The Effects of Different Types of Feedback on Revision

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The purpose of the present study is to examine the effects of feedback and revision on the writing of Japanese EFL learners. The students were divided into four groups, depending on from whom they were given feedback. Forty students participated in this study. The participants were trained to give both self-feedback and peer-feedback in class. After writing first drafts, the students were given feedback in one of the four forms of feedback. (Group A: required to revise after self-feedback, Group B: required to revise after peer-feedback, Group C: required to revise after teacher-feedback, Group D: required to revise after peer & teacher-feedback). The result was that the scores of all groups became higher after each type of feedback, and there was no significant difference according to feedback types. However, the questionnaire indicated that the peer and teacher feedback group most often reported that the comments were useful in revising their drafts.

Keywords: writing, self-feedback, peer-feedback, teacher-feedback, revision

INTRODUCTION

Much previous research of L1 and L2 English writing has suggested that revision plays an important role in writing (Beach, 1976; Sommers, 1980).

Some feedback is necessary to assist writers to revise their first drafts. Therefore, researchers and teachers have had a keen interest in determining what kinds of feedback has the greatest effect on improving students' writing proficiency. Various kinds of feedback have been compared in previous studies.

Studies on Feedback and Revision

Many researchers have pointed out that teacher feedback of any type is more likely to benefit student writing if it comes primarily at intermediate, rather than final, stages of the written process-specifically, when students are allowed or even required to revise or rewrite their papers after receiving teacher feedback (Ferris, 1995b, 1997; James 1998; Krashen, 1984; Zamel, 1985). A number of studies provide evidence that when students revise their papers after receiving feedback; their accuracy improves, either in the short or long term (Chandler, 2000; Fathman & Whalley; Ferris, 1997, Ferris & Helt, 2000; Lalande, 1982).

On the other hand, in two studies in which one group of students revised their papers while another group did not, there was no benefit as to superior accuracy for the group that revised (Frantzen, 1995; Polio et al., 1998). Finally, in three additional studies the effects of revision are not clear from the data presented (Cohen & Robbins, 1976; Semke, 1984; Sheppard, 1992). It is important to note that in this body of work; only one study specifically isolates revision as a key variable (Chandler, 2000). In the rest, other variables in addition to revision differ across groups. For instance, in Lalande's (1982) study, his experimental group received indirect, coded feedback and revised their marked papers during in-class editing sessions, while the control-group students received direct correction and did not revise their papers. He found that indirect feedback with the use of an error code produced significantly greater gains than direct correction.

Revision after Peer Feedback

Another line of feedback has been concerned with the effect of changing the source of feedback from teacher to peer. Research on peer feedback has been primarily concerned with the beneficial effects that this collaborative process can have on students. Peer feedback can give students an authentic audience, provide opportunities for the negotiation and elaboration of meaning (Daiz, 1986; Keyes, 1984; Mittan, 1989).

Some of the peer feedback studies focus on revision after peer feedback. Urzua (1987) reported that revising with trusted peers resulted in acquiring a sense of audience, a sense of voice, and a sense of power in language. Keh (1990) said that peer feedback is superior to teacher feedback in that the former can be more at the learner's own developmental level, and that the reader can learn more about writing by reading others' drafts.

Connor and Asenavage (1994) found that ESL students made both text-based and surface revisions. They reported that the impact of peer feedback on revision was extremely limited (5%) and about 35% of the revisions appeared to derive from teacher suggestion. They described their results as to the effects of peer response "disappointing" and suggested that L2 writing teachers "may expect too much from peer response groups without understanding how effective collaboration works among ESL writers" (p. 267). Connor and Asenavage suggested that students may need more explicit instruction on revision and better peer response training. Paulus (1999) also focuses on the effects of feedback on revision using Faigley and Witte's (1981) taxonomy and compares findings across teacher and peer feedback. She found that students made both meaning and surface changes. Paulus found that peer feedback influenced 32% of the revisions and teacher feedback (57%) but that the source of the majority of revisions overall was self/other (52%). Compared with Connor and Asenavage's study, Paulus's study shows that the impact of peer feedback was much greater. The finding in both studies that self/other was the major source of revision changes argues that the mere act of rereading and rewriting, even without feedback from peers or teacher, may lead not only to

substantive changes but improved writing quality.

Berg (1999) focused on the effects of training for peer feedback on the types of revisions made by ESL writers. She found that the training group wrote higher quality revisions than the control group and made more meaning changes as opposed to surface changes. She suggested that her results imply that appropriate training can lead to more meaning-type revisions, which in turn may result in better quality writing in a second draft.

Revision after Self-feedback

The last line of feedback was self-feedback. There is much research that points out how invaluable error feedback from teachers and peers are. However, experts in L2 writing are unanimous that students need to develop self-editing skills and that classroom strategy training may well be useful to them (Bates et al., 1993; Ferris 1995a, 1995c, 1999b; Ferris, Harvey, & Nuttall, (or Ferris et al.) 1998; James, 1998; Reid, 1998b; Truscott, 1999). Among these researchers, Truscott (1996, 1999) who opposes error correction in any form in L2 writing classes, admits that there may be a legitimate role for strategy training and grammar instruction as an alternative means of helping students to edit their writing.

Ferris (2002) points out several components which are essential in developing strategies for self-editing.

