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Feedback on multiple-draft EFL compositions: Six students and a teacher respond and react.

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Key Words: EFL; composition; feedback

Six multiple-draft EFL compositions by first-year Japanese university students were analyzed for effectiveness of teacher feedback. Two types of feedback were analyzed: (1) written comments concerning content or organization, and (2) coded surface grammar errors. Two Ss received both types of feedback on two drafts; four Ss received content feedback on the first draft and surface feedback on the next. Results suggest that, to be effective, feedback on content should specify where the problem lies' why there is a problem' and how the problem affects the reader. Results also show that coding of surface grammar errors is about 70% effective no matter when it is given.

Although ESL composition teachers invest tremendous time and energy giving feedback, research does not clearly support the concept that student writing will improve with feedback. Leki (1991) notes that the literature on both L1 and L2 composition abounds with proof of the futility of marking errors. Some studies, most notably Zamel (1985), have criticized teacher feedback as inconsistent, arbitrary, contradictory, and vague. However, other more recent studies (e.g., Fathman and Whalley, 1990) indicate that teacher feedback does help students in the revision process.

In practice, most composition teachers choose to give feedback

because they are aware that students want it and expect it (Leki, 1991) and because of their own perception that marking errors is an important part of their job. How can these teachers give appropriate feedback efficiently?

Much of the debate over teacher response to written work has been whether teacher feedback should focus on form (e.g., grammar, mechanics) or on content (e.g., organization, amount of detail). Students probably want and need both. In a survey of 59 ESL composition students, Radecki and Swales (1988) found that 87% appreciated substantive comments from the teacher that helped them to rethink a piece of writing, yet these same students also expected the instructor to correct all of their surface errors. At least one study suggests that teachers need not be overly concerned whether their feedback focuses on form or content. Fathman and Whalley (1990) analyzed the compositions and rewrites of 72 students in intermediate ESL college composition classes. The rewrites had been given one of four types of teacher feedback: no feedback; grammar feedback only; content feedback only; or feedback on both grammar and content. The results suggest that grammar and content feedback, whether given alone or simultaneously, positively affect writing.

Another concern is how the feedback is given. There are many feedback options at our disposal:

> We can correct errors; code errors; locate errors; indicate the number of errors; comment on form; make generalized comments about content, ...make text-specific comments...ask questions; make suggestions; emote...praise... (Raimes, 1991, p.418)

This paper will focus on two types of teacher feedback: (1) written

comments concerning content and organization, and (2) the coding of surface grammatical errors.

Purpose

Ferris (1995) makes a strong argument that ESL composition research needs to investigate the connection between student perceptions of their teachers' commentary and the actual responded behaviors of the teachers in a multiple-draft setting. The purpose of this paper is to explore how students responded to my feedback on multiple drafts and how I reacted to their responses. Lauer and Asher (1988) note that a number of researchers in composition theory argue for a high priority for this type of descriptive research.

The second purpose of this paper is to discover whether my feedback reflected the priorities of the composition course. I hope that this paper will help me articulate future course content and develop my use of feedback. Because this paper is somewhat introspective, I will use the first-person pronoun rather than "the researcher".

The writing course

The course is a first-year semi-elective general education English course at Hokkai Gakuen University that focuses on writing skills. Thirty-four students in the Department of American, British and Canadian Studies are enrolled in the course. Students are also enrolled in a required departmental English course focusing explicitly on vocabulary and writing development that is taught by native-speaker teachers. Because of the semi-elective status of the general education course, content is not coordinated between these writing courses. However, the system used for coding surface errors (see Appendix 1) is consistent across courses.

The writing course was held once a week for 90 minutes, meeting a total of 26 times over the course of one calendar year. The course textbook (Blanchard and Root, 1994) is organized around rhetorical patterns. My teaching follows what Johns (1990) calls an interactive approach: I try to emphasize that student writers must make their topic, organization and transitions clear to the reader. Thus, my goal for these beginning writers is, in addition to gaining better understanding and control of grammatical features, to make the mind-shift from the Japanese "reader-responsible" view of communication (Hinds, 1987) to a "writer-responsible" view.

During the first semester, we focussed on the rhetorical patterns of spatial organization and process in paragraphs. During the second semester, we worked on the structure of cause-and-effect and comparison-and-contrast compositions.

I taught each of the four rhetorical patterns using the following general framework. However, as the difficulty of each pattern varied greatly, the depth to which each activity was done and whether it was assigned for homework or classwork, also varied.

1. Expose students to the logic of the rhetorical pattern by group work in which they assign sentences to pictures, reorder sentences or perform another similar manipulative activity.
2. Elicit as many signal words* associated with the rhetorical pattern as possible. Provide others and clarify rules about their use, paying particular attention to punctuation.
3. Have students work individually or in small groups on sentence-combining or other tightly-controlled activities to practice signal words.
4. Assign students to write sentences on board; explain and correct errors.

5. Have students write a tightly-controlled paragraph using the rhetorical pattern. Give feedback, have students rewrite, and give feedback again.
6. Have students do an expansion activity exposing them to the rhetorical pattern in use.
7. Have students write a free composition paragraph using the rhetorical pattern. Give feedback, have students rewrite, and give feedback again.
8. Have students brainstorm and organize ideas for a longer composition.
9. Have students write a free composition using the rhetorical pattern. Give feedback, have students rewrite, and give feedback again.

Subjects

Subjects (Ss) Ss are six (M=5, F=1) of the 34 students enrolled in the above course. Ss' previous experience in the writing of English generally involved sentence-level writing used for practicing or testing grammar. None of the students had had any systematic practice in the writing of connected sentences in English. Only some of them recalled having been taught the rudiments of paragraph development even in Japanese composition classes.

The student writing

The six sets of student writing that I will analyze in this paper are compositions written at the end of the cause-and effect cycle. I chose these six sets of student writing for analysis because, unlike the other

* Signal words are those words or phrases used in signaling a rhetorical pattern, such as "First," / "Second," / "Next," / "After that," / "Finally," in the process pattern. The use of the term "signal words" rather than their part-of-speech label helps students focus on their discourse function rather than their grammatical form.

28 sets which were rewritten only once, they had been rewritten twice and thus provided more student-teacher interaction on feedback. These Ss were among the poorer writers in the class.

The cause-and-effect rhetorical pattern is a challenge for the composition teather for two reasons. The first is that students sometimes find it difficult to distinguish between cause and effect. When working in groups with sets of pictures showing concrete situations (e.g., a horse being stung by a bee and then running away), students were able to determine cause and effect. However, when cause and effect appeared to be reciprocal (e.g., There are many drug addicts. Therefore, a lot of drugs are being sold. Therefore, there are many addicts.), students found it quite difficult to establish a valid line of argument.

The second challenge is to devise a topic which will offer opportunities for students to use a variety of signal words: because, so, thus, therefore, etc. In many textbooks, the cause-and-effect rhetorical pattern is practiced either as a series of causes for a problem, or as a series of effects of a problem. In either case, the larger organizing pattern is listing, so writers end up using a different set of signal words. For this reason, I assigned the topic "The advantages and disadvantages of big city life", with the stipulation that a cause or an effect be given for each advantage and disadvantage. This also helped students avoid the circular reasoning above.

