
The Reading Matrix: An International Online Journal

Manuscript Evaluation Form

This form is designed to summarize the manuscript review that you have completed and to ensure that you have considered all appropriate criteria in your review. Your review should provide a clear statement, to the authors and editors, of the modifications necessary before the paper can be published or the specific reasons for rejection.

Please respond within the appointed time so that we can give the authors timely responses and feedback.

NOTE: You are not required to do proofreading of the paper. It could be recommended as part of the revision.

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| | |
| Date Manuscript Received: 1/20/18 | Date Manuscript Review Submitted: 1/23/18 |
| Manuscript Title: ZPD and the Study of Feedback in L2 Writing | |

Evaluation Criteria:

Please give each evaluation item a numeric rating on a 5-point scale, along with a brief explanation for each 3-less point rating. 1 is Poor, 5 is Excellent.

| <i>Questions</i> | <i>Rating Result</i> [Poor] 1-5 [Excellent] |
|---|--|
| 1. The title is clear and it is adequate to the content of the article. | 5 |
| <i>Comments</i> I would add "The" before ZPD. | |
| 2. The abstract clearly presents objects, methods and results. | 2 |
| <i>Comments</i> Key terms and concepts are identified, but because the goal of this article is to explain and correct misconceptions, methods and results are not addressed. | |
| 3. There are few grammatical errors and spelling mistakes in this article. | 2 |
| <i>Comments</i> There are some grammatical errors, mainly related to run-on sentences and missing determiners. | |
| 4. The study methods are explained clearly. | 2 |
| <i>Comments</i> Because this article seeks to explain and correct misconceptions about the ZPD in relation to the provision of written feedback, methods of data analysis are not used. | |

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| 5. The body of the paper is clear and does not contain errors. | 2 |
| <i>Comments</i> There are grammatical errors throughout the body of the paper. | |
| 6. The conclusions or summary are accurate and supported by the content. | 4 |
| <i>Comments</i> Based on the explanations offered and the frequent use of direct quotes from the primary source (Vygotsky) I believe the conclusions drawn about the relationship between L2 feedback and the ZPD are logical and accurate. | |
| 7. The references are comprehensive and appropriate. | 5 |
| <i>Comments</i> The author cites many relevant sources. | |

Overall Recommendation (mark an X with your recommendation) :

| | |
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| Accepted, no revision needed | |
| Accepted, minor revisions needed | |
| Return for major revision and resubmission | X |
| Reject | |

Comments and Suggestions to the Author(s):

While this article offers a comprehensive explanation of the ZPD and the relationship between the ZPD and L2 feedback, the article as a whole does not offer many original ideas. How, exactly, should an awareness of the ZPD and sociocultural theory impact L2 feedback practices?

Our editorial office would like to express its special gratitude for your time and efforts.

The Reading Matrix: An International Online Journal

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This form is designed to summarize the manuscript review that you have completed and to ensure that you have considered all appropriate criteria in your review. Your review should provide a clear statement, to the authors and editors, of the modifications necessary before the paper can be published or the specific reasons for rejection.

Please respond within the appointed time so that we can give the authors timely responses and feedback.

NOTE: You are not required to do proofreading of the paper. It could be recommended as part of the revision.

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| Date Manuscript Received: January 29, 2018 | Date Manuscript Review Submitted: Feb 1, 2018 |
| Manuscript Title: ZPD and the Study of Feedback in L2 Writing | |

Evaluation Criteria:

Please give each evaluation item a numeric rating on a 5-point scale, along with a brief explanation for each 3-less point rating. 1 is Poor, 5 is Excellent.

