

# 博士論文

## **A Study on the Effects of Japanese University Students' Peer Review Activities on Their Learner Communities, Autonomy, and EFL Writing Learning**

（日本人大学生のピア・レビュー活動が彼らの学習者コミュニティ、自律学習、及び英語ライティング学習に与える影響に関する考察）

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# 1. Introduction

Several years ago, while I was pursuing my studies in second language education at Cambridge University (U.K.), my supervisor suggested the topic of autonomy and how it influences Japanese students' foreign language learning. Autonomy, according to my supervisor, means that learners become independent and manage learning by themselves. She also claimed that this style of learning was widely practiced in Western education. Admittedly, my personal experience with education comes from a Japanese context, and therefore I have only been exposed to the traditional concept that a learner only receives knowledge from an expert. Understandably, I had serious reservations about researching and introducing the concept of autonomy in the Japanese educational field. In the end, I was very surprised that I could collect better data from the Japanese participants in my study than I had expected, and this led to the successful completion of my dissertation.

In my first research endeavor (MPhil research), the results showed that the task-based lesson, based on the concept of autonomy, was more favorably accepted by the students. In this study, the students were divided into two groups, with one group given a teacher-led vocabulary lesson and the other group a task-based vocabulary lesson. Their negotiations during the lessons and interviews about the lessons were audio-recorded and analyzed. The task-based lesson was successful, in part, because this lesson was more interesting and enabled students to remember vocabulary more easily. By the time I completed my MPhil degree, I was convinced that the concept of autonomy might work effectively in the Japanese educational context, too.

After completing my graduate studies at Cambridge, I resumed my previous job in Japan, teaching English to Japanese university students. This position also presented me with the opportunity to further examine the concept of autonomy in Japanese universities' EFL (English as a foreign language) classes. My research has led me to the conclusion that the concept of autonomy can yield positive results. Prior to this realization, I believed that the lecture approach was the most effective method.

At the same time, though, I was constantly plagued with the problem of student chatter during my lectures. The concept of autonomy enabled me to change my approach and encourage students to talk as much as possible instead. This shift also allowed me to pay more careful attention to each student's behavior during the class. Through my observations, it was apparent that students seemed to be more motivated than before to engage in classroom activity.

Although several years have passed since this initial study, I have come to the conclusion that teaching and researching the concept of autonomy are two totally different categories. More specifically, in conducting research, the focus is on the behavior of a few students, which has also

been acknowledged in previous research studies on individual learners' autonomous learning. Meanwhile, in teaching, we have to pay attention to the whole class, not just a few students. In a classroom setting, some of the students are engaged in studying autonomously, but that does not mean that all students are eager to participate in autonomous learning. Simply put, some students are not eager. Furthermore, there are various levels of English in one class. If we fail to pay attention to this aspect of classroom teaching, a class might become unmanageable. A priority should also be placed on class management, in addition to promoting individual students' autonomy. This understanding led me to explore two aspects of teaching—class management and promoting students' autonomy.

The research parameters for my doctoral research also expanded to focus largely on EFL writing classes, after acquiring these classes in my teaching schedule. The concept of autonomy can be reconceptualized in a different classroom framework, hence writing classes afforded me the opportunity to discern whether autonomous learning has multiple applications as well, that is, for speaking as well as writing classes. Taking this research approach one step further, it is also instructive to analyze how autonomous learning affects Japanese university students' learning of EFL writing within the framework of their learners' community. In the case of peer review, for example, students are expected to negotiate with each other about their weaknesses and complement other students' writing, as part of their role in the learners' community. Complementing other students' writing through negotiation is also closely connected to the kind of human relationships they build with each other in their classroom.

One of the primary advantages of adopting peer review in the study of autonomous learning lies in the assumption that students find it difficult to recognize their own mistakes in writing, hence another student assuming that role is a more practical solution. Language scholars have affirmed the notion that writing and speaking are actually difficult to learn compared to the receptive skills of reading and listening. This can be partially attributed to the way in which we produce language. Some language learners are preoccupied with the misconception that writing and speaking *should* not contain any mistakes, whereas we can easily notice mistakes in written or spoken language when we read or listen to it.

Thus, the theme of my doctoral research has prompted me to pursue the following approach: to analyze how autonomous learning affects Japanese university students' learning of EFL writing within a framework of their learners' community. Through this study, this researcher hopes to enhance understanding of this complicated issue, for both Japanese educators and teachers.

## **2. Literature Review**

### **2.1 Autonomous Learning**

#### **2.1.1 Self-instruction**

During the early to mid-1900s, the psychoanalytic theory of motivation mainly emphasized unconscious urges, based on Freudian theory, while the behavioral theory of motivation emphasized stimulus-response associations to explain how people make actions. In both theories, human behaviors tended to be considered mechanic, because the volitional ego regulating them was likely to be given only a secondary status. However, in the mid to late 1900s, choice and decision-making had been taking the place of stimulus-response associations to explain how people engage in a particular behavior. For example, White states that “[i]n higher animals and especially in man, where so little is innately provided and so much has to be learned about dealing with the environment, effectance motivation independent of primary drives can be seen as an arrangement having high adaptive value” (White, 1959: 329), and further contends that humans were motivated to control their behaviors and thereby become “effective” in dealing with their environment. Deci and Ryan also corroborate this view by stating that “self-determination is the capacity to choose and to have those choices, rather than reinforcement contingencies, drives, or any other forces or pressures, be the determinants of one’s action” (Deci and Ryan, 1985: 38). Thus, the concept of volition or will to choose freely had been gradually brought to the foreground through the theory of motivation.

On the other hand, another trend emerged to consider motivation from the perspective of individual differences in the 1980s. At this time, Ellis mentioned individual differences [factors] as follows:

The identification and classification of the different individual factors has proved to be problematic. The main difficulty is that it is not possible to observe directly qualities such as aptitude, motivation, or anxiety. These are merely labels for clusters of behaviours and, not surprisingly, different sets of behavioural traits. As a result, it is not easy to compare and evaluate the results of their investigations. Each factor is not a unitary construct but a complex of features which are manifest in a range of overlapping behaviours. (Ellis, 1985: 100)

From this passage, we can understand that empirical studies produced a variety of results on the subject of individual factors in second / foreign language learning in the 1980s and furthermore, it

was very difficult to identify and classify those factors.

Dickinson (1987) was one of the first researchers who took advantage of these trends and discussed them in relation to various learning modes or styles in second / foreign language learning. Dickinson referred to the five following critical issues which should be considered for successful language learning: practicality (for example, financial problem); individual differences; educational aims; motivation; and learning how to learn foreign languages. After discussing each issue, he concluded that self-instruction was the most practical and ideal learning mode for language learning.

However, self-instruction is essentially different from autonomous learning. In self-instruction the learner is only partially responsible for his or her own learning, while in autonomous learning the learner has total responsibility.

Dickinson introduces two key concepts in discussing autonomy: self-direction and self-instruction. Being self-directed is a requirement for self-instruction because self-direction can be considered an “attitude” where one is ready to be responsible for all decisions concerned with one’s own learning. Thus, in order to promote students’ self-direction, a teacher first needs to give an increasing degree of responsibility for decision-making to students, through training. However, being self-directed does not necessarily mean that they actually implement those decisions. In order to be responsible for all the decisions concerned with his or her learning and carry out those decisions, a learner needs to go one step further: that is, becoming self-instructed. In this learning mode, a learner actually puts those decisions into practice. However, it does not necessarily mean that this learner is totally responsible for his or her learning; he or she is sometimes responsible for his or her self-study and engages in it, but may still use a textbook given by his or her school or does homework or instructional tasks provided by his or her academic institution. This type of learner may engage in self-instruction only to supplement what the school provides. According to Dickinson, however, self-instruction is undoubtedly the first step toward a gradual development to full autonomy (Dickinson, 1987: 2). An autonomous learner is an “ultimate” (Dickinson, 1987: 2) learner based on the premise that he or she is totally responsible for all the elements of his or her learning, which include the method of learning, learning pace, learning materials, monitoring and assessment of his or her own performance (Dickinson, 1987). The next section discusses what autonomy is in more depth.

### **2.1.2. What is autonomy?**

In the second half of the 20th century, the concept of autonomy was introduced into foreign language learning / teaching, stemming from the premise that human beings are “free,



self-determining persons with a right to development and an associated emphasis on the individual's creative abilities and desire for self-actualization" (Wisniewska, 2009: 3).

Originally, the concept of autonomy was associated with "the individual as social agent", culminating with the individual's role as a "member of society", as described more specifically below (Benson and Voller, 1997).

From the eighteenth century onwards, western discourses on society have increasingly emphasized the responsibility of the individual as social agent. In philosophy and psychology, autonomy and independence have come to be associated with the capacity of the individual to act as a responsible 'member of society.' (Benson and Voller, 1997: 4)

It can also be seen from this excerpt above that the word "autonomy" was originally used in order to explain the Western social, philosophical and psychological situations which enabled people to obtain civil rights and act freely and responsibly as a "social agent" or "member of society." Aside from this meaning, Benson and Voller also indicate the possibility that this word has a "radical educational" (Benson and Voller, 1997: 4) meaning, believing that "a fundamental purpose of education is assumed to be to develop in individuals the ability to make their own decisions about what they think and do" (Boud, 1988: 18). In this regard, we can see that "autonomy" was originally connected to the individual's role as a social agent in society, and is an important part of both survival and the desire to better one's circumstances. Following this notion leads us to the assumption that "autonomous learning" is one of the forms of learning which is deeply rooted in "the most fundamental needs and purposes of human beings" (Ryan, 1991: 210).

Acknowledging this social context, the educational field in turn gradually applied this social paradigm to human behavior as it applies to learning. According to Dickinson, autonomy only refers to a "situation" (Dickinson, 1987: 11), where a learner is responsible for all the decisions concerning his or her learning as well as the implementation of those decisions. However, Holec, one of the first proponents of autonomy, proposes a slightly different perspective, as follows:

... 'autonomy' is "the ability to assume responsibility for one's own affairs". In the context with which we are dealing, the learning of languages, autonomy is consequently the *ability to take charge of one's own learning*. (Holec, 1979: 3)

Acknowledging this perspective recognizes that autonomy is "an *ability*," a power or capacity to do something and not a type of conduct or "behaviour" (Holec, 1979: 3). Conversely, recognizing

autonomy as a type of conduct presupposes that an autonomous learner engages in “self-directed learning” (Holec, 1979: 4). Thus, in order to become autonomous, learners must have the ability to take charge of their own learning and exercise that ability in a supportive environment.

This definition is the antithesis of the traditional learner/knowledge relationship. Using this untraditional approach, every learner takes charge of his or her own learning, and defines the ‘knowledge’ he or she wishes to acquire. The learner is no longer given the knowledge by an expert; instead he or she constructs it. This also implies that “[o]bjective universal knowledge is therefore replaced by subjective, individual knowledge” (Holec, 1979: 21). In the final analysis, the learner is freed from the dependency associated with experts and instead, gains access to “knowledge” freely (Holec, 1979).

Essentially, this radical shift leads to a change in the teacher’s role. Voller’s (1997) classification of teachers offers a relevant perspective on the specific behavioral roles that can occur in the classroom. The three classifications are the teacher as facilitator, the teacher as counselor, and the teacher as resource. Voller argues that the teacher as facilitator is the most ideal type of teacher in an autonomy-supporting setting. Holec (1985) maintains that the teacher as facilitator is characterized by two features, one of them, the “technical”, is described in more detail as follows (Holec, 1985: 184-6):

- helping learners to plan and carry out their independent language learning by means of needs analysis (both learning and language needs), objective setting (both short- and longer-term, achievable), work planning, selecting materials, and organizing interactions;
- helping learners evaluate themselves (assessing initial proficiency, monitoring progress, and self- and peer-assessment);
- helping learners to acquire the skills and knowledge needed to implement the above (by raising their awareness of language and learning, by providing learner training to help them identify learning styles and appropriate learning strategies). (Voller, 1997: 102)

Other factors teachers should consider before adopting this approach are the learner’s needs, objectives, working plan, preferable learning materials and learning styles or, in essence, “the teacher’s role in autonomous learning can be characterized essentially as one of negotiation” (Voller, 1997: 109).

Another essential objective in facilitating autonomous learning is teaching them the necessary target language. While this seemingly should not present any problem between the two objectives (autonomy and target language), Holec observes that in some cases the two objectives might be in

direct conflict.

This raises the problem of how far the methods adopted to achieve the first objective and to achieve the second are compatible. One example will suffice to place this problem in its right perspective: something such as ‘programmed instruction’ which would perhaps be suitable for helping the learner to acquire a knowledge of a language would nevertheless place him in a position of dependence and irresponsibility such as would immediately conflict with his aim of achieving autonomy. (Holec, 1979: 23)

Considering this possible scenario involving “programmed instruction”, Sheerin (1997) cautions that teacher preparation based on careful judgment and close consideration of the students’ specific needs are essential.

At each point in the preparation and support process the teacher needs to make a judgement as to where the learner stands on the various dependence/independence clines ..., both in terms of ability and disposition, so that he or she may be encouraged along the clines towards greater independence by appropriate degrees in ways that neither threaten nor cosset. (Sheerin, 1997: 64)

In a contrasting viewpoint, Little proposes that learners can create their own “personal agenda for learning”, essentially giving less credence to the problem Holec raised about conflicting objectives. Little (1996) maintains that learner autonomy “entails establishing a personal agenda for learning, taking at least some of the initiatives that shape the learning process, and developing a capacity to evaluate the extent and success of one’s learning” (Little, 1996: 204). In a more expanded explanation, Little (1995, 2000) also claims that autonomy is the learner’s ability to employ what he or she learns in order to deal with new situations and to incorporate this into what he or she has already learned. The individual learner’s personal lifestyle is also a relevant factor. Breen and Mann (1997) argue that autonomy is closely related to how a learner approaches his or her life and this attitude also affects his or her style of learning. Besides the learner’s attitude about life, Breen and Mann also mention the function of metacognition (e.g. reflection, etc.) as an integral part of the autonomous process.

### **2.1.3. Social dimension of autonomy**

Toward the end of the 20th century, the social aspects of autonomy began to dominate scholarship regarding the concept of autonomy. This shift in focus from the theoretical and

psychological, to a social facet was illuminated by Kojima as follows:

With regard to the earlier move toward a focus on the individual, as Sinclair (2000: 5) suggests, the pendulum is beginning to swing the other way, as Western language teachers, influenced by a renewed interest in the work of Vygotsky, understand better the relevance of social learning and the social aspects of developing autonomy. (Kojima, 2006: 67)

In the 1990s, the term “cultural differences” was added to the academic discussion on autonomous learning. Researchers and educators began to observe that autonomous learning is actually “culturally dependent”. More specifically, autonomous learning is carried out more smoothly in the West, than in an East Asian context where people are generally considered “dependent and authority-oriented” (Jones, 1995: 229). With regard to the difficulty or even the impossibility of introducing autonomous learning in the Asian educational context, Jones (1995) states as follows:

... concepts of autonomy and individual responsibility and freedom, as they figure in social as well as educational contexts, come laden with Western values. In the United States, the most Western of Western societies, independence and individual integrity have iconic status, and ‘dependence . . . implies a lower value’ (Robinson 1985: 20). Quite the opposite is the case in Cambodia and, it may be said, in many countries between Morocco and Japan. To make autonomy an undiluted educational objective in a culture where it has no traditional place is to be guilty at least of cultural insensitivity. (Jones, 1995: 229)

Thus, Ho and Crookall (1995) explain that careful consideration of students’ reception to this unfamiliar educational objective (autonomous learning) is paramount.

... in choosing the skills and kinds of knowledge to develop and in selecting the procedures or methods that are to be used to help learners develop skills for autonomy, the culturally-constructed nature of the classroom setting needs to be taken into account. We must also consider how certain cultural traits might either facilitate or inhibit the acquisition of these skills and knowledge and, thus, restrain or assist the development of autonomy. (Ho and Crookall, 1995: 237)

Other scholars have also acknowledged the relevance of “culturally-constructed” differences between Western and Eastern cultures (e.g. Riley, 1988; Ho and Crookall, 1995; Jones, 1995; Esch, 1996, 2009; Ellis, 1996; Littlewood, 1999, 2000; Benson, 2006, etc.). Another prominent element in this cultural discussion is the notion of “collectivism” in Eastern cultures, which prescribes that

“conformity is more highly prized than freedom of expression” (Jones, 1995: 229).

While autonomy in Western cultures may be adopted more smoothly, in Eastern cultures there is also an added advantage, and that is, Asian students work well together in a collaborative effort. Jones (1995) noted that he was surprised to see how well his Cambodian students adapted to pair and group work, leading him to admit the possibility that “this sort of behaviour can be turned into pleasingly learner-centred activities” (Jones, 1995: 230) and that “such a model of interaction may be assimilated into a self-access centre” (Jones, 1995: 230). Ho and Crookall (1995) observed how their Chinese students became autonomous by engaging in a simulation activity. This particular activity facilitated their group negotiations, thereby promoting their feeling of responsibility in the decision-making process. In the end, they conclude that “taking responsibility can only be encouraged, sometimes necessitated, by learner participation in a personally-meaningful, real-world context, such as a simulation” (Ho and Crookall, 1995: 242). Offering a somewhat different view, Little (1995, 2000) argues that, because we learn to become autonomous from others, this can only be accomplished within the context of interdependence. Little further describes this process of learning as “a spiral process in which we move to new levels of autonomy only by first moving through new phases of dependence” (Little, 2000: 18). In a similar vein, Breen and Mann (1997) claim that autonomy is a learner’s readiness to be involved in negotiation, taking into consideration his or her needs and the needs of other group members. In the same way, Ryan’s (1997) study found that autonomy develops only in a situation where people can help each other.

Based on the findings from the previous studies cited in this literature review, Littlewood (1999) proposes several new types of autonomy: Proactive autonomy and reactive autonomy. The former is the type of autonomy, which is traditionally conducted in the West. In this type of autonomy, learners are responsible for their own learning, decide their goals, choose their methods and materials and assess what they have achieved. In other words, they take the initiative in organizing their learning. On the other hand, the latter is the type of autonomy which “does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal” (Littlewood, 1999: 75). The categorical differences between these two types of autonomy are also reflected in Flannery’s (1994) distinction between cooperative and collaborative learning in group work. Littlewood’s description of Flannery’s distinction is illustrated in the following way:

- with *cooperative* learning strategies, learners work independently on tasks, but it is still the teacher who sets the agenda for learning. It is the teacher who defines what counts as relevant knowledge,

selects learning methods and controls evaluation. Thus, cooperative learning is designed to *complement* rather than *challenge* the traditional structures of knowledge and authority;

- with *collaborative* learning strategies, learners have a greater degree of choice and discretion about what and how they should learn. The process of learning is as important as the product and ‘at least some aspects of classroom knowledge and authority can be developed or created by students and teacher’.... It is thus, in part at least, the students themselves who set the agenda for learning. (Littlewood, 1999: 76)

Littlewood also went on to rephrase cooperative learning as “a group-oriented form of reactive autonomy” and collaborative learning as “a group-oriented form of proactive autonomy” (Littlewood, 1999: 76). He also argues that “a group-oriented form of reactive autonomy” can be most applicable to East Asian EFL classrooms, because “East Asian students will have a strong inclination to form in-groups which work towards common goals” and “they will ... value cooperative learning in which they help and support each other” (Littlewood, 1999: 84). More specifically, he believes that East Asian students:

... will provide strong support for reactive autonomy in all four domains included in the framework (communication, collaboration, task performance and learning). Provided the purpose is clear, students will be prepared to accept directions specified by the curriculum or teacher and (both individually and collectively) organize their resources efficiently towards working in these directions. (Littlewood, 1999: 87)

In this current study, the “group-oriented form of reactive autonomy” is introduced in Japanese universities’ EFL writing classes to determine how it could enhance students’ EFL writing learning. More specifically, this “group-oriented form of reactive autonomy” refers to “peer review” or “peer assessment” in this study, because (1) these pair or group activities would require students to “help and support each other” (Littlewood, 1999: 84) to make up for what they lack; and (2) these activities could be considered to be reactive because details about when and how they should be engaged in these activities, what points they have to be careful about doing these activities, etc. are closely specified by the teacher beforehand. For the purpose of clarity in this study, autonomy will basically refer to the social aspects of autonomy.

### 2.1.3. Japanese students' autonomy

Japanese students' classroom behavior has been traditionally described by various foreign researchers, as follows:

They are accustomed to a passive and deferential role sitting quietly in classrooms where the teacher determines everything and the students' main objective is not to make mistakes. They expect to be told and to absorb, but not to try things out for themselves. (Doye, 1997: 7)

[A] typical classroom scene would find the teacher in control, giving explicit directions for every learning activity, and the students passively following those directions. (Robbins, 1996: 179)

Nearly all foreign teachers of English complain about the lack of response they get from their students. When the teacher asks a question, no one raises his hand. When students are asked to stand and recite in class, they do so very reluctantly; some even refuse outright. As a result, the pace of the class drags, and students and teacher alike get bored. (McLean, 1998: 46)

Not only foreign teachers but also a Japanese university lecturer comments on Japanese students' general attitude toward learning as follows:

As a university teacher, I have a feeling that I have to do something to deal with the present situation in Japanese universities where many students even cannot decide a topic for their graduation thesis by themselves. It does not necessarily mean that they are lazy students; they often do a task actively if provided with some instructions about how to work on it. They only seem to have failed to develop their ability to do something by themselves when they were junior and senior high school students. ... Moreover, taking into account the fact that teachers have been traditionally paying a great deal of attention to class management, I am afraid that this teaching style, with which a teacher dominates a classroom as the only giver of knowledge, leads to the trend in which students are forced to become more obedient, and eventually makes today's controlled society in Japan more complete. (Hatano, 1980: 3-4)  
(See Appendix 1 for the original Japanese version.)

All the comments above indicate that Japanese students are generally passive in the classroom and are only expected to accept and follow their teachers. However, as Usuki (2002) indicates, most Japanese students realize that their own passive attitude is not really good for their learning, although

their behavior in the classroom does not reflect this. Therefore, “[t]he biggest problem may exist in the gap between their awareness and their actual behavior” (Usuki, 2002: 25); in other words, in the gap “between what they think and what they really do” (Usuki, 2002: 25). Keim *et al.* (1996) also refer to this phenomenon, characteristic of Japanese classrooms, as follows: “fear and insecurity play a significant role in the way students behave in class, even though they genuinely wish to improve differently” (Keim *et al.*, 1996: 99). It is not only in a classroom but also outside a classroom that Japanese students are extremely passive in learning. National surveys on how much time Japanese university students spend studying at home report that about half of them spend less than one hour per week preparing or reviewing their lessons or doing their assignments and that about 60% of them spend less than one hour per week engaging in their own studies which are irrelevant to their lessons (Benesse Educational Research and Development Center, 2008).

However, the fact that the Japanese government has been recently making efforts to change this trend should not be overlooked. According to a report from the Central Council for Education to the Minister of Education, Culture, Sports, Science and Technology [Chūō Kyōiku Shingikai] (2014), the Japanese government will try to develop Japanese children’s ability to survive today’s changing world, according to the following guidelines: (1) developing an ability to find a challenging task, think and learn actively, and work out a good solution to it by oneself; (2) developing an ability to regulate oneself and also sympathize and cooperate with others. Among them, the first ability is of primary importance, something which Japanese students should be encouraged to acquire in order to deal with various problems which they are expected to encounter and to help survive in a global society which has been changing rapidly.

Regarding active learning, an article in *The Nikkei* (February, 16th, 2015) refers to the research conducted by Recruit Marketing Partners, which provides various kinds of educational services to Japanese high school students who are planning to study in universities in the future. This company asked 1,100 high schools all over Japan if they adopted active learning, which included research study, experiential learning, discussion with peers, etc. The results showed that 47% of the schools already adopted some kind of active learning. However, among those schools, 38% did so only as a common goal of all the teachers who teach the same subject or an individual teachers’ educational policy and 9% did so because this was included in their curriculum. In this respect, even if this educational policy is adopted, it largely depends on an individual teachers’ judgment. However, it is only recently that this kind of educational effort has been made in both public and private sectors in Japan.

Another problem in introducing the autonomous-learning approach into Japanese EFL writing classes is the students’ proficiency level of English. It can be easily predicted that a student who has



a distinctively high English ability can also take charge of his or her learning. On the other hand, a low-proficiency student who dislikes learning English is not probably competent enough to become an autonomous learner. This researcher's study also shows that students who feel an aversion to learning English do not have enough ability to take control of their learning. However, as one of the participants of this researcher's study commented, even students who have relatively low English ability can become an autonomous learner if they are trained (Satake, 2009). When we think about ways to train those students effectively, it should be useful to identify differences between low- and high-level students' attitudes toward the autonomous-learning writing class. However, there have been very few studies which focus on how Japanese students' proficiency level of English is related to their autonomous learning in their EFL writing classes, although there seem to have been a lot of studies which exclusively focus on intermediate or advanced students' autonomous learning.

Thus, the present study tries to introduce the autonomous-learning approach into normal writing classes in Japanese high-level and low-level universities and spotlight the differences between the two universities' students' reactions toward this learning approach.

