

Investigation of the reasons for learner satisfaction with the repeated cycles of feedback and revision in mixed-ability EFL classes

Shuichi AMANO

Part-time Lecturer, Nihon Fukushi University

Abstract

The aim of this paper is to investigate the classroom practice in terms of learners' subjective satisfaction ratings in order to adjust the repeated cycles of receiving written corrective feedback and revising the earlier drafts to the writing instruction in mixed-ability university EFL classes. A questionnaire survey was conducted in order to show how learners assess the cycle of feedback and revision in EFL classrooms by focusing on learner satisfaction and factors affecting it. The result demonstrates that the major reason for learner satisfaction is that they realize their self-development in English writing, and the second biggest reason is the practicality, approachability and flexibility of the task contents which they undertook. Interestingly enough, the task contents are at the same time the major reason for learner dissatisfaction due to the challenge of difficulty level adjustment. Another big reason for learner dissatisfaction was the method of giving written corrective feedback. I proposed the improvement and multiplication of sentence-level writing instruction conducted before and during the cycle of feedback and revision, and the idea of offering several options for the type of written corrective feedback given after the first session as improvement strategies for the two challenges.

Keywords : learner satisfaction, EFL writing, written corrective feedback, self-revision, classroom case study

1. Introduction

Giving written corrective feedback (CF) on learner drafts is the one of the most essential aspects of second language (L2) writing instruction. Teachers are interested in finding the meaning of an effective feedback. However, as discussed below, controversy over the benefits of written CF on learner drafts still exists. This controversy is not easy to understand because of the complex outcome of the previous studies (see e.g., Ferris, 2010 for a review), but it is an interesting debate reflecting the fact that there is a wide array of views on written CF on learner drafts among researchers and teachers.

Among such studies, Truscott (1996) made a remarkable assertion that grammatical correction with written teacher feedback is ineffective, unnecessary and rather counterproductive, and that teachers should comment only on the content of learner drafts. Several studies that provide supportive or contradictory evidence for his claim have been conducted in both second and foreign language contexts. Some researchers who compared the effects of grammar- and content-based feedback on the improvement of learner drafts reported that content-based feedback led to greater improvement (e.g., Kepner, 1991; Semke, 1984); and others showed that there was only negligible difference in the effect (e.g., Fathman & Whalley, 1990; Hatori et al., 1990; Robb, Ross & Shortreed, 1986), whereas Kanatani et al. (1993) and Tono & Kanatani (1995) suggested that the effectiveness of grammar-based feedback

is depends on learners' ability.

Although this debate has not yet been completely settled, the important role of self-revision in the process was noticed (e.g., Arishima, 2004; Fathman & Whalley, 1990; Shizuka, 1996). For instance, Shizuka (1996) compared two CF conditions (only direct feedback and direct feedback plus revision) to examine the effect of learners' self-revision. In a study conducted at a national college of technology in Japan, he gave his students an assignment of writing a 100-word summary of a story that was used as an in-class reading task, and one week later he had them rewrite the summary without prior notice. According to a global assessment using a five-point scale, only students who were given CF plus a revision opportunity improved the accuracy of their second draft. Moreover, Arishima (2004) investigated the effect of learners' self-revision by a comparison between three CF conditions (no feedback, only metalinguistic feedback, and metalinguistic feedback plus revision). By analyzing high school students' drafts written before and after seven teaching sessions over a month, it was found that students with CF plus revision opportunities surpassed the control group (students with no feedback) in a few indices, but students with only metalinguistic feedback did not surpass the control group in any indices. As indicated by these two studies, it appears difficult for learners to develop their writing proficiency only with CF, and it is probably important for teachers to ask their learners to revise the earlier draft in a second or foreign language for their growth as a writer. If this is the case, it can be said that feedback by the teacher on their learners' drafts needs to be not only effective but motivational to allow our learners to revise their drafts positively and emphatically.