| <i>Questions</i> | <i>Rating Result</i> [Poor] 1-5 [Excellent] |
|--|---|
| 1. The title is clear and it is adequate to the content of the article. | 1 |
| <i>Comments</i> I find the title very clear ad promising, but the problem is that the content of the article falls far short of the promise in the title. The only mention of actual L2 writing is in the final line of the article: “[writing classrooms] including the second language ones.” | |
| 2. The abstract clearly presents objects, methods and results. | 2 |
| <i>Comments</i> Similar to the title, the abstract appears to make a promise that the article does not keep. I applaud the aim of the article, but how the ZPD concept “fits” the feedback process and why it should be applied in explanation of that process are not sufficiently addressed nor clearly presented in the article. | |
| 3. There are few grammatical errors and spelling mistakes in this article. | 3 |
| <i>Comments</i> Yes there are some grammatical errors, but most of the writing errors appear to be in sentence syntax and structure. | |
| 4. The study methods are explained clearly. | 2 |
| <i>Comments</i> Perhaps that’s what I find most difficult about reading this article: the “study methods” in terms of explaining and defining a theoretical framework (or theory) and then using that definition to explain the phenomenon of “feedback” are not clearly explained. I find the explanation of the ZPD and Vygotsky’s theory generally to be superficial: a collection of quotes that the author does not challenge or engage with, and snippets of ideas that the author leaves unexplained or underdeveloped. For example, the author says of scaffolding, “this metaphor does not fully capture...” but then never explains why the author thinks this. I get the impression that the author may have some weighty and critical thoughts on “the common understanding” of Vygotsky’s theory (which I would like to hear and which would make a contribution to the education field), but those | |

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| thoughts do not emerge in this article. | |
| 5. The body of the paper is clear and does not contain errors. | 1 |
| <p><i>Comments</i> The entire 3 paragraphs of the Introduction are used to explain the term ZPD, but the explanation jumps from point to point without clear connection or flow from one term to another. For example, the paragraphs talk of social interaction and mediating tools, but the tools are never referred to again. The next thought talks about the interactive teaching/learning process without tying that to a social interaction, then jumps to the concept of imitations. The third paragraph in the Introduction mentions the ZPD “used as the theoretical framework in studies of feedback in L2 writing” (a tantalizing thought), but the body of the article spends too many words looking at Vygotsky and not looking at studying feedback.</p> <p>Further, I find that the sequence of the article sections is not immediately obvious: perhaps the author’s understanding of the ZPD should be explained first, then the reader would have some basis or context through which to judge the “common understandings” as a “misinterpretation.”</p> <p>In the body of the paper, terms and abbreviations are tossed around without clarity and with apparent lack of understanding of the concepts. For example, under the section of Scaffolding, the concept of MKO is tossed in without mention of its meaning (or its meaning as related to L2 writing), and the same for the concept of “semiotic mediation” in the next section. The author appears to have missed the opportunity to add to the argument his/her own definition/understanding of these concepts. The actual aspects of feedback appear to be brushed over lightly and not provided with a more in-depth address or connection to the Vygotskian concepts the feedback is proposed to address. I have a hard time seeing those connections when all the author offers are the phrases, “is also reflected in feedback activities” and “During feedback activities, a learner needs to” (emphasis mine). In short, the body of the paper does not support the promises and claims made in the title and abstract.</p> | |
| 6. The conclusions or summary are accurate and supported by the content. | 1 |
| <p><i>Comments</i> The conclusion appears as a great leap from the body of the paper. The argument in the body (although not fully developed) do not lead to the conclusions made in this section.</p> | |
| 7. The references are comprehensive and appropriate. | 3 |
| <p><i>Comments</i> There are several errors and formatting inconsistencies in the References.</p> | |
| 8. Overall, the content is original and important in theory or praxis | 1 |
| <p><i>Comments</i> Overall, the thought is original: clarification of the ZPD as related to education and specially to language learning (that is, not a misinterpretation of ZPD as an educational model, but instead it is model of the process of development), <i>how</i> that interpretation of the ZPD can be applied to studying feedback in L2 writing, and <i>why</i> that theoretical framework should be applied to that process. Unfortunately for the reader, the body of the paper does not support that original thought.</p> | |

Overall Recommendation (mark an X with your recommendation) :