However, these studies which we have reviewed in this section do not explain how students' autonomy can be promoted in their writing class. If they are passive in their writing class, how should we promote their autonomous learning? In order to consider this aspect, introducing classroom activities such as conducting peer review, as discussed in the previous section, may be effective.

## **2.2. Second / Foreign Language Writing Instruction**

### **2.2.1. The general view of the historical development of second language writing instruction**

Before discussing peer review, it should be instructive to take a general view of the historical development of second language writing instruction, because peer review is a classroom activity which has been gaining in popularity only for the last thirty years in second / foreign language writing classes.

According to Silva (1990), the history of second language writing instruction is classified into four periods, and four different teaching methods represent each of those periods: controlled composition; current-traditional rhetoric approach; the process approach; and English for academic purposes. In this section, more detailed descriptions will be made about the first three methods, because they all have a close connection to the topic of the current study: that is, how learning

writing is related to autonomous learning.

The controlled composition is strongly supported by two linguistic-philosophical and educational ideas: One is that language is speech, which originates in the principle of structural linguistics, and the other is that learning is a habit formation, whose idea we can see in the principle of behaviorist psychology. With regard to controlled composition, Silva explains as follows:

Learning to write in a second language is seen as an exercise in habit formation. The writer is simply a manipulator of previously learned language structures; the reader is the ESL teacher in the role of editor or proofreader, not especially interested in quality of ideas or expression but primarily concerned with formal linguistic features. The text becomes a collection of sentence patterns and vocabulary items—a linguistic artifact, a vehicle for language practice. (Silva, 1990: 13)

Thus, in the controlled compositions, writing is considered a habitual behavior, so training is important to learn to write.

The current-traditional rhetoric approach to teaching second language writing appeared to make up for deficiencies in controlled composition. This approach is “combining the basic principles of the current-traditional paradigm from native-speaker composition instruction with Kaplan’s theory of contrastive rhetoric” (Silva, 1990: 13), and teaches students about not only paragraph’s elements (e.g. topic sentence, supporting sentences, concluding sentence, transitions, etc.), but also various options for the paragraph’s development (e.g. illustration, exemplification, comparison, contrast, partition, classification, definition, causal analysis, etc.). It eventually helps students use these options freely and develop their own logical discourse.

The process approach to teaching second language writing focuses on students’ creative thinking and writing. Unlike controlled composition which focuses primarily on formal accuracy and correctness and the current-traditional rhetoric approach which imposes certain discourse forms on writers, this approach encourages collaborative writing, where students can cooperate with each other to discover an appropriate topic, formulate and arrange their ideas on the topic freely. Consequently, in this approach, “the writer is the center of attention—someone engaged in the discovery and expression of meaning; the reader, focusing on content, ideas, and the negotiating of meaning, is not preoccupied with form” (Silva, 1990: 16). Thus, the history of second language writing instruction is generally considered to be one where more freedom for writing was gradually granted to learners in engaging in L2 writing. The next section will discuss the history of second language writing process studies, because the process approach is more directly linked to the concept of learner autonomy.

### 2.2.2. The history of second / foreign language writing process studies

Second language composition teaching was first based on the findings from first language composition research. A book entitled, *The Composing Processes of Twelfth Graders* by Emig (1971), first noted a shift from product to process in L1 composition orientation. Emig analyzed her subjects' writing processes by using the data collected from their "composing-aloud" audiotapes and their final written products and interviews. Zamel (1976) and Raimes (1979) contended that the traditional L2 teaching, which only focused on surface-level errors and whose purpose was only to achieve formal correctness, would not bring a truly meaningful benefit and emphasized the importance of applying the findings from L1 research to L2 teaching method. Subsequent studies have been more or less influenced by first language composition research.

One of the first studies that examined the second language writing process was conducted by Jones (1982), who carefully investigated his Turkish-speaking and German-speaking subjects' writing processes and found that a poor writer tended to ignore his or her ideas developed in the text, whereas a good writer considered his or her text only secondary to the ideas. Jacobs' (1982) L2 writing process study was pioneering in that it clearly considered a good writer as a writer who had a good composing competence rather than a good linguistic competence, a concept also advocated by Zamel (1982). Zamel contends that understanding and experiencing writing as a "process" would lead learners to become a good writer, a belief she acquired by analyzing her university-level proficient L2 subjects' interviews about their writing experiences and behaviors, their preliminary notes and outlines and their final essays. Zamel's (1983) study of six advanced L2 students offered some suggestions for the claim that "process" is critical for becoming a good L2 writer. Her observations of L2 subjects found that those who were skilled in writing revised more often than other subjects, who were less skilled. Pfingstag (1984) allowed her Spanish-speaking student who did "very little planning" (Pfingstag, 1984: 1) and had only a few strategies for creating ideas on a topic, to compose aloud to find effective composing strategies for himself; consequently, this student showed improvement in his composing strategies. Urzua (1987) explored the benefits of process-oriented L2 writing pedagogy. She investigated "transcripts of peer response sessions, weekly compositions, and twice-weekly dialogue journals" (Urzua, 1987: 279) by her four subjects, who were two fourth graders and two sixth graders, and observed that they succeeded in acquiring significant composing skills. Raimes (1985a), analyzing unskilled L2 writers' responses to a questionnaire about their "background, education, and experience with and attitude toward English and writing" (Raimes, 1985a: 235) and composing-aloud audiotapes, concluded that their composing competence was not related to their linguistic competence.

Referring to an L2 writer from the perspective of process-oriented teaching in an L2 writing class, Raimes's (1985b) study suggested that any definable type of second language writer could not exist. This prompted second language writing researchers to observe that the L2 writing class has a mixture of different cultures, backgrounds, needs, and ages which provides a unique context for research into second language writing process in L2 writing class. On the other hand, though, Japanese students' cultures and ages are normally not so different in EFL writing classes.

After the 1990s, various aspects of the writing process were spotlighted in a number of studies. Pennington and So (1993) investigated compositions by six Singaporean university students, who wrote essays in Japanese as their second language, and concluded that their process skill did not influence their written texts in any clear way, which runs counter to the findings from the previous studies. Chavez (1996) compared her thirty-seven English-speaking subjects' L2 composing competence with their learner characteristics and concluded that "learner characteristics were associated with different outcomes of revision behavior in terms of accuracy, complexity, and quantity of output" (Chavez, 1996: 189). Larios *et al.* (2008) examined their Spanish-speaking ESL subjects in the following components of the L2 writing process: reading; task conceptualization; planning; formulation; evaluation; revision; and metacomments, and subsequently investigated which component the subjects allocated the most time to in relation to their English proficiency level. Ong and Zhang (2012) investigated how the manipulation of cognitive processes about writing affected their Chinese-speaking subjects' EFL writings. They provided the subjects with various planning conditions (e.g. planning, prolonged planning, free writing, control, etc.), subplanning conditions (e.g. task-given, task-content-given, task-content-organization-given, etc.), revising conditions (e.g. initial-essay-accessible, initial-essay-removed, etc.) and investigated which conditions were more desirable for their EFL writing than others. These studies focused more on the learner-centered aspect of process writing. This trend seems to have influenced the studies which analyzed L2 writers' revision processes. Hedgcock and Lefkowitz (1996) analyzed and compared the FL writing by Anglophone college-level students and the ESL writing by college-level native speakers of diverse languages (Chinese, Vietnamese, Spanish, etc.) and concluded that whether they adopted expert's feedback in their revision processes greatly depended on their beliefs about feedback behaviors. Hartshorn *et al.* (2010) applied their ESL writing students' needs to their own way of giving feedback, which they called "dynamic written corrective feedback (WCF)," and investigated how this type of feedback affected the students' writings. According to them, the dynamic WCF was learner-friendly in that it is "meaningful, timely, constant, and manageable" (Hartshorn *et al.*, 2010: 87) for learners. Consequently, they found that the dynamic WCF did not improve the students' rhetorical competence, writing fluency and writing complexity, but it did

facilitate their writing accuracy significantly. However, not only teacher's feedback but also peer's feedback has been gradually gaining in popularity in the L2 writing educational circles, which was indicated in many studies about process writing after the 1990s. In the next section, the previous research on peer-review in second / foreign language writing learning will be reviewed.

### **2.2.3. Peer review in second / foreign language writing learning**

A number of researchers have focused on the impact of peer review in second / foreign language writing. Among the practitioners, negative feelings seemed to prevail regarding the effect of peer review on L2 writing (Leki, 1990; Nelson and Murphy, 1992, 1993, etc.). They argue that learners may not be knowledgeable enough to detect their partners' errors and give them appropriate feedback. Berger (1990) poses a question whether peer review will be as effective as teacher's feedback. Miao, Badger and Zhen's (2006) study provides one answer to Berger's question; they compare EFL writing performances of their Chinese university students who received feedback from a teacher and their peers and observe that teacher's feedback is considered to be more preferable and can actually lead to improvement in their writing performance. Tsui and Ng (2000) investigate peer-review activities among secondary L2 learners in Hong Kong and also observe that students think teacher's feedback is more effective than peers' feedback, although they mention that peers' feedback is useful in promoting students' sense of audience and ownership over the text, etc. Mynard and Almarzouqi (2006), investigating peer tutoring of students at a women's university in the United Arab Emirates, claim that a big challenge in introducing peer tutoring is that tutors are not always able to offer appropriate help. As to the affective effects of peer-review on students' ESL writing learning, Zhang (1995), after conducting an investigation into eighty-one academically oriented ESL learners' affective responses to peer-review, observes that "ESL students overwhelmingly prefer teacher feedback" (Zhang, 1995: 209) and concludes that the affective advantage of peer-review in L1 writing cannot be expected in ESL writing.

On the other hand, the positive effects of peer review on second / foreign language writing have been suggested by many studies. For example, Berger (1990) concludes that peer revision yields more favorable effects than self-revision in foreign language writing. Hedgcock and Lefkowitz (1992) investigate the effectiveness of collaborative oral revision in French writing instruction among thirty native English speakers enrolled in an accelerated first-year French course at Michigan State University. They asked the participants to read their own texts aloud to their group partners, who responded orally, and found that their French essays received significantly higher scores overall than those written by other participants, who were only provided with written feedback from teachers.

Shehadeh (2011) examines the collaborative writing of thirty eight first year students at a university in the United Arab Emirates and contends that collaborative writing is more effective than individual writing. Wigglesworth and Storch (2012), exploring the findings of previous studies, analyze how learners make up for weaknesses of each other's writing when they work in pairs. They also draw on their own large-scale study and observe that collaborative writing activities can provide many opportunities for the discussion of language. Dobao (2012) goes one step further and concludes that texts created by groups are more error-free than those created in pairs or individually. Dobao's study examined 111 native English speakers enrolled in six intermediate level classes of Spanish as a foreign language at a U.S. university and discovered that more correctly resolved language-related episodes could be found among students who collaborate with each other in groups throughout the writing processes as opposed to pair groupings. With regard to studies involving Japanese educational settings, Suzuki (2008) analyzes Japanese EFL university students and their negotiation episodes and text changes during the self-revision and peer revision writing process. Suzuki concludes that more metatalk can be produced through peer revisions than through self-revisions and that "self-revision tended to involve brief solitary searches for word choices or self-corrections of grammar based on individual memory searches or repetitions" (Suzuki, 2008: 209). Wakabayashi (2008) also examines the effect of peer review activity by Japanese university students. After classifying Japanese university students' EFL writing revisions into four types, she compares the students' first and revised essays by rating them according to a holistic evaluation scale originally developed by Jacobs and other researchers (Jacobs *et al.*, 1981) and concludes that their essays can improve significantly after receiving peer feedback. She also observes that the students incorporated most of their peers' feedback into their revisions. Furthermore, she conducts post-task questionnaire and argues that their affective reactions are generally positive toward their peer feedback task.

Based on Vygotskian framework, Guerrero and Villamil (1994) discuss social-cognitive dimensions of interaction in L2 peer revision. Classifying the regulatory stage in L2 writing peer revision into three stages: object-regulated (OBR) stage; other-regulated (OTR) stage; and self-regulated (SER) stage, they found that there can be six probable student-to-student relationships: that is, SER/SER, OTR/OTR, OBR/OBR, OTR/SER, OTR/OBR, and OBR/SER. Furthermore, they examine which relationship is the most ideal situation for peer revision in L2 writing. From a sociocultural perspective, Lei (2008) also reconceptualizes writing strategies and argues that writer's cognition is "not only within the confines of their bodies, but also in the sociocultural context" (Lei, 230); that is, he or she "used cultural artifacts (e.g., the Internet, L1, L2, and English literary works); applied rules acquired from schools, the university, and society; socialized with people from different communities; and fulfilled their social roles" (Lei, 2008: 230).

Other studies have investigated how often and how much students actually incorporate their peers' suggestions into their revised drafts, as well as how peer revision activates their authorial control. Nelson and Murphy (1993) examine the peer revisions of four students from different countries enrolled in a 10-week intermediate ESL writing course at a U.S. university and consider the nature of the students' interactions as a key factor in deciding whether they use their peers' feedback to revise their own essays. Mendonca and Johnson (1994) investigate peer review negotiations by twelve advanced nonnative English speakers enrolled in a writing class for international graduate students at a U.S. university and argue that they use peer feedback in their revisions selectively, deciding for themselves what they should revise in their own essays. Villamil and Guerrero (1998) found that 74% of revisions made in the peer sessions were incorporated in Spanish-speaking ESL college students' final drafts. Furthermore, they noticed that the students made many self-revisions after their peer revision sessions and indicated the possibility of such a peer revision activity allowing students to become self-regulated in writing by claiming that "these revisions suggest a pattern of behavior conducive to self-regulation" (491). Polio, Fleck and Leder (1998) investigate essay revisions by sixty five undergraduate and graduate ESL students enrolled in an English for academic purposes composition course at Michigan State University, most of whom are Asian, and also underscore the usefulness of self-editing in particular. Cresswell (2000) contends that the participants, who are seven adult Italians studying for Cambridge Proficiency at a language school in Italy, can acquire self-monitoring technique in L2 writing if they are trained. Vickers and Ene (2006) claim that creating their own drafts and comparing them with texts written by native English speakers in which target words are typographically enhanced, the subjects, who are advanced learners of English from various countries enrolled in a university composition program in the southern United States, can recognize the mismatch between their IL (interlanguage) and the TL (target language) and eventually employ more accurate grammatical features.

Although it is clear that peer review is effective in many ways to promote learners' ability of second / foreign language writing, it may be useless if teachers do not introduce it in an appropriate setting. According to Spratt and Leung (2000), there are some crucial guidelines which teachers should incorporate in their peer teaching and learning. Among them, the four following guidelines are considered to be particularly important to introduce peer teaching and learning in second language / foreign language classes: (1) teachers should discuss a lesson aim or object with their students beforehand; (2) teachers should show lesson's guidelines to their students clearly beforehand; (3) teachers should basically assume a role of advisor, but when some students expect a different role—for example, a giver of knowledge, etc.—from teachers, they should discuss their roles with their students again; and finally (4) teachers should encourage their students to not only

use target language but also discuss their own learning processes with each other (Spratt and Leung, 2000). These guidelines are reminiscent of the principle under which autonomy-supporting instruction should be conducted: “negotiation is important.” Teachers should negotiate with their students before introducing peer review or autonomy-supporting instruction in their EL/FL classrooms.

However, no matter how much teachers are careful about the above-mentioned guidelines, peer review sometimes may not be effective in second / foreign language writing classes. In clarifying the reason why peer review may not work, we need to spotlight a new aspect of autonomous learning: that is, learners’ community. In the next section, the notion of learners’ community will be discussed in depth.

### 2.3. Learners’ Community

Learning is not only acquiring knowledge but also establishing an identity within a community. This unique view of learning was first promulgated by Lave and Wenger (1991) in explaining the concept of *legitimate peripheral participation* (LPP), which is one of the ways in which people join a community. Generally, people first involve themselves in a community *peripherally*, but at the same time, also *legitimately*. According to Wenger (1998), there are two important key concepts to consider how newcomers first negotiate their identities, culture, or power relations in a community. *Peripherality* suggests that individuals can fully immerse themselves in a community, they can hover on the periphery, or the members’ position could vacillate between the two over a period of time. As Morita (2004) states, “academic socialization is not simply a matter of acquiring pregiven knowledge and sets of skills but involves a complex process of negotiating identities, cultures, or power relations” in a community (Morita, 2004: 574-5).

The concept of *legitimacy* relates to how a person is viewed or “treated” as a member in the community, as Wenger (1998) describes:

In order to be on an inbound trajectory, newcomers must be granted enough legitimacy to be treated as potential members. ... Only with legitimacy can all their inevitable stumblings and violations become opportunities for learning rather than cause for dismissal, neglect, or exclusion. (Wenger, 1998: 101)

This idea of legitimacy is very similar to what Pratt (1991) calls “safe houses”, which are defined as “social and intellectual spaces where groups can constitute themselves as horizontal, homogeneous, sovereign communities with high degrees of trust, shared understanding, and temporary protection



from legacies of oppression” (Pratt, 1991: 40). In this safe environment, newcomers are able to “[test] out safe and strategic ways of constructing identities desirable to [themselves] without getting penalized by the academy” (Canagarajah, 2004: 133).

In the passage above, we can immediately note that the words “legitimacy” and “safe houses” are used in almost the same context as “autonomy,” because “autonomy” also originated in the notion that human beings are ‘free, self-determining persons with a right to development and an associated emphasis on the individual’s creative abilities and desire for self-actualization’ (Wisniewska, 2009: 3). This viewpoint also implies that autonomous learners should not violate each other’s right to develop, but rather help each other achieve self-actualization. In this respect, it can be said that autonomy is very closely related to the ways learners involve themselves in their community and establish their own identities.

In general, community members can be classified into two groups: those who have more power and those who have less power. The former can be, for example, the majority, old-timers, etc. For those who have less power, for example, newcomers, minorities, etc., joining the larger group is a critical concern. If they are rejected, they are forced to keep maintaining their positions as outsiders. Morita (2004) observes that her Korean female participant in her study, who had been born and raised in Japan, successfully negotiated her identity in one class in a Canadian university, because her classmates were ready to accept her struggle as a minority student in Japan. On the other hand, this same student had difficulty negotiating her identity and even refused to participate in her class activities in another class, because her teacher and classmates tried to ignore her.

This could also have a huge impact on the whole classroom discourse; more powerful students’ voices dominate and less powerful students’ tend to be marginalized. In order to make the classroom discourse one “by which members create meaningful statements about the world, as well as the styles by which they express their forms of membership and their identities as members” (Wenger, 1998: 83), “empowering” less powerful students’ voices in the classroom discourse should be encouraged. As to the word “power” in this context, Lave and Wenger (1991) explain as follows:

Their legitimacy was gained through sufficient mentoring and interventions by old timers, who are in an empowering position. Without that support, newcomers are in a disempowered position and remain “marginal”, being prevented from full participation due to a lack of access to power, resources, or capital.  
(Lave and Wenger, 1991: 36)

Thus, those who have more power should be encouraged to help those who have less power and thereby “empower” their voices in the classroom discourse as a means to enhance and heighten their

presence and value in the center of classroom dynamics. In a similar vein, Pennington (1999) also analyzes the classroom discourse and emphasizes the importance of bringing “off-stage “noise”” to “center stage” (Pennington, 1999: 85), in a class environment.

## **2.4. How Are These Issues Related?**

So far, we have discussed each issue separately: Autonomy is a learner’s ability to take charge of his or her own learning. The history of second/foreign language writing teaching is the process of more freedom given to a learner’s writing. Learners’ community actually consists of many types of students, with some dominating it and others decentered. However, the big question which remains is: How are these issues related exactly (autonomous learning, second/foreign language writing learning/teaching and the learners’ community)?

Hyland expresses his anxiety about the current situation in writing education in universities or other higher educational institutions, by asserting that “writing is somehow peripheral to the more serious aspects of university life” (Hyland, 2013: 53). Nevertheless, he also contends that “universities are about writing” (Hyland, 2013: 53) because of several reasons. One of the reasons is that higher education has become more and more popular in many countries around the world. Many people from different race, class and age groups have started to join the student body, thereby bringing different identities, understandings and habits to the conventional writing style. As a result, there is a necessity to teach these more diverse students how to make themselves understood clearly in writing. Hyland insists that this practice “often confuse[s] newcomers and force[s] them into roles, identities and ways of writing which run counter to their experiences and intuitions about how language is used” (Hyland, 2013: 56). L2 learners, in particular, encounter a greater problem, largely because of the challenges of handling an unfamiliar second language. In order to deal with this situation successfully, Hyland says, it is crucial to become “more explicit about the structure and purposes of their texts, more cautious in making claims, clearer in signposting connections” (Hyland, 2013: 56). Accomplishing this also requires students to “take more responsibility for coherence and clarity in their writing” (Hyland, 2013: 56). In other words, they need to develop their ability to be sensitive to readers’ needs and control their writing accordingly, in order to compensate for their lack of knowledge about the conventional writing style, which has been traditionally employed by “white, middle-class, monolingual school leavers in full-time enrolment” (Hyland, 2013: 54). Simply put, the ability of autonomous writing learning is needed. In a similar context, Illes argues that “students have to become competent language users and autonomous agents who are capable of independent thinking and action” (Illes, 2012: 506) because there are no “idealized norms of idealized native

speakers” (Illes, 2012: 506) in the global society today.

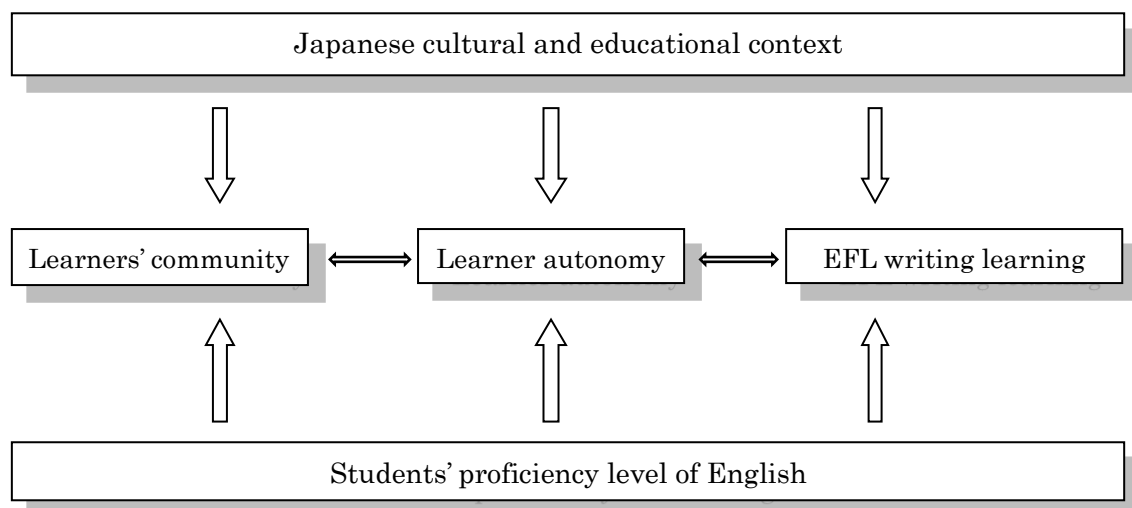
However, becoming autonomous is a goal which is not easy for Japanese university students to achieve, as discussed before in this chapter. Thus, they first need to learn about autonomy by becoming actively involved in negotiating their own needs and the needs of other group members. Particularly, in an EFL writing learning setting, peer review is the kind of classroom activity that can help them improve their negotiation skills. However, sometimes their negotiations are not successful depending on the kinds of relationship they build with each other; or in other words, the types of community they belong to. Sometimes they try to be less sensitive to other students’ needs for various reasons: for example, they do not personally like other students, they consider themselves superior academically, or they consider themselves “more powerful” in their classroom, etc.

Thus, effective EFL writing teaching needs to incorporate a combination of promoting students’ autonomy, and at the same time, building relationship with other students. This is where the three fields—autonomous learning, foreign language writing learning/teaching (more specifically, a classroom activity of “peer review”), learners’ community—should intersect.

## **2.5. Conceptual Framework**

The aim of the present study is to analyze how students’ autonomous learning is related to the way their learners’ community develops in their EFL writing class. The methodology for this study will entail collecting data from high- and low-level university students. This study presupposes that high-level university students have already mastered English grammar and are prepared to write long, difficult English sentences; but on the other hand, low-level university students generally cannot understand basic grammar and can only write short, easy English sentences. One of the primary objectives of this study is focused on comparing the students’ writing performance on these two levels, because, as discussed previously in this chapter, there have been very few studies focused on low-level Japanese students’ autonomous EFL writing learning. Comparing low- and high-level Japanese students’ behavior during their writing classes should provide some relevant insight into how to improve low-level students’ autonomous writing learning as well as how they interact in their own learners’ community.

Thus, the conceptual framework of the current study is shown in the following diagram.