Compositions were developed as follows:

1. Development of ideas: For homework, students were asked to list on a worksheet (see Appendix 2) five advantages and five disadvantages of life in the big city, then to write a cause and an effect for each one. To assure a certain level of attention, students were warned that this worksheet would be graded.
2. Organization of ideas: In class, students were asked to prioritize

their advantages and the disadvantages, from least to most important. Then students were asked to consider their opinion of big city life.

3. The assignment: Students had one week to write a four-paragraph (introductory paragraph; two body paragraphs; concluding paragraph) composition on the the advantages and disadvantages of big city life. Students were to use the listing signal words learned in the first semester as well as the cause-and-effect signal words. The two body paragraphs (advantages; disadvantages) could be presented in either order, with the second paragraph reflecting the writer's opinion of city life. Within each paragraph, advantages and disadvantages were to be presented in reverse priority, with the most important coming last. Finally, students were reminded to include a topic sentence for both body paragraphs. The structure of introductory and concluding paragraphs was reviewed, and to help students get started, they were given a thesis statement: "The purpose of this composition is to explain the advantages and disadvantages of living in the big city."
4. Peer feedback: The following week, students exchanged compositions and gave feedback on the content and organization using a peer-feedback worksheet. Students read the peer feedback with great interest. Then all three papers (idea development worksheet, composition, and peer-feedback worksheet) were submitted for teacher feedback.
5. Teacher feedback: First, I scanned and graded the idea development sheet, commenting on extremely illogical or incomplete reasoning. I read each composition twice. The first time, I used a feedback worksheet (see Appendix 3), circling each organizational feature that was present. I also wrote general comments about content or

organization directly in the margins of Ss' drafts and occasionally onto the feedback worksheet. If the organization was basically sound, I then read the composition a second time and suggested slight revisions and edited surface errors using proofreading symbols. (see Appendix 1) If I felt the composition needed major revision first (as with these six compositions), then I generally postponed this step until the next draft was turned in.

Data for this study is drawn from

a. comments I had written on the idea development worksheet,
b. comments I had written on first and second (not final) composition drafts,
c. surface errors I had coded on first and second (not final) composition drafts,
d. comments I had written on the teacher feedback worksheet.

To discern the immediate effect of feedback on subsequent drafts, I typed the drafts, sentence by sentence, into parallel columns. Places where I had coded a surface error are indicated by italics, although the specific code is not shown. Finally I "sandwiched" my comments between the three columns. Each draft can be read by following each column down; the evolution of the drafts and the interplay between student and teacher can be seen by reading across a row. (See Appendix 4)

PART ONE: Written comments on content

A. Types of content feedback

Method

I coded each of my comments on content into one of three cate-

gories: ideas, organization, and affect. Feedback was coded as idea feedback if it focused on *what* Ss were writing about (ideas; clarity; detail; relevancy). Comments typical of idea feedback are: "Irrelevant", "Try to include a few concrete details or examples," and "The mention of scientific civilization is a big distraction. It doesn't relate to your topic close [sic.] enough."

Feedback concerning organization focused on *how* Ss were writing (theses statements and topic sentences; signal words). Comments typical of organization feedback are: "New paragraph", "Main idea?", and "At the beginning of your concluding paragraph, please include your thesis statement."

Affective feedback was non-specific judgments on quality of writing. Comments typical of affective feedback are: "At this point, it's rather boring", "Well done!", and "Very good introductory paragraph."

I rechecked codings, made minor adjustments, and tabulated the results.

Results

Table 1. Frequency of types of teacher feedback on content (by drafts).

	First draft	%	Second draft	%	Both drafts	%
Ideas	16	45.7	14	35.9	30	40.5
Organization	14	40.0	18	46.2	32	43.2
Affect	5	14.3	7	17.9	12	16.2
Total	35	100	39	100	74	100

As explained earlier, this writing course is organized around rhetorical patterns. Before looking at this data, I would have insisted that I was giving feedback primarily on organization. In fact, I gave

feedback on ideas almost as frequently as on organization.

Before analyzing this data, I also would have insisted that most of my written comments occurred on the first draft, as I intended to give primarily surface grammar feedback on the second draft. In reality, there are actually more instances of teacher feedback on content in the second drafts. Obviously, major conceptual and organizational problems were not solved in the second draft, necessitating even more frequent organizational feedback on the second draft. I must have given that feedback with a greater sense of urgency, wondering exactly how many drafts these Ss would have to complete before grasping the essential rhetorical pattern.

Table 2. Frequency of types of teacher feedback on content (by Ss).

Ss	First draft				Second draft				Both drafts
	Ideas	Org.	Affect.	Total	Ideas	Org.	Affect.	Total	Total
Y.S.	1	2	1	4	0	4	0	4	8
K.K.	1	1	0	2	3	3	0	6	8
H.U.	1	3	1	5	4	2	2	8	13
M.H.	2	2	0	4	3	4	3	10	14
S.I.	5	3	3	11	2	1	1	4	15
K.C.	6	3	0	9	2	4	1	7	16
Total	16	14	5	35	14	18	7	39	74

Two Ss, Y.S. and K.K , received feedback notably less frequently than the other Ss. Because Y.S. had recurring problems, my feedback was infrequent, but very clear. For example, "Please review the use of commas (,) with signal words showing contrast/cause!" actually referred to eight separate errors. Although K.K.'s composition was riddled with surface grammatical errors, he had good control of the body

paragraphs; I gave him feedback only in the introductory and concluding paragraphs.

There are 35 occurrences of feedback in the first draft stage. Eleven of these occurrences, nearly a third of the total feedback, concern two Ss', (S.I. and K.C.) ideas. S.I. tended to support his ideas with constant "irrelevant" personal references that caused disturbing shifts in "point of view". On the other hand, about half of K.C.'s feedback was positive: His first draft contained "interesting" ideas which were sometimes "vague"; it also had "excellent" details which were sometimes "irrelevant". In a sense, these two Ss generated feedback on ideas precisely because they had included quite concrete ideas.

B. Effectiveness of content feedback

Method

How effective was the feedback? The twelve instances of non-specific affective feedback cannot be considered here. Of the remaining 62 occurrences of teacher feedback on ideas or organization, 49 directed Ss (directly or implicitly) to make some change in their writing. I next examined the immediate effectiveness of this feedback on ideas and organization. In this case, effectiveness implies neither native-like English nor flawless organization and ideas. Rather, since this paper is examining the reader-writer relationship in terms of feedback, I will consider effectiveness as a function of how I overtly reacted to that writing at that time.

"Effective" will mean that the student did make all of the indicated changes and that I gave no further feedback. "Partially effective" will mean that the student made only some of the indicated changes, but

that I gave no further feedback. "Ineffective" feedback will mean that the student made none or some of the indicated changes, and that I gave further feedback. Although I did give limited feedback on the third and final draft, I did not expect a rewrite. Therefore, by definition, "ineffective" feedback is only found in feedback on the first draft.

