The Self-Reviewed Compositions of Taiwanese EFL Learners Exposed to Different Feedback Patterns

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Abstract

Thirty Taiwanese English-major students, grouped according to their proficiency test (NETPAW) scores and the feedback pattern that they had to use in revising their compositions, were asked to write descriptive essays by comparing any two of their personal belongings. The word count and T-units were listed in each of their four drafts, with each draft rated by three English teachers using a scoring scale. Results showed that except in the first draft, word count and T-units had significant relationships, and except in the final draft, ratings and NETPAW (National English Test in Proficiency for All on the Web) scores had significant relationships. However, their ratings per draft did not exhibit any significant difference. No significant difference existed among the ratings received by the three groups of students who were exposed to the feedback patterns. Moreover, there was no interaction effect between the drafts and the feedback patterns used. The best predictors for the final draft rating were draft 1(D1) word count, D3 ratings, and NETPAW scores.

Keywords: proficiency, feedback patterns, interaction effect, predictors

Quite a lot of research has been done with compositions reviewed by teachers and peers, compared to those reviewed by the writers themselves. For the latter, such compositions are usually written by a group of writers called the control group, where no correction is done on their papers, leaving them alone in improving their own drafts.

Giving students autonomy in making decisions about their own compositions has been a practice among several teachers. They allow their students to monitor their own progress and evaluate the extent to which their goals are being achieved. Staying at the back-ground giving encouragement and assistance only when necessary, they develop self-confidence among their students who are struggling to write, self-review, and self-revise a composition on their own.

Self-reviewed or *self-edited compositions* are those that students review and revise without any feedback given by their peers or teachers. *Self-editing*, according to Dachyshyn (n.d.) should be encouraged among students. She argues that to teach children to write well, they should be taught to self-edit …. She says,

> Once we give them the responsibility we must back off and let them do it themselves. That means that you do not sit with them and point out each error. They get to do it themselves. It's far more satisfying and less humiliating if they correct their own work. They won't do it perfectly, but they don't have to (p.1).

A good opportunity to teach students to self-edit is to let them experience first how to correct their own drafts through peer editing and teacher editing. Another way is to give them models of peer-edited drafts and teacher-edited drafts. Practice in editing their peers' work makes them good editors of their own pieces of writing. When they get a better idea on

how feedback on form and content can help improve their classmates' compositions, they apply what they have learned in their own work.

Students view self-editing as essential in the improvement of their writing tasks. Holbrook and Park (2017) did a study which evaluated the usefulness of a self-editing worksheet reflecting the perspectives of postgraduate students in their essays. Results showed that 65% of the students declared the worksheet to be useful. They expressed that the worksheet helped them in making some positive improvements in their essays.

Khaki and Biria (2016) conducted a study on the effects of self- and peer-editing among 50 Iranian TEFL postgraduates' L2 writing. The term papers of 25 PhD candidates were revised and edited by themselves, while the other half were scored and edited by several PhD holders. The results provided by paired sample *t*-tests revealed that exposure to self-editing instruction can significantly improve the writing ability of postgraduate TEFL students.

In Satoquia's (2009) study, the zone of proximal development (ZPD) as a collaborative learning theory was linked to composition writing. He cited Brynes (2008) and said,

> … Brynes (2008) states that in ZPD when learners first learn a skill or a combination of skills, or attempts to do a task, they make many mistakes or errors; consequently, they tend to ask for some help either from their teachers or from their peers. Brynes believes that after large amounts of feedback from teachers or peers have been obtained, learners ultimately reach a point at which they realize they can already perform the skills, tasks, etc. on their own.

The end goal of collaborative learning is, therefore, independent learning. It should aim to direct students to develop their potentials in writing. Ferris, herself (as cited in Hong 2004) commented that because she would not always be with her students to help them, it was important for them to edit their own work successfully (p.8). In addition, she suggested that the goal of ESL writing teachers should be to have their students become "skillful independent editors" (p.18). Hong added that considering time constraints, "it is hard for teachers to supply error feedback to all students' drafts within the writing process. Therefore, L2 teachers should establish alternative strategies to reduce their efforts and have their students become more independent writers. One potential strategy is self-editing" (pp. 13-14).