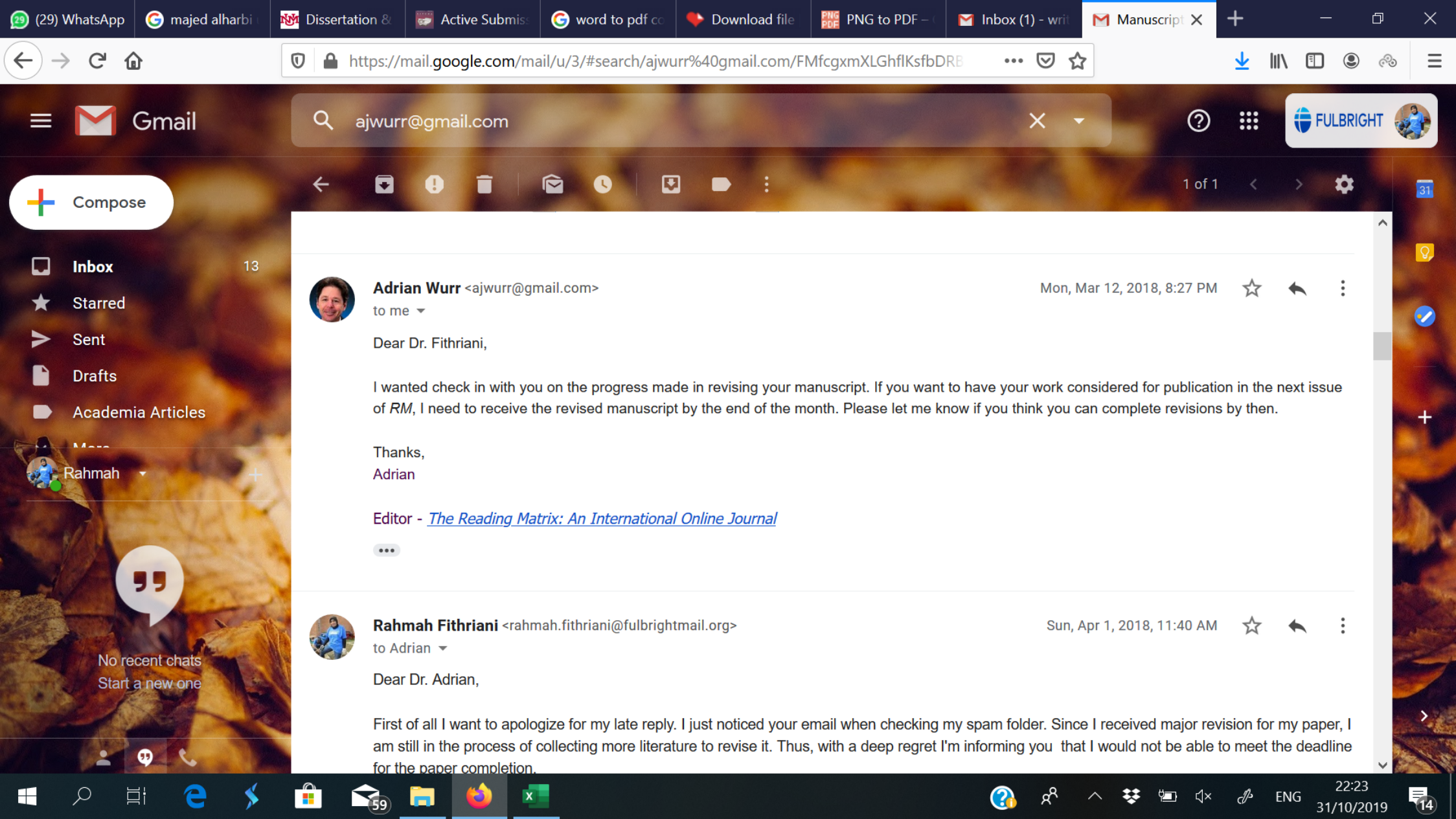
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| Accepted, no revision needed | |
| Accepted, minor revisions needed | |
| Return for major revision and resubmission | X |
| Reject | |

Comments and Suggestions to the Author(s):

Overall, the thought is original: clarification of the ZPD as related to education and specially to language learning, *how* it can be applied to studying feedback in L2 writing, and *why* that theoretical

framework should be applied to that process. The concept of understanding and studying the feedback process for L2 writing by applying the ZPD seems original and has potential. However, as written, this article provides neither a clear description of the feedback process (and how or if it is unique for L2 writing) nor a clearly articulated understand of Vygotsky's ZPD and its theoretical context. As written, this article appears as a superficial explanation of Vygotsky and the ZPD, with no examples or specifics given for feedback or L2 feedback related to writing, and conclusions that do not follow from the argument in the body of the article. In my opinion, a major revision of those three original points (clarifying the ZPD and the how and why of applying it to L2 writing feedback) could produce an article of academic significance worthy of consideration for publication in the *Reading Matrix*.

Our editorial office would like to express its special gratitude for your time and efforts.