**Figure 1. The conceptual framework of the current study**

## 2.6. Research Questions

This study spotlights the following three relationships: (a) the relationship between an EFL writing classroom activity which facilitates students' negotiations or more specifically, a classroom activity which encourages students to find a topic, write a rough draft, give feedback to each other, revise it accordingly and finally evaluate their own essays by themselves with the least amount of teacher's help, and how a learners' community develops; (b) the relationship between the types of learners' community students belong to and how they become autonomous in learning EFL writing; and finally (c) the relationship between how students become autonomous in learning EFL writing and how they can improve their EFL writing skill. Thus, the research questions for this study are:

- (1) How does a classroom activity which facilitates Japanese university students' negotiations in EFL writing class (particularly peer review) affect how they build their relationships with each other; in other words, how their learners' community is formed?
- (2) How do the types of student communities affect how they become or do not become autonomous in learning EFL writing?
- (3) If students become autonomous in learning EFL writing, what kind of impact does it have on students' actual writing performance?

Furthermore, this study will also examine the nature and scope of differences between high- and low-level Japanese university students.

## 2.7. Research Paradigm

This study does not aim to pick up one particular aspect of their learning (e.g. vocabulary learning, etc.) and compare their scores on tests before and after. Instead, this study attempts to investigate how this style of learning is accepted and experienced by students and how they can apply this experience to their EFL writing learning. In this case, the students' experience should include everything which they experience and encounter during their classes as well as in their daily lives: for example, how they relate to other students, what kind of learner's belief they have about EFL writing learning, etc. Their significance for their writing learning can never be assessed from the viewpoint of an outsider; they can make sense only if they are examined by a person who is deeply involved in the students' community and in a position that allows him or her to observe their actions and behaviors closely. Thus, the methodology and principle of action research (that is, "a teacher is a researcher") will be adopted in this study.

However, the assessment of the students' learning often cannot work appropriately if this is conducted only by this person, no matter how deeply he or she is involved in the students' community. It is not until the students' voices are addressed to, regarding the effectiveness of this learning style, that its significance for their EFL writing learning can be assessed. In this respect, the "constructed realities" (Lincoln and Guba, 1985: 70), which are created by both researchers (or inquirers) and subjects (or respondents), have to be explored. Regarding the importance of exploring this "constructed reality" for naturalistic inquiry, Lincoln and Guba explain as follows:

By the phrase "negotiated outcomes" we mean to imply that both facts and interpretations that will ultimately find their way into the case report must be subjected to scrutiny by respondents who earlier acted as sources for that information, or by other persons who are like them. Of course, not all negotiations can end in agreement, and one cannot expect an inquiry to produce findings that everyone could or would accept. But everyone does have the *right* to provide input on the subject of what are proper outcomes, and the inquirer has an *obligation* to attend to those inputs and to honor them so far as possible.

Why should the naturalistic inquirer be so concerned about what the respondents think, perhaps even to the point of altering findings in order to accommodate their views? First, it may be argued that negotiation must occur if the basic axioms of the paradigm are to be followed. If the outcome of naturalistic inquiry is a reconstruction of the multiple constructions that various respondents have made, it would seem to be obligatory that the inquirer check out that reconstruction. (Lincoln and Guba, 1985: 211-212)

Thus, it is critical for inquirers and respondents to cooperate with each other to create the “constructed reality,” which can accommodate various interpretations of things which coexist and are influential to each other. A classroom is the place where we can always observe the affected or affecting relationships not only between a teacher and students but also among students themselves, whose backgrounds are all different. Thus, students should be allowed to participate in modification and reconstruction of the interpretations of their own actions or behaviors by the researcher. In this respect, the present study will also adopt the principle of “constructivism”: that is, “there is no unique ‘real world’ that preexists and is independent of human mental activity” (Bruner, 1986: 95) or the position of what Gergen (1985) labels “social constructivism,” which focuses on the process of knowledge construction through social exchanges or interactions.

Moreover, although Lincoln and Guba contend that there are no academic studies which are value-free and this can be applied to even scientific studies (Lincoln and Guba, 1985: 184), there are no other studies where this principle is more applicable than educational studies; particularly, studies investigating whether a particular learning activity should be worth conducting or not. Furthermore, when it comes to educational research, there are two types of “value,” which are often referred to in this type of studies: that is, objective value and subjective value. In the case of educational research, the objective value means, for example, the value of a particular learning activity which can be objectively and statistically assessed depending on how much the learning activity can improve students’ learning performances. On the other hand, the subjective value basically refers to the value of a particular learning activity which can only be assessed in individual student’s mind. Thus, the subjective value should be different depending on the students even though they experience the same learning activity. Student A considers a particular learning activity boring because it forces him or her to read others’ essays and give feedback about them, whereas student B may think it interesting because it provides him or her with many opportunities to negotiate and interact with other students. The objective value has been explored as a preferable research subject, but the subjective value should not be overlooked in educational studies in particular, because the objective value does not provide a deep insight into what kind of cognition this learning activity activates in individual student’s mind and about the mechanism in which this learning activity can lead to the improvement in the student’s learning performances.

### 3. Research Design

#### 3.1. Participants

The participants in this study are Japanese low-level private university freshmen (Group A) with an average TOEIC score of about 310, and Japanese high-level private university sophomores (Group B) with an average TOEIC score of about 675 (more specifically, the average score of students in an advanced class is about 790 and that of students in a pre-advanced class is about 545).

Both of the universities are located in Tokyo, the capital of Japan, and students are placed into English classes according to their placement test results. The first group of students, majoring in economics, generally did not like studying English, but studied it reluctantly when they were high school students, because English was a required subject for almost all university entrance examinations. Many of them had the experience of failing to pass the entrance examinations for their preferred universities. As a result, upon entering the university, some of them completely lost their motivation to continue studying English, partly because they felt they could not expect to gain much from it in their future. On the other hand, the latter group of students majoring in commerce, studied English very hard in order to pass this university's entrance examination. Furthermore, some of them were born in English-speaking countries and spent most of their childhood there. Several students even hope to have the opportunity to work in English-related fields in the future, by taking advantage of their advanced English skills. In both universities, some students engage in circle activities or part-time job and some students do not engage in anything at all.

The Group A students met each other at least four times a week while the research was conducted, because they had two of the same classes—English and Spanish—and each class was held twice a week. On the other hand, the Group B students saw each other only once a week because this writing class was a compulsory class, held once a week, and all the students had to attend this class. This information might suggest that the Group A students knew each other more deeply than the Group B students did. This could create a different atmosphere in each class which will be discussed in more detail later. Other than this compulsory class, the Group B students had to take one or two more elective foreign language classes and could decide by themselves which classes to take. They could choose among various language classes, for example, English reading, English speaking, English listening, English grammar, Media English, English presentation, English negotiation, German, French, Spanish, Chinese, etc.

There were twenty-eight Group B students in the advanced class and twenty-nine Group B students in the pre-advanced class. A classroom which accommodates eighty-four students was used

for both classes. On the other hand, there were thirty seven Group A students. They took class in a classroom which accommodates forty-seven students. This means that the Group B students studied in a space which was more spacious than the Group A students and the Group A students were obligated to sit more closely together. This could be one of the factors that made the atmosphere in each class different. In both universities, all the students sat in the same direction during the class, not face to face. The language used in classes was always Japanese whether communication was taking place between a teacher and a student (or students) or between individual students because it was assumed that the Group A students would have more difficulty understanding English. In reality, these students rarely use English, if ever, in their daily lives in Japan. The Group B students were more prepared to understand English, even spoken English, but Japanese was always used in their classes, too, regardless of whether communication was teacher-to-student or student-to-student oriented, in order to maintain the same research environment for both universities.

### 3.2. Research Procedure

The number of English writing classes in one semester was fifteen for the Group B students and thirty for the Group A students. The length of one class was 90 minutes in both universities. In order to make the number of classes the same for both universities, the time period for this research was six months (one semester) for the Group A students and one year (two semesters) for the Group B students.

In the first class, the teacher (this dissertation's author) asked both universities' students to write about their past experiences writing in English so that he could incorporate this information in his subsequent evaluations of the students' performance in their EFL writing classes. Moreover, according to Spratt and Leung's (2000) guidelines on introducing peer teaching, the teacher explained the reasons for introducing each activity in class: for example, this activity will help them recognize their errors, this activity will enhance their sense of responsibility for their own writing, etc.

The name of the textbook which the Group A students used was *Primary Course on Paragraph Writing* ("Paragraph Writing' Kiso Enshū" in Japanese, published by Seibidō, a Japanese publishing company). The textbooks which the Group B students in the advanced and the pre-advanced classes used were *Writing Frontiers* ("Eigo de Hassousuru 'Writing'" in Japanese, published by Kinseidō, a Japanese publishing company) and *Thoughts into Writing* ("Paragraph Writing' Nyūmon" in Japanese, published by Seibidō, the same company as mentioned above). These textbooks contained useful information on various essay writing styles, such as Narration,



Description, Illustration, Classification, Reason, Comparison and Contrast, Cause and Effect, Personal Opinion, etc.

In each lesson, the teacher showed some sample essays and encouraged students to study the writing style for each essay. After a brief explanation of the writing style by the teacher, each student was assigned to write and submit one essay, modeled after each chapter in the textbook for a total of seven essays. First, after deciding on a topic of their choice, students were asked to write an outline for their essay based on the Outline Sheet shown below. (See Appendix 2 for the original Japanese version.)

**Figure 2. Outline Sheet**

Write an outline of your essay (more than 150 words) which presents “cause” and “effect” of something in the space below.

Number.....Name

Instructions about how to make an outline were given to the students beforehand. For example, they were told that they could make an outline according to the following style:

Title:

I . Thesis Statement

II . Topic Sentence of the Second Paragraph

A. Supporting Sentence 1 (which supports the Topic Sentence above)

1 . Concrete Explanation 1 (which supports the Supporting Sentence 1)

2 . Concrete Explanation 2 (which supports the Supporting Sentence 1)

B. Supporting Sentence 2 (which supports the Topic Sentence above)

1 . Concrete Explanation 1 (which supports the Supporting Sentence 2)

2 . Concrete Explanation 2 (which supports the Supporting Sentence 2)

III. Topic Sentence of the Third Paragraph

A. Supporting Sentence 1 (which supports the Topic Sentence above)

1 . Concrete Explanation 1 (which supports the Supporting Sentence 1)

2 . Concrete Explanation 2 (which supports the Supporting Sentence 1)

B. Supporting Sentence 2 (which supports the Topic Sentence above)

1 . Concrete Explanation 1 (which supports the Supporting Sentence 2)

2 . Concrete Explanation 2 (which supports the Supporting Sentence 2)

IV. Conclusion

If students had difficulty deciding on a topic or making an outline, they were encouraged to consult with each other or the teacher.

The total number of essays and required number of words for Group A students and Group B students are as follows: Group A students were required to write more than 80 words in their Self-introduction essay, more than 100 words in their Description essay, more than 100 words in their Illustration essay, more than 100 words in their Narrative essay, more than 120 words in their Classification essay, more than 120 words in their Comparison essay, and more than 150 words in their final essay (Personal Opinion). On the other hand, the Group B students in the advanced class were required to write more than 150 words in their Narrative essay, more than 170 words in their Illustration essay, more than 250 words in their Classification and Reason essay, more than 250 words in their Cause and Effect essay, more than 300 words for their mid-term (Illustration, again) and 450 words for their final (Personal Opinion) essay. The Group B students in the pre-advanced class were required to write more than 100 words in their Narrative essay, more than 130 words in

their Description essay, more than 150 words in their Contrast essay, more than 200 words in their Cause and Effect essay, more than 250 words for their mid-term (Classification) and 450 words for their final (Personal Opinion) essay.

In the pilot study, the Group A students were having difficulty deciding on a topic, so the teacher gave them a “framework” for topic selection for the actual study. The framework was, e.g. My family and friends (Description essay), My hometown (Illustration essay), My last weekend (Narrative essay), Music and sports (Classification essay), Part-time job (Personal Opinion essay), etc.

Secondly, after completing their outlines, most of the students in both universities spent about two classes (approximately three hours) writing their first draft. If they could not finish their first draft during class time, they were asked to complete their draft for homework. Third, in the next class, they were asked to conduct a peer review and, after receiving feedback from other students, revise their first draft accordingly. Then if they still had time after revising their draft, they could review other students’ essays. If they did not have time for conducting peer assessment in this class, then they would have to do it in the next class. Finally, they submitted their revised final essay to the teacher.

At the end of the semester/year, both the Group A and Group B students were invited to answer the questionnaire about their impressions of the lesson and meet with the researcher for an interview afterward. These activities were conducted to encourage them to take more responsibility for their writing and at the same time, to investigate how they experienced these learning activities, reflected them on their learner communities’ formation and incorporated them into their EFL writing learning.

### **3.2.1. Peer review**

After completing their first draft, the Group A and Group B students were asked to conduct a peer review. The teacher collected the first drafts and redistributed them randomly. The students read other students’ first draft and filled out the Peer-Editing Sheet shown below. (See Appendix 3 for the original Japanese version.)

## Peer-Editing Sheet

---

Author's name

Peer editors wrote down their comments about the author's essay in the left-hand column on the Peer-Editing Sheet. After receiving their Peer-Editing Sheet back, the authors responded to those comments in the right-hand column. If they adopted the comment, they wrote "A," which means "adopt," and if they did not adopt the comment, they wrote "N," which means "not adopt". In both cases, they were also required to give reasons for adopting or not adopting the feedback. Generally, the students read about three to five students' essays in one class. They repeated this peer review activity after finishing each essay. Both universities' students wrote seven essays while this research was conducted. Finally, they were asked to submit this Peer-Editing Sheet along with their final draft.

### **3.2.2. Peer assessment**

In this study, both university student groups were also asked to assess each other's essays before submitting their final draft. As discussed in the previous chapter, the results of many previous studies have shown that peer review is an effective classroom activity for facilitating students' learning about second/foreign language writing. However, it is not necessarily true that students will actually give and receive feedback which is effective for improving the quality of their essays. To circumvent this possibility, students were provided with a guideline for peer assessment and asked to evaluate each other's essays accordingly.

When the students finished revising their first draft, their revised essays were collected and redistributed randomly. Then they were asked to evaluate the other student's essay using the Peer-Assessment Sheets shown below. (See Appendix 4 and 5 for the original Japanese versions.)

**Figure 4. Peer-Assessment Sheet 1**

**Peer-Assessment Sheet** (for the Group A students) (Modified Assessment Sheet presented by Oshima and Hogue (2006: 316))

	Check
<b>Punctuation, etc.</b>	
Periods, commas, colons, semicolons, quotation marks, etc. are used correctly.	
The first letter is capitalized.	
Words are spelled correctly.	
<b>Content, Organization, etc.</b>	
This essay conforms to the essay style which you learned in this lesson.	
Each paragraph is started with a clear topic sentence.	
There are supporting sentences which support the thesis statement.	
There are no supporting sentences which are irrelevant to the thesis statement.	
A logical connection between sentences is easy to understand.	
This essay contains Introduction, Body, and Conclusion.	
Body accounts for about 60-70% of the whole essay.	
The author's idea or opinion is easy to understand.	
<b>Grammar, etc.</b>	
Grammar is used correctly.	
The number of checks	

Author's name

**Figure 5. Peer-Assessment Sheet 2**

**Peer-Assessment Sheet** (for the Group B students) (Modified Assessment Sheet presented by Oshima and Hogue (2006: 316))

	Check
<b>Punctuation, etc.</b>	
Periods, commas, colons, semicolons, quotation marks, etc. are used correctly.	
The first letter is capitalized.	
Words are spelled correctly.	
<b>Content</b>	
This essay conforms to the essay style which you learned in this lesson.	
The author's idea or opinion is easy to understand.	
<b>Organization</b>	
This essay contains Introduction (15-20%), Body (60-70%), and Conclusion (15-20%).	
<b>Introduction :</b>	
It includes a clear thesis statement.	
<b>Body :</b>	
Each paragraph mentions a different point and is started with a clear topic sentence.	
This essay contains facts, examples, citations, etc.	
This essay does not include any information which is irrelevant to the thesis statement.	
Paragraphs are closely linked to each other by using linking words (e.g. First, Second, etc.).	
The paragraphs' order is appropriate.	
<b>Conclusion :</b>	
Some conclusion signal word (e.g. In conclusion, To summarize, etc.) is used.	
It includes a clear conclusion which is closely linked to the thesis statement.	
<b>Grammar, etc.</b>	
Grammar is used correctly.	
The number of checks	

Author's name



The Peer-Assessment Sheet was modeled after the form created by Oshima and Hogue (2006: 316), covering only important points for writing a good essay. While the students read each other's essays, they were asked to check the appropriate items. Generally, they evaluated about three students' essays in one class. Separate Peer-Assessment Sheets were prepared for each of the Group A and Group B students, based on the differences in their English proficiency levels. After receiving their Peer-Assessment Sheet back from the student peer reviewer, the authors were allowed a certain period of time to revise their essays. Finally, they were asked to submit this Peer-Assessment Sheet along with their final draft. The teacher also used this Peer-Assessment Sheet as additional criteria for evaluating each student's essays.

### **3.2.3. Questionnaire**

In the final class of the semester/year, both Group A and Group B students received the questionnaire from the researcher and were asked to respond to it during class. Their questionnaires were collected at the end of this class. In the pilot study, the questionnaire was also conducted, but it was discovered that several major problems needed to be corrected: (1) There was no space on the questionnaire for students to write their names, and as a result, the researcher could not match the questionnaire with the appropriate student's behavior and interview comments; (2) The usage of some words in the questions were not appropriate; for example, the word "motivation" was used in the pilot study's questionnaire, but this word was not an appropriate term for students; (3) Only "Yes" and "No" were provided as options for some questions, so the researcher could not evaluate, for example, how much useful the students considered this activity for their learning; (4) In this study, the following five stages of the writing process were included: Making an outline; Writing a rough draft; Conducting peer review; Revising a rough draft; and Conducting peer assessment. In the pilot study, some questions covered more than two of the stages and therefore the researcher was not able to identify which stage or stages of the writing process applied to the students' answers; and finally (5) There were no questions about the students' EFL writing outside their classroom.

In order to avoid the above-mentioned problems in the pilot study, the following countermeasures were adopted: (1) The questionnaire had a space for the students to write their names, so the researcher could associate the students' answers with their actions or behavior during the class or interview comments, etc. (Solution to Problem (1)); (2) Careful attention was paid to the choice of words in the questionnaire; using terminology which the respondents (university students, in this case) could easily understand (Solution to Problem (2)); (3) Options such as "Very useful,"

“Useful,” “A little useful,” “Not useful at all,” etc. were provided for almost all the questions (Solution to Problem (3)); (4) The questionnaire was classified into five sections: Peer Review; Peer Assessment; Teacher’s Evaluation Method; About the Whole Class; and Others. This allowed the researcher to identify which stage of the writing process or which classroom activity the students’ answers referred to (Solution to Problem (4)); and (5) The last section, “Others,” asked about the students’ EFL writing outside their classroom situations as well as their future plans regarding English, etc. This allowed the researcher to compare their study of EFL writing outside their classroom or their future plans regarding English with their classroom actions or behavior (Solution to Problem (5)).

The following are the Questions 1 to 11 provided in the questionnaire which was conducted in this study (See Appendix 6 for the original Japanese version):

■Peer Review

Q1. Do you think that giving feedback to each other was useful for improving your essay?

Q2. [This question is only for the students who answered that giving feedback was not useful for improving their essay at all in Q1.] Why do you think that giving feedback was not useful for improving your essay at all?

Q3. [This question is only for the students who answered that giving feedback was a little useful / useful / very useful for improving their essay in Q1.] Why do you think that giving feedback was a little useful / useful / very useful for improving your essay?

Q4. Do you think that your writing skill improved as a result of giving feedback to each other?

Q5. Did you want your teacher’s feedback as well as your classmates’ feedback?

■Peer Assessment

Q6. Do you think that assessing other students’ essays was useful for learning English writing or helped improve your writing skill?

Q7. Was having your essay assessed by other students and receiving the assessment from them useful for your writing or do you think they improved your writing skill?

#### ■Teacher's Evaluation Method

Q8. How did you feel about the teacher's evaluation method which was adopted this time (the teacher checked whether each point shown in the Peer-Assessment Sheet could be achieved appropriately in the students' essays, ticked the items of the points which he thought could be achieved, and finally decide the students' score according to the number of the ticked items)?

Q9. [This question is only for the students who answered that this evaluation method was negative / generally negative in Q8.] What did you think was problematic about this evaluating method?

Q10. [This question is only for the students who answered that this evaluation method was positive / generally positive in Q8.] What did you think was good about this evaluating method?

Q11. [This question is only for the students who answered that this evaluation method was not negative nor positive in Q8.] Why do you think that this evaluating method was not negative nor positive?

However, in the first half of the year, the teacher evaluated Group B students' essays by using his own grading criteria, not by using the Peer-Assessment Sheet. Thus, for the Group B students, Q8 and Q9 are as follows:

Q8. [Only for the Group B students] Were there any changes in your general attitude toward writing essays as a result of the evaluation method changing from one in which the teacher evaluated the students' essays by only using his judgment (there were no clear criteria for evaluation) to one in which the teacher evaluated the students' essays by using the Peer-Assessment Sheet (there were clear and fixed criteria for evaluation and the students' essays were evaluated accordingly)?

Q9. [Only for the Group B students] Which of the two evaluation methods mentioned in Question 8 was more preferable for you?

The Questions 12 to 18 [or Questions 10 to 16 for the Group B students] are as follows:

#### ■About the Whole Class

Q12 [or Q10 for the Group B students]. Did this class motivate you to learn English writing?

Q13 [or Q11 for the Group B students]. How much did you like writing English through this class?

Q14 [or Q12 for the Group B students]. Do you want to take a writing class like the one you took this time if you have an opportunity in the future?

■ Others

Q15 [or Q13 for the Group B students]. Do you have an opportunity to study English writing by yourself outside the classroom?

Q16 [or Q14 for the Group B students]. Do you have an opportunity to write English in your daily life now?

Q17 [or Q15 for the Group B students]. Do you want to have an opportunity to write English in your daily life in the future?

Q18 [or Q16 for the Group B students]. If you have any comments about this writing class, please feel free to write them.

The general descriptions for each question are as follows: Questions 1 to 5 are related to the peer-review's usefulness for improving the students' essay writing; Questions 6 and 7 relate to the peer-assessment's usefulness for improving their essay writing; Questions 8 to 11 [8 and 9 for the Group B students] query students about how they felt being evaluated by the teacher using the Peer-Assessment Sheet; Questions 12 to 14 [10 to 12 for the Group B students] are generally about their affective attitudes toward this class; Question 15 [13 for the Group B students] relates to their autonomous learning outside their classroom; Question 16 [14 for the Group B students] asks whether they have opportunities to write English in their daily lives and if so, what kind of opportunities they are; and finally Question 17 [15 for the Group B students] asks whether they want to have opportunities to write English in the future and, if so, what kind of situation they would prefer. Here are more detailed descriptions for some of the questions:

Q5. Did you want your teacher's feedback as well as your classmates' feedback?

Even if the students think their classmates' feedback is useful and will lead to the improvement of their writing skill, they may also need feedback from their teacher. This question is intended to determine whether they would prefer students' feedback and also teacher's feedback. If teachers can

assess when their students need teacher feedback beforehand, it may be a more effective way of facilitating their autonomous learning.

Q8. How did you feel about the teacher's evaluation method which was adopted this time (the teacher checked whether each point shown in the Peer-Assessment Sheet could be achieved appropriately in students' essays, ticked the items of the points which he thought could be achieved and decide the students' scores according to the number of the ticked items)?

[Q8. Were there any changes in your general attitude toward writing essays as a result of the evaluation method changing from one in which the teacher evaluated students' essays by only using his judgment (there were no clear criteria for evaluation) to one in which the teacher evaluated students' essays by using the Peer-Assessment Sheet (there were clear and fixed criteria for evaluation and the students' essays were evaluated accordingly)? (This question is only for the Group B students.)]

Q9. What did you think was problematic about this evaluating method?

[Q9. Which of the two evaluation methods mentioned in Question 8 was more preferable for you? (This question is only for the Group B students.)]

Q10. What did you think was good about this evaluating method?

Q11. Why do you think that this evaluating method was not negative nor positive?

The evaluation method is a critical issue, particularly for students. In a Japanese EFL writing class, the teacher is often the only assessor using his or her own criteria. This also raises the question of whether this evaluation method is truly effective for the students' learning. The questions shown above are intended to ask about the students' feelings about the teacher's evaluation method. This should be an opportunity for teachers to rethink the value of the Japanese traditional teacher evaluation method.

#### **3.2.4. Semi-structured interview and retrospection**

Pre- and post-tests were not administered in the current study because of the two following reasons: (1) it is very difficult to evaluate the students' writing ability accurately; and (2) even if the students' writing ability can be evaluated accurately, differences between their pre-test and post-test scores are not necessarily attributed to what they did in this class, because this research lasted for

such a long period of time (about six months for the Group A students and one year for the Group B students) and therefore it was highly likely that the students were exposed to other opportunities to learn English writing. Thus, this study will focus on examining the students' interactions during the class and their comments on how they felt about the lesson in this study.