The present case study aims at investigating the classroom practice in terms of learners' subjective satisfaction ratings to adjust the repeated cycles of receiving written CF and revising the earlier drafts to the writing instruction in mixed-ability EFL classes. Since there are various possible influential factors such as the salience of CF, error types, the difference in the learning environment viz. ESL or EFL, and the number of classroom teaching sessions, empirical investigations into the effectiveness of the cycle of feedback and revision have been generally conducted in carefully controlled experimental settings. Several recent studies even reported that written CF focusing on particular limited grammatical items is better than unfocused CF (e.g., Bitchener, 2008; Sheen, Wright & Moldawa, 2009). However, when teachers give feedback to their learners, especially less experienced writers, in their daily classroom practice, it is apparently less acceptable to give feedback on a few limited grammatical items because learners may become unwilling to complete the repeated cycles of feedback and revision if they cannot even write up an understandable draft after each revision session. Moreover, in compulsory mixed-ability English classes, there is a considerable variability in L2 proficiency among students right from the beginning and they do not always have the same level of motivation to learn their target language. It may be rather difficult to evaluate the effectiveness of giving CF with a few objective measurements when the variability is relatively large because a few previous studies indicate that learners' ability affects the learner preference regarding the types of CF and the effectiveness of self-error-correction based on the given CF (e.g., Kanatani et al., 1993; Tono & Kanatani, 1995). Responses to learner drafts with a single type of feedback may not always meet the learners' expectations. Therefore, the present case study pursues the rediscovery of the necessary factors for the successful completion of the cycles of feedback and revision in EFL writing instruction, which may be involuntarily neglected in carefully controlled experimental studies.

2. Literature review

Amano (2012) reported a teaching practice involving the repeated cycles of feedback and revision, which was conducted in Japanese university EFL classrooms. In his practice, written CF was given to students in the following cycle spanning two sessions; (1) Learners were instructed to complete an essay within approximately 25 minutes. After the first session of the cycle, the teacher collected learners' first drafts, gave them metalinguistic CF (underlining and metalinguistic codes) and brought them back the next week. (2) At the second session in the

following week, learners revised their drafts using the feedback received as a clue, handed them to the teacher again, and were given direct CF on the second drafts. The metalinguistic codes used in the session were listed on a handout and given to students in advance (see Appendix for the list of codes). The two-step cycle was continuously repeated until the end of the course. Since almost all learners had little experience in English writing, a few of them showed strong resistance in making errors in their drafts in the beginning. However, as the cycles of feedback and revision were repeated, most of the learners became involved in the writing tasks very positively.

The post-practice questionnaire survey shows that the two-step cycle of feedback and revision has received relatively large favorable responses from participants because it provided them an opportunity for self-correction through the metalinguistic CF and allowed them to confirm appropriate forms through the direct CF. However, a few learners found it difficult to adapt themselves to the cycle. It was pointed out that learners' ability affected the effectiveness of written CF (e.g., Kanatani et al., 1993; Tono & Kanatani, 1995); therefore such comments are understandable. It is difficult to conventionally and experimentally analyze such a learner's complaint on the effect of the written CF. Therefore, the present study attempts to examine the teaching practice with the repeated cycles of feedback and revision in terms of learner satisfaction. The aim is not to investigate the effect of the cycle itself but to find a better introduction to the cycle for classroom teaching practice.

Learner satisfaction is one of the important factors in the evaluation of classroom teaching (Keller, 1983; Kirkpatrick, 1998). Admittedly, we cannot always assert that classes providing a higher satisfaction are better than those providing a lower satisfaction, as indicated by a phenomenon that learner achievement is not always positively correlated with learner satisfaction (Horton, 2001). It is considered unfavorable if there are many students who are satisfied with the class despite their low achievement and/or who are not satisfied with the class despite their high achievement. Such classes may have a scope for improvement. Considering such limitations regarding satisfaction ratings, it is still important for teachers to respond to each learner's dissatisfaction and provide what they need.

To my knowledge, there have not been previous studies that examine the effectiveness of the cycle of feedback and revision in EFL writing instruction in terms of learner satisfaction. However, in first language (L1) writing studies, Tominaga (2011) reported a related questionnaire survey on the reasons for learner satisfaction with peer-response sessions in an L1 writing classroom by repeatedly having learners answer free description questionnaires. The results show that the reasons for satisfaction change as learners get accustomed to peer-response sessions. In the first session, learners were satisfied in conversing with a new person and befriending them. However, from the second session onwards, they were satisfied in exchanging their opinions on each draft and improving their drafts through discussions among themselves. A common reason for dissatisfaction was that they could not engage in a proper discussion because of late attendances or absences of their peer-review members. Tominaga (2011) concluded that it was necessary for peer members to become close to each other for subsequent peer-review sessions to be successful.