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 **Adrian Wurr** <ajwurr@gmail.com>

Mon, Mar 12, 2018, 8:27 PM

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to me ▼

Dear Dr. Fithriani,


I wanted check in with you on the progress made in revising your manuscript. If you want to have your work considered for publication in the next issue of *RM*, I need to receive the revised manuscript by the end of the month. Please let me know if you think you can complete revisions by then.

Thanks,

Adrian

Editor - [The Reading Matrix: An International Online Journal](#)

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 **Rahmah Fithriani** <rahmah.fithriani@fulbrightmail.org>

Sun, Apr 1, 2018, 11:40 AM

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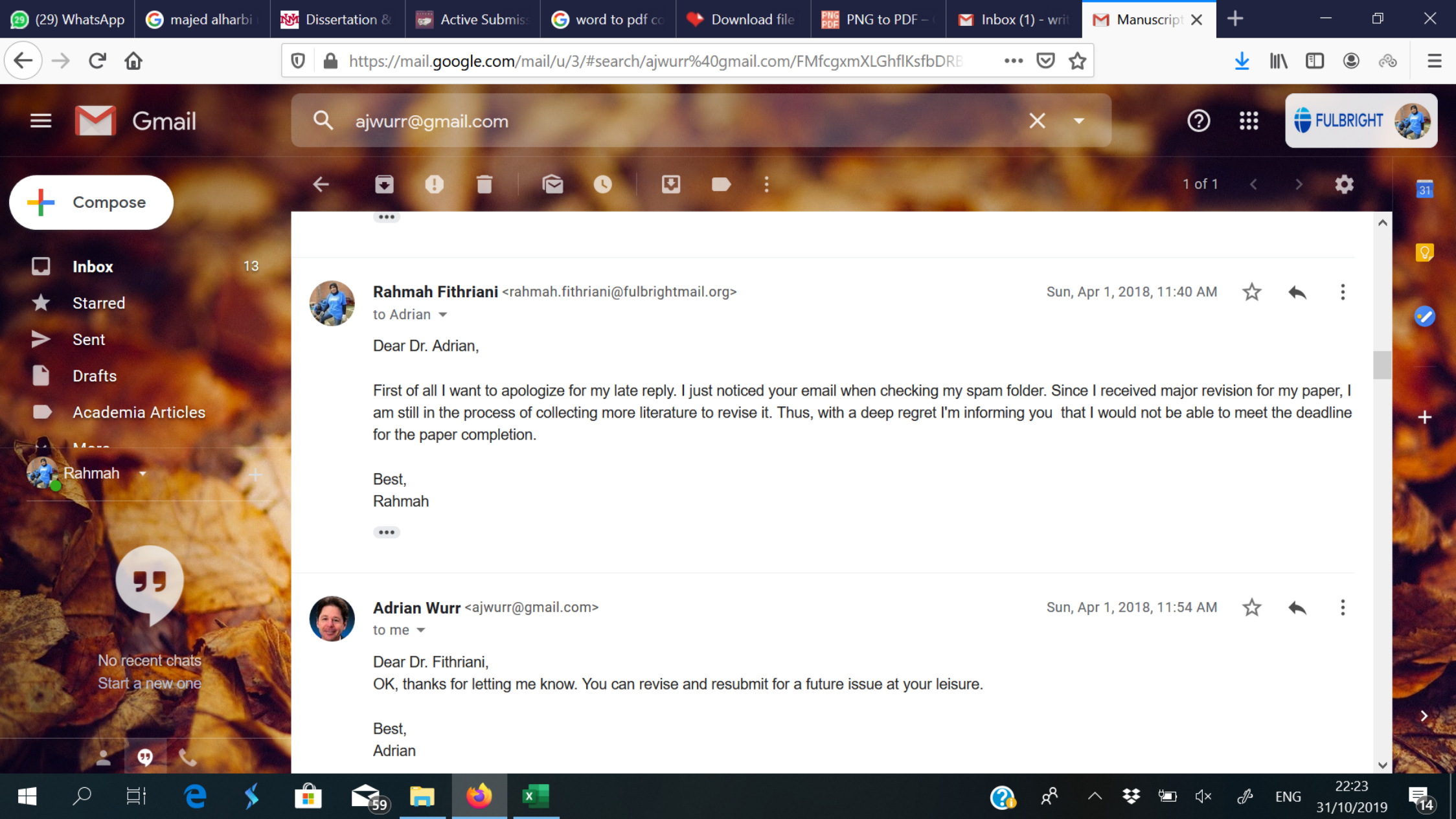
to Adrian ▼

Dear Dr. Adrian,

First of all I want to apologize for my late reply. I just noticed your email when checking my spam folder. Since I received major revision for my paper, I am still in the process of collecting more literature to revise it. Thus, with a deep regret I'm informing you that I would not be able to meet the deadline for the paper completion.