1) Helping students become aware of their most pervasive patterns of error
2) Educating students about principles of second language acquisition and successful self-editing
3) Sharing specific editing strategies
4) Training students to make focused passes through a text to look at specific issues
5) Encouraging students to track their progress in self-editing
6) Teaching students how to edit under time pressure
7) Providing in-class or individualized grammar support   (pp. 78-98)

As is shown, it is essential to teach peer and self feedback strategies, when giving feedback is included as a part of classroom activity.

Japanese Studies on Feedback and Revision

It is true most of this research was implemented in ESL settings and only a little of this research was implemented in EFL settings. Moreover, the research which specifically investigates the effects of feedback and revision on Japanese students was very limited. Hatori, Kanatani, and Noda (1990), Kanatani et al. (1993), and Touno (1995) undertook a project of feedback and revision involving Japanese EFL students at Tokyo Gagugei University. Their project was based on a position in which teachers' would not be rewarded for their time spent correcting students writing (Touno, 1995). They reported that feedback under these conditions would not yield much difference in students' rewriting and revising.

Robb, Ross, and Shortreed (1986) studied Japanese EFL university students and divided them into 4 treatment groups that received progressively less explicit feedback (ranging from direct feedback to totals in the margin). All students were required to revise their essays after receiving feedback. All students in different groups improved on various accuracy ratios over time. Robb et al. argued that there is no apparent benefit attached to more-explicit versus less-explicit correction methods, arguing that the time and effort expended by instructors to provide direct feedback or coded feedback is not justified by the results. It means that highly detailed feedback on sentence-level mechanisms may not be worth the instructor's time or effort.

Oikawa and Takayama (2000) studied Japanese EFL high school students and examined the effects of error feedback and revision. The students were divided into four groups, depending on whether or not they were given error feedback, or whether or not they were required to rewrite. Apparently, there was no significant difference between the error feedback group and the non-error feedback group. However, some significant differences were found between the revision group and non-revision group: the former outperformed

the latter in terms of accuracy, while the latter outperformed the former with respect to fluency. In other words, the students did not improve their writing regardless of whether or not they received teacher's error feedback, but their grammatical correctness was improved when the students themselves revised their drafts.

Shizuka (2000) explored EFL students' views on four different editing methods: editing based on direct teacher correction, editing based on teacher's uncoded indication of the location of error, editing by peer feedback, and unaided self-editing. The results indicated that the students perceived editing based on teacher's indication of the location of the error most effective, and direct teacher correction and self-editing the least effective.

Student Views on Different Types of Feedback

One important area of research about student writing is surveys of students' opinions about different types of feedback on their writing. Ferris (2003) summarized previous studies about student views on various forms of feedback, despite differences across studies in context and research design. She pointed out three significant generalizations on various research projects:

1) Although L2 writers appreciate response on all aspects of their writing, they feel very strongly about receiving feedback about their language errors.
2) If they had to choose between forms of feedback, they clearly prefer teacher feedback, whether written or oral.
3) Students feel that a combination of feedback sources (teacher, peer, self) can also be beneficial to them. (p. 114)

Timson, Grow, and Matsusoka (1999) studied Japanese students' error correction preferences and revealed that a majority of them desire to have their errors corrected. Students report that the responsibility for most correction should lie primarily with the teacher; the only exception being the correction of

spelling errors. For the most part, Japanese students prefer to have teachers show students their errors by either providing the correct answer or indicating cues for self-correction. The authors believe these preferences are due to the authoritarian role that students perceive the teacher as having.

As is shown, revision seems to play an important role in improving the quality of ESL / EFL writing. In classrooms it is common that students revise after some types of feedback. As students feel that a combination of feedback sources (teacher, peer, self) can be beneficial to them, appropriate training in peer and self feedback which leads to higher quality writing is essential. Much research has been done to explore the effects of and preferences in feedback. However, none of the previous research compared teacher feedback with trained peer and self feedback in their effects on student writing. Therefore, this should be explored.

THE PRESENT STUDY

The purpose of the present study is to examine the effects of feedback and revision on the writing of Japanese EFL learners. The students were divided into four groups, depending on from whom they were given feedback.

Group A: required to revise after self-feedback
Group B: required to revise after peer-feedback
Group C: required to revise after teacher-feedback
Group D: required to revise after peer & teacher-feedback

The following two questions form the basis of this study.

Research Questions

1) *Whose feedback was most effective when the students revised their first drafts?*

2) *What were the students' preferences and attitudes toward different types of feedback?*

The first question was addressed quantitatively, whereas the second question was addressed qualitatively.

METHOD

Participants and Setting

A total of 51 Japanese female second-year college students majoring in music, participated in this study. They took the English Proficiency Test[11] (Kirihara Shoten) at the beginning of the year. The average score of the whole year group at this college was 54.15 points and the SD was 14.66. The 115 students who gained higher than 62 points seemed to have mastered basic grammar and vocabulary. From these 115 students, 51 students were chosen to participate in this study. These 51 students were in two separate classes. However, due to some students' absence from the data-collecting sessions and others' failure to complete a required task, 40 students remained at the end. Their ages ranged from 19 to 21 years, with an average of 19.7 years. They had studied English for an average 8.0 years through highly controlled formal education in Japan. The majority had an English proficiency level of lower to middle intermediate. Their main goal of studying English in their current courses was not for academic purposes but for communicative ones.