The present study involves a questionnaire survey on how learners assess the cycle of feedback and revision in EFL classrooms by focusing on learner satisfaction and factors affecting it.

3. Survey procedure

3.1 Participants

Two classes of Japanese university EFL learners enrolling in compulsory language classes (N = 58) participated in the survey. They were all native Japanese speakers and non-English major undergraduates at a private university in Aichi Prefecture. None of them had the experience of living in English-speaking countries. Although all of them were exposed to formal EFL instruction in their junior and senior high schools for six years, they did not appear for any English-language tests during the admission procedure. These two classes were of mixed-abilities.

Their level of knowledge on grammatical terms in English and exposure to EFL writing instruction at the secondary level will be described later.

3.2 Classroom instruction

The questionnaire survey was conducted with the permission of learners from two university EFL classes, which were offered as a compulsory language subject for the first-year students over two semesters (30 weeks). The same teacher was in charge of both classes. The course did not focus on EFL writing but aimed at improving students' general overall English proficiency. Therefore, students learned the other aspects of English such as vocabulary, grammar, reading, and speaking in two-thirds of their class time. By using the remaining one third (approximately 25-30 minutes), they learned how to write in English from the sentence-level with the brief reviews of what they were supposed to have learned in secondary education. During one third of the first semester, the writing sessions primarily focused on sentence-level accuracy because of the learners' lack of experience in English writing in their secondary education. From the sixth week of the first semester, students first started writing English essays on the basis of a given theme. They were allowed to use dictionaries during all the writing sessions.

Students were given written CF by the teacher in charge in exactly the same way as that reported by Amano (2012). By the end of the course, learners wrote four essays and four e-mails following the two-step cycle of feedback and revision.

3.3 Questionnaire

The participants in the study were asked to answer two questionnaires and a grammatical-knowledge test. The questionnaire session was conducted at the final class. There was no set time limit for the questionnaire and test. It was announced in the session that there were no right or wrong answers and the questionnaire would not influence their grades. The first questionnaire obtained participants' self-reports of their exposure to EFL writing instruction at junior and senior high schools. The participants answered the following four items using a four-point scale (0 for "disagree," 1 for "somewhat agree," 2 for "agree," and 3 for "strongly agree"):

1. I was exposed to grammar-based English writing such as sentence completion or sentence combination tasks.
2. I was exposed to sentence-level English writing such as L1-L2 translation or picture description tasks.
3. I was taught how to write letters (or e-mails) in English.
4. I was taught how to write essays in English.

The second questionnaire was a free description questionnaire for rating overall learner satisfaction and describing the reasons for their satisfaction and dissatisfaction toward the two-step cycle of feedback and revision.

Finally, a grammatical knowledge test was conducted to measure the level of the learner's understanding of grammatical terms, which appears to be necessary in order to benefit from the metalinguistic CF. The test was developed by Tokunaga (2010) as it was apparently suitable for the participants because it was developed for EFL beginners, and it was less burdensome for the participants because they took a relatively less time to complete.

3.4 Data analysis

The free description questionnaire on the reasons for learner satisfaction and dissatisfaction was analyzed following the study by Tominaga (2011). The analysis was conducted with the cooperation of a university instructor in order to ensure the objectivity.

1. Learner comments were separated into individual sentences. When there were two or more ideas in a

sentence, such a sentence was segmented into phrases that conveyed an idea. For example, a comment that "there was a lot of practical application, and it was fun to express myself in English" was divided into "there was a lot of practical application" and "it was fun to express myself in English."

2. The separated comments were classified into the categories that reflected the reason for satisfaction and the one that reflected the reason for dissatisfaction. The comments that were impossible to judge as to whether they reflected a reason for satisfaction or dissatisfaction such as "no opinion" were excluded.
3. For further classification, both reason property (type of the comment) and dimension (the orientation of the comments and also the subcategory of the property) were assigned to each separated comment.