Results

The effectiveness of the written content feedback on multiple drafts was as follows.

Table 3. Effectiveness of teacher feedback on content (by frequency).

	Effective	Partially effective	Ineffective	Total
K.K.	2	1	1	4
Y.S.	5	2	0	7
M.H.	5	1	2	8
H.U.	4	3	2	9
K.C.	6	3	1	10
S.I.	7	2	2	11
Total	29	12	8	49

An example of ineffective feedback is found in the opening sentences of K.K.'s introductory paragraph:

Draft #1: Almost of people are certainly relation in a big city, and furthermore more people living there. Will a big city ever good place or bad place?

Feedback: Needs to be stated more clearly.

If anything needed to be stated more clearly, it was my own

feedback. My subject-less sentence reflects quite clearly my uncertainty about how he was trying to approach the topic. Having received no help from me, K.K. did only sentence-level editing for the second draft:

Draft #2: Almost of people are using a big city, and more people living there, too. Why are they gather to big city?

Further feedback: The problem with your introduction is that it seems as though your composition will be about the reasons people move to the big city, rather than the advantages and disadvantages.

Had I begun with this feedback, some progress might have been made. However, probably somewhat confused by now, K.K. gives up and starts over.

Draft #3: I am living in a big city for a long time.

Much of the feedback that was partially effective occurred on the second draft. If we were doing four or five drafts, I probably would have continued to give feedback. An example of partially effective feedback is found in the opening sentence of K.K.'s concluding paragraph:

Draft #2: My opinion what a big city is bad place, because bad points disappear one by one, it is also new bad point.

Feedback: At the beginning of your concluding paragraph, please include your thesis statement.

Draft #3: My opinion is that a big city is a bad place.

K.K. has started to work toward a conclusion; however, at this point he seems to have confused "thesis statement" and "topic sentence". An example of effective feedback is found in the second sentence of K.C.'s introductory paragraph:

Draft #2: Recently the development of scientific civilization has been remarkable, but we may have lost many precious things opposite.

Feedback: The mention of *scientific civilization* is a big distraction. It doesn't relate to your topic closely enough. Please use this second sentence to introduce your topic: big cities.

Draft #3: Recently the development of the big city has been remarkable, but we may have lost many precious things.

My feedback was specific: where the problem lies (*scientific civilization*); why there is a problem (doesn't relate to topic); and the effect on the reader (big distraction.) The latter is probably more significant than we imagine. I had not previously considered the consequence of explaining to the writer the precise effect on the reader of a given error. However, by invoking the reader-writer relationship, the student is empowered to make a choice instead of forced to obey. Another critical element of this feedback is that I also gave specific revision instructions (introduce your topic: big cities).

PART TWO: Coded grammar feedback

Method

Composition teachers at this faculty generally agree that the proofreading system we use for indicating surface grammar errors has been quite effective. Enough information is given about each error to enable students to puzzle through their sentences piece by piece.

To verify this, I checked each occurrence of teacher feedback on grammar for effectiveness. (In this paper, each place where I had coded feedback is simply underlined, marked ^ to show that I had indicated a missing word, or marked 'p' to indicate that feedback on punctuation was given.)

I do not intend effective feedback to mean that the student corrected surface errors perfectly. Rather, effectiveness is a function of how I *overtly* reacted to that writing *at that time* and of how Ss and I reacted to each other. Each occurrence of teacher feedback was categorized as one of the following:

1. Effective: The student made the indicated changes and I gave no further feedback. An example of this occurs in M.H.'s composition:

(1st draft): There are many wonderful and beautiful *place* in the big city.
(2nd draft): There are many wonderful and beautiful places in the big city.

2. Partially effective: The student made a different change than the one I had indicated, but I gave no further feedback. This occurs in K. C.'s composition:

(2nd draft): People usually want to live in the big city; therefore, the price of land *has been* very high.

(3rd draft): People usually want to live in the big city; therefore, the price of land becomes very high.

My proofreading symbol indicated that the verb tense should be changed: I was trying to direct K.C. to write "is". However, because he also changed the verb, my feedback was only partially effective.

3. Neglected: The student did not make the change that I indicated; likewise, I gave no further feedback. The following comes from H.U.'s second and third drafts:

(2nd draft): Living in the city *have* many disadvantages.
(3rd draft): Living in the city have many disadvantages.

4. Ineffective: The student did not make the change I had indicated, so I gave further feedback (usually repeating the original proofreading.) One of S.I.'s topic sentences is:

(1st draft): Next, I *introduce* you... the disadvantages of the big city.
(2nd draft): Next, I tell about... the disadvantages of the big city.

S.I. has correctly changed the verb as I had indicated; however, he has not changed the tense as I had directed. In fact, when I repeated the "verb tense" marking on the second draft, he changed the verb again, to "tell", and never did consider the future tense.

5. Misinterpreted: The student made a change that provoked further feedback. An example of this from K.C.'s composition is:

(1st draft): ...small and medium-sized enterprises... compete ^ each other...
(2nd draft): ... small and medium-sized enterprises... compete *to* each other...

If this same sequence occurred on a second and third draft, it would have been classified as partially effective. In fact, K.C. did manage to get it right on the third draft.

By definition, the first three types of feedback (effective; partially effective; neglected) are the only types that can occur on the second draft.

Two of the Ss received surface grammar feedback on both the first and second drafts of their composition; the remaining four had received this feedback only on their second draft. I felt at the time that these four Ss had so many conceptual or organizational problems that surface feedback would be a distraction. I will return to this idea later. In any case, we can roughly compare the effectiveness of surface feedback depending on when the feedback occurs during the composition process.

Results

Table 4. Frequency of types of teacher feedback on surface grammar.

(n=6)

	First draft	% of total	Second draft	% of total	Both drafts	% of total
Effective	67	71.3	186	71.3	253	71.3
Partially effective	14	14.9	52	19.9	66	18.6
Neglected	3	3.2	23	8.8	26	7.3
Ineffective	2	2.1	—	—	2	0.6
Misinterpreted	8	8.5	—	—	8	2.3
Total	94	100	261	100	355	100

For both first and second drafts, more than 70% of the feedback on surface grammar was effective. If I include partially-effective feedback, I can safely say that about 90% of the surface grammar feedback

I gave these students moved them in the right direction. This clearly indicates that the proofreading system we are using is effective and efficient.

The pattern seen here in how Ss respond to my feedback (70% is effective; 20% is partially-effective; 10% does not work well) is present in the following more detailed breakdowns as well.