Students were asked permission beforehand to participate in an interview with the researcher, and only those who agreed to do so were invited to have a final interview. Interview questions were generally categorized into two types. In the first type of interview questions, some unique features or issues were identified from their answers and comments in the questionnaire beforehand, and then they were discussed in more depth in the interview. In the second type of interview questions, students were queried about their essay revision process, peer review and peer assessment. The students were invited to describe how they had revised their essays, and the usefulness of their peer editors' comments. They were also asked to explain how they felt about the assessment process and how this activity could help them improve their essay writing. Recording all the interviews and discussions were handled by audio recording and written notes.

### **3.3. Control for Validity**

In any quasi-experimental research, it is necessary to collect authentic data in a natural setting, which is within the classroom for the purposes of this study. At the same time, three potential obstacles could occur in conducting this kind of qualitative research, as identified by Lincoln and Guba (1985): (1) participant biases; (2) researcher biases; and (3) the reactivity of the participants (Lincoln and Guba, 1985).

Collecting authentic data from the interviews is related to Problem (1) (and probably (2)), because if the teacher interviews his students, this could prompt the students to give more favorable comments in the interviews. In order to counteract this possibility, the teacher asked another researcher, who taught English in both universities, to conduct interviews with the students. The students were also told that their teacher would listen to their audio-recorded interviews after their final grades had been submitted. The interviewer was also instructed to pay close attention to her own language and behavior in the interviews so that they would not influence the students' answers, which relates to Problem (3). Collecting authentic data from the questionnaire is also problematic because the students could write comments favorable to the teacher knowing that the teacher would be reading them. In order to avoid this situation, the teacher informed the students that he would read their comments only after their final grades had been submitted. Japanese, not English, was used in the questionnaire because using English was expected to have some influence on the Group A

students' understanding of the questions due to their relatively low-level English proficiency.

In order to more clearly examine how the students' peer review influences their learning, it may be desirable to audio-record or video-record their interactions which are done while they are engaged in peer review, which many similar previous studies did. In the case of this study, it was deemed that audio or video recording might make the students uncomfortable and influence their behavior during class. In turn, this would make it very difficult for the teacher to collect authentic data. In order to counteract this possibility, the current study tried to investigate the impact of the students' peer review activities on their EFL writing learning by having them write feedback about their own essays and give it to each other, instead of having them chat with each other about their own essays during the class. This is also related to Problem (3).

Moreover, in order to confirm the reliability of their comments in their interviews and questionnaires, their Peer-Editing Sheets and their rough and final drafts were also used as a means of triangulation.

### **3.4. Ethical Issues**

Four ethical issues were identified beforehand and resolved in the following ways: (1) informed consent from all the participants was obtained before starting the research; (2) all the participants' privacy, anonymity, and decisions were respected (Cohen, Manion and Morrison, 2000); (3) the names of the institutions which they belong to were not revealed in order to ensure their privacy; and finally (4) before the research began, the students were informed that they could withdraw from the study at any time and ask the researcher not to use their data.

## 4. Results and Discussion

### 4.1. Questionnaire

The results from the questionnaires in both Group A and Group B revealed students' general attitudes toward this writing class and highlighted differences between the two groups. In this section, the differences between the two student groups (Group A and Group B) and the possible reasons for these differences will be explored based on the findings from each question in the questionnaire.

#### Q1. Do you think that giving feedback to each other was useful for improving your essay?

Table 1

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Not useful at all (全く役に立たなかった)	0 (0%)	0 (0%)	0 (0%)
b. A little useful (多少は役に立った)	16 (Approx. 47%)	6 (Approx. 23%)	8 (32%)
c. Useful (結構役に立った)	11 (Approx. 32%)	13 (Approx. 50%)	12 (48%)
d. Very useful (非常に役に立った)	7 (Approx. 21%)	7 (Approx. 27%)	4 (16%)
No answer (無回答)	0 (0%)	0 (0%)	1 (4%)

The table above shows the number and percentage of Group A and Group B students who checked a (Not useful at all), b (A little useful), c (Useful) and d (Very useful) in Question 1.

Many students in both groups acknowledged the usefulness of peer review, primarily to help them read their own essays more objectively. The following are those students' comments:

- (1) I thought that my essay was good, but after receiving feedback from other students, I found that my essay was actually not easy to read and was also able to notice many other things, which was very helpful for me.
- (2) Conducting peer reviews allowed me to pay attention to things which I had never minded in writing.
- (3) It is natural that each student has a different opinion, so it was lucky for me to receive feedback from



many students whose opinions were different from mine.<sup>1</sup>

It could be inferred from this result that reading their own essay objectively could lead to a greater focus on logical connections, etc. in their writing:

(4) I think that I was able to pay attention to the structure of my essay.

(5) I had practiced writing an English essay many times, but not paid attention to the organization of my essay. However, this time, I did it before writing actually.

Other comments referred to the usefulness of reading others' essays during the peer-review sessions, such as learning new opinions, new expressions and new ways to organize an essay.

(6) By reading others' essays, I knew new points of view.

(7) Reading others' essays allowed me to learn new expressions.

Some comments also indicated other unique benefits of peer review:

(8) Conducting peer reviews allowed me to communicate more with other students.

(9) I became more confident in my writing when I received positive feedback from other students.

(10) Assessing others' essays allowed me to notice many new things.

However, there are a few comments that pointed out negative points about peer review:

(11) I received so many comments from other students that I sometimes didn't know which comments are correct and should be adopted.

(12) I think that it was useful because we pointed out our mistakes to each other, but some givers of feedback didn't know how to change the part in question or only gave perfunctory feedback just because they felt giving feedback was tiresome.

(13) Students cannot find other students' mistakes.

(14) There were only a few students who gave me a lot of feedback.

(15) Most of the feedback I received only indicated minor mistakes. (There were only a few students who

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<sup>1</sup> See Appendix 7 for the original Japanese versions of the students' comments in the questionnaire. The number shown before each comment shows the number of the original Japanese version which it corresponds to. The translation was also checked by another Japanese teacher, who is good at both Japanese and English, so that all the English transcripts should have the same meaning as the original Japanese versions.

gave me feedback which really deserved to be paid attention to in revising my essay. I wanted more feedback which pointed out not only local mistakes but also global ones.)

These comments were mostly from the Group A students, although there was one comment from Group B students. This is probably because the Group A students' English proficiency level was not high enough to conduct peer reviews effectively. Actually, some Group A students with higher English proficiency levels also did not consider conducting peer reviews very useful for improving their own essays, but instead, found other unique benefits for attending this class. The following are those students' comments:

(16) I think that this class was useful because thanks to what I learned in this class, I could improve my skill to interact with foreign customers in the workplace of my part-time job.

(17) This class allowed me to have more interest in foreign countries.

(18) I think that this class was useful because this class was the first chance for me to write English since I had graduated from high school.

#### **Q4. Do you think that your writing skill improved as a result of giving feedback to each other?**

**Table 2**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Not improved at all (全く上がらなかった)	2 (Approx. 6%)	0 (0%)	1 (4%)
b. Improved a little (多少は上がった)	23 (Approx. 68%)	21 (Approx. 81%)	14 (56%)
c. Improved (結構上がった)	7 (Approx. 20%)	4 (Approx. 15%)	9 (36%)
d. Improved very much (非常に上がった)	2 (Approx. 6%)	1 (Approx. 4%)	0 (0%)
No answer (無回答)	0 (0%)	0 (0%)	1 (4%)

This table shows the number and percentage of Group A and Group B students who checked a (Not improved at all), b (Improved a little), c (Improved) and d (Improved very much) in Question 4. Compared with Question 1, there are generally fewer students who checked the positive answer

choices (c (Improved) and d (Improved very much)). This means that both groups' students generally consider giving feedback to each other effective for improving the quality of their specific essay, but not for improving their overall writing skill.

**Q5. Did you want your teacher's feedback as well as your classmates' feedback?**

**Table 3**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	31 (Approx. 91%)	26 (100%)	25 (100%)
b. No (いいえ)	3 (Approx. 9%)	0 (0%)	0 (0%)

This table shows the number and percentage of Group A and Group B students who answered “Yes” and “No” in Question 5. From this table, we can see that both groups' students need their teacher's feedback as well as students' feedback in order to improve their essays. However, there is a significant difference between the Group A and Group B students with reference to their reasons for feedback from their teachers. The following are some of the reasons why the Group A students need their teacher's feedback:

(19) I want to know where I should change in my essay and how I should do so.

(20) Because I don't know what is good and bad in my essay, I want some feedback about them from my teacher.

(21) I want to know where I should change in my essay.

On the other hand, here are some of the reasons why the Group B students needed their teacher's feedback:

(22) I think that the teacher has much more knowledge about English than students.

(23) I think that I can get more high-quality feedback from the teacher.

(24) I think that teacher's feedback is more reliable.

From the comments above, it can be seen that the Group A students need their teacher's feedback because they do not know how to improve their essays even if they receive other students' feedback. This is probably because of their lack of knowledge and also because they thought the feedback they

received from their classmates was not very useful. In fact, one Group A student checked b (A little useful) in Question 1, but in the final interview, he commented that although giving feedback to another student was useful, the student feedback sometimes pointed out problems which were not actually correct. In addition, the student feedback often did not indicate how to correct the problems. Similarly, the Group B students need their teacher's feedback. However, a significant difference between the Group A and Group B students is that they feel that their classmates' feedback is useful, but still need their teacher's feedback. Although they initially believe their essays are good, they also think their essays will improve if they receive feedback from their teacher.

**Q6. Do you think that assessing other students' essays was useful for learning English writing or helped improve your writing skill?**

**Table 4**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Not useful at all (全く役に立たなかった)	3 (Approx. 9%)	1 (4%)	1 (4%)
b. A little useful (多少は役に立った)	18 (Approx. 53%)	12 (Approx. 46%)	9 (36%)
c. Useful (結構役に立った)	10 (Approx. 29%)	10 (Approx. 38%)	14 (56%)
d. Very useful (非常に役に立った)	3 (Approx. 9%)	3 (Approx. 12%)	1 (4%)

This table shows the number and percentage of Group A and Group B students who checked a (Not useful at all), b (A little useful), c (Useful) and d (Very useful) in Question 6. There is one interesting comment from one of the Group A students, who commented that he thought it was useful to assess other students' essays because this activity allowed him to learn something from weak essays:

(25) Doing peer assessment was helpful for me because there were many other students whose bad examples I could learn so much from.

From this comment, it can be seen that not only good but also weak role models can be effective for students' EFL writing learning.

**Q7. Was having your essay assessed by other students and receiving the assessment from them useful for your writing or do you think they improved your writing skill?**

**Table 5**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Not useful at all (全く役に立たなかった)	5 (Approx. 15%)	2 (8%)	3 (12%)
b. A little useful (多少は役に立った)	18 (Approx. 53%)	9 (Approx. 35%)	13 (52%)
c. Useful (結構役に立った)	8 (Approx. 23%)	12 (Approx. 46%)	7 (28%)
d. Very useful (非常に役に立った)	2 (Approx. 6%)	3 (Approx. 11%)	2 (8%)
No answer (無回答)	1 (3%)	0 (0%)	0 (0%)

This table shows the number and percentage of Group A and Group B students who checked a (Not useful at all), b (A little useful), c (Useful) and d (Very useful) in Question 7.

**Q8. [This question is only for the Group A students.] How did you feel about the teacher's evaluation method which was adopted this time (the teacher checked whether each point shown in the Peer-Assessment Sheet could be achieved appropriately in students' essays, ticked the items of the points which he thought could be achieved, and finally decide the students' score according to the number of the ticked items)?**

**Table 6**

	Group A students (n=34)
a. Negative (否定的)	0 (0%)
b. Generally negative (おおむね否定的)	4 (Approx. 12%)
c. Not negative nor positive (いずれでもない)	8 (Approx. 23%)
d. Generally positive (おおむね肯定的)	18 (Approx. 53%)
e. Positive (肯定的)	4 (Approx. 12%)

This table shows the number and percentage of Group A students who checked a (Negative), b

(Generally negative), c (Not negative nor positive), d (Generally positive) and e (Positive) in Question 8. From this table, we can see that about 65% of the Group A students accept this evaluation method positively. The following are some of the reasons why they accept this method positively:

(26) The criteria for evaluation are very clear.

(27) I can see what kind of things lack in my essay easily.

(28) I can see what I should do to improve my essay clearly.

(29) When I don't know exactly what is bad in my essay, this Peer-Assessment Sheet allows me to find it easily.

The Group A students generally accept this evaluation method positively because they find the Peer-Assessment Sheet effective for helping them find their own problems. However, it should also be noted that one Group A student commented that writing should be evaluated based on an author's creativity, not on whether it meets certain prescribed conditions.

**Q8. [This question is only for the Group B students.] Were there any changes in your general attitude toward writing essays as a result of the evaluation method changing from one in which the teacher evaluated students' essays by only using his judgment (there were no clear criteria for evaluation) to one in which the teacher evaluated the students' essays by using the Peer-Assessment Sheet (there were clear and fixed criteria for evaluation and the students' essays were evaluated accordingly)?**

**Table 7**

	Group B students (Advanced class) (n=25)	Group B students (Pre-advanced class) (n=26)
a. There were some changes. (変化があった。)	14 (56%)	15 (Approx. 58%)
b. There were no changes. (変化はなかった。)	10 (40%)	9 (Approx. 34%)
No answer (無回答)	1 (4%)	2 (Approx. 8%) <sup>2</sup>

<sup>2</sup> The reason why these students did not answer this question is because they studied abroad and therefore did not attend this writing class in the former semester when the teacher evaluated the students' essays by using only his judgment.

The table above shows the number and percentage of Group B students from each class who checked a (There were some changes) and b (There were no changes) in Question 8. The following are some of the Group B students' comments indicating how they changed their general attitude toward essay writing as a result of a change in the evaluation method:

(30) The Peer-Assessment Sheet allowed me to understand the criteria for evaluation clearly, so I became careful about those points particularly in writing my essays.

(31) I was able to understand what points I should be careful about and what kind of essay I must aim at clearly.

(32) Because I could understand what kind of things lacked in my essay, I became careful about those points in writing.

(33) The evaluation which I received about my previous essays was useful when I wrote a new essay.

(34) The new evaluation method enhanced my motivation.

From the comments above, it can be seen that the Group B students consider the use of the Peer-Assessment Sheet effective for their autonomous learning of English writing; that is, finding their own problems and applying this new knowledge in writing a new essay. Furthermore, the last comment above is related to the student's motivation. If students can understand their own problems in writing and know how to correct them, this could increase their motivation to learn English.

**Q9. [This question is only for the Group B students.] Which of the two evaluation methods mentioned in Question 8 was more preferable for you?**

**Table 8**

	Group B students (Advanced class) (n=25)	Group B students (Pre-advanced class) (n=26)
a. The teacher evaluates students' essays by using his judgment. (教師の個人的な (恣意的な) 判断による評価方法)	4 (16%)	8 (Approx. 31%)
b. The teacher evaluates students' essays by using the Peer-Assessment Sheet. (教師が Peer-Assessment Sheet) を用いてつける評価方法)	19 (76%)	16 (Approx. 61%)
No answer (無回答)	2 (8%)	2 (Approx. 8%)

This table shows the number and percentage of Group B students from each class who checked a (The teacher evaluates the students' essays with his judgment) and b (The teacher evaluates the students' essays by using the Peer-Assessment Sheet) in Question 9. From this table, we can understand that about 60% of the Group B students in the pre-advanced class and over 70% of them in the advanced class prefer *b* for the evaluation method. Many of the reasons why they consider *b* more preferable are similar to their general attitude about essay writing in Question 8. Some students, however, noted the fairness of evaluation as the reason why they thought *b* was more preferable. On the other hand, about 30% of the Group B students in the pre-advanced class and 16% of them in the advanced class consider *a* the more preferable evaluation method. Some of the students who thought *a* was more preferable commented that if *b* was adopted, all the students' essays would follow a fixed pattern and eventually be stereotyped. One of the Group B students in the advanced class also said that she was not able to write essays freely after *b* was adopted for the evaluation method in her final interview. This was similar to a statement made by a Group B student mentioned above, which intimated that good essays do not necessarily conform to the criteria shown in the Peer-Assessment Sheet. Essentially, many of the Group B students prefer *b* for the evaluation method, but an incompatibility between the author's creativity and the Peer-Assessment Sheet could also result in negative effects in the students' writing.

Regarding the usefulness of the Peer-Assessment Sheet for promoting their autonomous learning, some Group B students commented in their final interviews as follows:

*Interview comment example 1:*

The Peer-Assessment Sheet shows clear guidelines for writing, which I was conscious about in writing essays. Until then, I had not been conscious about them while writing, so this writing class was very useful for me. In this respect, I want to attend this class again if I have a chance in the future.<sup>3</sup>

This student believes that the guidelines provided by the Peer-Assessment Sheet were effective.

*Interview comment example 2:*

The Peer-Assessment Sheet shows what points we should be careful about in writing essays briefly but clearly.

This student thinks that he can write a good essay if he is careful about the points specified in the

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<sup>3</sup> See Appendix 8 for the original Japanese versions of the students' interview comment examples. The translation was also checked by another Japanese teacher, who is good at both Japanese and English, so that all the English transcripts should have the same meaning as their original Japanese versions.



Peer-Assessment Sheet. In fact, he can recognize some improvement following the guidelines shown in the Peer-Assessment Sheet. His comment on the improvement in his writing is as follows:

*Interview comment example 3:*

Interviewer: In the questionnaire, you commented that you came to like writing by attending this class because you thought that you would be able to improve your writing if you kept accumulating writing experiences like you had done in this class. Could you actually realize some improvement in your writing performances?

Student: In the latter half of the semester, I wrote essays by following the guidelines shown in the Peer-Assessment Sheet, and I suddenly realized that the assessment of my essays from the teacher had been gradually getting better. Then, I thought that I would be able to become better at writing if I kept practicing writing as I had done in this class.

The two previous students' interview comments indicate a possibility that if they internalize the guidelines shown in the Peer-Assessment Sheet, they might be able to become a good writer: that is, an autonomous writer who can control his or her own writing without the help of others.

**Q12 [or Q10 for the Group B students]. Did this class motivate you to learn English writing?**

**Table 9**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	25 (Approx. 74%)	22 (Approx. 85%)	17 (68%)
b. No (いいえ)	9 (Approx. 26%)	4 (Approx. 15%)	7 (28%)
No answer (無回答)	0 (0%)	0 (0%)	1 (4%)

This table shows the number and percentage of Group A and Group B students who checked “Yes” and “No” in Question 12 [or Question 10 for the Group B students]. From this table, we can see that both groups' students were generally motivated to learn more about English writing. However, depending on their English proficiency levels, there are differences in the reasons why they were more motivated to learn English writing through this class. The following are some of the reasons why the Group A students want to learn more about English writing:

(35) Through writing English essays, I can understand grammar and remember vocabulary more easily,

and I think this should be necessary for my future.

(36) I want to improve my skill to read English and my knowledge of grammar.

(37) I really want to be better in English!

(38) English is worth studying.

(39) English should be useful in my future.

(40) This class made me want to be able to speak English, which increased my interest in English.

(41) I want to improve my ability of English.

(42) This class motivated me to improve my general English ability, not only my ability of writing.

(43) Because my previous TOEIC test score was so bad.

Most of the comments above are not related to the writing class in this study. They want to learn more about English writing mainly because they believe that English should be worth studying. About two months before answering this questionnaire, the Group A students had an opportunity to take a TOEIC test. Their scores were one of the components of their final grades. The student who wrote the last comment above thought that he had to study English more because he got a poor score on the TOEIC test, but this reason is not related to writing class in this study. On the other hand, the following are some of the reasons why this writing class motivated the Group B students in the advanced class to learn more about English writing:

(44) Because I'm planning to study abroad in the future, I want to improve my writing skill as much as possible by then.

(45) I want to be able to use English more practically.

(46) I want to write a more academic essay.

These comments suggest that their motivation to learn English writing is focused on more practical or specific purposes for English writing. However, the reasons why many Group B students in the pre-advanced class were motivated to learn English writing were more directly related to this writing class:

(47) I had thought that I could write a good essay, but I realized that I could not actually through this class.

(48) I want to be able to write an essay which can be understood easily by others.

(49) Because I think that unless I practice writing more, I cannot write an essay which can be understood perfectly by others.

(50) Because I think that it will be useless if I write only essays which nobody can understand except me.

(51) Because I can develop an ability to think logically.

The student who wrote the first comment above noticed that he probably could not write a good essay because he received negative feedback from others or his essays were not understandable to others. The second and third student comments reflect their feelings about the difficulty of making themselves understood by writing. The last comment was written by a student who said that being understood by others requires logical thinking. She also indicated that this skill can be developing through practice. Furthermore, the words such as “understood easily” and “understood perfectly,” etc. are often found in the comments from many Group B students in the pre-advanced class, which means that they consider “being understood” to be one of the most crucial factors in a good essay, which is one of the aims of this writing class. On the other hand, the words such as “higher-level,” “more academic” and “more practically,” etc. are found frequently in the comments from the Group B students in the advanced class, which suggests that they tend to think that “higher-level” or “more academic” are more important factors for a good essay. Thus, the Group B students in the pre-advanced class found this writing class to be more meaningful for their learning and directly related to their motivation to learn English writing than the Group A and Group B students in the advanced class.

**Q13 [or Q11 for the Group B students]. How much did you like writing English through this class?**

**Table 10**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Dislike very much (とても嫌いになった)	0 (0%)	0 (0%)	0 (0%)
b. Dislike (やや嫌いになった)	1 (Approx. 3%)	1 (Approx. 4%)	0 (0%)
c. Not like nor dislike (変わらない)	16 (Approx. 47%)	12 (Approx. 46%)	13 (52%)
d. Like (やや好きになった)	13 (Approx. 38%)	12 (Approx. 46%)	11 (44%)

e. Like very much (とても好きになった)	4 (Approx. 12%)	1 (4%)	1 (4%)
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The table above shows the number and percentage of Group A and Group B students who checked a (Dislike very much), b (Dislike), c (Not like nor dislike), d (Like) and e (Like very much) in Question 13 [or Question 11 for the Group B students]. From this table, we can see that the percentage of students who chose b (Dislike) and c (Not like nor dislike) and the students who chose d (Like) and e (Like very much) are almost the same in both groups. This means that in this writing class almost half of the students enjoy writing English writing.

**Q14 [or Q12 for the Group B students]. Do you want to take a writing class like the one you took this time if you have an opportunity in the future?**

**Table 11**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	20 (Approx. 59%)	23 (Approx. 88%)	15 (60%)
b. No (いいえ)	13 (Approx. 38%)	3 (Approx. 12%)	10 (40%)
c. No answer (無回答)	1 (Approx. 3%)	0 (0%)	0 (0%)

The table above shows the number and percentage of Group A and Group B students who checked “Yes” and “No” in Question 14 [or Question 12 for the Group B students]. Over half of the students in every class want to take this same writing class again, if they have an opportunity in the future. However, it is notable that the percentage of Group B students in the advanced class who want to take this writing class again is lower than that of the Group B students in the pre-advanced class. This may be related to the findings from Question 12 [or Question 10 for the Group B students], which revealed that the Group B students in the advanced class prefer an essay which is “higher-level” or “more academic.” The percentage of Group A students who also have similar beliefs is the lowest, because the Group A students want to improve their general English ability, rather than their ability in writing. Moreover, sometimes they cannot understand which part they should change in their essays or how to achieve it, even if they receive feedback from other students. This is probably because the peer editors’ English proficiency level is also very low, and they cannot feel that their peer editors’ comments are very useful.

On the other hand, the percentage of Group B students in the pre-advanced class who want to

take a class similar to the writing class in this study is particularly high. This may be related to the fact that they consider “being understood” to be one of the most crucial factors in a good essay. Moreover, as Table 5 shows, they receive more useful assessments from their peers than students from the other two group students. According to Table 5, the percentage of Group B in the pre-advanced class who checked c (Useful) and d (Very useful) in Question 7 is 57%, whereas that of Group B students in the advanced class who did so is 36% and that of Group A students is 29%. This may also be one of the factors which led the Group B students in the pre-advanced class to respond favorably about taking this type of class again in the future.

**Q15 [or Q13 for the Group B students]. Do you have an opportunity to study English writing by yourself outside the classroom?**

**Table 12**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	5 (Approx. 15%)	1 (Approx. 4%)	1 (4%)
b. No (いいえ)	29 (Approx. 85%)	25 (Approx. 96%)	22 (88%)
c. No answer (無回答)	0 (0%)	0 (0%)	2 (8%)

The table above shows the number and percentage of Group A and Group B students who checked “Yes” and “No” in Question 15 [or Question 13 for the Group B students]. It is notable that there are very few students in every class who have an opportunity to study English writing on their own outside the classroom. Even in the high-level university, there are only two students who are engaged in EFL writing self-study.