With the emphasis now placed on learner autonomy in EFL writing, the present study explored the role of self-review in a foreign language writing class.

Review of Related Literature

Assessing student writing in a way that reflects current views of writing, Graziano-King (2007) proposed an alternative method of assessing students' portfolios – the self-revised essay. The students, at the beginning of the semester, write an essay in response to a prompt that reflects a theme that runs through course texts and discussions. Throughout the semester, they revisit, reflect on, and revise their essays three more times. As a result, the essay becomes multi-drafted, written independently by the students. Like the single- timed essays used in portfolios, the readers are confident that the students are the sole authors of their work.

Evaluating students' compositions gives an opportunity for teachers to know how their students perform in their writing classes. Being familiar with their proficiency levels

helps them understand better the kind of revision done in their subsequent drafts. Thus, in this study, the students' proficiency scores were taken into consideration.

Proficiency Level

Hong (2004) studied the effect of teachers' error feedback on international students' self-correction ability. The first draft of the students' compositions were returned with either coded or non-coded feedback. The participants in the coded group corrected their essays on verbs (V), noun-ending errors (NE), articles (ART), wrong word (WW), and sentence structure (SS). For the non-coded group, the grammatical errors were just underlined. He found out that proficiency level was not a significant factor in predicting self-correction ability.

Guenette (2007) made a review of the experimental studies on written corrective feedback carried out over the last twenty years. The results were so conflicting that he just attributed them to the "research design and methodology, as well as to the presence of external variables that were beyond the control and vigilance of the researchers" (p.40). Among these variables is students' proficiency level, and he said,

> In most studies on corrective feedback, the subjects came from natural groups, meaning that the participants were already enrolled in the classrooms where the experiments took place. However it cannot be assumed that all students were at the same level of proficiency … If we are looking to compare the efficacy of teacher feedback across studies, proficiency levels have to be carefully measured and reported (p.42).

One suggestion given by Guenette in his study was for teachers and researchers to experiment with types of feedback that are appropriate to the proficiency levels of the students, as well as their developmental readiness. Teachers must be consistent with their feedback, and the ability of the students to self-correct must be considered. In addition, he recommended that when conducting experiments, the control group should be in every way comparable to the experimental group in terms of proficiency levels, writing conditions, and instructional content.

Word Count and MLT-Units

T-units were used by some researchers in analyzing the compositions of their students. As defined by Kellogg Hunt (cited in Cusipag, 2009), it is the "minimally terminable unit" of a sentence. It is "essentially a main clause [. . .] including all subordinate clauses and other constructions that go with it" (as cited in Mattison, 2004:2)

In analyzing the written language of children diagnosed with reading disabilities, Murphy (2006) examined the total number of words and total number of ideas at the discourse level. The total number of T-units, MLT-units, clause density, grammatical errors, total number of sentences, and type of sentences were analyzed at the sentence level, while the total number of different words, spelling errors, writing conventions, and lexical errors were analyzed at the word level.

Bloomer (as cited in Mattison, 2004; Cusipag, 2009) studied the writing excerpts of more than 2,500 high school students in the Boston area. In the writing prompts, the students were asked to write a response to an excerpt from an article. He broke down the writing samples into T-units. He then counted the number of prepositional phrases in each writing sample, calculated the ratio between phrases and T-units, and then classified the positions of

the phrases: introductory, interruptive, or conclusive. He found out that the students who scored highest on the IQ test had the highest T-unit to prepositional phrase ratio, and also had the greatest variability in the positioning of their phrases.

Performance incentives, aside from word count and T-units, were considered by the present researcher. Incentives in the form of points were given to students who were able to meet the required date of submission of their compositions.

Performance Incentives

Students know that composition writing is a requirement in a writing class and that such compositions are given ratings as part of their semestral grade. Since grades determine their passing or failing the course, many students take it seriously, while others do not.

A few researchers gave incentives to students who participated in their experiments. Guenette (2007) pointed out that pedagogical activities might have an impact on the results of a given study. In like manner, the present study made use of points for every draft submitted. Such points were added to the students' score sheet for class participation. In addition, the final draft was given a grade based on a modified rating scale.

Use of Computers

Cusipag (2009) required her participants to submit e-mailed compositions. Since word count was one of her variables, it was easy for her to determine the length of the compositions through the use of the computer.