Table 5. Frequency of types of teacher feedback on surface grammar: Ss receiving feedback on second draft only (n=4)

(%=% of S's total feedback)

Ss	H.U.		Y.S.		M.H.		K.K.		Total	
		(%)		(%)		(%)		(%)		(%)
Effective	20	71.4	35	76.1	52	81.3	57	62.6	164	71.6
Partially-effective	5	17.9	9	19.6	7	10.9	23	25.3	44	19.2
Ineffective	3	10.7	2	4.3	5	7.8	11	12.1	21	9.2
Total	28	100	46	100	64	100	91	100	229	100

If we look at the patterns of correction done by Ss to whom I gave feedback only on the second draft, we can now perceive variations even among only four students. K.K., who has received the largest number (91) of corrections, is the least adept at processing the feedback: one-quarter of my feedback is only partially-effective. This student probably would have benefited from feedback on a third draft. On the other hand, M.H., who has the next-largest number of corrections (64), manages to effectively correct more than 80% of the errors that I marked. She could be characterized as a careless writer — one who makes many "simple" errors but can correct them when they are pointed out. The sheer number of errors does not seem to be a predictor of how well the writer will be able to correct them.

Does it matter at what point in the composing process that this

feedback is given, or is the general success rate similar? Even with a sample of only two Ss, will there be a similar pattern for both first and second drafts?

Table 6. Frequency of types of teacher feedback on surface grammar: Ss receiving feedback on both first and second drafts. (n=2)

	1st draft	%	2nd draft	%	Total	%
Effective	67	71.3	20	66.7	87	70.2
Partially-effective	14	14.9	8	26.7	22	17.7
Neglected	3	3.2	2	6.7	5	4.9
Ineffective	2	2.1	—	—	2	1.6
Misinterpreted	8	8.5	—	—	8	6.5
Total	94	100	30	100	124	100

The first draft roughly exhibits the 70-20-10% pattern seen in Table 4. Even though Ss were getting feedback on their ideas and organization at the same time that they were getting feedback on the grammar, they were still able to effectively correct 70% of their errors. These two Ss are able to consider surface errors at the same time that they focus on the larger organizing principles.

Conclusion

Results show that, in order to be effective, feedback on content should provide the writer with specific information on where the problem lies, why there is a problem, and the effect of the problem on the reader. It follows that good content feedback requires the teacher to be on-task, articulate, and concise — and to have legible handwriting or to work at a keyboard. As a teacher, I know I occasionally provide feedback that is vague, like the written version of nodding or

shaking my head. Instead, I need to be more aware of exactly what I am reacting to (ideas? organization? grammar? handwriting?) and I need to articulate my reactions as a *reader* as well as a teacher.

Results show that the coding system we are using to indicate surface grammar errors is about 70% effective, 20% partially-effective, and 10% ineffective, neglected or misinterpreted. This general pattern occurs when grammar errors are coded on both first and second drafts. It also occurs when grammar errors are coded only on the second draft, after content feedback on the first draft.

Although this study's sample is far too small to be generalized, these results indicate that teachers need not wait to give grammar feedback because most students can deal with this feedback at the same time that they respond to written comments on content. In fact, students who have problems processing surface grammar feedback probably need it early on in the writing in order to have several opportunities to self-correct. Hopefully, students who puzzle out the majority of their surface errors will feed a sense of satisfaction and may even become more careful writers.

Render (1990, p.132) states that because existing L2 composition research studies usually use small groups of students and because most studies are not replicated elsewhere, their conclusions have limited value. Even though my conclusions cannot be generalized to other population groups, this analysis of just six students' writing has helped me gain some awareness of how I can improve my own feedback skills as a composition teather. Reid (1994) reminds me that my job as responder is to look hard and thoughtfully at each student's piece of writing. I believe this paper has helped me to do so, and I hope it will encourage other teathers to do so as well.

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Appendix 1

PROOFREADING SYMBOLS

A	article—You have added an unnecessary article/ have forgotten an article/have used the wrong article.
C	capitalize (n)ew (y)ork (c)ity (C C C)
/	no capitalization necessary The ~~C~~ity is big.
Sp	spelling error
P	punctuation is incorrect
?	meaning not clear (vague)
mw	missing word(s)
pro	pronoun needed
prep	preposition needed
V	verb needed
	word order He (there was.)
ww	wrong word—word choice is incorrect He (vandalized) her purse. (WW)
bw	better word could be found
wf	wrong form of word (adj. vs. noun/adj. vs. adv.) beautiful vs. beauty, beautiful vs. beautifully (She is beautifully.) (Wf)
v/t	verb tense is incorrect
voice	active/passive verb form
vb	wrong form of verb I enjoy (going to go) (Vb) to discos.
s/v	subject and verb do not agree He (are) (S/V)

pro/agr	pronoun does not agree with its antecedent People should study harder. (You) will get a better grade. pro/agr
pro/ref	pronoun does not clearly refer to a specific noun Mary plays tennis with Sue. (She) is a good player. pro/ref
num	number—singular or plural nouns There were many (snake.) num
frag	incomplete sentence or thought (Because it rained.) frag
RO	run on sentences (sentence too long or 2 independent clauses without punctuation or conjunction) (I went home (_) (and) I went to bed.) RO
¶/¶	new paragraph/no new paragraph
apos	missing or misplaced apostrophe

Appendix 2 Cause and effect worksheet

The Advantages and Disadvantages of Living in a Big City

Cause	Advantages	Effect
	1	
	2	
	3	
	4	
	5	
	Disadvantages	
	1	
	2	
	3	
	4	
	5	

Appendix 3

Feedback on The Advantages & Disadvantages of Living in a Big City

Introductory paragraph	Introduces topic	Begins with general information	Contains thesis statement	Makes reader want to continue reading
Body paragraphs	Clear topic sentences.	No irrelevant sentences.		
Organization of information	Writer uses connectors to show CAUSE & EFFECT	Connectors and punctuation are generally correct.	Writer uses signal words to show LISTING of reasons.	
Concluding paragraph	Contains restatement of thesis statement	Mentions an important idea in composition.	Ends with writer's opinion.	Does not introduce new ideas.
Grammar, spelling & punctuation	So many GSP errors that paper is not understandable.	Many GSP errors; sometimes not understandable.	Some GSP errors; generally understandable.	Few GSP errors; very understandable.

Comments:

Appendix 4

Three drafts, including teacher feedback, of cause-and-effect composition. Student: Y.S.

	Draft #1		Draft #2		Draft #3
		Excellent introduction.		Please review the use of commas (,) with signal words showing contrast/cause! Once more, please.	
a	Today, a hundred thirty million people live in Japan, but a large part of it lives in a big city.	→	Today, a hundred thirty million people live in Japan, but a large part of *it lives* in a big city.	→	Today, a hundred thirty million people live in Japan, but a large part of them live in a big city.
b	When more people crowd, the place seems good, but, on the other hand, something bad happens.	→	When more people crowd ^, *the place* seems good, but, on the other hand, something bad ^ *happens*.	→	When people crowd a city, it seems good, but, on the other hand, something bad is happening.
c	This composition will tell advantages and disadvantages of living in a big city.	→	This composition will tell ^ advantages and disadvantages of living in a big city.	→	This composition will tell advantages and disadvantages of living in a big city.
d		You need to write about all of your advantages and disadvantages. For each one, either choose the cause or the effect		→	I have five things which I tell as the advantages.