The students took four English classes as a requirement for graduation. They took two classes in their first-year and the other two classes in their second-year. Each class was held once a week for 90 minutes and lasted for 24 weeks per year. The present study was held in one of the second-year

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[1] The English proficiency test (by Kirihara Shoten) consisted of listening, structure, and vocabulary sections with a maximum possible score of 100 points.

classes. In this class, the students received instruction on how to write and give presentation along with some English grammar and expression lessons. They wrote seven compositions of about 100-300 words at equal intervals during the academic year. They also learned strategies for revising and editing. In the present study, the fourth and the seventh compositions were discussed.

The class was conducted by the same teacher-researcher.

Instruments

The instruments consisted of two opinion based writing topics and questionnaires on the effects of different types of feedback on their writing quality.

Writing topics

The students wrote on one of two topics stating their opinion. That is they took one of the two positions offered and supported it. The topics that were familiar to students were carefully chosen. The students were expected to write about 200-300 words in a composition that had an introduction, body, and conclusion on the following topics. The prompts for the two topics are given below.

TABLE 1
Writing Topics

Writing Topic 1	School Uniform: Do you think school uniforms should be a requirement? or Do you think school uniforms improve students' morals and decrease school disturbances?
Writing Topic 2	Women and Work Do you want your future husband to support you economically after you get married? or Do you expect your future husband to share housework?

The students had 40 minutes to produce English compositions. However, the time limit was not very strict. They were allowed to use a dictionary.

When they submitted their first drafts, they were expected to write an

annotation in Japanese that answered two questions: (1) What are the strengths of your draft? What do you like about your draft? (2) What weakness did you notice in your draft? Do you want any advice on content, organization, language use, vocabulary and mechanics?

Questionnaires of Effects of Different Types of Feedback on Writing Quality

The students were asked to answer questionnaires in Japanese on each type of feedback, which affected the writing quality of their second drafts. The purpose of the questionnaires was to find what the students thought about the effects of different types of feedback on writing quality.

The questions asked for information on the following: (1) who gave them feedback, (2) whether they thought feedback was useful to revise, (3) if they thought some feedback was useful and what it was, (4) if they thought feedback limited their revision, they were asked what the limitation was and what advice they wanted to improve their drafts (Appendix A).

Interviews

After each Writing Task, one student from each of the 4 groups was chosen and interviewed for about 5 to 10 minutes in Japanese. This made a total of 8 students, that is two students from each group interviewed. They were asked what they thought about feedback and what feedback they liked. They were also interviewed on their writing products and questionnaires. Each interview was tape-recorded with their prior consent and then transcribed for the analysis.

Research Design

Forms of Different Types of Feedback

Four different types of feedback that is teacher, peer, peer & teacher and

self- feedback were introduced and included in the process of writing seven assignments. First the students were trained to revise and edit their drafts after teacher-feedback. Secondly, they were trained to revise and edit with peer-feedback. In these two types of feedback, the teacher and a peer were supposed to include comments that responded to the student's annotation. Thirdly, they were trained to revise and edit with teacher & peer feedback. Lastly they were trained to revise and edit with self-feedback. Because the present study dealt with the fourth and seventh writings, the students were familiar with the different types of feedback and revision at these times.

The teacher assigned one type of feedback to each group. Also the same students were not assigned to give the same type of feedback in the second topic. That is, different types of feedback were assigned in Writing Topic 1 and 2.

Teacher-feedback

The students revised and edited their own drafts after teacher-feedback. The basic forms of teacher-feedback were the following.

1) Marking a place where the meaning was unclear.
2) Marking places where grammar and vocabulary were not appropriate.
3) Writing comments on good points and points to be improved.

Comments written in Japanese were given in response to the student's annotation of their own work. After receiving this teacher-feedback, the students were given opportunities to reread and revise their own drafts. They were expected to use a revising and editing checklist (Appendix B).

Training of Peer-feedback

The students were trained to give useful feedback in 4 steps, which took from 5 to 15 minutes time. After training they were expected to give feedback to at least two peers using the peer feedback sheet (Appendix C).

The basic forms of peer feedback include the following points.
1) Marking a place where the meaning was unclear.
2) Underlining a topic sentence and a concluding sentence.
3) Writing comments on good points and points to be improved.
4) Writing a summary of the draft in Japanese.

After receiving peer-feedback, the student writers were given opportunities to reread and revise their own drafts. They were expected to use the revision and editing checklist (Appendix B).

Training of Self-feedback

Thirdly, the students were trained to use self-feedback on their first drafts. The basic forms of self-feedback include the following points.