A meta-analysis of twenty-six studies from 1992 to 2002 on the effect of computers on student writing was conducted by Goldberg, Russel, and Cook (as cited in Cusipag, 2009). Results revealed that both the quantity and quality of writing improved significantly with the computer group. On the average, students who used computers when learning to

write were not only more engaged and motivated in their writing, but also, they were able to produce written work that was of greater length and higher quality. Thus, in this study, students were required to submit their compositions through e-mail.

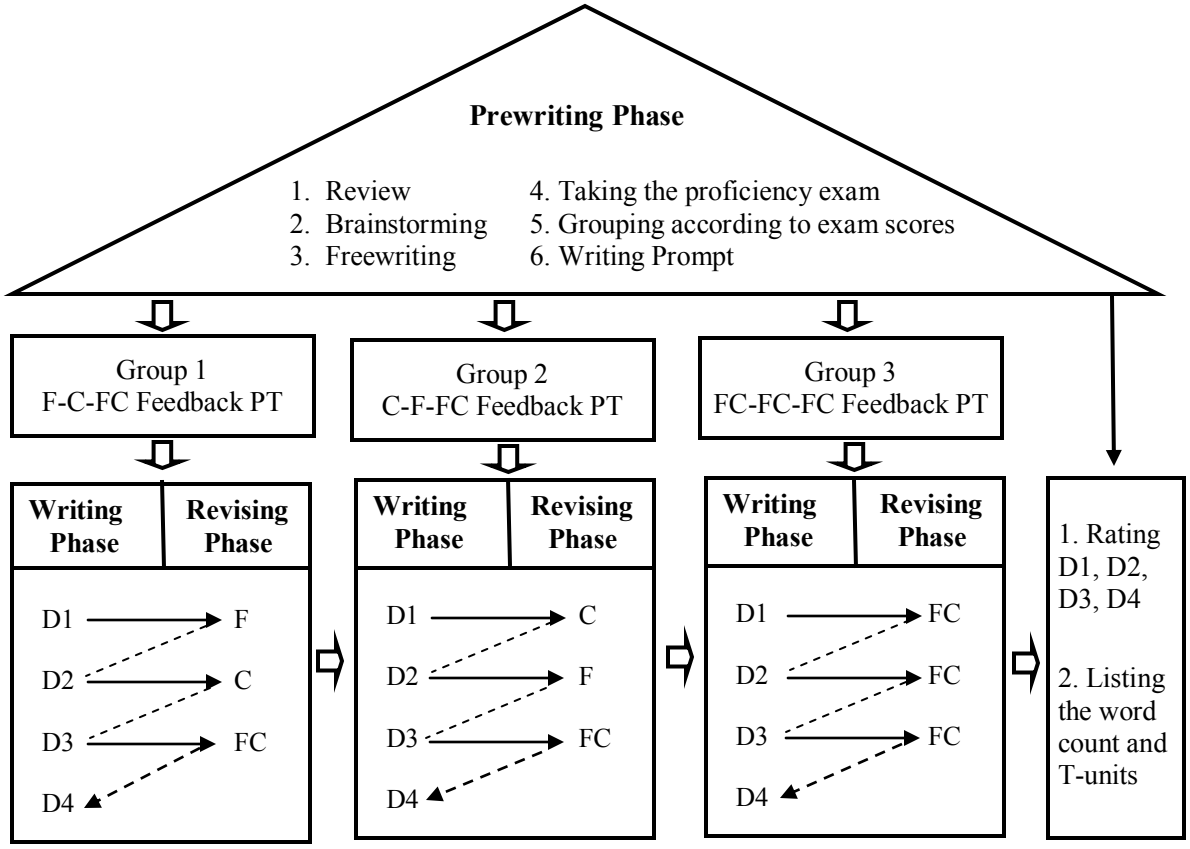
Theoretical Framework

Feedback patterns, anchored on Ashwell's (2000) model on form and content, guided the learners in reviewing their own work.