After the assignment of property and dimension to all separated comments, they were divided into six properties: learning outcome, task content, teacher instruction, feedback method, affective factor, and others. The following were the contents of the each property:

Learner comments on the improvement of their writing proficiency or their acquisition of knowledge in English composition were classified as the reason property described as "learning outcome." For instance, "My writing proficiency has been improved by writing plenty of drafts," and "I learned some expressions which I didn't know before" were categorized as the learning outcome. Learner comments on the practicality, approachability, and difficulty level of the writing task were classified as the reason property named as the task content. For instance, "It was a refreshing lesson style that I've never experienced before," "I believe e-mail exchanges will be required in my future career," and "Timed essay writing was too difficult for me" were categorized as the task content. Learner comments on additional teacher instruction in conjunction with the cycle mainly conducted before the revision sessions were classified as the reason property "teacher instruction." For instance, "He kindly explained the subtle difference between similar words" was categorized as teacher instruction. Learner comments on the method or procedure of giving teacher feedback on learner drafts were classified as the reason property "feedback method." For instance, "I felt grateful that the teacher gave feedback not only to the first draft but to the revised draft by dealing with the same task twice" or "I couldn't remember the feedback codes, so it was too much trouble to check the code list each time" were categorized as the feedback method. Learner comments on the development of motivation or the sense of accomplishment after finishing each task were classified as the reason property "affective factor." For instance, "I've grown to like writing in English" or "I felt a sense of accomplishment" were categorized as the affective factor. Learner comments that are not applied to the above properties were classified as the reason property "others." For instance, "I could really work hard on English writing, which I had no chance at all to use in my daily life" or "I thought it was easier to write if we had an opportunity to think in Japanese beforehand" were categorized as others.

4. Results

4.1 Knowledge of grammatical terms and the exposure to EFL writing instruction at the secondary level

Table 1 shows the results of a grammatical knowledge test of the two classes in English. Their mean scores were 30.97 (N = 29, SD = 5.31) and 28.86 (N = 29, SD = 6.58) out of a possible 40, respectively. Welch's t-test shows no sig-

Table 1 Results of the Grammatical Knowledge Test

Class	Class 1	Class 2	Total
Mean	30.97	28.86	29.87
SD	5.31	6.58	6.11
Maximum	38	39	39
Minimum	17	14	14
Median	32	30	31

Table 2 Participants' Exposure to EFL Writing Instruction

Class	Class 1	Class 2	Total
Mean	4.14	3.97	4.05
SD	2.15	2.68	2.43
Maximum	9	11	11
Minimum	1	0	0
Median	4	4	4

nificant difference between the two classes ($t(56) = 1.32, p = .19$), and the effect size was small ($r = .17$). The average total score was 29.87 ($N = 58, SD = 6.11$), which is relatively high level. However, the grammatical knowledge test employed in the present study was developed for EFL beginners (Tokunaga, 2010), accordingly, it would be reasonable to assess that the learners had sufficient basic knowledge of grammatical terms.

As is shown in Table 2, the participants' average self-reported exposure to EFL writing instruction at the secondary level were 4.14 ($N = 29, SD = 2.15$) and 3.97 ($N = 29, SD = 2.68$) out of 12 possible points (four items \times maximum three points each). Welch's t -test showed no significant difference between the two classes ($t(56) = 0.27, p = .79$), and the effect size was extremely small ($r = .04$). The total average self-reported exposure was 4.05 ($N = 58, SD = 2.43$). Compared to their knowledge of grammatical terms, their exposure to EFL writing instruction was apparently low. Therefore, they rated themselves as not having been exposed to anadequate amount of instruction in EFL writing even though they had good basic knowledge of grammatical terms.

This is also apparent in Figure 1 that is a plot showing the correlation between the learners' knowledge of grammatical terms and their exposure to EFL writing instruction. The distribution of the dots clearly shows that these classes are mixed-ability classes. A few dots are located in the top left quadrant of the plot, but most of them are located in the bottom right quadrant. Namely, there were many participants who had good basic knowledge but were not exposed to anadequate amount of EFL writing instruction. The Pearson correlation between their knowledge and exposure to the instruction was moderate ($r = 0.39, p < .01$).