1) Marking a place where they lack confidence.
2) Underlining a topic sentence and a concluding sentence.
3) Writing comments on good points and points on which they need advice.
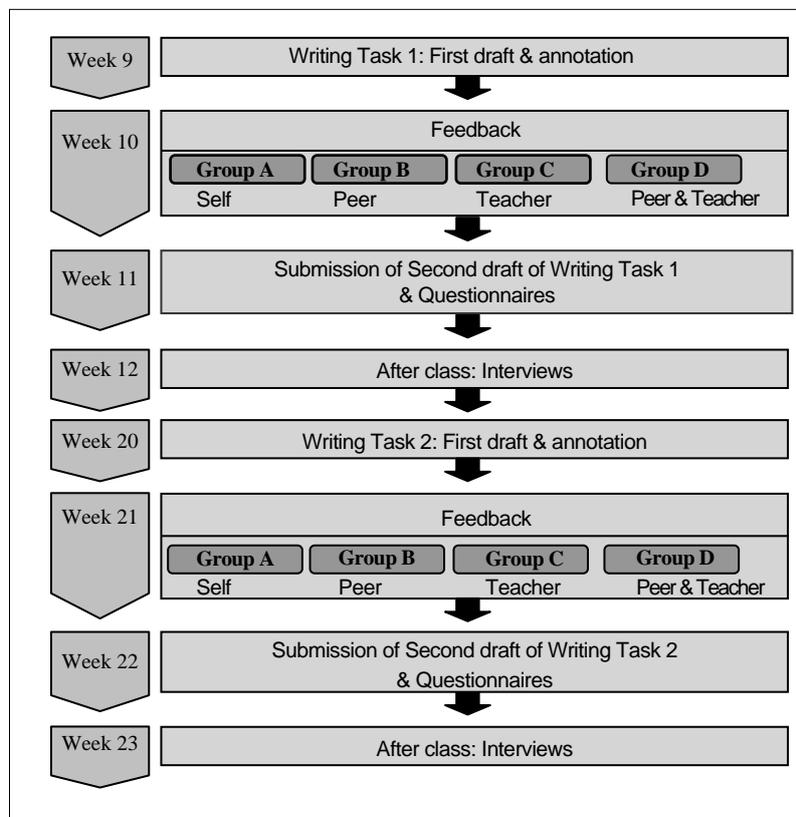4) Writing a summary of their first drafts in Japanese.

After self-feedback, the students were expected to revise their first drafts using the same revision and editing checklist (Appendix B) as was used for teacher and peer feedback.
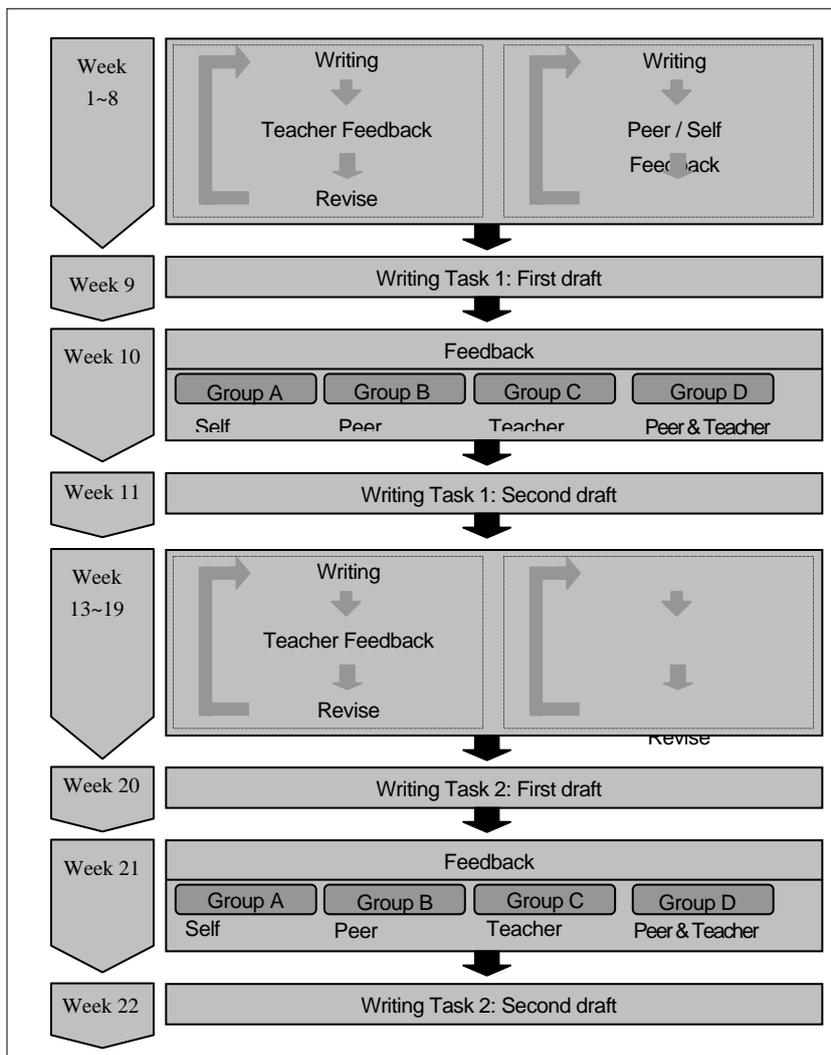
Data Collection

Data was collected in 9 weeks during the 24-week session. Figure 1 shows the design of the data-collecting sessions. Figure 2 shows the whole year class procedure. All of the forty students learned to write and revise after four different types of feedback. They were trained in how to do self-feedback and peer-feedback as mentioned before. Two experiments were done in the middle and at the end of the year. In these two experiments the students were

divided into four groups of 10 each in which they were given four different types of feedback and required to revise.