		(sometimes both is OK.) Clear topic sentences: You need these.			
e	As the advantage, I can tell you that we can get things in the big city, because there are many department stores in the big city.	→	As the advantage, what I tell *first* (p) *is that* we can get things easily, (p) because there are many department stores in the big city.	(First 6 words circled) Make this a complete TOPIC sentence.	First, we can get things easily because there are many department stores in the big city.
f	In Shinjuku, for example, Takashima-ya Shinjuku branch opened in October, so there are five large department stores only around Shinjuku Station.	→		→	
g	We can buy many things (food, clothes, etc.).	→		→	
h	(NO PARAGRAPH BREAK HERE.)	New paragraph.	Second, there are a lot of companies in the big city; therefore (p) we can get a job.		Second, there are a lot of companies in the big city; therefore we can get a job.
i		→	Third, we can get a lot of information, (p) since *we have a lot of* mediums ^ ((p) TV, radio, ^ newspaper, etc.) (p).	→	Third, we can get a lot of information since there is the mass media — TV and radio, for example.

j		→	Next, there are places of amusement ((p)disco, bar, *etc.*) (p), so we can enjoy *a* life in the big city.	→	Next, there are places of amusement — discos and bars, for example, so we can enjoy life in the big city.
k		→	Finally, a *traffic* network spreads *to* the city, so we can move from place to place easily.	→	Finally, a network of railroads spreads over the city, so we can move from place to place easily.
l		→		→	I have five things which I tell as the disadvantages.
m	As the disadvantage, what I should tell is pollution.	→	As the disadvantage, what I should tell ^ is pollution.	(First 7 words circled) Make this into a complete sentence — TOPIC sentence.	First thing is pollution.
n	Water and air in the big city is very dirty, because many factories and cars are in the big city.	→	Water and air in the big city *is* very dirty, (p) because many factories and cars *are* in the big city.	→	Water and air in the big city are very dirty because of many factories and cars.
o	When I visited my aunt, I was surprised that she couldn't drink water without the filter.	Irrelevant		→	
p	Fortunately, we can drink water without a filter!	→		→	
q	Convenience are accompanied by pains.	→		→	

r	→	Second, *P*rices in the big city are high compared with *that* in the country, so people who live in the big city have a trouble living.	→	Second, prices in the big city are high compared with those in the country, so people who live in the big city have trouble living.
s	→	Third, the big city is dangerous, (p) because many people *go in and* out, and consequently, the rich live in the *suburb*.	→	Third, the big city is dangerous because many people come.
t	→	Next, we have often *a* traffic *jam*, (p) since there are many cars in the big city.	→	Consequently, the rich live in the suburbs.
u	→	Finally, we can't park *a car* in the big city,(p) because the city is dense with buildings and there are no space to park *a car*.	→	Next, we have often traffic jams since there are many cars in the big city.
v	→		→	Finally, we can't park in the big city because the city is dense with buildings and there is no place to park.
w	In conclusion, the big city plays an important part in economy, traffic, etc, but the big city also influences us on the basic side of human life. →	In conclusion, the big city *plays an important part in economy, traffic, etc*, but the big city also *influences us on the basic side of human life*.	Restate your thesis statement here.	In conclusion, living in the big city is bad for health, but we can't live without things in the big city.

x	Sometimes We are deadly damage.	→	Sometimes we are deadly damaged.	→	
y	We have to associate with it well.	→	We have to associate with it well.	→	
z		→		→	We had better live in the suburbs.

Three drafts, including teacher feedback, of cause-and-effect composition. Student: K.K.

	Draft #1		Draft #2		Draft #3
		In your rewrite, please concentrate on the introductory and concluding paragraphs. Look again at how they need to be written and ask me if it is still unclear.		The problem with your introduction is that it seems as though your composition will be about the reasons people move to the big city, rather than the advantages and disadvantages. *Your thesis statement should be: In this composition I will write about the advantages and disadvantages of living in the big city.* This thesis statement should come at the end of your introductory paragraph.	
a	Almost of people are certainly relation in a big city, and furthermore more people living there.	Needs to be stated more clearly.	*Almost of* people are *using a* big *city*, and more people ^ living there, too.	→	I am living in a big city for a long time.
b	Will a big city ever good place or bad place?	→	Why *are* they gather to ^ big city?	→	
c	I think that people are each opinions.	→	I think that people are each opinions.	→	I think that a big city is a bad place for example, many people, noise pollution and etc, but I think that it has nice points, too.

d	After this, I give to various examples.	→		→	
e	First of all, I want to show a good points in a big city.	→	First of all, I want to show *a advantage in* a big city.	→	First of all, I want to show advantage on big city.
f	First, convenient to public transportation.	→	First, ^ *convenient to* public transportation.	→	First, public transportation is convenient.
g	If don't has a train, subway and bus and so on in a big city, so it will be big problem.	→	If didn't *has* a train, subway and bus *in a big city, they* would ^ big problem.	→	If a big city didn't have a train, subway and bus, its would be a big problem.
h	In a big city, many people make of a traffic facilities, and its capital used to also traffic facilities.	→	In a big city, many people make ^ of *a traffic* facilities, and *its capitai used to also traffic facilities*.	→	In a big city, many people make its of facilities for travel, but it's connected to a poullution ploblem.
i	Second, there are many stores.	→	Second, there are many stores.	→	Second, there are many stores.
j	If store building in a rural area, a customer has not come, because it is inconvenience to public transportation.	→	If *store building* ^ in a rural area, a customer *has* not come, because *it should inconvenience to* public transportation.	→	If stores constructed in a rural area, customers would not come, because public transportation is inconvenient.
k	The store building in a big city, so it will be profitable.	→	The store *buliding* in a big city,(p) ^ *so it would* profitable.	→	The stores built in a big city is profitable.

l	Third, there are many schools, because a big city have many high-rise apartments, and It make small mass, so schools is increasing.	→	Third, there are many schools.	→	Third, there are many schools.
m		→	*We make a small mass*, because *they build* many high-rise apartments.(p)	→	We make a small area, because there are many high-rise apartments, so schools are increasing.
n		→	A school is increasing.		
o	After that, there has many find a job.	→	*After that*, there *has* many *find a job*.	→	Fourth, there many jobs.
p	It has many schools, so many people need a job.	→	*It* has many schools, so many people need *a job*.	→	There has many schools, so many people need jobs.
q	Finally, it is many events.	→	Finally, *it is* many events.	→	Finally, there are many events.
r	many people want to see famous people and entertainers, so it held many events.	→	Many people want to see famous people and entertainers, so *it held* many events.	→	Many people want to see famous people and entertainers, so many events are held.
s	Next, I want to show a bad points in a big city.	→	Next, I want to show a disadvantages *in a* big city.	→	Next, I want to show disadvantages of big city.
t	First, it is air pollution.	→	First (p) *it* is air pollution.	→	First, There is air pollution.

u	Many factories and many cars has in a big city and its put out many smokes, so air is dirty.	→	Many factories *build* in a big city, (p) furthermore (p) many cars *drive* in a big city.	→	Many factories are built in a big city, furthermore, many cars drove in a big city.
v		→	They put out *many smokes*, so ^ air is dirty.	→	They put out much smoke, so the air is dirty.
w	Second, green is a few.	→	Second, ^ *a green is a few*.	→	Second, there is little greenery.
x	I don't agree that cut down trees for land wide, because it is cause by air pollution.	→	I don't agree *that cut* down trees for *land wide*, because it *is cause by* air pollution.	→	I don't agree with cutting down trees for large land, because it orgin air pollution.
y	Next, it is trash problem.	→	Next, *it* is ^ trash problem.	→	Next, there is a trash problem.
z	Reclaimed land are increasing by noninflamable trashes.	→	Reclamation lands *are increasing by noninflamable trashes*.	→	Reclamation lands for nonflamable trash are increasing.
A	I hope that trash reduce by houses trash.	→	I hope that trash reduce by houses trash.	(Irrelevant)	
B	After that, it is traffic jam.	→	After that, *it is* traffic *jam*.	→	After that, there are traffic jams.
C	This cause is large population.	→	Many people come ^ or live in a big city.	→	Many people come on or live in a big city.