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Rahmah Fithriani <rahmah.fithriani@fulbrightmail.org>

Sun, Apr 1, 2018, 11:40 AM

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to Adrian ▼

Dear Dr. Adrian,

First of all I want to apologize for my late reply. I just noticed your email when checking my spam folder. Since I received major revision for my paper, I am still in the process of collecting more literature to revise it. Thus, with a deep regret I'm informing you that I would not be able to meet the deadline for the paper completion.

Best,

Rahmah

⋮

Adrian Wurr <ajwurr@gmail.com>

Sun, Apr 1, 2018, 11:54 AM

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to me ▼

Dear Dr. Fithriani,

OK, thanks for letting me know. You can revise and resubmit for a future issue at your leisure.

Best,

Adrian

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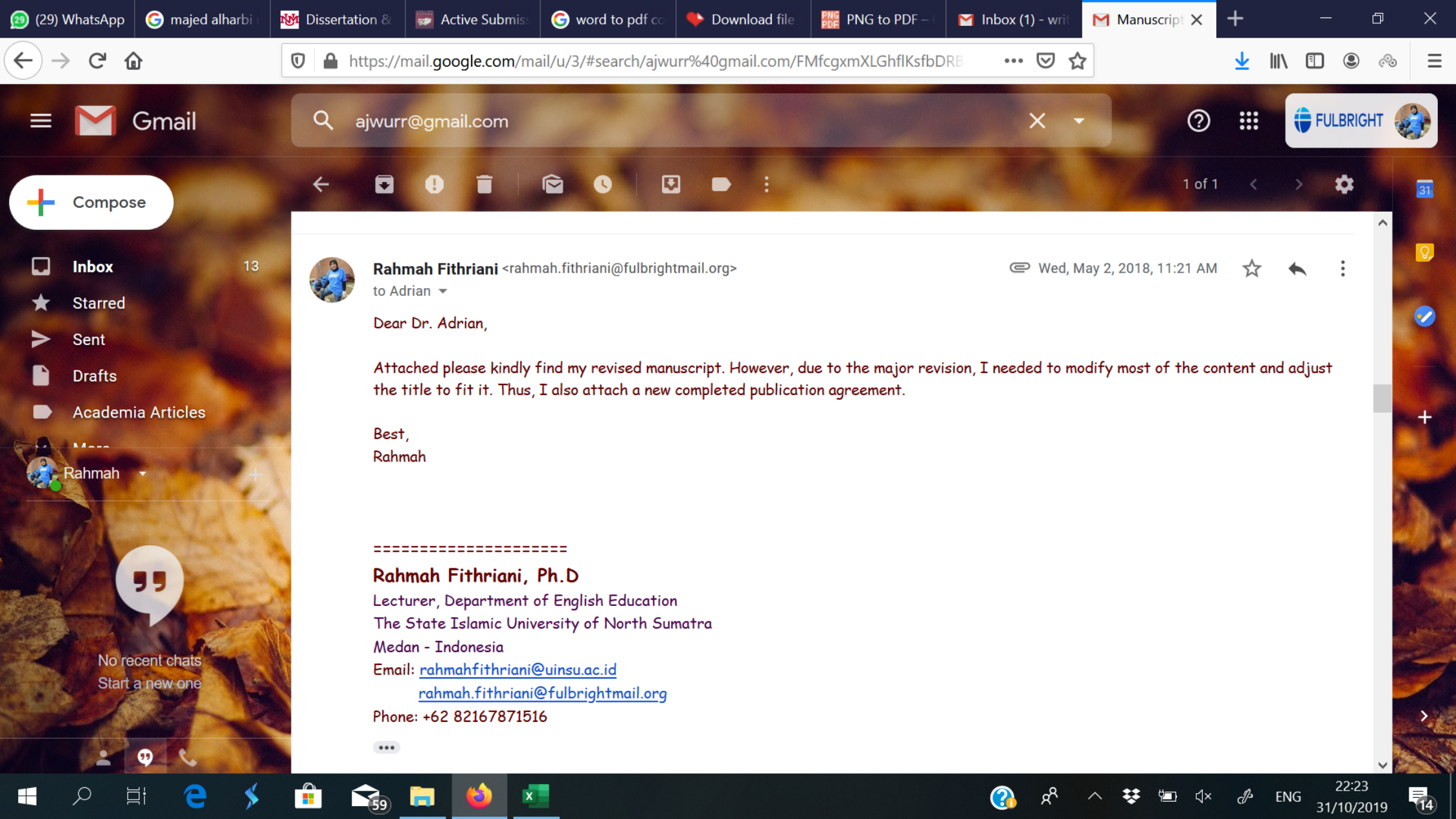
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Rahmah Fithriani