FIGURE 1
Design of Data Collection

Week	Activity			
Week 9	Writing Task 1: First draft & annotation			
Week 10	Feedback			
	Group A	Group B	Group C	Group D
	Self	Peer	Teacher	Peer & Teacher
Week 11	Submission of Second draft of Writing Task 1 & Questionnaires			
Week 12	After class: Interviews			
Week 20	Writing Task 2: First draft & annotation			
Week 21	Feedback			
	Group A	Group B	Group C	Group D
	Self	Peer	Teacher	Peer & Teacher
Week 22	Submission of Second draft of Writing Task 2 & Questionnaires			
Week 23	After class: Interviews			

FIGURE 2
Design of Whole Year Class Procedure

Rating Procedures

The ESL Composition Profile was used in some of the researches of the writing skills of Japanese EFL learners (Fujita & Sakamoto, 1998; Hirose & Sasaki, 1994; Sasaki & Hirose, 1998). However, Komuro (2001) points that the ESL Composition Profile might not be appropriate to differentiate the writing ability of lower skilled Japanese EFL students. Moreover, the ESL Composition Profile seems to emphasize content over organization, since Jacob's profile allots 30 points to content and 20 points to organization (Fujita & Sakamoto, 1998). As a result, the ESL Composition Profile should be modified for the present study that focuses on the Japanese EFL students who have lower English writing ability. In addition, a scoring scale was revised reflecting the importance to balance 5 components equally. Ratings of the EFL Composition Profile were assigned on a scale from 1 to 5 points on five criteria: Content, Organization, Vocabulary, Language use, and Mechanics. The final score of 25 points were the sum of these five components. Three experienced Japanese college English teachers undertook the revision of the ESL Composition Profile. Then two experienced native-speaker college English teachers checked this.

One experienced Japanese college English teacher and one experienced native English teacher at the college rated the texts using the EFL Composition Profile. In order to verify the reliability of rating, 16 samples of all 171 writings were randomly assessed by these two raters and the author. We discussed how to evaluate the writings and decided the standard of ratings. After discussion, two raters evaluated the texts independently as following order. However, the raters were not told which student gained which group of feedback.

(1) The raters evaluated first drafts of Writing Topic 1.
(2) The raters evaluated second drafts of Writing Topic 1.
(3) The raters read and compared first and second drafts of Writing Topic 1 of each participant and checked his/her revision.

(4) The raters decided the final score of second drat.

(5) The raters evaluated first drafts of Writing Topic 2.

(6) The raters evaluated second drafts of Writing Topic 2.

(7) The raters read and compared first and second drafts of Writing Topic 2 of each participant and checked his/her revision.

(8) The raters decided the final score of second drat.

(9) The two raters' final scores were then averaged for each participant. The inter-rater reliability (Spearman Brown) was acceptably high (0.81).

Analysis

In order to investigate the quality of the revised writing, all drafts written by the participants were analyzed quantitatively taking into account both the overall ratings and each individual criterion. Then the characteristics of the revision resulting from different types of feedback were qualitatively analyzed using descriptive research methods. The first research question was completed using a 2x2 repeated measures ANOVA, with the within subjects variable being the pre- or post-feedback writing.

RESULTS AND DISCUSSION

Research Question

Whose Feedback Was Most Effective When the Students Revised Their First Drafts?

Based on the ratings of all drafts, average total scores, standard deviation, average gains between first draft and second draft (See Table 2, Table 3) were calculated.

In both Writing Topic 1 and 2, after their revision all groups gained their scores (Writing Topic 1: 2.30, Writing Topic 2: 2.08). Group D who was required to revise after peer and teacher feedback gained higher scores than

any other group. On the other hand, Group A who was required to revise after self-feedback gained lower scores than any other group.

TABLE 2
Ratings of Total Scores of Writing Topic 1

	First drafts Average scores	SD	Second drafts Average scores	SD	Average gains between first drafts & second drafts
Group A	12.60	3.44	13.65	3.15	1.05
Group B	12.45	3.22	14.25	2.24	1.80
Group C	12.30	2.58	14.75	2.96	2.10
Group D	12.65	2.85	16.55	1.66	4.25
Average	12.50	2.89	14.80	2.67	2.30

each n=10, total possible=25 points,

TABLE 3
Ratings of Total Scores of Writing Topic 2

	First drafts Average scores	SD	Second drafts Average scores	SD	Average gains between first drafts & second drafts
Group A	13.95	2.78	15.50	2.09	1.55
Group B	14.05	2.51	16.83	1.59	2.78
Group C	14.20	2.26	16.44	1.42	2.69
Group D	13.75	2.25	18.17	1.71	3.97
Average	13.99	2.05	16.06	1.93	2.08

each n=10, total possible=25 points,

The repeated measures ANOVA for Writing Topic 1 showed there was significant difference between first and second draft ($F_{(3,72)}=13.35$, $p=0.00$), but there was no significant difference between feedback methods ($F_{(3,72)}=0.815$, $p=0.49$). There was also no interactional effects between the number of drafting and feedback methods ($F_{(3,72)}=1.19$, $p=0.32$).

The repeated measures ANOVA for Writing Topic 2 showed there was significant difference between first and second draft ($F_{(3,72)}=28,96$ $p=0.00$), but there was no significant difference between feedback methods ($F_{(3,72)}=2.01$ $p=0.12$). There was also no interactional effects between the number of drafting and feedback methods ($F_{(3,72)}=1.28$ $p=0.29$).

In these two experiments, the change of scores pre and post feedback was

measured. The experiment results show revision had an influence on the students' writing quality regardless of types of feedback.