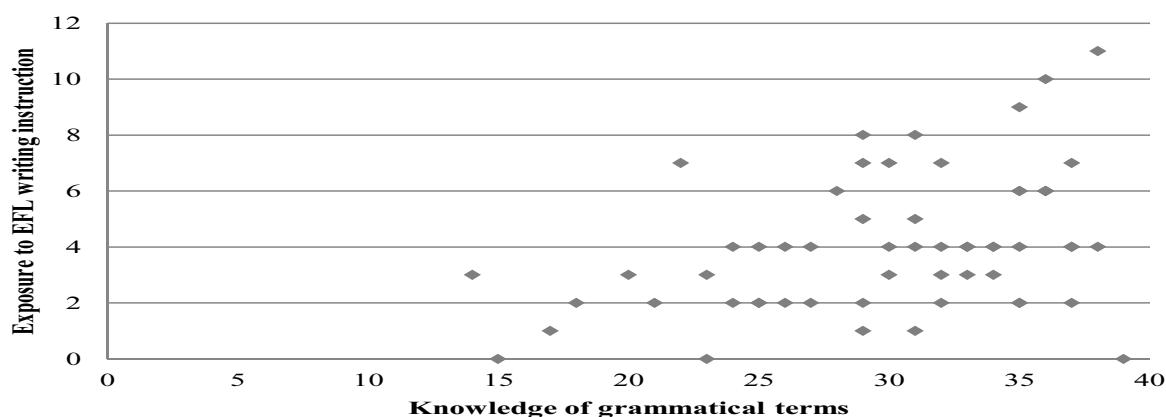


Figure 1. Relationship between the learners' knowledge of grammatical terms and their exposure to EFL writing instruction.

Table 3 shows the rating distribution of the learners' exposure to EFL writing instruction at the secondary level. Interestingly enough, over 85% of them rather agree that they were adequately exposed to grammar-based writing instructions such as sentence completion or sentence combining tasks and sentence-level instruction including L1-L2 translation tasks, whereas their rating is considerably lower in e-mail (34.48%) and essay writing (43.10%). In other words, most of them think that they have been rather exposed to sentence-level instruction, but more than half of them think that they have never been exposed to discourse-level instruction.

Table 3 Rating Distribution in Learners' Exposure to EFL Writing Instruction at the Secondary Level

	Rating	Grammar-based	Sentence-level	E-mail	Essay
3	Strongly agree	9	9	0	2
2	Agree	21	19	5	4
1	Somewhat agree	20	23	15	19
0	Disagree	8	7	38	33
	total	58	58	58	58

4.2 Learner satisfaction for the cycle of feedback and revision

The average learner satisfaction ratings of the two classes on a seven-point scale ranging from zero to six were 4.83 (N = 29, SD = 0.87) and 4.55 (N = 29, SD = 0.89). Welch's t-test showed no significant difference between the two classes ($t(56) = 1.17, p = .25$), and the effect size was small ($r = .16$). Therefore, I assumed that there was a minimal effect on satisfaction ratings in terms of which of the classes they attended, and accordingly, the 58 participants of the two classes were henceforth analyzed as a single group. The average learner satisfaction was 4.69 (N = 58, SD = 0.89). Table 4 shows the rating distribution of the learner satisfaction of all 58 participants. We can observe that 52 participants out of total (89.66%) rated above "a little satisfied" and 38 participants (65.52%) rated above "satisfied." Therefore, participants evaluated the cycle of feedback and revision very positively. However, the fact that six participants (10.34%) did not reach "a little satisfied" should not be neglected.

Table 4 Rating Distribution in Learner Satisfaction

	Satisfaction Rating	Number of Participants	Rate
6	Strongly satisfied	9	15.52%
5	Satisfied	29	50.00%
4	A little satisfied	14	24.14%
3	No opinion	5	8.62%
2	A little dissatisfied	1	1.72%
1	Dissatisfied	0	0%
0	Strongly dissatisfied	0	0%

Although it is meaningful to be highly regarded by most of the students, the present study intends to resolve the dissatisfying aspects of the cycle of feedback and revision on the basis of lessons and reflections from Amano (2012) and to further develop overall learner satisfaction. In order to achieve this, it is necessary to explore what factors affect learner satisfaction or dissatisfaction.