This lack of self-study in English outside the classroom could be related to the Japanese university entrance examination system. To enter Japanese private universities, the applicants do not necessarily take the same unified nationwide examinations; instead, they take the examinations carried out by individual universities. This naturally results in more difficult entrance examinations of Japanese private universities, particularly among high level Japanese private universities. In order to pass such difficult entrance examinations, Japanese high school students have to study very hard. Moreover, there are often cases where students, after failing to pass the entrance examinations of the universities they wanted to enter, become a “ronin,” the Japanese name for the lordless samurai in the Edo period. In the university context, it means a person who does not belong to any college or university and keeps studying to pass the entrance examination of his or her preferred university.

After studying very hard to pass the entrance examination for their first choice university and successfully entering it, they tend to become tired of studying. In fact, in their final interviews, quite a few Group B students commented that they did not study English at all after entering the university. One of those students' interview comments is as follows:

*Interview comment example 4:*

Student: After entering this university, I studied English very little ... no, I didn't study it at all.

Interviewer: Why didn't you study English at all? Is it because you lost a goal for studying English?

Student: I don't know. I just got lazy after entering the university.

From the interview comment above, we can see that this student had some difficulties continuing his English studies after entering the university. This is also reflected in their past experiences of EFL writing learning. The following are their comments reflecting their past experiences with EFL writing learning:

(a) When I was a junior high school student, we took a GTEC test, which assigned a writing task. In the writing task, our ability of writing an English essay, whose style and word count were not particularly decided, was assessed. Then, we had to study very hard to prepare for it and I think that it helped me improve my writing skill more or less. When I prepared for universities' entrance examinations, I also practiced writing English because I wanted to enter a university whose entrance examination included a writing task. In the writing task, we had to write a 150-word English essay. However, about two years have passed since I took the entrance examination, so I'm afraid that my English writing ability has decreased.

(b) I haven't had so much experience of writing English. When I prepared for universities' entrance examinations, I practiced writing about 200-word English essays. However, since I entered the university, I have spent less and less time in studying English and forgotten most of the English vocabulary and grammar items which I remembered when I was a high school student, so I think that my English proficiency level has been decreased.

(c) I first learned to write English when I was a junior high school student, but when I was a second-year senior high school student, I began to study it in real earnest. When I was a third-year senior high school student, I was placed in an advanced English class. However, in that class, I practiced writing only short

English sentences. I learned about the organization of English passage in a reading class. At that time, I had confidence in my English ability. However, I haven't had many opportunities to study English and haven't attended English classes eagerly last year, so I don't have so much confidence in my English ability now.

(d) When I was a senior high school student, I took a writing class twice a week. I also eagerly tried to remember English words and phrases, so I thought that I could write a good essay. However, after entering the university, I didn't have such a class and haven't studied English very hard, so I feel that my English proficiency level has been decreased drastically.<sup>4</sup>

All of the comments above are further evidence of the fact that many Group B students gave up studying English after entering the university. This problem could be attributed to several factors: first, they became tired of studying. Secondly, they lost their goal for studying English after the college entrance examinations. Actually, many Group B students commented on a drastic change in their environment before and after the entrance examinations, although this was not necessarily the case among Group A students; no Group A students commented on it. However, in general, the Japanese university entrance examination system is a huge burden for Japanese high school students and in many circumstances has also become a serious hindrance for their future English studies.

**Q16 [or Q14 for the Group B students]. Do you have an opportunity to write English in your daily life now?**

**Table 13**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	6 (Approx. 18%)	2 (Approx. 8%)	5 (20%)
b. No (いいえ)	28 (Approx. 82%)	24 (Approx. 92%)	20 (80%)

This table shows the number and percentage of Group A and Group B students who checked “Yes” and “No” in Question 16 [or Question 14 for the Group B students]. There were only a few students in every class who had an opportunity to write English in their daily life. It is noteworthy to mention

<sup>4</sup> See Appendix 9 for the original Japanese versions of the students' comments about their past experiences of EFL writing learning. An alphabet shown before each comment refers to the alphabet of the original Japanese version which it corresponds to. The translation was also checked by another Japanese teacher, who is good at both Japanese and English, so that all the English transcripts should have the same meaning as their original Japanese versions.

that only two Group B students in the pre-advanced class had an opportunity to write English in their daily life.

The situations where Group A students write English in their daily life are as follows:

- Sending and receiving e-mails
- Writing a day's schedule in English
- In a workplace of his part-time job, because one of his colleagues is Filipino
- Discussion
- Self-study

These students were not particularly eager to engage in conducting peer review during the class. They might think that this writing class is not helpful enough for improving their English writing skill and therefore try to find another opportunity to write English outside the classroom.

On the other hand, many of the Group B students who answered “Yes” in this question commented that they wrote English when they sent and received e-mails, and it was clear through observations that they were eager to conduct peer review, which contrasts with the case of the Group A students.

**Q17 [or Q15 for the Group B students]. Do you want to have an opportunity to write English in your daily life in the future?**

**Table 14**

	Group A students (n=34)	Group B students (Pre-advanced class) (n=26)	Group B students (Advanced class) (n=25)
a. Yes (はい)	13 (Approx. 38%)	12 (Approx. 46%)	15 (60%)
b. No (いいえ)	21 (Approx. 62%)	14 (Approx. 54%)	10 (40%)

This table shows the number and percentage of Group A and Group B students who checked “Yes” and “No” in Question 17 [or Question 15 for the Group B students]. In general, the higher their English proficiency level, the more likely they hope to have an opportunity to write English in their daily life in the future. However, it should be noted that about half of the students still do not want the opportunity to write English in the future. In fact, there are many student comments suggesting that they want to learn to speak English for their future, not writing English.

The reasons or situations, stated in their comments for seeking to write English in the future



are varied, but they can be generally classified into two types: work and pleasure. The former includes job hunting, business meeting, presentation, sending and receiving formal letters and e-mails, negotiating with foreign customers, etc.; the latter includes keeping a diary, sending and receiving casual letters and e-mails, communicating with foreigners, traveling to foreign countries, etc. However, some students give only “work” as a reason why they want to write English in the future, and others give a very ambiguous reason; for example, writing English is a necessary skill in today’s global society, etc. Moreover, some students do not even give any particular reason.

**Q18 [or Q16 for the Group B students]. If you have any comments about this writing class, please feel free to write them.**

There are a variety of student comments about this writing class. One Group A student commented that this class would be better suited for students whose English proficiency level is much higher than his and his classmates’. This student checked “Yes” in Question 14, but commented that higher-level students could receive more benefits from this class. This means that this student was able to understand the expected benefits from this class, but was not able to take advantage of them. On the other hand, the Group B students seem to have received various kinds of benefits from this class, as shown by the students’ comments about this class as follows:

(52) Considering my future, I think I need to improve my ability of English. Through this writing class, I was able to notice that my ability of English had been declining and eventually could get a sense of crisis. I think this is very good for me.

(53) Thank you very much for teaching me English writing during this semester. I think that having other students criticize my essays by conducting peer review was really a useful experience for me. I will keep trying to study hard in order to improve my skill of writing English more.

(54) As I wrote several essays, my feeling that writing English was very difficult gradually disappeared.

From the first comment above, it can be seen that this student was able to realize and become alarmed about the decline in his English ability, which motivated him to study English harder. The second comment suggests that this student learned the importance of conducting peer reviews, by realizing that it allowed her to see her own essays objectively and critically through this class and she tried to apply it to her future English writing studies. The last comment indicates that this student actually realized that she improved her writing skill. All of these comments above suggest that they received some benefit from this writing class, however, there are no similar comments from the

Group A students. Thus, for the Group A students, there may be a difference between what they expected from this class and what they actually gained from it, whereas the Group B students actually benefited from their expectations of the class. This is a very important point which teachers should bear in mind when teaching English to different level universities' students.

## Summary

The Group B students generally consider conducting peer reviews more useful for improving their English writing ability than the Group A students, whose English proficiency level may not be high enough to conduct peer reviews effectively. Instead, the Group A students may hope to improve their English ability overall, rather than their English writing ability, because they probably want to acquire basic knowledge in English grammar, etc. The Group A students' inability to conduct effective peer reviews may discourage some Group A students, whose English proficiency level is relatively high, to conduct peer reviews and could motivate them to study English by themselves outside the classroom.

The Group B students can be generally classified into two types: (1) The students who think their English proficiency level is relatively high and prefer to write an essay which is "higher-level" or "academic" and (2) the students who are not so proficient in English and tend to consider "being understood" one of the most critical factors. The first type of student is not very eager to take this type of class again in the future. Many of the second type of students commented that they received some benefit from this class and thus wanted to take this type of class again in the future. This cannot be applied to every student, of course, but we can generally grasp the above-mentioned trend among the Group A and Group B students' peer review behavior.

It is easily expected that students whose English proficiency level is high can conduct peer reviews more effectively than those whose English proficiency level is low; in other words, whether conducting peer reviews becomes a useful classroom activity for students or not may significantly depend on their English proficiency levels. However, English proficiency level is not the only factor in deciding whether conducting peer reviews will be beneficial for students. Their interactions with each other while conducting peer reviews are also a very crucial factor in deciding whether their peer reviews will be successful or not for their EFL writing learning. In the next section, by analyzing the feedback they gave and received from each other during the peer review process, it will be shown how their interactions can lead to successful English writing.

## 4.2. Peer Review

The feedback from the student peer reviews can generally be categorized into two types: (1) feedback directly related to their essays and (2) feedback which may not be directly related to their essays, but reveals something about the students' relationships in the peer review process. The former is a more useful type of feedback for analysis, by not only contributing to autonomous learning but also helping their actual writing performance. The latter is more worthwhile to focus on when we consider how this contributes to their autonomous learning within their learner's community. In this section, the peer feedback from the student peer reviews will be discussed from the two above-mentioned positions.

### 4.2.1. The Feedback Which Is Directly Related to the Students' Essays

The feedback which will be analyzed and discussed in this section is directly related to the students' essays and can lead to better performance in their actual writing. Thus, it provides a valuable insight about Research Question (3).

#### 4.2.1.1. Group A Students

##### 4.2.1.1.1. Dictionary

Consulting a dictionary is considered to be one of the most basic ways to study a foreign language independently. Therefore, it can be said that making students consult a dictionary frequently is the first step to promoting their autonomous learning.

*Peer's feedback example 1:*

You should write "worked part-time job" rather than "worked part-time" in the fifth line.

*Author's response:* Not adopt

*Reason:* When I consulted a dictionary again, I found the phrase "work part time" in a dictionary.<sup>5</sup>

After receiving the feedback above, this student consulted a dictionary again and found that the way he used the phrase "work part time" was correct, because he found the same usage of this phrase in a

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<sup>5</sup> See Appendix 10 for the original Japanese versions of the Peer's feedback examples. The translation was also checked by another Japanese teacher, who is good at both Japanese and English, so that all the English transcripts should have the same meaning as their original Japanese versions.

dictionary. This feedback is considered to be useful to renew his memory of this phrase.

*Peer's feedback example 2:*

I think that it is more natural to write “I went out for lunch...” rather than “I went to lunch...” in the ninth line in order to convey the meaning of ““lunch” ni dekakeru (ランチに出かける)” in Japanese.

*Author's response:* Adopt

*Reason:* I will change from “I went to lunch” to “I went out for lunch” because I found the same expression in a dictionary.

In this case, this student consulted a dictionary after receiving the feedback above and found the same expression which her peer editor suggested. Finally, the author decided that she had used the wrong expression and the one proposed by her peer editor was more appropriate. As seen from the two above-mentioned cases, this type of feedback helps the author check a part which is doubtful for him or her by using a dictionary and can eventually promote his or her language learning.

*Peer's feedback example 3:*

You wrote “anytime and anywhere” in the seventh line. But I found that “and” was not necessary in this phrase when I consulted a dictionary.

*Author's response:* Adopt

*Reason:* When I consulted a dictionary, I found that you were right.

Conducting peer review also encourages a peer editor to use a dictionary. In the case above, the peer editor consulted a dictionary in order to clarify the part which was doubtful for her about her assigned essay and found that the word, “and” in the phrase, “anytime and anywhere” was not necessary. In fact, she commented that she had more opportunities to consult a dictionary in this writing class than ever before, because she encountered unknown words or phrases more frequently while reading others' essays. She also said that it was a very useful experience for her English learning in her final interview. Furthermore, this peer editor's action also led the author to use a dictionary in order to check whether her comment was correct or not. In other words, this peer editor's action of learning was constructive for the author. Thus, this type of interaction among the students, whereby one student suggests a problem and another considers it his or her own problem and tries to solve it together in a pair or group, should be considered a key factor in promoting autonomous learning.

There are no other aspects in the peer feedback from the Group A students which deserve discussion in relation to their essays or their actual writing performances. Most of their peer feedback does not lead to an improvement in their own writing performances, but is more closely related to their human relationships in a classroom or the type of community they constitute. This type of feedback which the Group A students gave and received during their peer review sessions will be analyzed closely and expanded upon in section 4.2.2.1.

#### 4.2.1.2. Group B Students

##### 4.2.1.2.1. Dictionary

*Peer's feedback example 4:*

You should use the word, “deify”, not “dedicate”, in order to convey the meaning of “matsuru (祀る)” in Japanese.

*Author's response:* Adopt

*Reason:* After consulting a dictionary, I found that the word “deify” could convey the meaning which I really wanted to express.

After receiving the feedback above, the author consulted a dictionary. Receiving feedback like this could facilitate the author's learning; that is, consulting a dictionary. Conducting peer review is also very useful for increasing the number of times the Group B students use a dictionary.

##### 4.2.1.2.2. Recognition of their own drawbacks

Conducting peer review is also useful for allowing the Group B students to notice their own drawbacks in their writing. The following peer's feedback examples show that the authors can recognize their own weaknesses in their writing after receiving feedback from others:

*Peer's feedback example 5:*

I think that the word “most” in the eleventh line should be changed into “the most.”

*Author's response:* Adopt

*Reason:* I am weak in grammar. I cannot understand the appropriate way to use articles (“a” and “the”) and the conjugation system, either. I want to review them by the time when I write the next essay.

*Peer's feedback example 6:*

There is no article before the words “club” and “school festival” in the thirteenth line, so I think you should put some article before them or rewrite them in plural form.

*Author's response:* Adopt

*Reason:* I always receive this type of feedback. I want to be very careful not to commit the same mistake.

*Peer's feedback example 7:*

Some article may be necessary before the word “cram school” in the twenty-third line.

*Author's response:* Adopt

*Reason:* The same as above

*Peer's feedback example 8:*

1.23: they goes→they go

*Author's response:* Adopt

*Reason:* The conjugation system and the article system are very basic grammatical rules, but they are my weaknesses, which I have to overcome.

*Peer's feedback example 9:*

I think that the words “lives” in the fourth and the nineteenth lines don't need “s.”

*Author's response:* Adopt

*Reason:* I think that I still cannot understand how to use the infinitive. I will try not to commit such a grammatical mistake.

*Peer's feedback example 10:*

I think that the word “do” in the ninth line in your essay should be changed into “does.” Your essay has many mistakes about the singular / plural form and the conjugation.

*Author's response:* Adopt

*Reason:* I should pay more attention to the conjugation. Thank you for your feedback.

*Peer's feedback example 11:*

1.2: dipict→depict? uninbabited→uninhabited? rescured→rescued? sailor→a sailor/sailors

*Author's response:* Adopt

*Reason:* Now that one year has passed after the university entrance examination, I forgot the spelling of many English words. I will take this opportunity to look at a vocabulary book again.

*Peer's feedback example 12:*

You wrote “decreasing wastes of taxes” in the twenty-fifth line. I think you should explain how the government has wasted the tax revenue.

*Author's response:* Adopt

*Reason:* A meaning of the sentence is very vague, so I think I need to explain it more clearly and make it more persuasive.

The peer's feedback examples as noted above are about grammatical mistakes the authors made, except for the last one. This is probably because this type of mistake is easily pointed out compared with other types. Furthermore, this type of feedback is easily accepted by an author, probably because this type of feedback is usually very clear and the author can know whether this feedback is correct or not without thinking carefully. However, whether this type of feedback is truly effective for students' learning is another issue that will be covered in the next section.

#### 4.2.1.2.3. Local or Global?

It is generally agreed that teachers have traditionally preferred local feedback (about spelling, grammar, vocabulary, etc.) to global feedback (about content, organization, etc.) when they respond to students' writing, and this trend is largely based on the traditional principle of writing teaching: that is, language acquisition is similar to habit formation and the approach to writing teaching should be a product-oriented rather than process-oriented one. Still, there are quite a few teachers who believe that this rationale should be the universal standard, while at the same time they also doubt whether it may actually work well for students' learning (Junqueira and Payant, 2015). On the other hand, as Truscott (1996) argues, the knowledge acquired through grammar correction does not help students improve their writing skill in any way; it is only useful for stating valid rules on grammar, but not for writing effectively. He also refers to the reasons why grammar correction should be avoided: for example, (1) it does not always match individual learner's order of acquisition; (2) it often does not activate learners' long-term memory; and (3) it often demotivates learners to learn writing more, etc. He goes one step further and insists that feedback on students' writing should depend “on intuitions of well-formedness, coming from the unconscious language system, than on metalinguistic knowledge of points of grammar” (Truscott, 1996: 347). Thus, which type of feedback—local or global—teachers should give has been a critical issue which provokes a considerable amount of debate among second/foreign language writing teachers or educators for a long time, as

Rossiter (2009) also states: “the issue had been seen as problematic, or at least as something which needed discussion, since the advent of the process approach to writing in the late 1960s and early 1970s” (Rossiter, 2009: 61). In this section, this issue will be discussed with reference to the feedback which the Group B students gave and received from each other.

*Peer’s feedback example 13:*

I think that “His active” in the fifteenth line should be “His activity”.

*Author’s response:* Adopt

*Reason:* This is not the type of feedback, whose suitability or correctness I should doubt. I also thought that this part had a problem, so I changed this part into “His activity.”

Responding to this feedback, this author only commented that he had changed the part in question because he had no doubt that the feedback was correct. This type of feedback never arouses students’ serious reflection on their own writing and does not lead to any radical changes in their essays.

*Peer’s feedback example 14:*

If your essay’s topic is your joyful campus life, you should write that, for example, you are studying hard to realize your dream of studying abroad and sometimes enjoy playing soccer and watching movies for a change. By doing this, your essay can focus more on your pleasant campus life. Moreover, your essay will be better if you delete the part mentioning your childhood; instead, you should focus more on describing soccer you are now enjoying playing.

*Author’s response:* Adopt

*Reason:* I totally agree to your idea! I think that my essay will give a better impression if I revise it like you suggested!

This feedback points out some problems in the content and organization of the author’s essay. The following is the author’s rough draft and how he changed it after receiving the peer’s feedback above:

[Rough draft]

My college life is satisfying in study and play.

I’m in a department of commercial science and mostly study English and marketing. I want to study abroad about marketing. In winter vacation, heard from my friend studying abroad, I was really expressed and have decided to go and study at university in foreign university. But, unfortunately,



because of my laziness last year, my English skill is immature. Thus I have to study English and others very hard.

Of course study is vital for me. But I consider my hobbies important than it.

I like various movies. For example, action, comedy, documentary and so on. My favorite movie is Goal. During my childhood, I watched it and thought soccer is cool! That is why I begin soccer. Thus, I like soccer too. Of course playing soccer is fun. But watching is also interesting. My favorite team is Tokyo Verdy and Real Madrid. Ronald, who is Brazilian, is my respected player. He is fantastic. I usually watch his play on YouTube.

Please tell me if you like soccer.

In short, I was so satisfied with this college life!

[Revised final draft]

My college life is satisfying in play and study.

I like various movies. For example, action, comedy, documentary and so on. My favorite movie is Goal. During my childhood, I watched it and thought soccer is cool! That is why I begin soccer. Thus, I like soccer too. Of course playing soccer is fun. But watching is also interesting. My favorite team is Tokyo Verdy and Real Madrid. Ronald, who is Brazilian, is my respected player. He is fantastic. I usually watch his play on YouTube.

Please tell me if you like soccer.

Of course hobby is vital for me. But I consider my study important than it.

I'm in a department of commercial science and mostly study English and marketing. I want to study abroad about marketing. In winter vacation, I was heard from my friend studying abroad. My friend who have studied in China for two years as ABS students said that through study in China, many discussions about business with various foreign students and an intern there, he learned many things about English and business and gained a wide vision. I was really expressed and have decided to go to foreign university.

In short, I was so satisfied with this college life!<sup>6</sup>

The focus of the revised essay is on “study,” compared with the rough draft. On the other hand, the focus of the rough draft is ambiguous, because although the author writes, “I consider my hobbies important than it [study],” this draft does not give such an impression. The feedback above helped

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<sup>6</sup> This was written by one of the Group B pre-advanced class students and the original version of this essay is shown in Appendix 11. The original versions of the other Group B pre-advanced class students' essays in this thesis are not shown in the appendices. However, they are shown in the same format as the original ones in the main text.

the author to reflect on how his essay was organized and any problems that it contained.

On the effects of global feedback on the author's writing, the same student comments in his final interview as follows:

*Interview comment example 5:*

Interviewer: Do you think that you were able to improve your writing by receiving feedback from other students?

Student: When I received the feedback, for example, "this part in your essay is not appropriate, so you should change this part to ...," I only changed the part in question as the peer editor suggested. However, it should be much more beneficial to receive more "indirect" feedback, for example, "you should make this point much clearer" or "you should explain this part more simply," because this type of feedback allows us to think about what we should do in order to improve our essay by ourselves.

Another Group B student also comments on the effects of global feedback on her writing as follows:

*Interview comment example 6:*

In the first half of the semester, I often received local feedback, which was mainly about the grammar, spelling, etc. in my essay from other students and almost always adopted the feedback without checking if they were actually correct or not. However, in the latter half of the semester, I often received global feedback which more was about the content, etc. of my essay, which led me to be more careful about the logical connections, etc. in my essay.

This type of feedback could activate an author's awareness and understanding of his or her essay's content, organization, etc., which should improve his or her ability to reflect on his or her writing. This also has a close connection to the writer's consciousness about the existence of "readers," which will be discussed in the next section.

#### 4.2.1.2.4. Consciousness about the existence of "readers"

As Wakabayashi (2008) suggests, reader awareness is considered to be one of the most important factors in being a good writer, because it can motivate a writer to produce more clarity in writing.

*Peer's feedback example 15:*

I think that your essay will become much better if you mention which aspects of an academic subject of marketing interested you in particular and what kind of things you can study in that subject.

*Author's response:* Adopt

*Reason:* I understand that I cannot convey what I wanted to do unless I explain it more concretely.

Actually, some peer editors commented that they felt frustrated with the essays they reviewed, which is very similar to the feedback above, because those essays had not explained what they had really wanted to know. The following is the author's rough draft and how he changed it after receiving the peer's feedback above. This essay's topic is "About yourself." The parts changed are shown in italics.

[Rough draft]

I am majoring in marketing. This major focuses on the way to promote sales and services. Related areas are management and economics. In first grade, I took many courses, such as microeconomics, management and accounting. Through last year, one of the most interesting courses was marketing, so I decided to take that course. ....

[Revised final draft]

I am majoring in marketing. This major focuses on the way to promote sales and services. Related areas are management and economics. In first grade, I took many courses, such as microeconomics, management and accounting. Through last year, one of the most interesting courses was marketing *because I can learn about how to promote sales and make the mechanism to sell the goods*, so I decided to take that course. ....<sup>7</sup>

The rough draft only explains that the author is interested in marketing, whereas the revised final draft mentions a reason why he is interested in marketing, which allows readers to know more about the author.

Student writers can oftentimes fail to take into account the reader's need for clear and understandable writing, and as a result they stick to their own preconceived idea and this becomes a serious problem with their writing. However, this type of problem can often be solved by adopting

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<sup>7</sup> This was written by one of the Group B advanced class students and the original version of this essay is shown in Appendix 12. The original versions of the other Group B advanced class students' essays in this thesis are not shown in the appendices. However, they are shown in the same format as the original ones in the main text.

peer feedback.

*Peer's feedback example 16:*

A meaning of the word “game” in your essay is so ambiguous that I was not able to understand what it meant until I read halfway. I think that it means “a game in sports,” so you should have specified so at the beginning of your essay.

*Author's response:* Adopt

*Reason:* I thought that it was so natural to everyone that the word “game” referred to “a game in sports” that I thought that I didn't need to explain it. However, now that I read my essay again, I found that I should have explained it at the beginning of my essay.

The rough draft of this author's essay is as follows:

There is some causes for winning or losing a game by all means. Then what will be related to victory or defeat? I am going to write about some causes for winning or losing a game. First of all, we have to be a healthy body to practice enough. Therefore, it's necessary to improve our lifestyle, for example, posture, sleep and meal. Preparations to excise are essential. Second, daily practice leads to getting a basic power for victory. To get it, we have two ways of training. The first is to improve techniques. By improving them, movement of our body becomes accurate. The second is to strengthen our muscles. They assist movement of our body. In club activity or private training, daily practice is important. Third, physical and mental condition has an influence on the performance of a game. We can't show our power if we don't improve physical condition. In addition, a strain causes poor condition. Though it is natural that physical condition is important, mental condition is also essential on a game. In conclusion, various factors are related to the result of a game. The winner is the person who has most factors to win the games and the loser lacks factors to win. Causes lead to the natural result.