Research Question

What Were the Students' Preferences and Attitudes toward Different Types of Feedback?

What the students thought about the effects of different types of feedback on writing quality was investigated based on the questionnaires and interviews. The number of students involved in answering this question was the total number who wrote Topic 1 and 2. It means that a total number of 80 students answered this question.

Usefulness of Different Types of Feedback

All students were asked how useful they thought each type of feedback was for revising and editing. Ninety percent of Group D students considered that peer and teacher feedback was useful. On the other hand, only 25% of Group A students considered self-feedback was useful (Table 4).

TABLE 4
The Number of Students Who Thought Each Type of Feedback Was Useful in Revising and Editing Their Own Drafts by Group

Usefulness	Group A Self-feedback	Group B Peer-feedback	Group C Teacher-feedback	Group D Peer & Teacher Feedback
Number of students	5	14	16	18

each n=20

Common Preferences and Attitudes

Some descriptions of preferences and attitudes were common to three of

the groups; Group B, C, and D. First they said they could improve their first drafts by using written feedback. They also said that concrete comments were useful. One of the students in Group B was given the comment from a peer. "It is hard to tell the difference between 'r' & 'v', and 'f' & 't' in small letters. Please write them clearly." The writer tried to differentiate these small letters in her second draft. Similarly one of the Group D students mentioned the following comment from a teacher was useful. "Your topic sentence does not work as a topic sentence. It just introduces a topic, which you are going to explain. You have to write a topic sentence which you want to emphasize most." She said she improved her topic sentence so that it stated her main theme. From these remarks, it appears concrete comments play an important role in the editing and revision of drafts.

Secondly, many of the students said that it was a joy to get written feedback. One of the students in Group B said, "I was moved that a peer pointed out what I didn't notice at all. I felt I would like to make friends with that person." One of the students in Group C said, "I was glad to read a teacher's comment. She praised my way of thinking and my future plan. I am motivated to rewrite my draft." As one of the Group C students mentioned, the positive feedback seemed to motivate students' revision.

Indirect feedback

The students of three groups, Group B, C, and D accepted the indirect feedback in different ways. In indirect feedback the place where there is an error or where the meaning is unclear is marked. Forty-three percent (43%) of the students (5 students in Group B, 6 in C, 6 in D respectively) said by being marked "?" they could find the errors and correct errors by themselves. On the other hand a total of 38 % of the students (4 students in Group B, 6 in C, and 5 in D) said that just having errors underlined or marked "?" did not help to improve their drafts. These students said that they wanted a direct correction. The effects of indirect feedback need further research.

Preferences and Attitudes toward Peer and Teacher Feedback

Group D students who were given feedback from both a peer and a teacher thought written comments were not only useful but also fun. Eighty percent (80%) of the students in this group seemed to enjoy feedback.

Thirty-five percent of the students mentioned that the nature of feedback from peers and from the teacher was different. One of them explained that what a peer pointed out was her grammatical and mechanical errors and what the teacher commented on most was her content and organization. She thought that peer and teacher feedback were complementary and both were useful in helping her revise and edit her draft. Another student said that a peer commented on her content and a teacher commented on the overall draft. She thought it was a lot of fun to get an authentic reader. Yet another student said, "One of peers wrote a comment which agreed my opinion of school uniform and a teacher commented my explanation was to the point. I was happy to know that I could make myself understood in English."

Thirty percent (30%) of the students said that they revised their drafts overall with peer and teacher feedback. They changed the content and organization of their first drafts and took a different position in second drafts. These students said they could better express their opinions in second drafts after feedback, though it took a lot of time. The other three groups did not revise their drafts overall. (peer-feedback: 10%; teacher-feedback :15%; self-feedback: 0%).

Only a few students pointed out the limitations of peer and teacher feedback. One of them commented that when the content of feedback from a teacher and a peer disagreed, she did not know which feedback she should act on.

Preferences and Attitudes toward Teacher-feedback

Group C, which was given teacher-feedback also, considered feedback was useful. Most of the students mentioned that teacher-feedback was more

effective than any other kind. Six of the students said that the teacher's written feedback was encouraging. One of the students said that she was very happy to read the teacher's comment that is 'Your anecdote of a uniform was very interesting and persuasive. It explains why you think a school uniform is not necessary.' because she was pleased to hear the positive feedback from the teacher on content, she said she did her best to correct errors which were underlined. In addition, some of the students said that by having their errors marked, they could find their own errors and correct them by themselves.

However four of the students said that teacher-feedback was not very useful in revising their drafts, either because they did not know how to apply the written feedback to their drafts or they did not know what the teacher meant. Moreover, one of the students confessed when the teacher pointed out their errors; they believed that they had to correct every single point to respond to the teacher's expectation.

Preferences and Attitudes toward Peer-feedback

Many students in Group B who were given peer-feedback thought peer-feedback was not only useful but also enjoyable. Eight of them said that it was fun to receive authentic feedback from their peers. Two of them also commented that they felt they were communicating through peer-feedback.

Seven of the students mentioned that the summary of their drafts in Japanese was very useful. It worked as an indication of how the reader understood their drafts. By reading the summary, one of the students said they knew their intention was conveyed. On the other hand, another student said her intention was not conveyed but misinterpreted to mean the opposite.