4.3 Reasons for learner satisfaction and dissatisfaction

Table 5 and Figure 2 show the number of items in the reason properties of learner satisfaction on the cycle of feedback and revision. Thirty eight items, 31.67% of all items, referred to "learning outcome". The data suggests that the major reason for learner satisfaction is that they realize their self-development as writers with English as a foreign language. The cycle of feedback and revision was successful in contributing to the perceived development of learners' ability in English writing. This contribution provided learners with a sense of satisfaction. It is reasonable that learners reported considerable satisfaction because they realized their development in English writing by the repeated cycles of feedback and revision.

The second biggest reason is the content of the task that they undertook. The items on task contents accounted for 27.50%. The task content of the cycle was evaluated by the present participants as fresh, practical, approachable and flexible, which apparently leads to high satisfaction ratings. Writing essays or e-mails and assuming someone who read them was a new and interesting challenge for most of the present participants. In addition, they positively evaluated the newness, practicality, approachability and flexibility of the task. These four factors may be important to motivate learners to engage in the repeated cycles. The rest of the reasons of learner satisfaction

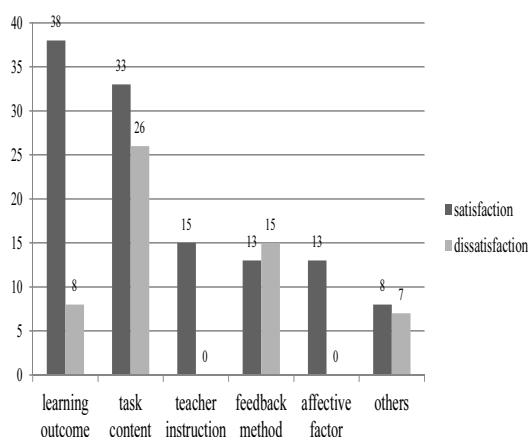


Figure 2. Number of items in the reason properties of learner satisfaction.

Table 5 Items and Rates of Reason Properties and Dimensions of Learner Satisfaction

Properties	Satisfaction		Dissatisfaction		Dimensions	Satisfaction		Dissatisfaction	
	Items	Rate	Items	Rate		Items	Rate	Items	Rate
learning outcome	38	31.67%	8	14.29%	improvement of writing proficiency	23	19.17%	3	5.36%
					acquisition of knowledge	15	12.50%	5	8.93%
task content	33	27.50%	26	46.43%	newness	12	10.00%	0	0%
					practicality	8	6.67%	3	5.36%
					approachability	7	5.83%	7	12.50%
					degree of freedom	6	5.00%	0	0%
					difficulty level	0	0%	16	28.57%
teacher instruction	15	12.50%	0	0%	ease-to-understand	9	7.50%	0	0%
					contents of instruction	6	5.00%	0	0%
feedback method	13	10.83%	15	26.79%	feedback procedures	13	10.83%	0	0%
					feedback codes	0	0%	15	26.79%
affective factors	13	10.83%	0	0%	motivation	6	5.00%	0	0%
					enjoyment	5	4.17%	0	0%
					sense of accomplishment	2	1.67%	0	0%
others	8	6.67%	7	12.50%	others	8	6.67%	7	12.50%
total	120	100%	56	100%	total	120	100%	56	100%

were by "teacher instruction," "feedback method," "affective factor," and "others."

We can observe that "learning outcome," "teacher instruction," and "affective factor" are the reasons for satisfaction in most of the cases, whereas "task content" and "feedback method" are the reasons for both satisfaction and dissatisfaction. By looking at the dimension of "task content," we can observe that more than half of the reasons for dissatisfaction with the "task content" are complaints about its difficulty level. Similarly, all of the reasons for dissatisfaction with "feedback method" are not about "feedback procedure" but "feedback codes."

Although the adjustment of the difficulty level had been paid considerable attention beforehand, it was still the major reason for learner dissatisfaction. This indicates the challenge of difficulty level adjustment as well as the importance of this factor in the EFL course design. Adding a new twist to the adjustment would be necessary for further improvements. Regarding the complaints about "feedback method," the complaints were not directed toward "feedback procedure," comprising the two-step cycle of feedback and revision, but were related to the complication of "feedback codes". Since such complaints were expected, the teacher paid close attention to the practicality of the metalinguistic codes. However, the complaints could not be satisfactorily resolved. A more innovative

approach may be necessary for providing written CF in mixed-ability EFL classes.