D	Finally, It is many major crimes.	→	Finally, *it is* many major crimes.	→ Finally, there are many major crimes.
E	The cause is many people live in a big city.	→	*This* cause is ^ many people live in a big city.	→ The cause is that many people live in a big city.
F	I hope that crime eradicate to the world.	→	I hope that crime eradicate to the world.	(Irrelevant)
		→		At the beginning of your concluding paragraph, please include your *thesis statement*.
G	My opinion that a big city is bad place, because bad points disappear one by one, so it is also new bad point.	→	My opinion ^ *what* a big city is ^ bad place, (p) *because bad points disappear one by one, it is also new bad point*.	→ My opinion is that a big city is a bad place.
H		→	In fact I live in a *only* big city, but I don't like it.	→ Humans think that humans is the greatest creatures in the world, but it is mistake.
I		→	In the future, I want to live in ^ countryside.	→ I think that nature is the greatest in the world, so I want to live in a country-side with surrounded by the greenery.

Three drafts, including teacher feedback, of cause-and-effect composition. Student: H.U.

Draft #1

The incluson of details and examples will make your composition come alive. (At this point, it is rather boring.)

Draft #2
1. Your composition has improved the second time around- especially the conclusion.
2. Try to incude a few concrete details or examples. (You can insert new sentences to do this.) It will make your composition much more interesting.

Draft #3

	Draft #1		Draft #2		Draft #3
a	It is true there are both advantage and disadvantage to live in the big city, but the number of big cities has increased with the growth of industries.	→	*It is true* there are both *advantage* and *disadvantage* to *live* in the big city,(p) *but* the number of big cities has increased with the growth of industries.	→	The number of big cities has increased with the growth of industries.
b	Is it really worth your while to live in the big city?	→	Is it really worth your while to live in the big city?	→	Is it really worth your while to live in the big city?
c		→		→	There are both advantages and disadvantages living in the big city.

Good use of organizing words. You have only 3 advantages. You need 4-5 each.

d	Living in the big city have many advantages.	→	Living in the big city *have* many advantages.	→	Living in the big city have many advantages.
e	First, there are many stores; thus it is convenient to buy daily necessities.	→	First, there are many stores; thus it is convenient to buy daily necessities.	→	First, there are many stores thus it is convenient to buy daily necessities.
f	Second, you can be quickly undergo medical treatment because there are many hospitals.	→	Second, you can *be quickly* undergo medical treatment because there are many hospitals.	→	Second, you can immediately undergo medical treatment because there are many hospitals.
g	Third, there are many public facilities; therefore, it is easy to examine something, read and enjoy sports.	→	Third, there are many public facilities; therefore, it is easy to *examine something, **read and enjoy sports.	*Vague. **Can't this be done easily in small towns, too?	Third, there are many public facilities; therefore, it is easy to examine specialized things, philosophy and ethics and politics etc, and enjoy sports.
h		→	Fourth, there *are* public *transportations*; thus it is convenient to go *shoping*, *playing* and *so on*.	What kind? Small towns also have trains!	Forth, there are many public transportations; thus it is convenient to go shoping and skiing.
i	Living in the big city have many disadvantages.	→	Living in the big city *have* many disadvantages.	→	Living in the big city have many disadvantages.
j	First, there are many factories and cars; consequently, it is the bad air.	→	First, there are many factories and cars; consequently, *it* is the bad *air*.	→	First, there are many factories and cars; consequently, the air is bad.
k	Second, because it is dense	→	Second, because it is dense	→	Second, because the big city

	ly populated district, the price of land is very high.		ly populated *district*, the price of land is very high.	is densely populated, the price of land is very high.
l	Third, there are many cars and narrow roads, so the traffic jam is liable to happen.	→	Third, there are many cars and narrow roads, so *the* traffic *jam is* liable to *happen*.	→ Third, there are many cars and narrow roads, so traffic jams is liable to occur.
m	Finally, there is very little nature because it is built for human convenience.	→	Fourth, there is very little nature because *it* is built for human convenience.	→ Forth, there is very little nature because the big city is built for human convenience.
		Your conclusion does none of these (chart) Try again.		→
n	Is it worth while living in the big city?	→		→ Is it really worth while to live in the big city?
o	Until an age, people had crowded the city to seek for good business, and then the technology of computer and date communication have developed remarkably during the last 10 years; consequently, now people don't need all the way to gather in the big city on bussiness.	→		Here, you must restate the main idea of the entire composition. (This is different in meaning than your sentence, "In short..."
p		→	In short (p) wherever you live, some disadvantages exist.	→ In short, wherever you live, some disadvantages exist.

q

However, I think *the* positive attitude *that you try* to improve the *disadvantage* is important.

However, I think positive attitude attempt to improve the disadvantages is important.

Three drafts, including teacher feedback, of cause-and-effect composition. Student: M.H.

	Draft #1	Draft #2	Draft #3
a	One country have several big city, small city, country, and village.	*One* country *have* several big *city*, small *city*, *country*, and *village*.	A country has several big cities, small cities, villages and countryside.
b	This time I will tell you about the big city.	*This time* I will tell you about the big city.	I will tell you about the big city.
c	There are both advantage and disadvantage to life in the big city.	There are both *advantage* and *disadvantage* to life in the big city.	There are both advantages and disadvantages to life in the big city.
		Your advantage paragraph names only *one* advantage. Please use *most* or *all* of the advantages listed in your preparations sheet. (Same for disadvantages.) Your preparation has good reasons: Please use them!	You have improved the paragraph about the advantages. Now, please do the same thing for the *disadvantages*. You have 5 very good disadvantages listed in your preparation: please write about them!
d			At first, I choose the big city's advantages.