However, five of the students said that the quality of peer-feedback was unstable. They complained that its usefulness depended on who gave them feedback. They also found that the people who were good at English did not always give them useful feedback. One of the students commented, "Because I was not sure if either peer feedback on vocabulary or my original thought was right I could not improve my draft." Another student also commented,

"Some peer feedback does not work at all. One peer gave me only short superficial comments such as "good". I don't know what was good from such a comment."

Preferences and Attitudes toward Self-feedback

Unlike the other three types of feedback, Group A students who used self-feedback did not consider feedback was useful. They pointed out more limitations of self-feedback than good points. Seven of Group A students who gave feedback on their own drafts pointed out the limitations of self-feedback. They said though they knew something was wrong with their drafts, they could not correct it with their limited English writing proficiency and writing knowledge. Two of them said it was frustrating to revise their own drafts. They wanted feedback from either peers or teacher.

On the other hand, three of the students found self-feedback useful. One of the students felt she could read her draft from a reader's point of view. She said she was happy to correct her mistakes by herself. Another student said that she could read her own writing from the point of view of her peers. She still thought more time was necessary to revise her draft properly.

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

I started this study, aiming to measure the effects of four types of feedback on Japanese EFL students' revision and writing quality. I assumed that students would improve the quality of revised drafts most when they gained feedback from both peer and teacher on the same draft. Caulk (1994) states that peer feedback is complimentary to teacher feedback. In addition, as a teacher-researcher, I have seen that when students get a variety of feedback from both peer and teacher, they seem to spend more time to revise and make not only surface changes but also meaning-type changes. However, the quantitative research showed that my assumption was not assured.

(1) Revision had an influence on the students' writing quality.

(2) When students revised after peer and teacher feedback, they gained higher scores than three other feedback methods. However, there was no significant difference regardless of feedback methods.

(3) The students considered peer and teacher feedback was the most useful, whereas self-feedback was the least useful. Concrete comments seemed to play an important role in revising and editing their drafts.

The effects of different types of feedback on writing quality and the results of the questionnaires and interviews suggest a method of teaching English writing.

(1) Revision might be included in writing activities more frequently. Teachers who teach writing might give students many opportunities to revise.

(2) Feedback from both teacher and peer appear to be effective in improving students' writing quality.

(3) When a teacher and a peer give feedback to students, they might be better to write concrete comments to help improve the quality of writing.

(4) A better way of training for peer and self-feedback should be developed.

However, there were some limitations to the present study. Firstly, because of the course requirements, the frequency of revision dealt with here was limited to two sessions. As a teacher researcher, I could not implement both experiment and control group settings, as I would have liked when I had my students experience four different types of feedback and consider the educational effects. Secondly the study only examined a limited number of students. Bigger sample size and higher frequency of experience of the feedback and revision cycle is necessary to generalize the results.

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APPENDIX A

Questionnaires of effects of different types of feedback (Excerpt)*

(1) Who gave you feedback?
(2) Do you think feedback was useful to help revise?
(3) If you think some feedback was useful, what was it?
(4) Fill in the following blanks.

	What did you revise and edit?	Why did you revise?
Content		
Organization		
Language Use		
Vocabulary		
Mechanics		

(5) What do you like about your draft?
(6) Do you think there was any limitation in revising your draft with feedback? Students were also asked what limitations they had and what advice they wanted to improve their drafts.

* The original version was written in Japanese.

APPENDIX B
Checklist for Revising Writing (Excerpt)*

	Criteria
Content	Is there enough information to support the topic?
	Is there enough opinion about the topic?
Organization	Is there a topic sentence / concluding sentence?
	Do all the sentences support the topic sentence?
	Are there transition words to guide the reader from one idea to the next?
	Are the sentences organized in a logical order?
Vocabulary	Can you use a variety of words and idioms?
	Do you think you can express well in English?
Language Use	Can you write using correct grammar? Check the following grammatical points. (Subject-verb agreement, tense, number, word order, articles, pronouns, reflective pronoun, and preposition)
Mechanics	Check the following points. (Spelling, paragraphing, capitalization, and punctuation)

* The original version was written in Japanese.

APPENDIX C
Peer-feedback Sheet (Excerpt)*

Read an essay and answer the following questions.
(1) Organization
    •Underline a topic sentence.
    •Do you think the sentence presents a main idea?
        Yes / No / I don't know.
        If no, how can you improve it?
    •Does a draft develop based on the topic sentence?
        Yes / No / I don't know.
    •Underline a concluding sentence.
    •Do you think the sentence concludes the draft?
        Yes / No / I don't know.
        If no, how can you improve it?

(2) Content
- •What is a topic?
- •Summarize a draft in Japanese.
- •Do you think the writer explains her idea from one point of view?
  Yes / No / I don't know.

· Rate the draft from 5 points of view (5 points to 1 point). When you can't rate, write "?"

5points: Excellent	4 points: Very Good	3 points: Satisfactory	2 points: Fair	1 point: Poor

	Points of View	Points
Content	· Does a writer answer a writing topic appropriately? · Is all the necessary information (who, what, where, how) included? · Does the writer explain her own opinion toward information or fact?	
Organization	· Does a draft have a topic Sentence? · Does a draft develop based on a topic sentence? · Does a draft have a concluding sentence? · Are logical connecters used appropriately? · Is the order of a draft appropriate?	
Vocabulary	· Are the choices of words appropriate? · Are a variety of words and expression used?	
Grammar	· Is grammar (subject-verb agreement, tense, numeral, article, preposition, pronoun, and reflexive pronouns) accurate?	
Mechanics	· Are paragraphing, punctuation, spelling, and capitalization accurate?	
Total	Sum the above points.	/25 points

Write your comments.