5. Discussion

Since the study was a classroom case study with undergraduate EFL learners, it was important not to make hasty generalizations about the results. Considering this limitation, I would like to explore improvement strategies in terms of the problems discussed above.

5.1 Improvement strategies

First, I would like to suggest that the improvement and multiplication of sentence-level basic writing instruction that is conducted before starting and during the repeated cycles is required in order to respond to the challenge of difficulty level adjustment. It is relatively natural for EFL learners with less exposure to writing instruction to face difficulty in discourse-level writing such as essay and e-mail writing. The difficulty would not be resolved unless learners' abilities in EFL writing are improved adequately to produce good sentences even if many other types of change in efforts are made.

For English sentences with a simple syntactic structure, a few teachers may assume that if learners can understand the structure and meaning of the sentences, they can also write the same types of sentences properly. The assumption may lead them to ignore the importance of form-focused basic instruction in EFL writing. Admittedly, there are many such individuals, who are faster learners than the others and do not need basic and detailed instructions, whereas it may not be the case for most of the learners in the study. Even with less complex sentences having relatively simple sentence patterns, they needed to explicitly learn how to compose sentences and do developmental exercises to form good sentences by themselves. Crucially, exercises for pursuing partial grammatical accuracy such as multiple-choice questions and gap-filling exercises should not be used here because the instruction aims at neither explaining nor reviewing grammatical rules. We should employ such exercises to encourage learners to at least form a sentence. L1-L2 translation is also an option if it does not aim at teaching translation itself but focus on practicing basic English writing. A few explicit grammatical instructions may be necessary to help them solve their common errors during their sentence-construction process, but the instruction should be rather different from explaining grammatical rules for grammar-oriented tests.

Not only is it important to be taught how to write correct sentences, but it is also important for learners to gain a sufficient amount of experience in actually forming L2 English sentences according to their writing proficiency. The vocabulary variation used during the exercises should be diversified for the following two reasons. First, the present participants are not complete beginners but false beginners in EFL writing who have at least several years of experience of learning English at their secondary education, irrespective of their ability at the beginning of the course. They may remember being taught similar lessons at the secondary level even if they do not retain what they learned. I do not want learners to feel that it is just a boring review of what they learned in junior or senior high. It should be important to teach them using lively and useful example sentences to avoid such tedium as there are several comments on the practicality of the task contents in the survey. Considering their age, teachers should be careful not to use childish sentences in an attempt to adjust to learners' proficiency. Although the question of what is practical is one of the most abstruse and complicated problems for language teachers, as a simple tip for ensuring practicality and avoiding childish sentences, words with less frequency should not be used even if they are familiar. These improvement strategies for sentence-level basic instruction assume a combination with discourse-level writing tasks because sentence-level basic instruction alone might be mistakenly received as the same old grammar instruction and may be neither effective nor motivational for learners.

Second, I propose an improvement of the method of giving written CF. The strategy is that teachers offer several options for the type of written CF given after the first session and allow the learners to select the best one for

each of them (for the detailed discussion on the type of written CF, see e.g., Ellis, 2009). Since it has been pointed out that learners' ability affects the effectiveness of written CF, it is not necessary for all learners to be given the same type of written CF. Learners who have trouble in dealing with metalinguistic CF can choose direct CF, whereas learners who think that metalinguistic CF is not adequately challenging can select indirect CF. This can also be an improvement strategy for the challenge of difficulty level adjustment.

5.2 Conclusion

In this study, I reconsidered a teaching practice with the repeated cycles of feedback and revision for learner satisfaction, and I found two major challenges to be solved; the adjustment of the difficulty level, and the method of giving written CF. Moreover, I proposed the improvement and multiplication of sentence-level writing instruction conducted before and during the repeated cycles of feedback and revision and the idea of offering several options for the type of written CF given after the first session.

The improvement strategies suggested above primarily aim at false-beginning learners in EFL writing. Admittedly, it is quite possible that a certain number of learners who could develop their writing skills smoothly along with the development of grammatical knowledge and comprehension skills may not require such a basic instruction. All instructional activities should be adjusted on the basis of teachers' careful observation of their classes.