e	At first, I pick the big city's advantage up: There are many public transportation in the big city.	→	At first, I *pick* the big city's advantage *up*:(p) ^ There *are many* public transportation in the big city.	→	First, there is a lot of public transportations in the big city.
f	For example, bus, taxi, train, monorail, and subway.	→	For example, bus, taxi, train, monorail, and subway.	(Fragment.)	
g	When we want to go, if we only choose the transportation and check the timetable, and get on.	→	When we want to go ^, *if* we *only* choose the transportation (p) and check the timetable, and get on.	(Where?)	When we want to go where we want, all you have to do is to choose the transportation, check the timetable, and get on.
h	Many transportation are stretched around the big city.	→	*Many* transportation *are stretched* around the big city.	→	A lot of transportation lead to the big city.
i		→	Second, the big city is *brightly*.	→	Second, the big city is bright.
j		→	There are many buildings and advertisement in the big city, so when the night comes, many *building* turn on the *light*, ^ the city is shining.	→	There are many buildings and advertisements in the big city, so when the nights comes, many buildings turn on the lights, and the city is shining.
k		→	It makes us happy!	→	It makes us happy!
l		→	Third, we can observe many people in the big city.	→	Third, we can observe many people in the big city.

m	→	We want to see young people's *fastion*.	→	
n	→	*I* go to the book shop and read *the* fashion *book*, and go around the city and observe *the* young people.	→	When we want to see young people's fashion, we go to the book shop and read fashion books, and go around the city and observe the young people.
o	→	*I* can understand many (Vague.) many things.		We can understand many, many fashions.
p	→	*Then*, there are many shops in the big city.	→	Fourth, there are many shops in the big city.
q	→	*It is very useful.*	→	
r	→	*we* can buy anything in the big city.	→	We can buy anything in the big city.
s	→	Finally, *it* is good for *date!*	→	Finally, it is good for dates!
t	→	There are many wonderful and beautiful *place* in the big city.	→	There are many wonderful and beautiful places in the big city.
u	→	*For example in Sapporo, Odori Park, Maruyama Zoo, Hitszigaoka Park, and so on.* (Fragment.) Fragment.		In case with Sapporo, we can go Odori Park, Maruyama Zoo, Hituzigaoka Park, and so on.

v		Of course, there are movie *theater*, ^ *shop*, too.		Of course, there are movie theaters and shops, too.
w		We can enjoy in *their* place with *their* partner.		We can enjoy with your partner.
			TALK TO ME!	
x	Next, I pick the big city's disadvantage up: The air is dirty in the big city.	Next, *it is pity but* I *tell* you about ^ *disadvantage in* the big city.		Next, I talk you about the disadvantages in the big city.
y	It is connected with the above sentence.	*It* is connected with the above *sentence*.		It is a pity but it is connected with the above sentences.
z	Because many transportation, especially apply to cars, belch out the smoke.	*Because many transportation*, especially apply to cars belch out the smoke.	Fragment.	Because buses, taxis, especially apply to cars, belch out the smoke.
A	Another reason is that many people breath out the carbon dioxide, but there are few trees (and plant) in the big city.	*Another reason is that many people breath out the carbon dioxide, but* there are few trees (*and plant*) (p) in the big city. (p)		Another reason is that there are few trees and plants in the big city, so the air is dirty in the big city.
B	There are main reasons why the air is dirty in the big city.	*There are main reasons why* ^ the air is dirty in the big city.		Second, It is noisy in the big city, because many cars are running in the big city.
C				Third, the water is dirty, because many department stores pour the dirty water.

D	→	→	people can't drink the delicious water.
E	→	→	Four, the prices are higher than countryside, and village's prices.
F	→	→	I don't know the reason.
G	→	→	When we buy the vegetables in the city, we have to pay about three times in the country.
H	→	→	Finally, the roads is crowded.
I	→	→	There are many cars in the city, so the ambulances can't go to hospital fast.
J	In conclusion, one big city has advantage and disadvantage. →	In conclusion, *one* big city has *advantage* and *disadvantage*. →	In conclusion, a big city has advantages and disadvantages.
K	This opinion apply to any other big city. →	This opinion *apply* to any other big city. →	This opinion applies to any other big city.
L	The means of solving disadvantage is difficult, but we must effort to solving this problem. →	The means of solving disadvantage is difficult, but we must *effort* to *solving* this problem. →	The means of solving the disadvantages is difficult, but we must effort to solve this problem.

M

Otherwise I think the big city is more and more polluted in the future. → Otherwise I think the big city is more and more polluted in the future. → Otherwise I think the big city will be more and more polluted in the future.

Three drafts, including teacher feedback, of cause-and-effect composition. Student: S.I.

Very well-done composition and preparation.

Good work. Once more!

	Draft #1	Very good introductory paragraph.	Draft #2		Draft #3
a	I have lived in Sapporo for four years *and many people live there*.	→		→	
b	*For this four years* ^ I know ^ both the *advantages* and the disadvantages of the big city ^ Sapporo.	→	I have lived in Sapporo for four years, and I know about both the advantages and the disadvantages of the big city of Sapporo.	→	I have lived in Sapporo for about four years, and I know about both the advan tages and the disadvantages of the big city of Sapporo.
c	I think that most *of* people in this city notice them.	→	I think that most of people in this city notice them.	→	I think that most people in this city notice them.
d	The purpose of this composition is to explain both the advantages and the disadvantages to life in the big city.	→	The purpose of this composition is to explain both the advantages and the disadvantages to life in the big city.	→	The purpose of this composition is to explain both the advantages and the disadvantages to life in the big city.

First body paragraph needs a topic sentence.

Topic sentence?

e		→		→	I introduce with the advantages.

f	First of all, the big city *is* convinient *to* public transportation, so it is easy to go out.	→	First of all, the big city has convinient public transportation, so it is easy to go out.	→	First of all, the big city has convinient public transportation, so it is easy to go out.
g	Second, there *are* ^ *lots* of information *because of* many people *to* use *them*.	→	Second, there is a lot of information because *many people use it*.	(This is still unclear. What do you they use?)	Second, there is a lot of information; therefore, if those who come this city first lose their way, they can use it to find their way.
h	Third, Sapporo has a great number of theaters; thus famous people such as singers, actors, *actress, polition and so on* come to Sapporo and we can see them.	→	Third, Sapporo has a good number of theaters; thus famous people such as singers, actors, actresses, and politicians come to Sapporo, and we can see them.	→	Third, Sapporo has a great number of theaters; thus famous people such as singers, actors, actresses, and politicians come to Sapporo, and we can see them.
i	*Forth*, there are many things; consequently, *we can select them and so* we can buy most of ^ things we want.	(Vague)	Fourth, there are many shops; consequently, we can buy ^ *valuable thing* we want.	→	Fourth, there are many shops; consequently, we can buy the things we want.
j	*They* are the advantages *I think*.	→	*They are the disadvantages of Sapporo as the big city.*	→	They are the advantages of Sapporo as the big city.