It is possible to guess several meanings from the word “game”: for example, a card game, a board game, a game in business, etc. As the peer editor comments above, readers probably cannot understand the specific meaning of the word “game” in this essay until they read halfway. Only after reading “First of all, we have to be [have] a healthy body to practice enough” in the third line in the essay, the readers can probably understand what the word “game” refers to. The following is how the author revised the rough draft by adopting the above-mentioned feedback. The parts changed are shown in italics.

There is some causes for winning or losing a *sport* game by all means. Then what will be related to victory or defeat? I am going to write about some causes for winning or losing a *sport* game. First of all, we have to be a healthy body to practice enough. Therefore, it's necessary to improve our lifestyle, for example, posture, sleep and meal. Preparations to excise are essential. Second, daily practice leads to getting a basic power for victory. To get it, we have two ways of training. The first is to improve techniques. By improving them, movement of our body becomes accurate. The second is to strengthen our muscles. They assist movement of our body. In club activity or private training, daily practice is important. Third, physical and mental condition has an influence on the performance of a game. We can't show our power if we don't improve physical condition. In addition, a strain causes poor condition. Though it is natural that physical condition is important, mental condition is also essential on a game. In conclusion, various factors are related to the result of a game. The winner is the person who has most factors to win the games and the loser lacks factors to win. Causes lead to the natural result.

Reader awareness is a problem which all the writers share. The next peer's comments are all about another student's essay which exemplifies this type of problem.

*Peer's feedback example 17:*

I cannot understand which English (British or American English) you refer to in the second comparison in your essay, so I think that you should have stated it clearly first.

*Author's response:* Adopt

*Reason:* I added a phrase "the case of British English" in the sixth line.

*Peer's feedback example 18:*

The second comparison in your essay is a little difficult to understand for me, whereas the third comparison is easy to understand and interesting.

*Author's response:* Adopt

*Reason:* The same as above.

*Peer's feedback example 19:*

You should have added some phrase, for example, "in Japanese," after "aki" and "eiga" and show the readers that they ("aki" and "eiga") are Japanese clearly.

*Author's response:* Adopt

*Reason:* I added the phrase, "in Japanese" after "aki."

This author's rough draft is as follows:

There are some differences between British English and American English. First, British English is spoken in Britain, Australia, New Zealand and so on. In contrast, American English is spoken in America, Canada, and Philippine.

Second, the history of each language differs. In the fifth century, Teuton subdued Great Britain. Then, taking in a variety of languages such as Latin, Teuton form a new language, that is to say British English. In 11th century, Norman conquered England. They mixed English with French. In 17th century, English spread to America. From then on, both British English and American English have been changing individually.

The most important difference is words. For example, "aki" is called autumn in British English, whereas "aki" is called fall in American English. "Eiga" is said film in British, while "eiga" is said movie in USA. The British word "biscuit" is the American word "cookie." In conclusion, British English and American English may look similar, but they have a lot of differences. Each language has developed in each culture, and we must study both languages.

This essay compares British English and American English. The second paragraph discusses the history of both languages. In this paragraph, it is not easy to identify which language the author explains. Furthermore, as the above-mentioned peer feedback suggested, the author should have specified that "aki" and "eiga" are Japanese, because readers are not always Japanese. After receiving feedback like this, the author revised the rough draft as follows. The parts changed are shown in italics.

There are some differences between British English and American English. First, British English is spoken in Britain, Australia, New Zealand and so on. In contrast, American English is spoken in America, Canada, and Philippine.

Second, the history of each language differs. *The case of British English*, in the fifth century, Teuton subdued Great Britain. Then, taking in a variety of languages such as Latin, Teuton form a new language, that is to say British English. In 11th century, Norman conquered England. They mixed *British* English with French. In 17th century, English spread to America. *This is the beginning of American English*. From then on, both British English and American English have been changing individually.

The most important difference is words. For example, "aki" *in Japanese* is called autumn in British English, whereas "aki" is called fall in American English. "Eiga" is said film in British, while "eiga" is said movie in USA. The British word "biscuit" is the American word "cookie." In conclusion, British

English and American English may look similar, but they have a lot of differences. Each language has developed in each culture, and we must study both languages.

It can be said that the revised draft is more “reader-friendly” than the rough draft because the phrases or sentences such as “the case of British English” and “this is the beginning of American English” are added in the revised draft and they play the role of a “guidepost” for the readers. Moreover, adding the phrase “in Japanese” after “aki” can allow the readers to understand that “aki” is neither British English nor American English; that it is a Japanese word. These should help to make the comparisons between British English and American English in this essay much easier to understand.

There are actually many authors’ responses to their peer’s feedback, indicating that they can understand the existence of “readers” in their writing.

*Peer’s feedback example 20:*

I want to know more about the “aviation club” which you mentioned in your essay.

*Author’s response:* Adopt

*Reason:* I should have explained the “aviation club” in more detail so that even readers who didn’t know it could understand it very well. I should have given much more information about it.

*Peer’s feedback example 21:*

The logical connections between the sentences in your essay are easy to understand. However, your description of food in the latter half of your essay may not be enough, compared with that of history in the former part, so I think that your essay seems a little ill-balanced.

*Author’s response:* Neither Adopt nor Not adopt

*Reason:* I intended to separate the whole essay into three parts: history, temple, and food. However, the parts discussing history and temple are so closely linked to each other that my peer editor may have an impression that my essay is ill-balanced. I will be more careful to make my essay more understandable to my readers when I write the next essay.

*Peer’s feedback example 22:*

I cannot understand what “they” or “their” refer to in the former part of the second page of your essay.

*Author’s response:* Adopt

*Reason:* I didn’t notice that too much use of “they” and “their” made my essay difficult to understand. I will reduce the number of the demonstratives such as “they” and “their” used in my essay.

*Peer's feedback example 23:*

I cannot understand the meaning of the sentence beginning from the tenth line clearly. It is probably because I don't know so much about animation or cartoon, but it is a little difficult to understand this part for me.

*Author's response:* Adopt

*Reason:* I have had a chance to study this kind of things recently, so I thought that everyone knew them too. However, I should have considered a possibility that some of my readers didn't know so much about them.

*Peer's feedback example 24:*

I cannot understand the meaning of the sentence, "I state the two causes..." in the third paragraph. I think it should better be deleted.

*Author's response:* Adopt

*Reason:* I deleted this sentence, because I think that it would be meaningless if it doesn't make sense to others.

However, in order to write a good essay, just being aware of the existence of "readers" may not be enough; an ability to read our own essays objectively through the eyes of "others" should also be the ultimate goal.

*Peer's feedback example 25:*

I think that the sentence, "Related areas..." in the fifth line does not seem to be relevant to the information conveyed by the sentences following it.

*Author's response:* Adopt

*Reason:* Now that I read my essay again, I have found that this sentence should not be necessary because it did not have any connection with the information conveyed by the previous or following sentences.

This author's response to his peer's feedback shows that the author is learning how to evaluate his own essay through the eyes of "others." When he "read his essay again," he probably read his own essay from the perspective of "a different person" or "a third person." It can be said that this is the first step toward being able to control his own writing; in other words, becoming an "autonomous writer."

There are actually many interview comments reflecting the importance of evaluating their own essays from the perspective of "a different person" or "a third person." The following exemplifies



that type of comment:

*Interview comment example 7:*

Interviewer: In the questionnaire, you wrote that you were able to improve your writing skill by receiving feedback from other students because it made you read and revise your essays again and again, which eventually could lead to the improvement in the quality of your essays. On the other hand, it seems very natural to me that writers read their own essays again and again after writing them in order to check if there are any grammatical mistakes or inappropriate parts in them. What do you mean by the word “improvement” you used here? Does it mean that peer feedback had the effect of increasing the number of times you reread your essay?

Student: When I was writing my rough draft, I usually didn’t care about the organization or logical connection used in it, because I already knew what I wanted to write. However, others don’t know it, of course, and therefore, if they cannot understand this episode, they cannot understand the next episode. I think that this type of writers’ problem can be solved if they have their own essays read by others and let them indicate any problems in their essays.

Interviewer: Then, you think that it is almost useless that an author evaluates his or her own essay, because even if there are actually some problems in it, the author already knows what he or she wants to convey and therefore tends to overlook them, whereas it is useful to get feedback from others because others don’t know what the author wants to convey and have no other way than to read his or her essay to get the author’s point, right?

Student: Yes.

This student seems to begin to understand that writing is not a solitary action; but rather, an action where writers are unavoidably involved with “others.” It is no exaggeration to say that almost every social action inevitably involves “others.” We can encounter many situations where our performances are unavoidably assessed and evaluated by others. The following student comments that learning EFL writing can be beneficial for her future, which suggests that she can appreciate the value of the English writing process.

*Interview comment example 8:*

Interviewer: In the questionnaire, you write that you want to learn EFL writing more: for example, increase your vocabulary and develop your ability to think logically. Are there any reasons for you to think so?

Student: Considering my future, I think it should be good to have a good command of English. Only speaking English does not need so much logical thinking, but an ability to explain something logically will be necessary in business situations: for example, in writing e-mails and creating slides for presentation by using PowerPoint, etc. I think that those situations should demand a special way of thinking, which is necessary in writing. ....

Interviewer: In the questionnaire, you also write that you want to become a person who can “construct and order things” in English even after getting a job. Does this have almost the same meaning as “develop logical thinking” which you mentioned earlier?

Student: Yes.

This student seems to realize that being understood or accepted by others also requires “logical thinking” or the ability to explain something logically, which she seems to think can only be developed by learning EFL writing. She also believes that being understood by others is one of the biggest challenges which she encounters, but has to overcome somehow in the future. Thus, it can be said that learning EFL writing is not only a chance to learn to write good essays; it should also be a chance to become more aware of “oneself” and others’ opinions or judgments.

## **Summary**

From an examination of the data in this section, we can see that conducting peer reviews brought various benefits to the students. The first benefit is to increase the number of times the students consulted a dictionary. However, the true educational benefit of this action is to be able to share a problem and try to find a solution together. For example, one student encounters a word whose usage is doubtful for him or her in the author’s essay, checks if this is correct or not by using a dictionary, and suggests a more appropriate one. Then the author, receiving the feedback, also checks if a solution his or her peer suggested is more appropriate by using a dictionary. This will make the students help each other become an autonomous learner.

However, the Group B students were able to receive more benefits through conducting peer review. One of them became more aware of mistakes or weaknesses in his or her writing. In another case, the writer became more aware of the existence of “readers,” which also led them to become conscious of “oneself” and others’ opinions or judgments when they are engaged not only in writing but also in other social activities in the future.

The issue of whether local feedback or global feedback will be more beneficial for students is

also discussed in this section. It can be said that global feedback is more thought-provoking for receivers because it can facilitate the students' awareness and understanding of their writing or the writing process more than local feedback.

These findings are gathered only from the feedback which is directly related to the students' essays or their actual writing performance. However, there is a great deal of feedback which is not directly related to the students' essays in this study. They do not necessarily contribute to the improvement of the students' essays, but are expected to expose something about the relationships among students engaged in giving and receiving feedback which will be analyzed and discussed in the next section.

#### **4.2.2. The Feedback Pertaining to the Relationships among the Students**

In this type of study, we tend to focus only on "language episodes" in students' peer reviewing. However, there is another aspect of peer reviewing: they have a function of deepening or reconfirming the human relationships among students engaged in peer review. Thus, how they are engaged in conducting peer review enables us to more fully understand the type of learners' community they belong to. Furthermore, in this section, how the types of learners' communities can promote or discourage their autonomous learning will also be discussed. Thus, this section will shed more understanding to the answers in Research Questions (1) and (2).

##### **4.2.2.1. Group A students**

*Peer's feedback example 26:*

How smart you are! Because you used various sentence patterns in your essay.

The recipient of this feedback is a student who is generally considered superior to others in English proficiency by her classmates. Many of her classmates think they are inferior to her and therefore cannot give appropriate feedback, so they avoid giving any negative feedback, even if they actually feel that her English is strange. Hence this type of feedback may not facilitate the author's language learning in any way; rather, it may lead her to have a mistaken reliance on her own writing ability.

Actually, this type of feedback is often seen in this study.

*Peer's feedback example 27:*

Your essay summarizes a point concisely and is easy to understand. Your handwriting is also beautiful

and I cannot say anything negative about your essay!

The recipient of this feedback is a female student who is not particularly good in writing. However, the peer editor comments that her essay is easy to read and praises her essay about a point unrelated to her essay; that is, her handwriting. As far as the researcher observed, she was particularly popular among some male students, probably because she was cheerful. The peer editors' comments tend to be affected by their personal relationships with the author.

*Peer's feedback example 28:*

The last word...Japon? What? ah...Japan? ah...What? ah...

This comment also reflects the relationship between the author and his peer editor. This author usually did not talk to other students in his class and seemed to be isolated from others. Probably because of this, this peer editor did not like this author very much. This kind of human relationship in a classroom can influence the words used in their feedback.

In the previous examples, we have seen that this type of feedback sometimes does not have anything to do with the quality of an essay. It does not seem to facilitate an author's language learning in any way, either, but they are closely related to the relationship between an author and his or her peer editor.

However, there are some Group A students who do not want to give any feedback to any students regardless of their feelings toward them. The following is one of those students' comments during his final interview:

*Interview comment example 9:*

Interviewer: In the questionnaire, you write, "I think that I cannot improve my writing skill by conducting peer review because all we can do in this activity is only within our knowledge. What do you mean by this?"

Student: In conducting peer review, we point out our own essays' mistakes to each other, right? In doing so, we have only one resource which we can refer to: that is, our knowledge of English which we have now.

Interviewer: But...didn't you use a dictionary?

Student: A dictionary...but we usually don't use a dictionary unless we think that this may be a mistake and want to check if our tuition is correct or not. Only after suspecting that it may be a mistake, we

consult a dictionary to confirm whether it is really a mistake or not.

Interviewer: So, you think that this activity is not worth doing because you think that it is only the activity you do within your knowledge.

Student: I don't think it is worth doing. It may be so for the students who receive feedback. But I think it is not for the students who give feedback. It is not at least for me.

This student doubts the effectiveness of conducting peer review to improve his own writing. He thinks that it only contributes to other students' essays' improvement, but not his own. However, some participants indicated the usefulness of reading their classmates' essays and giving feedback to each other, because they think these activities will eventually lead to their own essays' improvement. Thus, in order to remove students' affective filter which interferes with their peer review activity, it is critical that, before this activity, a teacher convinces them about its intended educational benefit: attending to others' problems in writing is actually closely related to improving their own writing. In doing so, letting them know about, for example, the results of Lundstrom and Baker's (2009) study may be effective; their study finds that students who are trained to give peer feedback can actually improve their own writing more than those who only keep receiving peer feedback.

There is another problem trying to encourage students who are reluctant to conduct peer review: that is, the learner's belief. Basically, every student has his or her own personal learning experiences and these are closely connected to his or her own learner's beliefs or learning styles. In this study, there is one participant who often did not adopt his peer editors' suggestions probably because of his learner's belief. The following is the feedback which he received from his peer editors and how he responded to them:

*Peer's feedback example 29:*

I think that your essay will improve if you explain more about the reasons why you think your sister is outgoing.

*Author's response:* Not adopt

*Reason:* I think that it is enough to write, "she is outgoing," and I cannot realize the necessity of mentioning the reasons why I think she is outgoing.

*Peer's feedback example 30:*

The grammar you used in the sentence beginning with "An age..." in the seventh line seems to me wrong.

*Author's response:* Not adopt

*Reason:* I think that it is not wrong.

The former feedback is about the descriptive essay which he wrote. In this essay, he describes his sister. It is sometimes good to mention the reasons why the author thinks so in order to make his or her essay more interesting to read, even in this type of descriptive essay. However, he rejects both of the peer editors' suggestions above without any apparent reason.

*Peer's feedback example 31:*

You refer to too many reasons why you think learning English is important, so you should connect some of them so that you have fewer reasons.

*Author's response:* Not adopt

*Reason:* I will not adopt this suggestion.

The rough draft of this essay is as follows:

I am going to write about Japanese people should learn English or should not learn English.

I think there are three good reasons to learn English.

Firstly, I need to know English in my daily life because many English words became Japanese.

Secondly, English is used widely all over the world. If I have a chance to go overseas, English will be useful.

Thirdly, I believe if I can talk with foreigners directly, my world view will be widened.

Fourthly, most Japanese believe it is necessary to live.

Fifthly, so many Japanese are simple minded to think English is used all over the world, while less than half of world's popularity know English.

Sixthly, because we can get wider view of the world by communicating directly with people of different countries, which is possible only if you learn at least three languages besides Japanese.

Finally, Learning different cultures of other countries requires the English language. English works as a communication tool when we talk to people from other countries. So I think should learn English.<sup>8</sup>

This essay expresses the author's opinion: that is, "Japanese people should learn English" and mentions the reasons supporting his opinion. However, this essay seems to contain the following problems: (a) Some sentences are very difficult or sometimes even impossible to understand because

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<sup>8</sup> This was written by one of the Group A students and the original version of this essay is shown in Appendix 13.

the grammar is misused and some words are misspelled; (b) Seven reasons are mentioned in this essay as to why Japanese people should learn English although the author actually writes, “I think there are three good reasons to learn English”; (c) Some of the reasons which the author mentions seem to be contrary to the actual facts. For example, the author writes that most Japanese believe that the ability to speak English is necessary to live, but this is contrary to the reality; the reality is that most Japanese think that the ability to speak English is not necessary to live as long as they continue to live in Japan, where they do not have so many opportunities to talk with foreigners in English; (d) Some of the reasons which the author mentions overlap with each other. For example, in the essay above, the third and sixth reasons discuss almost the same thing. Thus, in order to improve this essay, the author should: (1) use grammar and spell the words correctly; (2) delete the less persuasive reasons; and (3) link the similar reasons in an effective way. In view of these considerations, his peer’s feedback comment above was valid. However, in his response to this comment, he writes that he will not adopt this suggestion. His attitude toward the peer-review activity may be closely related to his own beliefs as a learner. Responding to the request from the researcher, “Please specify your past experiences of writing English,” he wrote about the cram school which he attended before entering the university as follows:

(e) I went to a cram school whose name was “Core English school” while I was a junior and senior high school student. I studied English very much and was able to learn a lot there. That’s why I like English.

In his final interview with the researcher, he also comments about this cram school as follows:

*Interview comment example 10:*

Interviewer: In the questionnaire, you wrote that you still had opportunities to write English after entering the university. What kind of opportunities are they?

Student: I went to a cram school which particularly focused on teaching English when I was a junior and senior high school student. Probably thanks to this cram school, I still like English. So I am now preparing for a TOEIC test and other English proficiency tests by myself. I am also trying to remember English words by using a vocabulary book...

Interviewer: Is that a book for a TOEIC test?

Student: No. It is a book which I was given by the cram school.

...

Interviewer: Then, you are now studying English by using that vocabulary book and other learning materials which you were given by the cram school by yourself?

Student: Yes.

Interviewer: Didn't you buy other learning materials to study English by yourself, except ones which the cram school gave you?

Student: No.

Interviewer: How often do you usually study English by yourself?

Student: I will try to read that vocabulary book whenever I have time.

...

Interviewer: That book sounds to me difficult to use.

Student: Really? I have been using this book since I was a high school student, so I get used to it and haven't thought that it is difficult to use.

Interviewer: Did you remember nearly all the words appearing in it?

Student: Not all the words. I forgot many of the words which I remembered before.

Interviewer: So, you are trying to remember them again?

Student: Yes.

Interviewer: Have you had any opportunity to use the words appearing in that book when you wrote essays in this writing class?

Student: Yes.

Interviewer: So, you owe a lot to this cram school, including information about how to study English?

Student: Yes.

From his comment above, it can be seen that his English learning was heavily influenced by his cram school experience. While this research was conducted, he rarely asked for his classmates' feedback; when he had a question, he usually asked his teacher. This is probably because he was so heavily



affected by the learning style at his cram school that he did not consider other students' feedback which was not based on the teaching provided by the cram school.

According to Gabillon (2002), there are two contradictory ideas on how learners' beliefs are formed: One is social psychological or sociocultural and the other is cognitivist. The former claims that learners' beliefs are co-constructed in the social context, where a common representation or idea about the target language is shared and socially influential. The latter contends that "belief formation is an individual autonomous act and each belief bears the mark of the individual" (Gabillon, 2002: 239). However, today, these two ideas on formation of learners' beliefs have been considered complementary; the society's general ideas about the target language or language learning and the learners' personal experiences are both responsible for ways that learners' beliefs are shaped. The above-mentioned student is also influenced by two factors: that is, (1) an idea of language learning that was forced on him by the cram school; and (2) an English education which he received in the cram school. Furthermore, Gabillon (2002) refers to the influential power that this exerts on learners' language learning as follows:

... language learners' expectations which are developed prior to their experiences are also influenced and shaped by their beliefs. According to White these expectations influence how individuals react to, respond to and experience a new environment. In other words, learners' beliefs, which are formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to L2 learning ... (Gabillon, 2002: 241)

Thus, if a learner considers translation to be the most effective for language learning, he or she will probably only adopt the approach which corresponds to that belief, and if a learner believes that language should be mastered by memorizing, they will probably discard any other activity that is contradictory to that belief (Benson and Lor, 1999). Hence, considering learners' beliefs is a significant factor in deciding whether a classroom activity is successful for students' learning or not.

There are also other Group A students who were observed to be relatively negative about conducting peer review and whose learner's beliefs seemed to be closely related to their past experiences of learning English:

(f) I learned English conversation when I was an elementary school student. When I was in the fourth grade in elementary school, I was first taught how to conduct an English conversation by a native speaker. When I was a junior high school student, I studied English very hard because I wanted to enter a high school which focused on English education particularly. When I was a senior high school student, I took

an oral communication class, a writing class and a reading class. I got the fifth grade in Eiken<sup>9</sup> when I was in the sixth grade in elementary school, and I got the fourth grade when I was a first-year junior high school student and the third one when I was a third-year junior high school student.

(g) When I was a child, I used to travel abroad with my families so often and I liked English. When I was an elementary school student, I went to an English school for one year, which was operated by an American, one of my mother's acquaintances, and so I was able to start studying English as an academic subject smoothly after I entered a junior high school. However, the higher grade I became, the more difficult English was as an academic subject. I got good scores in reading tests because English passages appearing in the test were ones I already read in the class, but I had to remember a lot of grammatical items and English vocabulary in order to get a good score in the test of a writing class, which was very tough for me. When I prepared for high school and university entrance examinations, I spent most of the time on studying English.

(h) When I was an elementary school student, I studied English in Kumon<sup>10</sup>, but I didn't study English at all at school. When I was a junior high school student, I was forced to learn English songs' lyrics by heart in English classes. There were three English teachers and they taught us in turn in each semester. When I was a freshman in senior high school, I took a general English class and an oral communication class. When I became a second-year student, I took a reading class and a writing class. I learned the basic grammar when I was first- and second-year students, and when I became a third-year student, I devoted myself to study which focused on preparing for university entrance examinations. I started to go to a cram school in summer when I was in the first grade in senior high school, and I studied English there in order to pass university entrance examinations. I had been using the same reference book whose name was FOREST. I was second- and third-year students, I was given a collection of past questions as well as a textbook for entrance examinations, so I tried to solve as many questions as possible while reviewing important points by using the textbook.

(i) • When I was a junior high school student, I studied English grammar in a cram school twice or three times a week in order to prepare for senior high school entrance examinations.

• When I was a senior high school student, I took a writing class about twice a week, but I think that an English class in the cram school which I took while I was a junior high school student was more useful than this class.

• When I was a senior high school student, I often exchanged e-mails with foreigners and talked with

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<sup>9</sup> Eiken is one of the practical English proficiency tests implemented by the Eiken foundation of Japan.

<sup>10</sup> Kumon is one of the major cram schools in Japan.

them on the phone.

(j) When I prepared for university entrance examinations, I practiced writing about eighty-word English essays because I wanted to enter a national university whose entrance examination included a writing task. The applicants had to write an English essay which was not so short in that task.

These are some comments from the Group A students about their past experiences of learning English. The first student had a unique experience related to English, which is different from that of many Group A students: that is, learning English conversation for a long time as an elementary school student. The second student had many opportunities to go abroad with his family when he was young. These past experiences had probably affected not only the way they studied English but also the way they formed their beliefs as a learner. Particularly, in the final interview, the second student commented on the peer review activity which he conducted in this class as follows:

*Interview comment example 11:*

Student: I was tired of doing this activity because we were asked to do the same things every time.

Interviewer: When did you begin to feel so?

Student: At first, I tried to read other students' essays seriously. However, because we were asked to do it again and again, I gradually got bored of it.

Interviewer: Did reading other students' essays make you feel bored?

Student: We read about three students' essays in one class and we did it so many times, so ...

Interviewer: You got bored of it?

Student: At first, I did it eagerly, but about at the end of the semester...

Interviewer: You began to think that it was troublesome and boring for you, right?

...

Interviewer: But if you don't read other students' essays carefully, you can't give good feedback to them, right?

