing me while I write. But at the end when I finish what I write about, I can feel freedom in all my being.

Writing in Spanish Writing in Spanish is like **to be** under the shadow of a tree in a sunny and hot day, and it's hard to go out from there because I know I want to be there, but more than taking a refuge, I enjoy being there, since every kind of feelings **start to coming up** into my mind and then I start to take care of every sort of little thing around me and suddenly, I realize about **things that I've never known**.

Writing in English In English is different, I enjoy every part of the process, perhaps it's because I can explain what I want to express shorter than in Spanish or in French, but this doesn't happen just **because the nature** of English, but also because I feel words are the correct ones. And if I must compare writing in English with something, I **thing** that is like climbing a mountain, because when I'm standing in the door to **star** climbing, in that moment, I'm conscious that is going to be hard but I don't care, and I enjoy every part of the ascent.

Luis Fernando Agudelo

Posted by Luis Fernando Agudelo Ledezma at **09:45**

Figure 13.

Sample of a blog post commented by the teacher

Coming from page 60

Different feelings when I write

Writing in English in contrast with French is very comfortable, I can give my opinions, explain my ideas more than if I use French.

In English I **'m feel** free, is an universal language and there are many ways to write just one thing, you can play with words, the reason is , I guess, English is a flexible language with a lot of vocabulary and compound words.

On the other hand with French I **'m feel** like in jail, I have some barriers around me, I know the language, actually I have more contact with French, but all these conjugations, every idiom, every way to say something is a little difficult.

About Spanish I frequently write in my natural tongue, I write email for my family, my boyfriend almost every day, it is a kind of diary and I **am feel** very quiet writing in Spanish.

Posted by Sky at 07:54

Appendix A

Student written consents

(Carta de solicitud de autorización)

Santiago de Cali, Enero 22 de 2012

Señor(ita)

Por medio de la presente solicito su autorización para usar las entradas del blog www.ireadthewrite.blogspot.com hechas por usted en el período comprendido entre el 24 de agosto de 2010 al 22 de febrero de 2011 en el marco del curso *Tipologías discursivas escritas en Inglés VI* de la Licenciatura en Lenguas Extranjeras de la Universidad del Valle, como elementos del corpus en el proceso de investigación y elaboración de mi trabajo de grado *Peer Review and an Academic Writing Blog for improving student writing in the course Tipologías discursivas escritas en Inglés VII in the program Licenciatura en Lenguas Extranjeras at Universidad del Valle*.

El uso de estas entradas consiste en su reproducción por medios digitales o físicos para el análisis en el marco de mi trabajo de grado; su publicación parcial o total en el documento final de mi trabajo de grado; y el uso de los nombres y/o pseudónimos de los autores de las entradas (incluido el suyo), como elemento de referencia y análisis en el proceso de investigación y en el documento final. Es de su entera disposición indicar si prefiere que se use su nombre o pseudónimo real, o que use uno creado por el autor del trabajo de grado.

De antemano agradezco su colaboración

Cordialmente

David Pérez Marulanda

* El título del trabajo de grado está sujeto a cambios de acuerdo a los requerimientos del proceso de investigación y elaboración del documento final.

(Carta de autorización)

Santiago de Cali, Febrero 6 de 2012

A quien pueda interesar

Autorización:

Yo _____ con documento de identidad número : XXXXXXXX autorizo a David Pérez Marulanda con documento de identidad cc1116722977 a que use las entradas hechas por mi en el período comprendido entre el 24 de agosto de 2010 al 22 de febrero de 2011 en el blog www.ireadtheniwrite.blogspot.com, como elementos del corpus en el proceso de investigación y elaboración de su trabajo de grado *Peer Review and an Academic Writing Blog for improving student writing in the course Tipologías discursivas escritas en Inglés VII in the program Licenciatura en Lenguas Extranjeras at Universidad del Valle*.

Esta autorización comprende el uso de dichas entradas para: (a) su reproducción por medios digitales o físicos para el análisis investigativo; (b) su publicación parcial o total en el documento final del mencionado trabajo de grado; y (c) el uso de mi nombre y/o pseudónimo como elemento de referencia y análisis en el proceso de investigación y elaboración del documento final del trabajo de grado.

Autorizo el uso de mi:

Nombre real: si ____ No ____

Pseudónimo con que figuro en el blog: si ____ No ____

Autorizo la designación de un nombre o pseudónimo alternativo: si ____ No ____

Atentamente

* El título del trabajo de grado está sujeto a cambios de acuerdo a los requerimientos del proceso de investigación y elaboración del documento final.

Appendix B

Student survey Form

Formato de encuesta
Marzo de 2012

Opiniones y perspectivas respecto al peer-review en el formato blog en el curso “Composición escrita en Inglés VII”

Encargado: David Pérez Marulanda. Estudiante de Licenciatura en Lenguas Extranjeras de la Universidad del Valle.

Encuesta desarrollada en el marco del trabajo de grado

Instrucciones: Por favor diligencie la encuesta en formato digital sobre el archivo enviado y envíe las respuestas al correo electrónico hammet87@gmail.com. De serle posible, apreciaría enormemente me enviara el formato con respuestas antes del día miércoles 14 de marzo. En caso de que no le sea posible enviarlo en esas fechas, agradecería de igual forma me informara de cuándo le será posible enviarlo.

Gracias por su colaboración

Esta encuesta indaga sobre el curso Composición Escrita en Inglés 7 dictado por la profesora Sol Colmenares, en el cual se creó y se desarrolló el blog www.ireadtheniwrite.blogspot.com. Por favor, para cada respuesta ofrezca un argumento o idea que la soporte.

Encuesta

1. En términos generales, ¿cómo podría describir la experiencia de usar un blog en un curso de escritura académica en inglés?

2. ¿Cómo se sintió al momento de que sus compañeros comentaran y discutieran los textos que usted escribió? ¿Porqué?

3. ¿Cómo percibió la actitud y reacción de sus compañeros al hecho de que usted comentara los textos que ellos escribieron?

4. ¿Cómo se sintió al momento de comentar y discutir los textos que sus compañeros escribieron? ¿Porqué?

5. ¿En qué aspectos considera que se enfocaba al momento de realizar un comentario en alguno de los textos del blog? (ej. gramática, cohesión, reacción personal frente al texto, etc.)

6. ¿Al momento de comentar un texto escrito por otro estudiante, con qué tanta autoridad se sentía para hacerlo? ¿porqué?

7.¿Considera que, en su momento, los otros estudiantes tenían la autoridad para comentar y retroalimentarle respecto a los textos que usted escribió?

8.¿Cómo considera que fue su participación en el blog en los siguientes aspectos y por qué?

- Cantidad de comentarios escritos

- Calidad de comentarios escritos

- Retroalimentación a los otros autores respecto a la *forma* del texto: Gramática, semántica, spelling, sintaxis, formato y color de fuente, márgenes, etc.

- Retroalimentación a los otros autores respecto a al *contenido del texto*, esto es, cohesión, coherencia, desarrollo de las ideas, etc.