Ashwell (2000) agreed that students themselves should be given the opportunity to provide feedback to their compositions when he conducted a study on feedback patterns. In his study, the recommended pattern of content feedback followed by form feedback (CF) did not show any significant difference when compared against the reverse pattern (FC); neither did it show any significant difference against the pattern of mixed form and content (FC-FC). This meant that the order of giving the feedback did not matter with the students, even if they were separated or not. As for the control group where the teacher did not give any feedback, it was found out that the formal accuracy of their writing was better when teacher's feedback was given rather than none at all. However, when it came to content quality, improvement was much less affected by feedback. According to him, "it seemed that the content can be improved simply by rewriting…" (p. 243). He came up with the following suggestion: "teachers should perhaps be devoting more attention to developing students' ability to provide the feedback for themselves." (p. 246)

Conceptual Framework

Drawing insights from the theory of Ashwell (2000) and other related studies and literature on self-editing, the framework in Figure 1 has been conceptualized.



Note. PT = Pattern; F = Form; C = Content; FC = Form and Content; D1 = Draft 1; D2 = Draft 2; D3 = Draft 3; D4 = Draft 4.

Figure 1. The self-reviewed or self-edited drafts including the feedback patterns used during the writing process.

Statement of the Problem

This study aims to investigate the self-reviewed compositions of Taiwanese EFL learners who were exposed to different feedback patterns. Specifically, it answers the following questions:

1. Do the ratings per draft, regardless of feedback pattern, significantly differ from one another?
2. Do the ratings received by each group of students who were exposed to different feedback patterns significantly differ?

3. Is there an interaction effect between the drafts and the feedback patterns used
4. Is there a significant relationship between the following:
    a. Rating and word count
    b. Rating and T-units
    c. Word count and T-units
    d. Rating and NETPAW scores
    e. T-units and NETPAW scores
    f. Word count and NETPAW scores
5. Which variable best predicts final draft rating?

Method

Participants

The study involved thirty Taiwanese students of Shu Zen College of Medicine and Management (SZMC) who were all majoring in English. They were chosen from one of the five Reading and Writing classes of the Department of Applied Foreign Languages Department. They were nineteen years old whose level of English proficiency was *low intermediate,* except for two who passed the intermediate level of GEPT. Their past English grades ranged from 60% to 85%. They were on their tenth semester of school work taught by foreign and Taiwanese English teachers.

The students met twice a week for 90 minutes per meeting. Their course lasted for 18 weeks. They were required to use a textbook where reading and writing exercises, as well as topics for essay writing, were included.

Preliminary Training

The teacher in this study made use of the students' prior knowledge on self-correction. She did not put any correction on the students' compositions under study. The main reason for this was that the teacher was the students' English teacher for five consecutive years. She taught composition writing for three consecutive semesters prior to

the semester when the study was conducted. The teacher provided feedback on form and content on the students' compositions, where she underlined the errors and wrote her comments and suggestions. Through individual conferencing during the students' vacant periods, she explained her feedback to the students. Likewise, the students were taught how to perform peer review on their classmates' essays. Feedback patterns for correction were used, and model essays with feedback on form and content were shown. Thus, in this study, the teacher thought that it was time for her to leave the editing to the students themselves, even though she expected that their compositions would still be full of errors. As Dachyshyn (n.d.) said,

> When you stop requiring perfection and teach editing as an isolated skill, it becomes more enjoyable and you can accept that it's not necessary to catch every little mistake. The goal is to learn, not to be perfect, and learning is process that takes time. (p. 1)

Study Proper

Prewriting phase. The participants were asked to recall the prompt they had when they wrote a composition for peer review. This was a description of their favorite colleges or universities. The same descriptive essay was given to them for self-review except that they had to change "favorite colleges or universities" to "personal belongings." They were given prewriting activities such as brainstorming with their peers and freewriting.

Writing phase. The thirty respondents answered the following prompt: "Compare and contrast two of your personal belongings using as many words as you can. Give your reasons why you like them, their description as to size, shape, color, function, and others, and your future plans about them. Send your composition through e-mail to your teacher.

For specifications, your essays should be properly indented, double spaced, typed in 12 point, Times New Roman font, one-inch margins and without extra spaces before or after the paragraphs.

Stewart and Cheung (as cited in O'Brien, 2004) suggested that teachers should "simplify writing tasks by removing limitations on the number of words and the required language forms, and ensure the familiarity of the subject matter" (p.7). Thus, the students were required to write the first draft of their essay, review it by themselves before they write their second draft, until the third draft. They were not allowed to review their final draft. There was no limit as to the total number of words or the number of pages per draft.

