Analyzing Revision Types after Peer Response：
Focusing on Individual Differences

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Summary

This article investigates the number and rate of revisions of each revision type in compositions both before and after peer response and investigates their factors. 15 JFL beginners enrolled in a compulsory Japanese composition course at the university in Taiwan participated in this study. The principal data were 292 compositions including first and second drafts they wrote in classes throughout the year. Transcriptions and translations of 10 recorded conversations during peer response, peer response sheets written by every student, diary the teacher wrote after every class, and questionnaires filled out by students during the course were used as supplementary data. The taxonomy of Faigley & Witte (1981) was adopted for analyzing revision types. The research tasks of this study are to observe if there is a longitudinal change or deviation on the number and rate of revisions of each revision type, and to determine what factors affect them:

(1) Based on each peer response activity

(2) Based on each student

The result differed from previous studies; the ratio of macro-structural changes differs widely each time. There is a big individual difference in the number of revisions, which is remotely related to students' Japanese ability or perfection of writings but associated with motivation to learn Japanese composition. Moreover, neither longitudinal change nor deviation in the number of revisions was observed. Analysis of 3 compositions which each student revised the most shows that the number of revisions increases, in many cases, when students revised as suggested accordingly based on contents or constructions alternation or correction of Japanese misuse. However, cutting corners in their first draft and copying word for word from webpage are factors which the teacher unexpected.

Key words：peer response, JFL, composition, revision types, individual differences