Editorial Introduction

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JOURNAL OF RESPONSE TO WRITING

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We are pleased to share with you our latest issue of the *Journal of Response to Writing*. Although not intentionally planned, this issue's three feature articles all explore the affective dimensions of response, considering both learners' and instructors' views on aspects of response practice. The authors point out that just as important as examining what happens when responding is knowing how the people involved experience response.

We are pleased to welcome back JRW's founding editor, Dana Ferris, whose article "'They Say I Have a Lot to Learn': How Teacher Feedback Influences Advanced University Students' Views of Writing" presents the findings from a large-scale longitudinal study investigating how upper division undergraduate students remember the feedback they received from previous teachers. Ferris surveyed 8,500 students across five years to find out how their affective perceptions of teacher feedback corresponded to their views on writing. With both qualitative and quantitative data, Ferris argues that students who report having received more negative feedback

also have less positive feelings about writing in general. Multilingual writers in particular remember more critical feedback and find less enjoyment in writing overall. Ferris suggests that these findings should be a reminder to teachers to pay attention to how they respond to students' texts, as instructor comments can have a lasting impact on learners' feelings about writing for academic purposes.

Our second feature article, "Student Perceptions of Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes," presents Kendon Kurzer's analysis of students' feelings about the practice of dynamic written corrective feedback (DWCF). Having implemented the approach in a quasi-experimental manner with some class sections of an English as a second language writing program while other sections received regular feedback, Kurzer was able to survey students to examine their perceptions of the practice; he then conducted interviews with students who had varying views on the approach to understand their reasons for liking or disliking it. Kurzer found that students were overall positive about DWCF.

Turning from student perceptions to teacher experiences, in the article "Affective Tensions in Response" Nicole I. Caswell explores one teacher's emotional responses while providing feedback to students in a community college pre-first-year composition course. Using a think-aloud protocol, Caswell documented what a teacher named Kim said as she responded to her students' written texts. Caswell then analyzed Kim's comments for emotional episodes and identified triggers in the student texts and contextual factors, which were most prominently institutional and personal. From this article, we are reminded of the importance of considering the *affective tensions* of response, which Caswell defines as "the (un)conscious negotiation teachers experience between what they *feel* they should do …and what they are *expected* to do."

The final piece in this issue is a teaching article by Mimi Li, "Online Peer Review Using Turnitin PeerMark." In this article, Li reports on research conducted in a first-year composition course where the program PeerMark, created by Turnitin, was used to train students to provide feedback on each other's writing in a double-blind format. Li compared students' drafts to identify areas where they made use of peer feedback

in their revisions. The article concludes with a discussion of the potential of this platform for teachers.

As you enjoy reading these articles, consider attending the TESOL International Convention in March 2019, where the Second Language Writing Interest Section's Academic Session will be focused on the topic of response to writing. Facilitated by JRW co-editor Betsy Gilliland, the session will feature presentations by scholars whose work addresses issues of response in second language writing. The panelists include

- Qiandi Liu and Dan Brown, sharing updates on their methodological synthesis of research on written corrective feedback in L2 writing;
- Carol Severino, discussing the controversy around global feedback versus language feedback in writing center response practices,
- Kate Mangelsdorf and Todd Ruecker, examining response practices for graduate student writing; and
- Estela Ene and Thomas Upton, reporting on computer-based response approaches for synchronous and asynchronous teacher feedback.
- This panel promises to cultivate valuable discussion around these important issues in response to second language writing.

As always, we encourage readers to sign up on our email list in order to receive notifications of upcoming issues and other announcements. "Like" us on Facebook for more news and updates! If you are currently doing research or teaching with response, then please consider writing about your work for JRW. Manuscripts can be submitted at any time via our online system. The editors are happy to discuss ideas for potential articles as well.