<rahmah.fithriani@fulbrightmail.org>

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Wed, May 2, 2018, 11:21 AM

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to Adrian

Dear Dr. Adrian,

Attached please kindly find my revised manuscript. However, due to the major revision, I needed to modify most of the content and adjust the title to fit it. Thus, I also attach a new completed publication agreement.

Best,

Rahmah

=====

Rahmah Fithriani, Ph.D

Lecturer, Department of English Education

The State Islamic University of North Sumatra

Medan - Indonesia

Email: rahmahfithriani@uinsu.ac.id

rahmah.fithriani@fulbrightmail.org

Phone: +62 82167871516

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Adrian Wurr <ajwurr@gmail.com>

to me

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Jun 5, 2018, 12:48 AM

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Dear Rahmah,

Thank you for your patience during the review of your revised manuscript. I've had a chance to read through the most recent version of your manuscript. While I can see substantial changes were made, it is not clear to me how these changes addressed the prior reviewers comments, especially those regarding the connection between ZPD theory and the L2 writing process employed in the study. Since the next non-themed issue of *The Reading Matrix* that your paper could appear in is not due out until spring 2019, we have time to work more on revisions. I would like to you create a cover letter explaining how the revised manuscript addresses the prior reviewers' comments.

As I read your paper again, I felt the need for more concrete connections between theory and practice, and data analysis. On the latter, I think it would be helpful to add more details and data on the coding process, including quantitative data on coding counts and themes (and inter-rater reliability rates, if more than one rater was used. If only one rater, then more explanation is needed to assure confidence in coding categories). Match these coding categories to overall trends in the data and a few carefully selected student quotes to illustrate these trends. An example of this in another paper is copied below.

| CATEGORY | Same | Different or Missed | IRR |
|--------------------------|------|---------------------|-----|
| Leadership Identity | 42 | 7 | 83% |
| Part of Something Larger | 34 | 4 | 88% |
| Provided Space | 36 | 12 | 66% |

Figure 1: Coding Strength & Inter-Rater Reliability (IRR)

Please send me a cover letter addressing the prior reviewers' comments, and a revised manuscript with additional details on coding procedures, if possible. I will be focusing on the fall, 2018 issue for the next couple of months, so getting back to me in a month or two would be fine.

Best,
Adrian

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Rahmah

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 **Rahmah Fithriani** <rahmah.fithriani@fulbrightmail.org> Sep 11, 2018, 10:42 PM

to Adrian

Dear Adrian,

Attached please find the cover letter addressing the prior reviewers' comments on my manuscript and the revised one containing the explanation of trustworthiness and Inter-rater Reliability.