		[re: sentences k-o] You change your point of view from "I" to "we". Please keep one point of view.			
k	Next, I *introduce* you the disadvantages of the big city.	→	Next, I *tell* about the disadvantages of the big city *to you*.	→	Next, I talk about the disadvantages of the big city.
l	First, many cars cause traffic *jam*, especially in ^ morning; therefore, *I* am late for school.	→	First, many cars cause traffic jams, especially in the morning; therefore, we are late for school.	→	First, many cars cause traffic jams, especially in the morning; therefore, we are late for school.
m	I must get up early, but I am not good at getting up early.	Irrelevant.		→	
n	Second, ^ air *of* the big city is very dirty; thus, it is bad for our health.	→	Second, the air in the big city is very dirty; thus, it is bad for *our* health.	→	Second, the air in the big city is very dirty; thus, it is bad for the health.
o	*third*, it *spends much* time to arrive ^ our destination because of ^ large area.	→	Third, we spend *mush* time *to arrive at* our destination because of *a* large area.	→	Third, we spend much time reaching to our destination because of large area.
p	*Forth*, the price of *the* land is ^ higher and higher; therefore, *that of* the rent is ^ also higher and higher.	→	Fourth, the price of land is becoming higher and higher; therefore, *the rent is* also becoming higher and higher.	→	Fourth, the price of land is becoming higher and higher; therefore, the rents are also becoming higher and higher.
q	As a result, ^ money we can *use comes to decrease*.	→	As a result, our money is decreased.	→	As a result, our money is decreased.

r	Fifth, subway and buses are filled with people, so I feel blue every time.	Informal.	Fifth, *subway* and buses are filled with people, so *I* feel *groomy every time*.	Don't change your point of view.	Fifth, subway and buses are filled with people, so we always feel gloomy.
		Unfortunately, the conclusion needs some work: don't introduce new ideas there.			
s	In conclusion, the big city is desirable for people living there.	Main idea?	In conclusion, the big city is not desirable for me.	→	In conclusion, the big city is not desirable for me.
t	*I think* I think it is better to live in country.	[Sentences t-v] Use cause/effect markers.	I think I think it is better to live in ^ countryside, so I will live in ^ countryside in my old age.	→	I think it is better to live in the countryside, so I will live in the countryside in my old age.
u	My grandmother and grandfather are farmers.	→		→	
v	When I go to their house, I am always relaxed.	→		→	
w	*It is the most important thing, I think.*	→		→	
x	Therefore, I prefer the country to the big city.	→		→	
y	*To say this, I wrote this composition.*	→		→	

Three drafts, including teacher feedback, of cause-and-effect composition. Student: K.C.

	Draft #1		Draft #2		Draft #3
		Your ideas are interesting; however, be careful of organization. Excellent details and vocabulary.		Much improved. In your advantages and disadvantages paragraphs, use markers to LIST them: First,/Second,/Next,/Another advantage is/Finally,	
a	We certainly have the advantages and disadvantages *where you will* live, *to say nothing of* a big city.	Too many ideas are introduced, so it's not clear what the composition will be about until the last sentence.	We certainly have *the* advantages and disadvantages wherever we live.	→	We certainly have the advantages and disadvantages wherever we live.
b	Recently the development of scientific civilization has been remarkable, but we may have lost may precious things *opposite*.	Please look carefully at my comments on the typed page.	Recently the development of scientific civilization has been remarkable, but we may have lost many precious things opposite.	The mention of *scientific civilization* is a big distraction. It doesn't relate to your topic closely enough. Please use this second second sentence to introduce your topic: big cities.	Recently the development of the big city has been remarkable, but we may have lost many precious things.
c	The purpose of this composition is to explain both the *advantage* and *disadvantage* to life in the big city.	→	The purpose of this composition is to explain both the advantages and disadvantages to life in the big city.	→	The purpose of this composition is to explain both the advantages and disadvantages to life in the big city.
				TOPIC SENTENCE?	

d	There are a lot of charming *things* and places ^_.	(Where?)	There are a lot of charming building and places many people enjoy visiting *ourselves*.	→	The big city is lively with the street equipment and the tourists.
e	We have a wide range of *activities*: consequently, public transportation facilities are advanced, and we can go back and forth anywhere freely.	→	We have a wide range of activities; consequently, public transportation facilities are advanced, and we can go back and forth anywhere freely.	→	First, we have a wide range of activities; consequently, public transportation facilities are advanced, and we can go back and forth anywhere freely.
f	*The demand for sale* is increasing; thus there are many kinds of stores.	→	The domestic demand is increasing; thus there are many kinds of stores.	→	Second, domestic demand is increasing; thus there are many kinds of stores.
g	We suffer from a lot of serious diseases, (p) however, a medical *institution is in good order*, so we can cope with many diseases.	→	*We suffer from a lot of serious diseases. However*, medical institutions are maintained, so we can cope with many diseases.	→	Another advantage is that medical institutions are maintained, so we can cope with many diseases.
h	Because there are many sights in the big city, people go ^_ sightseeing *tour in* all year ^_.	→	Because there are many sights in the big city, people go to sightseeing tours ^_ all seasons.	→	Finally, people go on sightseeing tours during all seasons.
i	We need to think over about our lives.	(This is not a topic sentence for this paragraph.)	There are serious problems in the big city.	→	There are serious problems in the big city.
j	*We all* want to live in the	(Irrelevant.)	People usually want to live	→	First, people usually want

	big city, and the big city has a large population in its limited area; therefore, the price of land *become* very high.		in the big city; therefore, the price of land *has been* very high.	to live in the big city; therefore, the price of land becomes very high.
k	We build many *institutions* to do *effective*; consequently, the destruction of nature *is advanced*, and the green area of ^ city *become little*.	(Vague.)	We build many buildings to make a large profit; consequently, the destruction of nature continues, and the green area of the city *has been decreasing*.	Second, we build many buildings to make a large profit; consequently, the destruction of nature continues, and the green area of the city decreases.
l	Because there are many crimes and traffic accidents, the fatality rate is very high.	→	Because there are many crimes and traffic accidents, the fatality rate is very high.	Another disadvantage is that the fatalities rate is very high because there are many crimes and traffic accidents.
m	The number of small and medium-sized enterprises are suffering from ^ recession; thus they *occur to* compete ^ each other, and they go *bankruptcy*.	→	The number of small and medium-sized enterprises are suffering from the recession; thus they compete *to* each other, and they go bankrupt.	Finally, the number of small and medium-sized enterprises are suffering from the recession; thus they compete with each other, and they go bankrupt.

Again, in your concluding paragraph, it seems as though your main thesis statement is about scientific civilization instead of about

			the advantages and disadvantages of living in the big city. The first sentence of the concluding paragraph should be a restatement of your thesis statement.	
n	In conclusion, the scientific civilization tends to *be neglected*, the destruction of nature to make a large profit.	⟶	*(P)* In conclusion, the scientific civilization tends neglect the destruction of nature to make a large profit.	⟶ In conclusion, the big city tends to neglect the destruction of nature to make a large profit.
o	We must think carefully not only ^ the affluence of life but also ^ the coexistence of ^ nature.	⟶	We must think carefully not only the affluence of life but also the coexistence with nature.	⟶ We must think carefully not only about the affluence of life but also the coexistence with nature.
p	Therefore each person should have ^ own ideas to make *comfortable city*.	⟶	Therefore, each person should have *your* own ideas to make the city comfortable.	⟶ Therefore, each person should have our own ideas to make the city comfortable.