(1)What do you like about the draft? What are good points?
(2)What are points to be improved? What advice can you give to improve the draft?

* The original version was written in Japanese.

APPENDIX D
Rating

5points: Excellent	4 points: Very Good	3 points: Satisfactory	2 points: Fair	1 point: Poor

Criteria	Checklists	Score
Content	・Does a writer answer a writing topic appropriately? ・Is all the necessary information (who, what, where, how) included?	
Organization	・Does writing have a topic sentence? ・Does writing develop based on the topic sentence? ・Are logical connecters used appropriately? ・Is the order of writing appropriate?	
Vocabulary	・Are the choices of words appropriate? ・Are variety of words and expression used?	
Language Use	・Is grammar (subject-verb agreement, tense, numeral, article, preposition, pronoun, and reflexive pronoun) accurate?	
Mechanics	・Are paragraphing, punctuation, spelling, and capitalization accurate?	
Total	Sum the above points.	/25 points

APPENDIX E

Student English Writing Examples

Group A student
First Draft

I don't want my hasband to support me economically after I get married. I want to live a life of independ ence.

Both my father and my mother work. But my mother works part-time. And my father give some money to my mother every month. My mother does housework, too. I want to be as my mother. But I wish to get a lot of money. Because I don't want use some money what what get my hasband.

I like to do housework. And I will do housework. But I don't want my hasband to make a complaint about housework.

There are another reason, too. If when I take a dislike to my hasband, I can't get a divorce from my hasband. If I don't have a lot of money and work, I can't live alone.

I wont to couple is equality. And I don't wont my hasband to support me economically after I get married.

(156 words)

Second Draft

I don't want my husband to support me economically after I get married.

Both my father and mother work. My mother works part-time ad she get a little money. My father supports my family. He gives some money to my mother every month. My mother likes to work. She does housework, too. When my father comes home late, he makes his own meal. Because my mother gets up early to go to work. She goes to bed early.

I want to be as my mother. But I want to work full-time and I get money. I don't want my husband to have an air of importance. I want to work as my husband and get money. I like to do housework. And I will do housework. But I don't want my husband to make a complaint about housework.

There are another reason, too. If I take a dislike to my husband, I can get a divorce from my husband. If I don't have lot of money and work, I can't live alone.

I will not stay home from morning till night. I want to work. And I don't want my husband to support me economically after I get married. (199 words)

****

Group D student
First Draft

I don't want my hasband to support me economically after I get married.

My parents are in love with each other. My mother does house work and my father supports my family economically. But my mother don't only do house work but also is piano tacher and accompanist. And she is a member of the autonomy. She is satisfied with her life now. Her life is full with these things. My father has an old idea. So he thinks man works to support his family economically and he want his wife to wait for him. He has a lot of sense of responsibility. But he didn't do house work at all until my mother was sick. Though she is vigor now, he helps house work. Then they are happy.

My reason for living is doing music. And music is not a hobby. I want to work for music action. My parents's life is good. But I'm going to do other way. I want to do house work with my husband, and help each other. Important things is not who does work and earns but what thinking of eachother. So if we have kindness we can do well and enjoy our life. I like cooking. My boyfriend is delighted when I cook. This is our happins. I don't forget this mind. On the other hand, I'm not going to depend on husband economically. Because what I live my own life is my aim.

My father has former idea. I have told about how to live in the future. He doesn't understand my thought. But he says that days are chinging.

I think that there are many sstyles that each cuple want to do and each life style is forming between wife and husband. (301 words)

"My reason for living"

Music is my religion. I often answer my own question. "Why was I born?" I think what I do is bringing down my music. I believe. So music is not hobby but my job.

I don't want my hasband to support me economically after I get married. Because I will work and earn by composing. But my father don't understood. my opinion. My parents are in love with each other. My mother does house work and my father supports my family economically. But my mother doesn't only do house work but also teaches piano and does plays the piano as accompanist. And she is a number of the autonomy. She is satisfied with her life now. Her life is full with these things. My father has an old idea. So he thinks man works to support his family economically and woman does house work and wait for him. He has a lot of senses of responsibility. He didn't do house work at all until my mother had been sick. Though she is vigor now, he helps house work. Then they are happy.

But my ideas changed since I entered college. These are different from my family's style. I quarreled about each other's idea with my parents. But finally my father said me that "Follow family's course while you are supported economically". I was regrettable then. Living my own life economically is one of my life object.

My parent's life is good but I'm going to do other way. I want to do house work with my husband, and help each other. The important things are not who does house work and earns but thinking each other. So if we have kindness, we can do well and enjoy our life. I like cooking. My boyfriend is delighted when I cook. He cooked too when I went his house. I was very happy. These customs make us be happy. I want to keep this state in the future.

I think there are many styles that each couple want to do and each kindness supports us. Life style is forming between wife and husband.

My reason for living is music. So I do my best so that everyone will be satisfy that my music work and I want to support a lot of people mind by my music.

(404 words)