All the drafts had to be submitted to the teacher through e-mail. This was done in order to eliminate biases on poor penmanship in the reading of their essays. In fact, Li (as cited in O'Brien, 2004:20) found out that students who submitted e-mail texts had longer sentences with a consistently higher level of syntactic and lexical complexity.

Grouping and choosing of review patterns. All the thirty respondents took the NETPAW (National English Test in Proficiency for All on the Web) test online at the start of the semester. This proficiency test, a low-intermediate Level A2 Reading Test, was conducted by ROCMELIA, a private testing center in Taiwan. In this level, it is expected that students "can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment), can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, can describe in simple terms aspects of his/her background, immediate environment and matters of immediate need." The reading test was given since reading and writing are related. According to the

National Council of Teachers of English (2008) of Illinois, "people who read a lot have a much easier time getting better at writing…." (p.7). They believe that in addition to making students stronger readers, the practice of motivating them to read books that they enjoy makes them stronger writers.

The NETPAW scores were classified as high, medium, and low. Three groups were formed with each group having high, medium, and low scores. The mean ratings of the three groups were taken, and since the ratings did not differ significantly, the students were finally grouped according to their NETPAW scores.

Table 1 shows that there is no significant difference among the three groups of students' NETPAW scores : F (2,29) = .043, p = .958.

Table 1

Mean Ratings and Anova Analysis of Students' NETPAW Scores

Group No.	*N*	Mean	Group Classification	Sum of Squares	*df*	Mean Square	*F*	*Sig.*
1	10	68.85	Between Groups	4.067	2	2.033	.043	.958
2	10	68.35	Within Groups	1286.775	27	47.658		
3	10	67.95						
Total	30	68.38	Total	1290.842	29			

Revising phase. The three groups chose by lottery one review pattern for their mod-el in revising their drafts. These patterns have already been used by them in their previous essays. They are (1) F-C-FC Pattern: D1 reviewed and revised on form, D2 reviewed and revised on content, and D3 reviewed and revised on both form and content; (2) C-F-FC Pattern: D1 reviewed and revised on content, D2 reviewed and revised on form, and D3 reviewed and revised on both form and content; (3) FC-FC-FC Pattern: D1, D2, and D3

reviewed and revised on both form and content. Group 1 chose the F-C-FC pattern, group 2 chose the C-F-FC pattern, while group 3 chose the FC-FC-FC pattern.

Self-review. The three groups of students reviewed their own drafts according to the pattern that they chose. Only the first three drafts were self- reviewed but not the fourth or the final draft.

Revising. The writers were instructed to revise each draft only after reviewing them. In cases when they had some queries, they conferred with their teacher to solve their problems. Conferencing between the teacher and writers was done only when necessary.

Data Analysis

Rating the compositions. One hundred twenty e-mailed compositions (thirty each for D1, D2, D3, and D4) were given to twelve outside raters. Such raters used the academic writing scale or scoring guide which was prepared and validated by De La Salle University (DLSU) - Manila English faculty. This guide was modified by the researcher to suit the grading system of the participants.

Three raters rated one draft. They were all college English teachers, and they were given proper instructions on how to rate the papers. The average of the three scores per paper was taken into consideration.

Listing the word count and T-units. Word count and T-units were included as variables. The word count was taken from the computer, while the number of T-units per essay were counted by two teachers.

Results and Discussion

Raw data regarding the students' NETPAW scores, drafts, feedback patterns, ratings for drafts 1, 2, 3, and 4, word count per draft, and T-units per draft were gathered. These data

served as bases for answering the different questions which the researcher tried to investigate.

Table 2 reveals that the final draft got the highest rating. The first draft, however, got the lowest. Among the feedback patterns used, the FC-FC-FC pattern got the highest mean rating while the C-F-FC pattern got the lowest.