Student: No. That's why I tried to pay attention to only local problems, for example, misspellings or

inappropriate paragraphing, etc., because I had a general impression that many students in this class were not so good at paragraphing. I think that, by doing so, I could give an impression that I attended to their problems in writing eagerly, at least an impression that I was not uninterested in doing so.

Interviewer: You mean that you only paid attention to misspellings, inappropriate paragraphing, etc. in others' essays. Didn't you pay any attention to other aspects?

Student: No. I only read others' essays very roughly. Even if I encountered unknown words in them, I often ignored them.

Interviewer: You ignored ...

Student: Yes.

...

Student: However, it also depended on the content of the essay which I read. If I found the essay interesting, I read it carefully. But if I found the essay not interesting for me, I read them roughly.

Interviewer: How about a topic? Did it affect your motivation to read others' essays, too?

Student: Yes.

This student comments that whether a classroom activity is interesting or not is a crucial factor to maintain his motivation. It is also notable that this student ignored unknown words in others' essays, unlike the student who allowed this activity to become a chance for her to consult a dictionary, as mentioned before in this chapter. Probably, his attitude toward this class had more to do with the fact that he thought this class was not motivating because of the activities he engaged in during the class: that is, peer review and peer assessment. On the other hand, he commented that this class was useful because this class improved his skill to interact with foreign customers in the workplace at his part-time job. This kind of experience may be related to the fact that he was inspired in this writing class because of his interest in foreign countries.

On the other hand, among the third, fourth and fifth students, their learner's beliefs were closely related to their learning experiences when they prepared for high school or university entrance examinations. In preparation for entrance examinations, the first priority is usually placed on remembering a lot of grammatical items, vocabulary, etc. as quickly as possible. Receiving knowledge from an expert may be more efficient than being given feedback by their peers or finding problems and solving them by themselves. In this respect, students tend to think that a cram school is

a place where they can learn something more efficiently than normal school curriculum. In fact, describing his past experiences of writing English, the fourth student comments that an English class in the cram school, which he took when he was a junior high school student, was more useful than a writing class which he attended in his senior high school. Moreover, the last student comments that he practiced writing eighty-word English essays in order to pass national university entrance examinations, which may make him pay little or no attention to feedback from other students who only took lower-level universities' entrance examinations. In general, if a learner's belief has helped him or her achieve a goal, the more strongly he or she adheres to that learner's belief. In order to prevent learners' beliefs from having a negative effect on their language learning, many researchers have emphasized the importance of attending to learners' beliefs in order to understand why learners choose to do certain activities (e.g. Benson and Lor, 1999; Horwitz, 1999; Pajares and Schunk, 2002; Riley, 1997; Sakui and Gaies, 1999; Wenden, 1999; Yang, 1999; Zarate *et al.*, 2004), because learners' beliefs are "meaningful because they reflect the 'subjective reality', the 'truth' from the learners' point of view" (Gabillon, 2002: 242). However, the most effective way to prevent strong learner beliefs from interfering with their classroom activities constitutes a difficult and challenging task for teachers or educators.

On the other hand, there are some Group A students who were too sensitive to their classmates' responses to their own feedback while conducting peer review.

*Peer's feedback example 32:*

I think that it might be better to change from "and etc" to "and so on" in the ninth line in order to convey the meaning of "nado (な ど)" in Japanese.

This peer editor uses a Japanese expression, "...no hōga iinja naikana (～の方がいいんじゃないかな)," in her comment above. This expression can be translated into English such as "it might be better..." which sounds more polite than the expression such as "you should..." or "you had better..." Probably, this peer editor tries not to impose her idea on the author by using this expression and leaves the final decision up to the author about the phrase—"and etc" or "and so on"—to use. The use of this Japanese expression, "...no hōga iinja naikana (～の方がいいんじゃないかな)" is also related to the fact that this peer editor is not so confident giving feedback.

In conducting peer review, the students frequently encounter the situations where they have to provide negative feedback if they really want to improve their classmates' essays. However, they also notice that negative feedback may often hurt their feelings, so at the same time they want to maintain good relations. Thus, their biggest interest should be how to provide negative feedback while

maintaining good relations. Consequently, they become very anxious about the way they interact with others. This “dilemma” is reflected in the student’s feedback above.

There are also some Group A writers who placed so little confidence in their own writing that they always followed their peer editors’ suggestions:

*Interview comment example 12:*

Interviewer: I think that there are many students who are superior to you in academic competence, but at the same time many students who are inferior to you in your class. So, have you received any wrong feedback from those inferior students or given excessive feedback to them?

Student: No, because I am poor at English. So I couldn’t give any feedback. In the first place, when I read others’ essays, I couldn’t judge if they were correct or not grammatically, for example. That’s why I wrote only my impressions about their essays.

Interviewer: So, you think that you cannot provide good grammatical feedback?

Student: No. That’s why I couldn’t judge whether the feedback which I received from my peer editors were grammatically correct or not, either.

Interviewer: So, you adopted them immediately, without any doubt?

Student: Yes. When I received feedback, I always thought that they should be correct, because I believed that the students who gave the feedback were much better at English than me. Then, I changed my draft exactly according to what the feedback suggested without doubting them at all.

Interviewer: Then, you were very rarely worried about whether you should adopt the feedback or not? Before adopting them, have you never checked if they were truly correct or not, say, by consulting a dictionary? Have you never thought that they might be incorrect? Have you never thought, “this feedback says so, but is it truly correct?”

Student: No, not at all. I always adopted them and changed the parts in my essay which they pointed out in the exact way that they suggested that I should do.

Interviewer: So, you probably had many chances to think that your peer editors were very smart, didn’t you?

Student: Yes, I did. I often wondered why my peer editors knew such a thing.

Interviewer: You didn't feel you needed to check whether the feedback was correct or not before adopting it, right?

Student: No.

Interviewer: You checked "No" to the question, "Do you want to have a lesson like the one you took this time again in the future?" in the questionnaire. Why do you think so?

Student: Because it was tough for me. As I said before, I am not good at grammar, and I have to consult a dictionary every time I have something which I don't know. This is too tough for me.

In this interview, this student points out the difficulty for students like him, whose English proficiency is relatively low, to participate in peer review. They think that they cannot provide appropriate feedback to others because their knowledge of English is not enough. They may be so involved in their own writing that they are far from considering others' writing problems. Furthermore, they cannot expect a good outcome from receiving feedback, because they are not competent enough to take it critically and, as a result, do not try to consult a dictionary voluntarily to see if it is correct or not, etc. Actually, another Group A student almost always responded that he believed the feedback he received was correct. This is probably because he could not judge whether his friends' feedback was correct or not himself. Because these activities—giving and receiving feedback—are beyond what they can do, in other words, beyond their zone of proximal development, those activities may demotivate them.

In general, when teachers try to introduce pair- or group activities to their class, it is thought to be crucial to pay careful attention to the notion of the zone of proximal development (ZPD). Theoretically, ZPD can be defined as the difference between what a person can actually do and what the same person can potentially do with help from someone else or from cultural artifacts, e.g., a dictionary (Lantolf, 2000; Lantolf and Thorne, 2006). In this study, the existence of "other students" can play the same role as what Lantolf refers to as "someone else" or "cultural artifacts." That is, the students read other students' essays and are encouraged to check the parts which they cannot understand in other students' essays. At the same time, if they think that others' essays are good, they are motivated to apply these points to their own essays and facilitate their own improvement. On the other hand, feedback from other students can lead an author to learn something new, or if an author thinks they are doubtful, he or she can be motivated to check whether they are correct or not. In this respect, "others" can play the role of facilitating the students' autonomous learning in a classroom. However, this can be true only when the students can understand other students' feedback or essays well. If they cannot understand them, or if they are not competent enough to make them meaningful

to their own language learning, which means that they are beyond their zone of proximal development, these activities may be useless and even demotivate them. There is also the possibility that these activities can become an opportunity for them to realize that they are weak in English. This is reflected in the following student's interview comment:

*Interview comment example 13:*

Interviewer: Which did you prefer, doing peer review or writing your own essays?

Student: I didn't like both of them. But if you force me to choose, I would say I hated doing peer review, because by reading others' essays, I realized that I was weak in English and therefore was not able to give appropriate feedback. I wish I could have given much better feedback to others, but I couldn't. I am really sorry for being able to give only perfunctory feedback.

Interviewer: Did you feel frustrated when you found that you couldn't give any good feedback?

Student: Yes.

However, as we can see from his interview comment above, he actually wanted to contribute to the improvement of others' essays, although he realized that his English level was not high enough to do so. Furthermore, he did not hesitate to allow his essays to be read by others, which can be understood in his following interview comment:

*Interview comment example 14:*

Interviewer: Did you feel hesitant about your essays being read by others, who were also students like you? Did you have any opportunity to feel displeased or insulted by other students' comments?

Student: No, because I knew that I was poor at English. I believed that all the students who gave me feedback were superior to me in academic competence. Because of that feeling, I haven't felt displeased or insulted by others' comments.

Interviewer: That should be good for your learning, because you can clearly realize that you have some drawbacks in writing.

There are many Group A students like him. All of them seemed to recognize that they were weak in English. Therefore, even though they really wanted to participate in peer review, they could not do so in the way that it could lead to improvement in the quality of other students' essays. The



following is some of the feedback examples which could reflect their “dilemma” like the above-mentioned student.

*Peer’s feedback example 33:*

[About an essay which classifies Tokyo Disney Resort into four areas] I can understand that Tokyo Disney Resort can be divided into four areas. Your English sentences are also very good.<sup>11</sup>

*Peer’s feedback example 34:*

[About an essay which classifies noodles into several types] I like Tsukemen.<sup>12</sup>

*Peer’s feedback example 35:*

[About the same essay as mentioned above] I recommend Moko-tanmen.<sup>13</sup>

*Peer’s feedback example 36:*

[About the same essay as mentioned above] I like Udon.<sup>14</sup>

*Peer’s feedback example 37:*

[About an essay which classifies sports into several types] I like tennis better because I can play it regardless of seasons.

*Peer’s feedback example 38:*

[About an essay which classifies sports into two types: individual and team sports] If I play, I prefer individual sports, but if I watch, I prefer team sports.

*Peer’s feedback example 39:*

[About an essay which expresses the author’s opinion about whether the Japanese government should raise the consumption tax rate or not and mentions the reasons why he thinks so] In my opinion, the Japanese economy will not recover unless the consumption tax rate is raised to 15%. 8% is not enough.

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<sup>11</sup> This comment was written in Katakana, which is the angular form of Japanese syllabic writing. This form of writing is generally used for the following purposes: transcription of foreign language words into Japanese and writing of loan words; emphasis; representing onomatopoeia; writing of technical and scientific terms; and writing of names of plants, animals, minerals, Japanese companies, etc. One of the reasons why the peer editor used Katakana here is thought to be that he wanted to draw the author’s attention in a peculiar way. This author was another female student who was popular among some male students.

<sup>12</sup> Tsukemen is a kind of Chinese noodle served with a separate sauce to dip it in.

<sup>13</sup> Moko-tanmen is a kind of Chinese noodle served in a salty soup and topped with stir-fried vegetables and meat.

<sup>14</sup> Udon is a Japanese traditional noodle soup dish.

*Peer's feedback example 40:*

[About an essay which expresses the author's opinion that people should get up early and mentions the reasons why she thinks so] I will also try to get up early every morning.

*Author's response:* Not adopt

*Reason:* Because this feedback is not about writing itself in my essay.

*Peer's feedback example 41:*

[About an essay which expresses the author's opinion about whether Japanese university students should do a part-time job or not and mentions the reasons why she thinks so] I think that Japanese university students should do a part-time job.

*Author's response:* Not adopt

*Reason:* Because this feedback mentions only the editor's opinion.

*Peer's feedback example 42:*

[About the same essay as mentioned above] I will also try to look for a part-time job.

*Author's response:* Not adopt

*Reason:* Because this feedback only refers to the editor's personal decision to look for a part-time job.

Even though many of these types of students actually wanted to participate in peer review, most of the feedback which they could give to other students is only their impressions or opinions about the authors' essays. In other words, they involve themselves in the activity of peer review only in the peripheral area of their learners' community, where they only negotiate with each other about things which are essentially irrelevant to their language learning. On the other hand, at the core of the community, other students, whose proficiency level is usually relatively high, negotiate with each other in the way that allows their negotiations to be truly effective for their own language learning.

Regarding the more effective way to facilitate participation of the former type of students in conducting peer review, the following interview comment from a Group A student is useful:

*Interview comment example 15:*

Student: I think that, only after careful consideration was given to relationships among the students, they should have been assigned their seats and then grouped accordingly. In doing so, they could probably have negotiated with each other more effectively, although they should have needed to change their seats or groups again after a certain period of time.

Interviewer: You mean that it is important for a teacher to control his or her class?

Student: It is important for the teacher, but it is important for us, too. I mean, it is important for us to control our own learning. Because students who are not so eager to study, including me, tend to do only things which they feel are interesting, it may be a good idea to have one serious student at least in each group so that he or she can take care of other students' learning. If we do so, even those students can't ignore their own study.

Interviewer: As you suggested, it's a pity that there are actually some students who are always thinking about how they can skip a class, etc. Having one such type of student in a group may deteriorate the whole group's atmosphere. Even though you really want to engage in peer review eagerly, this student may disturb your learning and eventually you may find yourself playing with him or her together without knowing it.

Student: Yes. It is no doubt that we all have a tendency to avoid things which we don't like to do. We want to do only things which we can find pleasure in. Even though we really think that we have to study, we sometimes find ourselves enjoying chatting with our friends without knowing it. That is why I think it necessary to separate close friends so that they could not chat with each other during class.

This comment conveys the importance of grouping students appropriately before conducting a classroom activity. As this student said in the above interview, it would be a good idea to make groups so that close friends do not sit in the same group, because they are likely to chat with each other and this will disturb not only their own but also other students' learning. On the other hand, it may be true that sometimes it is more effective to include close friends in a group, particularly in a group where some superior students show their reluctance to conduct peer review with other lower-level members in their group. This type of student may tend to negotiate only with the students who they think are smart or smarter than themselves. However, this situation may change if they have their close friends in their group because they might be more willing to help their friends. Moreover, if superior students welcome weaker students, weaker students will never need to feel isolated or excluded; they can secure their own space, where they can enjoy their freedom to learn without being threatened by other superior students. This kind of situation also relates to one of the crucial requirements for facilitating autonomous language learning, as discussed in Chapter 2. Thus, the relationships among the students in their learners' community—or in other words, how their positions are related to other students' in the classroom—can be one of the most critical factors in making the peer review activity more interactive and meaningful. Zhu and Mitchell observe that “students' peer response stances are guided by their motives/objects for participating in peer response” (Zhu and Mitchell, 2012: 379). However, because a peer-review activity should be

considered to be an activity not only of two students, but also among many students who influence how it is conducted, this statement may be necessary to be rephrased as follows: Students' peer response stances are guided by their motives/objects for building human relationships with other members in their learners' community.

### **Summary**

There are many students whose English proficiency levels are different in the Group A students' writing class. The students whose English proficiency level is relatively high tend to be reluctant to conduct peer review because they are likely to feel that other students' feedback may not be useful for their writing. However, they may also believe this because of their past personal experiences related to English learning. On the other hand, many Group A students consider their English proficiency level low and cannot participate in the peer review activity in the way that it is truly meaningful for their language learning because this activity is beyond their zone of proximal development (ZPD); in other words, they are forced to stay in the peripheral area of their learners' community. In order to address this problem, it may be useful to identify each student's personality and human relationships and group them accordingly.

#### **4.2.2.2. Group B students**

In the previous peer review section, which the Group A students conducted, it was shown that the relationships among students were more or less influenced by how much confidence they have in their own English ability. Can this also be applied to the Group B students, who generally have confidence in their own English ability?

##### *Interview comment example 16:*

Interviewer: In the questionnaire, you checked "No" to the question, "Do you think that you could improve your writing by having your essays evaluated by other students" and as the reason for it, you indicated that feedback you received from other students was sometimes wrong. Could you explain about this more specifically?

Student: There were two steps of evaluation: The first was the evaluation from my classmates and the second from the teacher. Most of the evaluations which I received from my classmates were negative, but when I asked about them to the teacher, he said that I didn't need to consider them. So, I think that the evaluations which I received from my classmates were almost meaningless.

Interviewer: Was the feedback you received from your classmates mostly local one or global one?

Students: Mostly global one.

Interviewer: Mostly global one....

Student: And they sometimes gave feedback about expressions I used in my essays. My classmates sometimes gave me feedback like, for example, “You should use this word, not that one.” However, the expression which my peer editor suggested I should use often turned out to be wrong and the one which I originally used more appropriate later. So I think that they were actually not so useful for me... .

Interviewer: So, you think that they were not so effective for improving your essays?

Student: Yes.

Interviewer: I see. I think it’s because your English proficiency level is higher than other students’.

Student: No! My level is very low!

Interviewer: How did you learn English composition when you were a high school student? Did you study it very hard?

Student: Yes. The university which I originally wanted to enter is actually Hitotsubashi university.<sup>15</sup> so I learned about various techniques of English writing when I prepared for the entrance examination.

Interviewer: Did you study it in high school or a cram school?

Student: I studied it in both of them.

Interviewer: So, you already knew so much about how to express your opinion in English and so on?

Student: Yes.

Interviewer: Do you think that you can write an about 200-word essay very easily?

Student: Yes.

This student appreciates the value of the teacher’s evaluation more than that of his classmates’

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<sup>15</sup> Hitotsubashi university is one of the most prestigious national universities in Japan. The applicants are assigned an English writing task in the entrance examination, where they have to write a 120 to 150-word English essay during a fixed period of time.

evaluations. This is probably because of his confidence in writing, which seems to be facilitated by his personal writing experiences from high school and preparing for university entrance examinations. His confidence in his writing is reflected in his way of responding to his classmates' feedback as follows:

*Peer's feedback example 43:*

L21: I think that the word "cause" in the twenty-first line in your essay conveys the contrary meaning in this case; I think "happened" or "arised" should be more appropriate one here.

*Author's response:* Not adopt

*Reason:* I will not adopt this suggestion because the teacher said it was not correct.

*Peer's feedback example 44:*

Your essay is easy to understand, but it will improve if you divide the part where you introduce a topic and explain about similarities into two paragraphs. ex. Paragraph 1 Introduction, Paragraph 2 About Similarities, Paragraph 3 About Differences, Paragraph 4 Conclusion

*Author's response:* Not Adopt nor Not adopt

*Reason:* When I asked the teacher about this, he said that my essay had no problems, so I will not adopt this suggestion. But I will pay careful attention to this aspect when I write the next essay.

This student largely depends on the advice from his teacher for deciding whether he should adopt his classmates' feedback or not. This also suggests that he basically does not rely on his classmates' feedback and that he thinks that the teacher's feedback is more worthwhile.

The following interview comment is from another Group B student who also appreciates the value of the teacher's evaluation more than that of his classmates'.

*Interview comment example 17:*

Interviewer: In the former part of the semester, basically only the teacher evaluated your essays. However, in the latter half of the semester, there were two steps in the process of evaluation: First, your classmates evaluated your essay and then, the teacher evaluated it. In the questionnaire, you commented that there were not any changes in your attitude toward essay writing after a change in the evaluation system. Please explain this more specifically.

Student: I usually didn't change my essay being influenced by my classmates' feedback. However, the teacher is an expert in English, so I think that his feedback is more....

Interviewer: More reliable? Do you think that the teacher's feedback is more reliable than your classmates'?

Student: Yes. I also think that the teacher's English proficiency level is probably, no, definitely higher than students'. So I think that it is necessary to get feedback from the teacher, who is more proficient than students, in order to write more high-quality essays.

Interviewer: You mean that you actually had opportunities to compare the teacher's and other students' feedback and eventually think that the former was more useful than the latter? Or is that only your impression?

Student: ...Yes.

Interviewer: So, most of the feedback which you received from your classmates was not useful for you, right?

Student: I suppose that, rather than that my classmates' feedback was not so useful, my essays were difficult to understand for them. However, the teacher said that he could understand my essays. I thought that it was OK if the teacher said so, although my classmates said that they could not understand my essays well.

Interviewer: You mean that there is a big difference in the power of guessing meanings, understanding the contexts, etc. between the teacher and students?

Student: Yes.

Interviewer: It seems like you consider the fact that the teacher can understand your essays more seriously than the one that your classmates can understand them. It seems like you never mind if other students can understand your essays or not—their age or English proficiency level is similar to yours—as long as the teacher says that he can understand your essays.

Student: Yes, but recently, I have found that my essays are actually not so easy to understand for other students and therefore started to consider how I should write so that others can understand my essays easily, although I thought that I could convey what I wanted to do so at the beginning of the semester.

Interviewer: So, you were able to pay attention to if and how much your essays can be understandable to others from the halfway?

Student: Yes. But when I was a junior and senior high school student, I only focused on committing as

few grammatical mistakes as possible in writing and making my English sentences as easy to understand as possible, because I just wanted to get a good score in tests. However, now that I finish university entrance examinations, I want to try to create more difficult and complicated English sentences.

Interviewer: You mean that you want to use more “high-level” English vocabulary, for example, technical words, etc. in your essays?

Student: Yes, and I want to raise the quality of my essay in other respects, too.

Interviewer: You mean that you want to use not only difficult words but also more difficult grammar items, for example, conjunction, relative pronoun and so on?

Student: Yes, I had such a wish about English writing, and the teacher seemed to understand my wish like that, but my classmates couldn’t understand it....

Interviewer: You mean that your classmates’ level of English is lower than yours?

Student: No! I just wanted to try something difficult!

Interviewer: By yourself?

Student: Yes.

Interviewer: Probably you first expected your classmates to understand your wish, but things turned out not to be so simple as you had expected, right?

This student thinks more highly of the teacher’s feedback than his classmates’ similar to the previous student, because of his desire to write high-quality essays. His desire also stems from his personal writing experiences in high school, which were described in his final interview as follows:

*Interview comment example 18:*

Interviewer: You said that you practiced simple English composition when you prepared for university entrance examinations. Did you do it in your high school?

Student: Yes. In regular tests in my high school, we were often assigned an English composition task, where we had to write an essay about a given topic.

Interviewer: How many words did you have to write in the test?



Student: It was not decided in particular. Probably we wrote about seven or eight lines.

Interviewer: Were you sometimes asked to write your opinion in English about a given topic?

Student: Yes, sometimes. At that time, the points-off system was adopted to evaluate our writing: every time we committed one mistake, we had some points taken off. So I tried to commit as few mistakes as possible, by making my sentences as simple as possible and using only simple grammar items. That's why I now really want to try to write more difficult English sentences.

Interviewer: ..... Did you do it only in regular tests? Didn't you have any chance to do it in normal classes in your high school?

Student: Yes, we actually did it in normal classes, too ... as a kind of additional task. If we completed a task and submitted it, our teacher read it and gave us some feedback. We were usually asked to write our opinion about a given topic by writing English sentences in several lines. Moreover, we were sometimes asked to use as many relative pronouns as possible, for example, when doing the task. That's why I think this task was only a kind of grammar exercise ....

Interviewer: This was a kind of grammar exercise .... So, you only practiced writing simple English sentences by using grammar items which you were asked to use....

Student: That is exactly what we regularly did while I was a high school student.

In this student's case, because the English composition task, which he was engaged in during high school, was very easy for him, he wants to create more difficult sentences after entering university. Probably, he expected his classmates to feel the same way he did, but actually they did not, which seemed to disturb him. He also refers to his own personality as a reason why he considers his classmates' feedback less valuable than the teacher's feedback:

*Interview comment example 19:*

Interviewer: Have you received negative feedback from your classmates?

Student: No, not at all.

Interviewer: Then, you may think that all the feedback you received was too mild for you, right?

Student: I don't know.

Interviewer: Do you think that the feedback you received should have been more critical?

Student: I am the type of person who hates to lose. So, even if my classmates had suggested that I should do this or that, I wouldn't have followed this because I believed that what I did was right. I know that sticking to my own idea is actually not good for improving my writing, but....

In the interview above, this student attributes the ineffectiveness of conducting peer review to his own personality: that is, hating to lose.

So far, we have seen that some Group B students were reluctant to conduct peer review in this writing class because of their past writing experiences, their desire to write more high-quality essays, and their personality. These factors obstructed their peer review activity and in turn influenced the ways students responded to other students' feedback.

*Peer's feedback example 45:*

Your essay only refers to examples of the ways of playing in those places. I think that you should explain about each example in more depth.

*Author's response:* Not adopt

*Reason:* I think that it's OK that my readers can understand only the point of my essay. I don't put emphasis on explaining about each of the examples specifically.

*Peer's feedback example 46:*

Your essay is easy to understand because it is well-organized. But I had an impression that it was a little too easy to understand because you couldn't meet the requirement about word count (250 words).

*Author's response:* Not adopt

*Reason:* I think that my essay is reasonably long, so I will not adopt this feedback. (If I adopt this feedback, I will have to find a new topic and rewrite my essay from the beginning.)

*Peer's feedback example 47:*

Your essay is a little too short, and I think that you should explain more concretely about the leisure activities on the beach. If you do so, your essay will become more well-organized.