References

- Amano, S. (2012). Eigo ni yoru jiko hyogen wo mezashita shokyu reberu karano dankaitekina raithingu shido. In JACET Dai2ji Jugyogaku Kenkyu Tokubetsu Linkai (ed.), *Koto kyoiku ni okeru eigo jugyo no kenkyu: Gakushusha no jiritsusei wo takameru rimedhiaru kyoiku*, 83-84. [In Japanese]
- Arishima, K. (2004). Effects of feedback and revision in English writing by Japanese high school students. (Unpublished master's thesis). Hyogo University of Teacher Education, Hyogo, Japan.
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17, 102-118.
- Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal* 63, 97-107.
- Fathman, A., & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178-190). Cambridge: Cambridge University Press.
- Ferris, D. R. (2010). Second language writing research and written CF in SLA: Intersections and practical applications. *Studies in Second Language Acquisition*, 32, 181-201.
- Hatori, H., Ito, K., Kanatani, K., & Noda, T. (1990). Effectiveness and limitation of instructional intervention by the teacher: Writing tasks in EFL. Report of a grant-in-aid of scientific research (B). Tokyo: The Ministry of Education, Science and Culture.
- Horton, W. (2001). *Leading e-learning*. Alexandria, VA: American Society for Training and Development.
- Kanatani, K., Ito, K., Noda, T., Tono, Y., & Katayama, N. (1993). The role of teacher feedback in EFL writing instruction. Report of a grant-in-aid of scientific research (B). Tokyo: The Ministry of Education, Science and Culture.
- Kepner, C. G. (1991). An experiment in the relationship of types of written feedback to the development of second-language writing skills. *Modern Language Journal*, 75, 305-313.
- Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly*, 20, 83-93.
- Semke, H. (1984). The effects of the red pen. *Foreign Language Annals*, 17, 195-202.
- Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System*, 37, 556-569.
- Shizuka, T. (1996). Raithingu shido ni okeru kyoshi no tensaku no koka no kashohyoka ni taisuru keisho: Pairotto sutadhi no kekka wo sanko ni. *KATE Bulletin*, 10, 25-33. [In Japanese]
- Tokunaga, M. (2010). Metalinguistic knowledge of low-proficiency university EFL learners. In A. M. Stoke (Ed.), *JALT 2009 Conference Proceedings*, 140-150.
- Tominaga, A. (2011). Pia resuponsu ni taisuru manzokudo oyobi riyu ni kansuru chosa. *Journal of the Liberal and General Education Society of Japan*, 33(1), 122-129. [In Japanese]

Tono, Y., & Kanatani, K. (1995). EFL learners' proficiency and roles of feedback: Towards the most appropriate feedback for EFL writing. *Annual Review of English Language Education in Japan*, 6, 1-11.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46, 327-369.

Appendix

Lists of Feedback Codes Given to Students

		Explanation of errors
S	spelling	綴りが間違っている。
		大文字にすべきところを小文字に、またはその逆になっている。
C	(un)countable	不定冠詞a/anが必要なにつけていない。
		定冠詞theが必要なにつけていない。
		複数形の-sが必要なにつけていない。
		所有代名詞my, your, his, her, our, their, itsが必要なにつけていない。
		不定冠詞a/anあるいは定冠詞theを削除。
		複数形の-s/-esを削除。
PS		不適切な品詞が使用されている。
WF	word form	三人称単数現在-s/-esをつけ忘れている。
		動詞の形が不適切。
		時制が不適切。時制の一致も確認。
		動詞の原形に。
		to 不定詞 (to + 動詞の原形) に。
		現在分詞 (-ing) に。
		過去分詞 (p.p.) に。
		動名詞 (-ing) に。
		比較級・最上級の形が不適切。
		不定冠詞a/anではなく、定冠詞theにすべき。またはその逆。
WC	word choice	語彙の選択注意。辞書を使って用例や例文を参考にすること。
		接続詞の用法を考え直すべき。
WO	word order	語順確認。
		主語の設定を見直すべき。
COM	combine	複数の文を、結合して1つの文に。
?	question	英文の意味がまったく理解できないため、残念ながら修正不可。
or	—	a/anやthe以外で足りない語がある。
下線のみ	—	上記のいずれにも当てはまらない間違い。