Table 2

Mean Ratings of Students' Drafts and Feedback Patterns

Draft	Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
1	70.367	1.160	67.987	72.746
2	71.933	1.186	69.500	74.366
3	70.667	1.269	68.063	73.270
4	72.533	2.535	67.331	77.736
Feedback	Patterns			
F-C-FC	71.125	2.251	66.506	75.744
C-F-FC	70.325	2.251	65.706	74.944
FC-FC-FC	72.675	2.251	68.056	77.2944

As shown in Table 3, there is no significant difference among the ratings per draft, regardless of the pattern used: F (3,81) =.787, p = .505. The self-editing done by the students in their drafts was not as efficient as it should have been to merit a significant difference among the ratings given. Table 2 shows that their second draft is much improved compared to their first draft. However, as they kept on improving their third draft, by trying to make their compositions longer, they committed several errors, such that they received lower ratings than the second draft. The mean rating for the third draft is a little higher than the first. The final draft, however, got the highest mean rating.

The students were informed beforehand that the final draft was going to be graded; hence, this could be one reason why they tried their best to hand in a much better draft. Moreover, these students were candidates for graduation. Of course, they did not want to get a low grade in their composition which may be a factor for them to fail their English subject and not graduate. Thus, they must have been motivated to improve their final draft. As Guenette (2007) said, "… if the students are not committed to improving their skills, they will not improve, no matter what type of corrective feedback is provided."

As revealed in Table 3, there is no significant difference among the ratings received by each group of students who were exposed to different feedback patterns: F (2,27) = 0.282, p = 0.757. This implies that the three groups of students were not at all affected by the kind of feedback pattern that was used in their subsequent drafts.

There is no interaction effect existing between these two independent variables – the different drafts and the feedback patterns – where F (6,81) = 0.650, p =0.690. This suggests that any draft can be self-reviewed using any of the feedback patterns presented to the participants.

Table 3

Mixed Factorial Anova: Tests of Within-Subjects Effects and Between-Subjects Effects

Tests of Within-Subjects Effects

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Draft	95.158	3	31.719	.787	.505
Draft * Group	157.267	6	26.211	.650	.690
Error (draft)	3266.325	81	40.325		
Error	5473.175	27	202.710		

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Feedback Pattern	114.200	2	57.100	.282	.757
Error	5473.175	27	202.710		

Using *Pearson Correlation*, investigations were done if there were correlations among the ratings, word counts, T-units, and NETPAW scores. Table 5 shows a summary of these correlations. For draft 1, there are significant relationships between (a) rating and NETPAW scores, $r(28) = 0.833$, $p < .001$; (b) word count and NETPAW scores , $r(28) = 0.673$, $p < .001$; (c) rating and word count, $r(28) = 0.829$, $p < .001$. No significant relationship exists between rating and T-units, word count and T-units, and NETPAW scores and T-units.

For the second draft, significant relationship exists between (a) rating and NETPAW scores, $r(28) = 0.762$, $p < .001$; and (b) word count and T-units, $r(28) = 0.726$, $p < .001$. However, there is no significant relationship between rating and word count, rating and T-units, word count and NETPAW scores, as well as T-units and NETPAW scores.

The third draft reveals that significant relationship exists between (a) rating and NETPAW scores, $r(28) = 0.787$, $p < .001$; and (b) word count and T-units, $r(28) = 0.802$, $p < .001$. No relationship exists, however, between rating and word count, rating and T-units, word count and NETPAW scores, and also T-units and NETPAW scores.

Likewise, in the final draft, significant relationship exists between the word count and T-units where $r(28) = 0.806$, $p < .001$. Rating is not correlated with word count, T-units, and NETPAW scores. Neither is there a significant relationship between word count and NETPAW scores, as well as T-units and NETPAW scores.

Table 4

Summary of Correlations Among Ratings, Word Counts, T-Units, and NETPAW Scores

Drafts	Rating and Word Count	Rating and T-Units	Word Count and T-Units	Rating and NETPAW Scores	Word Count and NETPAW Scores	T-Units and NETPAW Scores
1	$r(28)=0.829$, $p<.001$			$r(28)=0.833$, $p<.001$	$r(28)=0.673$, $p<.001$	
2			$r(28)=0.726$, $p<.001$	$r(28)=0.762$, $p<.001$		
3			$r(28)=0.802$, $p<.001$	$r(28)=0.787$, $p<.001$		
4			$r(28)=0.806$, $p<.001$			