Best,
Rahmah

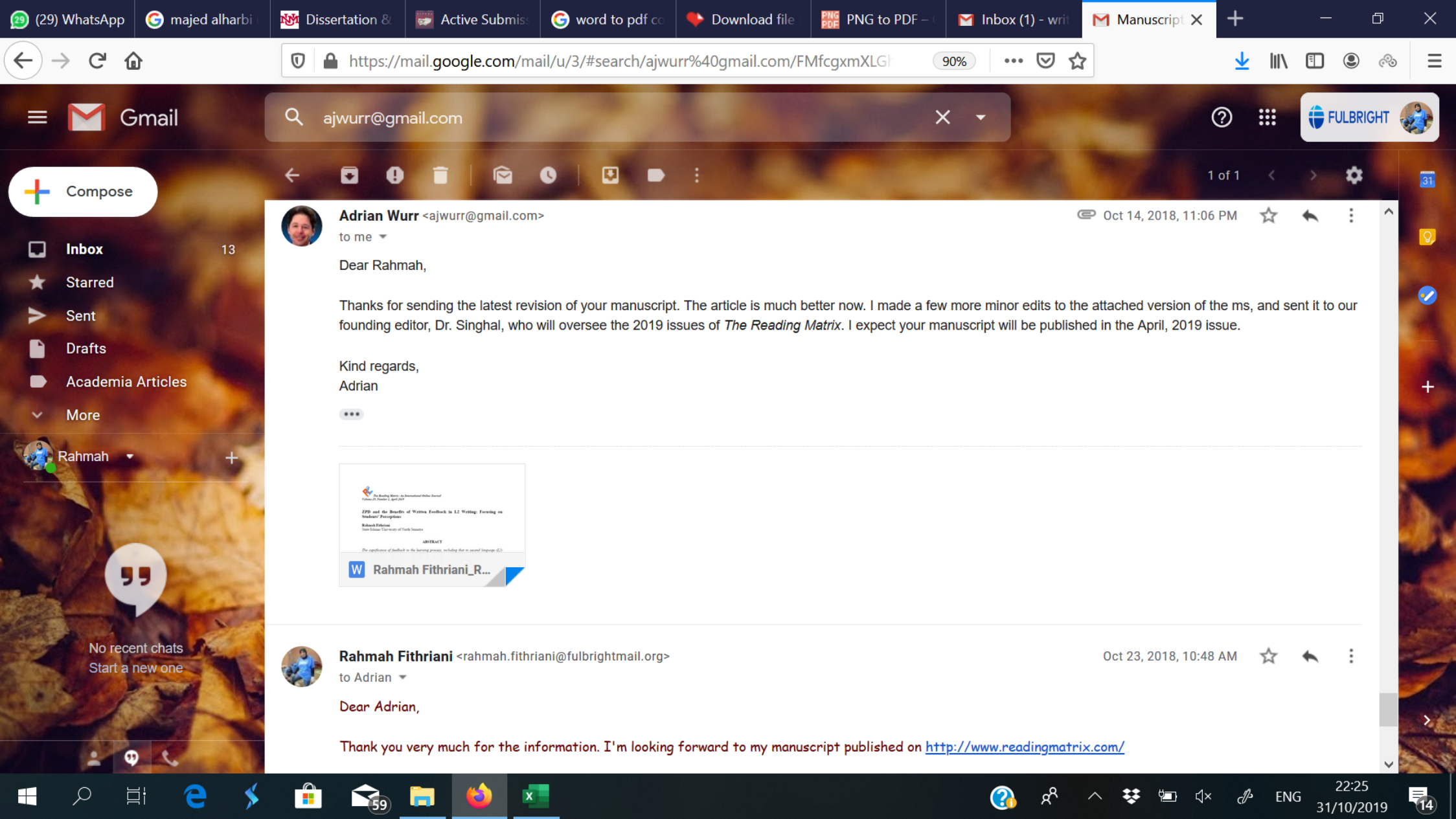
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Rahmah Fithriani, Ph.D
Lecturer, Department of English Education
The State Islamic University of North Sumatra
Medan - Indonesia
Email: rahmahfithriani@uinsu.ac.id
rahmah.fithriani@fulbrightmail.org
Phone: +62 82167871516

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2 Attachments





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Rahmah +

Adrian Wurr <ajwurr@gmail.com> Oct 14, 2018, 11:06 PM
to me

Dear Rahmah,

Thanks for sending the latest revision of your manuscript. The article is much better now. I made a few more minor edits to the attached version of the ms, and sent it to our founding editor, Dr. Singhal, who will oversee the 2019 issues of *The Reading Matrix*. I expect your manuscript will be published in the April, 2019 issue.

Kind regards,
Adrian



Rahmah Fithriani <rahmah.fithriani@fulbrightmail.org> Oct 23, 2018, 10:48 AM
to Adrian

Dear Adrian,

Thank you very much for the information. I'm looking forward to my manuscript published on <http://www.readingmatrix.com/>