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## Spring 2023 Editorial Introduction

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## Spring 2023 Editorial Introduction

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**W**elcome to the Spring 2023 issue of the *Journal of Response to Writing*. This issue brings you one feature article and four teaching tips, all of which provide insight into the breadth of topics that encompass our journal’s focus on responding to writing. The feature article and first teaching tip both consider how learners engage with the feedback they receive, examining the ways that instructors can mediate and facilitate learners’ understanding and uptake of commentary. The remaining three teaching tips address different aspects of peer response, offering innovative suggestions for helping students learn the genre and the process of responding to their classmates’ writing.

Our first piece in this issue is Maria-Lourdes Lira-Gonzales and Antonella Valeo’s feature article, “Written Corrective Feedback and Learner Engagement: A Case Study of Adult Learners in a French-as-a-Second-Language Program.” This study, which takes place in a French-as-a-second-language (FSL) course, adopts an ecological perspective to investigate various contextual factors on student engagement with written corrective feedback (WCF)—including affective, behavioral, and cognitive. The study finds that student engagement is directly influenced and mediated by individual student motivation to learn an additional language to achieve both professional and personal goals.

Many students are unsure of how to implement the response they receive, missing opportunities for authentic revision and transfer of knowledge to other assignments and contexts. The teaching tip “Teaching Students to Close Read Feedback” by Kristen Starkowski shares advice on assisting students in operationalizing the feedback they receive. The strategy makes use of the skill of close reading to notice specific details of their received feedback and think critically about the next step of crafting a revision plan.

Stephanie B. Conner and Jennifer P. Gray’s teaching tip “Resisting the Deficit Model: Embedding Writing Center Tutors During Peer Review in Writing-Intensive Courses” offers guidelines for drawing on writing center tutors as model feedback providers. Conner and Gray describe ways to set up peer response groups so that tutors can serve as models of positive and constructive responses, guiding students to craft useful and supportive comments on their classmates’ writing. This approach can also give students a positive perspective on the campus writing center and encourage them to draw on other services that the center also offers.

“Teaching Students How to Give and Receive Peer Feedback” from Megan Heise is another useful teaching tip in this issue. The author asserts that writing teachers “hold a unique position to teach students not only how to write, but how to comment constructively and supportively on their peers’ writing” (p. 58). Heise’s activity involves teaching students a framework for ascertaining the kind(s) of feedback they prefer, practicing balancing constructive responses with supportive ones, and reflecting on the experience.

Wei-Hao Huang’s teaching tip “Stylizing Peer Feedback Through Playful Shells” offers a creative approach to helping learners understand the genre of peer review and perhaps even have some fun while providing their classmates with feedback. Huang explains the concept: According to Miller and Paola (2019), the hermit crab essay “is a playful genre where the writer (hermit crab) uses an unusual form (shell) to contain their content (body)” (p. 65). This teaching tip provides advice on setting students up to play around with the ways they provide feedback to their classmates.

In closing, we would like to announce that this is the final “book” publication of *JRW*. From now on, we are moving to a continuous publication

model where we release articles throughout the year as they become available. We hope this shift allows for authors to see their work in print in a more timely manner and for readers to find new treasures in our journal every time they come back to the site. This publication process is in line with other journals, acknowledging that the old concept of putting together a printed compilation of multiple articles no longer is necessary, particularly for an online-only journal like *JRW*.

We invite readers to continue contributing to and enjoying the articles in our journal throughout the year. We continue to be interested in receiving manuscripts related to teacher, peer, self, and others' response to students', professionals', and others' written (and multimodal!) texts, in the writers' or responders' first or additional languages. Read about all the ways you can publish with us on the "Submission Guidelines & Policies" page of our website. You can also sign up at the *JRW* site to be notified when a new issue drops and register to review for us! We also encourage readers to volunteer as reviewers of manuscripts submitted to the journal. As always, you can find us on social media: Facebook, Instagram, and Twitter. Thanks for reading, and enjoy the Spring 2023 issue of the *Journal of Response to Writing*.

### References

Miller, B., & Paola, S. (2019). *Tell it slant: Creating, refining, and publishing creative nonfiction* (3rd ed.). McGraw Hill.