Further examination of the data in Table 4 shows that the ratings given did not correlate with neither the word count (except for draft1) nor the T-units. The length of the compositions did not affect the ratings at all. The drafts could either get high or low ratings regardless of the number of words and T-units. What correlated were the word count and T-units, most especially in drafts 2, 3, and 4.The students must have reviewed their clauses very well that the T-units increased as their word count increased. Regarding the NETPAW proficiency scores, they all correlated with the ratings in the edited drafts (D1, D2, and D3) but not with the unedited D4. The fact that the proficiency exam was on reading, this finding might lend support on the concept on reading-writing connection. As NCTE (2008) believes, reading is related to writing. Thus, the students' ability to self-edit, both on form and content, correlated with their proficiency scores in reading. In Hong's (2004) study, however, the proficiency level of the students was not a significant factor in predicting self-correction ability.

Further investigation should be done due to the limited number of participants per

group in this study. For the unedited final draft, there was no correlation between ratings and proficiency scores. Students with low proficiency scores also got high ratings. Instrumental motivation must have been a factor here, since they were graduating students. Guenette (2007) agrees that some students want to improve their accuracy in writing because they are strongly motivated. Performance incentives, such as the grade in D4 that the students expected in this study, are therefore necessary. In fact, Chandler (2003) also graded the final draft for fluency and accuracy. As to the word count in D2, D3, and D4, including the T-units in all four drafts, there was no correlation at all with the NETPAW scores.

Based on the stepwise regression analysis (See Appendix), D1 word count, D3 rating, and NETPAW proficiency scores can significantly predict final draft rating, the dependent variable. As shown in Table 4, D1 word count is significantly correlated with D1 rating and D1 NETPAW scores, D3 rating is significantly correlated with NETPAW scores, while the NETPAW scores are significantly correlated with D1, D2, D3 ratings and D1 word count.

Conclusions and Recommendations

Taking all the improvements that the students did in all their drafts, they were still insignificant. More efforts in improving their drafts both on form and content are still needed. They have to learn more on subject-verb agreement, use of articles and appropriate words, sentence structure, and others. While more words, sentences, or paragraphs may be necessary to express their thoughts and ideas, students should not overlook such good features of an essay like acceptable grammar, correct spelling, appropriate vocabulary, sentence structure, coherence, organization of sentences, and others.

Neither of the three feedback patterns was considered the best in improving the

students' essays. Hence, students should not mind at all the kind of pattern that they use in reviewing or editing their drafts.

Only ten subjects were used by the researcher per pattern which might have a bearing on the results of the study. More research should be done on self-editing involving more participants.

Students with high proficiency scores generally write compositions with more word count and obtain better ratings. They should be encouraged to do more challenging writing activities in school such as writing for a school paper or joining any writing contest.

ESL or EFL writing teachers play an important role in improving the ability of students to write compositions. Thus, they should continue with their goal of helping their students identify and correct errors on form and content. They can show a scoring guide to their students to motivate them to perform better in their writing skills and to let them know what are expected in their compositions.

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Appendix

The Best Predictors of Final Draft Rating

ANOVA[d]

	Model	Sum of Squares	*df*	Mean Square	*F*	*Sig.*
1	Regression	3855.718	1	3855.718	68.427	.000[a]
	Residual	1577.749	28	56.348		
	Total	5433.467	29			
2	Regression	5278.821	2	2639.411	460.822	.000[b]
	Residual	154.646	27	5.728		
	Total	5433.467	29			
3	Regression	5305.585	3	1768.528	359.565	.000[c]
	Residual	127.882	26	4.919		
	Total	5433.467	29			

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	-41.474	13.850		-2.994	.006
	D1_wc	1.578	.191	.842	8.272	.000
2	(Constant)	-12.764	4.777		-2.672	.013
	D1_wc	2.976	.108	1.588	27.675	.000
	D3 sum	-1.835	.116	-.905	-15.763	.000
3	(Constant)	-9.441	4.492		-2.102	.045
	D1_wc	2.994	.097	1.598	30.747	.000
	D3 sum	-1.648	.126	-.813	-13.037	.000
	NETPAW	-.260	.098	-.127	-2.662	.013

a. D1_wc a.. Predictors: (Constant)

b. Predictors: (Constant), D1_wc, D3 sum

c. Predictors: (Constant), D1_wc, D3 sum, NETPAW

d. Dependent Variable: D4 sum