*Author's response:* Not adopt

*Reason:* The same as above

The rough draft of this author's essay is as follows:

In summer, many people take summer vacation and enjoy leisure activities. I would like to classify three patterns in a point of view of places.

First of all, sea is very popular place for leisure activities. You can swim in the ocean, enjoy fishing and challenge water skies.

Secondly, mountains are nice place for relaxing your feeling. Mountains have beauties of nature. There are waterfalls, streams, cliffs, woods, and so on. You may go hiking or trekking, enjoy going down a river in a boat.

Finally, many people enjoy amusement parks. Once you enter these parks, there are the world of dream. You can enjoy watching shows, riding attractions, trying out the food at various stalls. Not only children but also adults feel excited for amusement parks.

Leisure activities at the summer vacation are in the beach or the mountain or theme parks. The choice where you go at the summer vacation is important to spend your summer holidays pleasantly.

At this time, all the students were asked to write more than 250 words. However, this student wrote only 160 words in this essay. In this respect, all his peer editor's comments above seem to be appropriate. Moreover, the part where the author explains about leisure activities in the sea is relatively short compared with the other parts where he explains other activities. Thus, the third student's comment above that this author should expand the second paragraph is appropriate. However, this author did not adopt all the feedback for no apparent reason.

The following is another student's case:

*Peer's feedback example 48:*

1. 21: I think that you cannot use the expression, "is most" as the predicate of "The number."

*Author's response:* Not adopt

*Reason:* I think that this feedback is not correct. That's why I will not adopt this feedback.

*Peer's feedback example 49:*

You used the same expressions to explain each of the courses, which may give an impression that your essay is well-organized, but at the same time, boring. I think that you should sometimes use different expressions. However, this is only my opinion. It totally depends on you if you will adopt this feedback or not. I don't mind it if you ignore my opinion.

*Author's response:* Not adopt

*Reason:* I think that I don't need to change any part in my essay, so I will not adopt this feedback.

The rough draft of this author's essay is as follows:

Students of the school of commerce of [the name of the university which this student belongs to is written here] have to choose main course of studying. There are four courses in the school and all of the students can be classified into them: business, management, accounting and economics. This summary will explain the feature of each course and difference among them.

First, business course. This course mainly deals business, trade and finance theory. Famous classes belonging to this course are insurance theory, distribution theory, and marketing theory. In this course the students study how to find and create the project of earning money.

Second, management course. This course mainly deals company management theory. Famous classes belonging to this course is business administration. In this course the students study how to manage company, which leads project of earning money.

Third, accounting course. This course mainly deals accounting theory. Famous classes belonging to this course is bookkeeping. In this course the students study how to value property and project of the company.

Fourth, economics course. This course mainly deals macro and micro economics theory. Famous classes belonging to this course is game theory. In this course the students study the movement of money in the world from both macro and micro view.

The distinction of popularity among these courses is also clear. The number of students belonging to business course is most. Second is management course, third is accounting course. Economics course is the smallest.

In conclusion, there are many features and differences between each course. However, the importance that students can gain from studying in each course is common.

We can see the sentence, "The number of students belonging to business course is most" in the sixth paragraph, but this sentence is not grammatically correct because the expression, "is most" is not appropriate as the predicate of "the number of students," as indicated by the first student's feedback above. Moreover, as the second student's feedback suggests, this author uses the same expressions (for example, "... mainly deals ...," "Famous classes belonging to this course is [are] ...," and "In this course the students study ...," etc.) repeatedly. Basically, the repeated use of the same words or phrases is not preferable in English academic essays. In fact, the teacher also gave this author the feedback, "It may be better to use a different expression to explain a different course." However, this author did not change the parts which the peer editor pointed out, nor did he give any reasons. This may be related to the fact that this student received an award for good English writing from the

university in the past, which may have given him false impressions about his writing ability.

On the other hand, some Group B students were very serious about giving feedback to other students.

*Interview comment example 20:*

Interviewer: There were some students who were not so eager to participate in peer review. In order to prevent this situation from happening, what do you think about an idea of evaluating the feedback the students gave to other students too? For example, if a student gives good feedback, some points will be added to his or her final score, but if a student gives only perfunctory feedback, some points will be deducted from his or her final score?

Student: I'm not sure if it is a good idea to give some points to students' final scores only because they engaged in conducting peer review eagerly. I think that it is strange to get a point by evaluating others' essays. On the other hand, I agree to an idea of deducting some points from the final scores of the students who gave only perfunctory feedback.

Interviewer: Have you had such an experience?

Student: I think that if a teacher decides about the way of conducting a class, his or her students should follow it. So, I think that the students should take part in peer review eagerly in this case, because the teacher decided to introduce this activity in this class. Furthermore, if they are not eager to conduct peer review, it should not be good for other students, because they cannot receive good feedback from them.

Interviewer: You are right. It should not be good for other students. It is a pity that some students were eager to conduct peer review but some weren't.

Student: If students who are not eager to conduct peer review evaluate essays of other students who are eager to do it, the latter students can never improve their essays. That's why I think that it may be a good idea to deduct some points from the final scores of the students who are not eager to engage in peer review, although I don't know exactly how many points should be deducted from those students' final scores.

This student seems to be motivated to participate in peer review for two reasons: One is passive because this student thinks she must do peer review based on what her teacher asks her to do; the other is more active or even altruistic because she thinks she must do peer review because it would be good for other students. Another student identifies similar reasons in her final interview:

*Interview comment example 21:*

Interviewer: Do you think that evaluating other students' essays was good for improving your own essays, too?

Student: Yes, because I tried to think very carefully about how to improve other students' essays. There is a possibility that my classmates will change their essays after reading my feedback. So, I felt very responsible for it and therefore thought very hard about how their essays should be improved.

Interviewer: There is also a possibility that your classmates' essays will be evaluated lower by the teacher, as a result of your wrong feedback being adopted.

Student: Yes.

Interviewer: Did you develop a sense of responsibility for improving others' essays?

Student: Yes.

We can see from the two students' interview comments above that they were driven by a sense of responsibility—that is, they should follow the teacher's instruction and be a member of their learner's community, where they are needed to help each other with their writing.

However, the most unique feature of the Group B students' writing class is that most of the students were very anxious about other students' writing performance and were concerned about the different performance levels among students in the class.

*Interview comment example 22:*

Student: When I read an essay of the student who was smart, I often thought that it was a very good essay. Although I was a novice in writing, I could recognize its goodness.

Interviewer: Do you think that reading those students' essays was useful for your writing, too?

Student: Yes.

This student believed his level of English was relatively low compared with other students' in his class, which can be understood because he referred to himself as a "novice" in writing during this interview. At the same time, it is notable that he wants to make the quality of his own essay close to other students' essays, unlike similar types of students in Group A, who tend to think that their

English proficiency level is low and therefore easily give up conducting meaningful peer reviews. Probably, there may have been a feeling of “peer pressure” influencing the thinking of the above-mentioned Group B students, which is common among many Group B students.

*Interview comment example 23:*

Interviewer: Do you think that you were able to improve your writing, too, by giving feedback to each other?

Student: Yes.

Interviewer: In what respects do you think that you could improve your writing?

Student: By attending this writing class, I learned to think about how other people would read my essay. This time, my readers were all this university’s students and I think that many of them were very smart. I tried to read my own essays through their eyes and think how they would evaluate my essays, because I wanted good remarks from my classmates. I also tried to be careful to choose a topic which was appropriate for this university’s students and to think if this way of writing could convey my intended meaning to them effectively. So, I tried not to write essays roughly in this class.

Interviewer: So, you didn’t come to think that the first priority was on completing your essay and submitting it as quickly as possible, because you became conscious of the existence of your readers. Did you become more careful about writing when you realized that your essays would be read by your classmates than when your essays were read only by the teacher?

Student: Yes.

Interviewer: You tried not to write roughly ... you mean that you tried to think about how other people would think about your essays while writing?

Student: Yes.

In this interview, this student says, “my readers were all this university’s students and I think that many of them were very smart.” From this comment, it can be understood that if his essays were bad, he probably did not want them to be read by other students who he thought were “very smart,” so he tried to be “more careful about writing when he realized that his essays would be read by his classmates.”

The following student’s interview comment also explains how this feeling of “peer pressure”

influenced this student's writing.

*Interview comment example 24:*

Interviewer: In the questionnaire, you wrote that giving feedback to each other was useful for improving your writing, too, and as the reason for it, you indicated that it became a good experience for you because you had not had many opportunities to see other students making a presentation or to read other students' essays, but how do you think doing these kinds of things will improve your writing?

Student: Actually, I have had some opportunities to see other students making a presentation in another class, but most of the time I couldn't understand what they were talking about. I sometimes could understand them, but if I could, I could do so only vaguely and I always couldn't understand details of them. For example, even if there are grammatical mistakes in other students' speeches, I usually couldn't notice them. In other words, whatever they say, they can be justified to some extent, because we cannot understand them most of the time. On the other hand, if I read other students' essays and they contain mistakes, I could notice them so easily. So, I think that when other students read my essays, they can also notice my mistakes so easily. So, when I realize that my essay will be read and evaluated by other students,...

Interviewer: But your essay will be read and evaluated by your teacher, too. Is there any difference in your feeling or attitude toward writing between when your essay will be read by other students and when your essay will be read by the teacher?

Student: .... Yes.

Interviewer: What kind of difference is there?

Student: Well, when my essay is read and evaluated by the teacher, there are no essays to compare with mine. So, I only try my best to improve my essay's quality as much as I can. When I think that I cannot improve the quality of my essay any more, I give up improving it and submit it to the teacher. However, when I read other students' essays, I always compare their essays with mine and often think, "I still have many things to improve in my essay because other students wrote such a good essay."

Interviewer: I see. Did you have an experience of comparing your own and other students' essays and then thinking that your essay still needs to be revised?

Student: Yes.

Interviewer: I have never expected that you would have such an effect by having your essays read by



other students. But do you think that such an effect will not be expected by having your essays read by the teacher?

Student: No, because any element of comparing does not exist in the action of having our essays read by the teacher ....

Interviewer: What kind of action do you refer to by “comparing” specifically? Do you refer to reading your own essay, comparing it with other students’, and finally judging whether your essay is good or not ...?

Student: These things are exactly what I often did in this class.

In this student’s comments in the interview above, the action of “comparing” can be thought to be one of the crucial elements which constitute Group B students’ motivation to conduct peer review in this writing class. This feeling of “peer pressure” may sometimes make them fear that they will be considered “inferior” students by others and eventually pushes them outside of the peripheral area of their learners’ community.

Students’ concerns about differences in writing performance can actually lead to educational benefits for the Group B students’ EFL writing learning. The following student’s interview comments indicate some of those benefits:

*Interview comment example 25:*

I had some opportunities to learn useful writing techniques from essays written by the students who were good at writing.

This student comments on the effectiveness of comparing his with others’ essays in learning useful writing techniques.

*Interview comment example 26:*

Interviewer: Did you have any opportunity to learn from other students’ essays?

Student: Not so much about grammar, but I learned much about how to present an opinion. It is also good to know new opinions which other students expressed in their essays, which were sometimes unfamiliar to me.

This student comments on the effectiveness of reading others’ essays to help improve the global

aspects of her essay.

The following student's comments are also related to the effects of "comparing" global aspects:

*Interview comment example 27:*

Interviewer: In the questionnaire, you wrote that you could have a wide range of choices for a topic in your essay through conducting peer assessment. What do you mean by this?

Student: When we were first given a theme by the teacher, the theme was too broad for me to come up with any good specific topic. However, by reading other students' essays, I could learn various points of view regarding the theme. By reading others' essays, I think that I could learn various approaches to the theme and also change my way of viewing it.

*Interview comment example 28:*

Interviewer: In the questionnaire, you wrote that you were able to broaden your view by reading others' essays. What do you mean by this?

Student: Even about the same topic, other students think and write differently from I do. So, by reading others' essays, I learned how to write what I couldn't do well.

Interviewer: You learned how to write what you couldn't do well .... You mean that you could learn about expressions, grammar, usage, and things like that from others' essays?

Student: And about a perspective...what kind of perspective they take regarding the theme ....

Interviewer: A perspective....

Student: And about how strongly I should express my opinion....

On the other hand, there are some student interview comments suggesting that they could learn to improve local aspects of writing by "comparing."

*Interview comment example 29:*

Interviewer: In the questionnaire, you wrote that you were able to learn something from others' essays. What did you learn from others' essays specifically?

Student: By reading others' essays which showed some bad examples, I tried not to commit the same

mistakes and I could also learn what kind of topics would be probable regarding the theme.

Interviewer: What kind of topics would be probable ....

Student: Yes.

Interviewer: How about grammar?

Student: I sometimes found grammatical mistakes in others' essays, although I think I also committed many grammatical mistakes. Whenever I found them in others' essays, I always thought that those mistakes were the ones I could also commit.

Interviewer: You mean that finding grammatical mistakes in others' essays could make you become more careful not to make those mistakes?

Student: Yes.

This student comments that he became more careful about making the same grammatical mistakes as other students.

*Interview comment example 30:*

Interviewer: In the questionnaire, you wrote that reading others' essays affected your own writing in a positive way and as a reason for it, you mentioned that you could read other students' essays critically. What aspects of others' essays did you pay particular attention to when you read them?

Student: I always found it interesting to read an essay which presented some concrete data, I mean, an essay whose argument was not developed abstractly.

Interviewer: What kind of essay do you refer to by "an essay whose argument was not developed abstractly"? You mean an essay which explains things concretely and therefore is easy to understand?

Student: Yes. I tend to write things abstractly and even ideologically, so my essay's point is always blurred. I think that presenting some concrete data or numbers is useful for making an essay easier to understand and more interesting to read.

Interviewer: How about showing examples?

Student: After reading other students' essays, I noticed that showing universal examples, I mean, examples which everyone can easily understand, could make an essay more interesting to read than

showing only personal examples.

In this case, as this student comments in the interview above, she already realized her own bad writing habits: that is, her way of writing is so abstract that her essay's point is always difficult to understand. She said that this recognition made her pay more attention to this aspect in others' essays. It may be said that students can learn more by reading others' essays, if they already knew their own drawbacks or bad habits in writing, because they will tend to pay more attention to those aspects in others' essays. Thus, a greater educational benefit may be expected from allowing the students to reflect on their drawbacks or bad habits in writing before conducting peer review.

The action of "comparing" also influenced the ways some Group B students engaged in peer review. The following are some of the examples of those students' peer review activities.

*Peer's feedback example 50:*

It is good that you classified ways of advertising products into three types and discussed both good and bad points of each type in your essay. However, you used the expression, "They have a good point" too frequently, so I think you should have used different expressions.

*Author's response:* Adopt

*Reason:* I thought that using the same expression would make my essay easier to read, but after reading others' essays, I found that using different expressions could make it easy to read, so I will adopt this feedback!

*Peer's feedback example 51:*

The tenses which you used in the first and the latter parts of your essay are different. I think that you should use the same tense.

*Author's response:* Adopt

*Reason:* Actually, I was not sure about which tense I should use in my essay, but after reading others' essays, I found that many students used the past tense. So I will make all the tenses in my essay the past one.

*Peer's feedback example 52:*

Because I don't know the expressions such as "some economical courses such as microeconomics..." or "administration trading" you used in your essay, I could learn so much from your essay.

*Peer's feedback example 53:*

I can learn how to use phrases, not clauses, from your essay.

*Peer's feedback example 54:*

Your essay is well-organized and I had so much to learn from it.

*Peer's feedback example 55:*

There are many useful expressions in your essay, which was good for my learning. Your essay is also very interesting to read.

*Peer's feedback example 56:*

The concluding part in your essay is a little too short, compared with the other parts. I think that your essay will be more well-balanced if you add something to your conclusion. However, you used so various expressions in your essay that I could learn much about how to write an essay.

*Peer's feedback example 57:*

Your essay discusses differences between salt and sugar specifically and is very interesting to read. Your essay is also well-organized and I could learn so much from it.

*Peer's feedback example 58:*

I was impressed by the way to use various expressions in your essay. For example, you used different words in order to convey a meaning of “kuwaeru (加える)” in Japanese in the tenth and eleventh lines. The explanation on the chemical components of salt and sugar in your essay is also detailed and easy to understand. I received an impression from your essay that you had studied about this topic very much before writing.

Comparing essays is considered to be effective for promoting their autonomous EFL writing learning, too, because it is expected that they will try to apply what they learned from others' essays to their own writing. The following case exemplifies this concept:

*Peer's feedback example 59:*

... I learned very much about how to use adverbs from your essay because you used various adverbs effectively in it.

As can be seen from the peer's feedback above, this peer editor thinks that she could learn about the

effective ways of using adverbs from her classmate's essay, which is shown as follows. Adverbs or adverbial phrases used in it are shown in italics.

There are three countries where I want to visit.

*First*, I would like to go to America, which is the home of baseball. The game I watched at the ballpark in America for the first time gave me an unforgettable impression. This experience made me more interested in baseball. So I want to watch a game again not on TV, but at a stadium.

Second country I want to visit is China. Recently, China has shown a high economic growth, *therefore*, we can see some cities which are highly developed. *However, on the other hand*, developing areas still remain. *In other words*, China has various faces. So I would like to visit and see a lot of places around China.

*Finally*, I also want to go to Australia, which has beautiful nature that can be never seen in Japan. *For example*, Great Barrier Reef, where coral reefs spread over the sea, is very beautiful, and it is one of the places I want to visit the best in Australia. *In addition*, Australia has diverse animals too, such as koalas, kangaroos, and so on. I think it is also a merit of travels in Australia that we can directly touch such animals.

*In conclusion*, although each country has each appeal, the three strongly attract me for some reasons in particular. If I have a chance to visit, I hope to go to these three countries sometime.

On the other hand, the above-mentioned peer editor's essay is as follows:

There are three countries that I am interested in.

A country I want to go to the most is the United Kingdom. I have regretted for a long time that I had gone to the Japanese school when I had lived there. I had rarely touched the local culture and had not communicated with people living there at all. They caused me not to have got a good command of English. I really want to live again to know much more about the U.K. and be a good English speaker.

Another country I hope to go someday is Spain, where is famous for football. It sounds great to watch a football game in a Spanish bar and feel a live excitement there. *At the time* I will try to speak my second foreign language, Spanish.

The last one is Taiwan. The Taiwanese massage is famous even in Japan. I would like to try it. After refreshed, I will go night stall. I heard there had many kinds of fruits and local dishes with cheap price.

The latter two countries are attractive for sightseeing so that visiting only once will make me satisfied. *However*, in the U.K., I will stay long for studying. It may be best for me to go there while I am

a university student.

It can clearly be seen from the two essays above that the former essay uses many adverbs and adverbial phrases, whereas the latter lacks the use of adverbs or adverbial phrases. However, this peer editor's next essay, which discusses the reason why she thinks Japanese university students do not study very much, is as follows:

University students have been getting unclever in Japan. While the half number of children goes to a university nowadays, why has it happened? There are many reasons affecting this. I will give three of them here.

*To begin with*, university students do not study. They study only an average of 3.5 hours per day including classes. This is the fewest figure of all the "schools." Even primary school students study more. One of the reasons causing this is the second reason.

Almost all the classes in Japan are made by a professor. *On the one hand* he talks, *on the other hand* students listen or use a mobile phone and finally fall asleep. *However*, in the U.S., *for example*, students themselves make a presentation and discuss. They have to prepare before a class for a speech. Without this, they cannot take part in a class. This need of preparation makes not only the time of studying more, but also students think academically. This difference has an effect on Japanese students studying less.

The third one is because of consciousness of students. A research showed the statistics that 54.8 % of university students chose to take a class which gives them a credit easily instead of which they are interested in. This displays that they do not want to study hard. *However*, it is also a problem that there are not a few classes like that. ...

Apparently, this essay uses many adverbs or adverbial phrases, compared with her previous one. It is particularly notable that before starting the second paragraph, she uses the phrase, "to begin with," which is one of the adverbial phrases which are effective for connecting paragraphs as well as "Secondly," "Thirdly," etc. However, she did not use any of them in her previous essay. It is probably because she learned something about the importance of using these adverbs or adverbial phrases in order to enhance her essay's coherence from her classmate's essay and tried to use them in her next essay. However, as Hanaoka and Izumi (2012) also indicated, it should be noted that this type of autonomous EFL writing learning; or more specifically, "noticing" a gap between the interlanguage forms and the targetlike forms should accompany the ability to "compare."

Considering the issue of differences in students' levels, this could encourage the Group B

students to have more respect toward each other's writing, but at the same time could make them hesitate to give negative feedback. The following feedback exemplifies this tendency:

*Peer's feedback example 60:*

I think that it is enough to write, "go to foreign university" instead of "go and study at university in foreign university." I'm very sorry if this feedback may sound presumptuous to you. I'm very sorry if this feedback is not correct.

*Peer's feedback example 61:*

1. 29: "Developing more and more," rather than "more and more developing," seems more appropriate to me. I'm very sorry if I am wrong.

The Peer's feedback example 49, which was mentioned before in this section, is also considered this type of feedback. In this feedback, the peer editor comments, "However, this is only my opinion. It totally depends on you if you will adopt this feedback or not. I don't mind it if you ignore my opinion." This type of feedback can also be seen among the Group A students', but this tendency—respecting each other's writing and trying not to make their tone sound too rude—could be felt more strongly and universally among the Group B students' peer-review activities than among the Group A students'.

It is instructive to note here that this difference between the Group A and Group B students' writing classes; or more specifically, the difference in the frequency that the action of "comparing" can be seen in their classes, may not be attributed only to their levels of English proficiency; it may also be related to the difference in the frequency that their writing classes are conducted in one week and thereby in how their learners' communities are shaped. As I mentioned earlier in this thesis, the Group A students met each other four times in a week, whereas the Group B students saw each other only once a week while this research was conducted, which naturally caused a difference in the atmosphere of each class.

*Interview comment example 31:*

Interviewer: Have you thought that feedback which you received might not be correct, or have you not been convinced by it?

Student: I sometimes couldn't understand which part in my essay others' feedback referred to.

Interviewer: Did you ask the student who gave the feedback about it?



Student: No, because I couldn't match the student's name with his or her face.

Interviewer: I see. But if you can match, do you think that you can discuss the problem with each other effectively?

Student: Yes ..., but I also think that there are things which we can say to each other only if we don't know each other, so it might be better if we don't know each other so closely when we conduct peer review.

Interviewer: I see. If you know each other closely, do you think that you hesitate to say negative things?

Student: If we know each other closely, we will feel insulted if we receive negative feedback. So, not knowing each other closely may be an important factor for us to conduct effective peer review.

Interviewer: Not knowing each other ... you mean that not knowing each other can make your peer review more effective for your learning?

Student: If we don't know each other closely, I think we can say anything to each other.

Interviewer: Do you think that if you discuss face to face, it will make you more hesitant to say something negative to your partner?

Student: Yes. In that case, I cannot say anything negative to him or her.

Interviewer: I see. We usually hesitate to say negative things to each other if we talk face to face.

Student: If we are close friends ... if we have been on good terms with each other, I will feel sad to know that he or she complains to other students that I always criticize his or her essays in an English writing class.

Interviewer: I see.

In this interview, this Group B student observes that peer review turns out better if students do not know each other closely, because it will enable them to say anything. Moreover, this is important to both parties, the givers and recipients of feedback, because feedback from an "unknown person" is totally freed from any prejudice. Thus, it might be necessary for teachers to change their way of grouping students depending on the situations; the effort to find or devise appropriate ways of grouping might be necessary to make sure that students can conduct effective peer reviews.

In the previous section, this author raised the following issue: How can we prevent students'

strong learner beliefs from interfering with their classroom activities? Some Group B students' feedback suggests an interesting and probably useful perspective on this issue:

*Peer's feedback example 62:*

Your essay is easy to read and your topic is also interesting. However, your concluding part is a little too short compared with the other parts, so I think that you should expand this part a little more.

*Author's response:* Adopt

*Reason:* I received a similar comment from another student and I also think so. So, I will adopt this feedback.

*Peer's feedback example 63:*

You only referred to the names of cars, the types of car, and the names of automakers in your essay. But I think that you should add a more detailed information or explanation to each type of car. If you do so, distinctions among these types of cars will be much clearer.

*Author's response:* Adopt

*Reason:* After receiving other students' opinions, I also think that if I describe each type of cars more specifically, my essay will be easier to read and understand

*Peer's feedback example 64:*

I think that the part discussing the fifth type of cars—light motor cars—cannot explain their use so clearly as ones discussing other types of cars.

*Author's response:* Adopt

*Reason:* The same as above

*Peer's feedback example 65:*

You didn't compare the types of cars from a common point of view, but I think that you should do so from a common point of view. So, you need to write, for example, "Type A is popular in America, but Type B is popular in Germany" or "Type A is designed for families because it has many seats, but Type B is designed for people who like sports cars because it can run fast," etc.

*Author's response:* Adopt

*Reason:* The same as above

In this case, it is evident that similar feedback from multiple peer reviews is a persuading factor that helps determine whether the feedback is adopted by the author. In other words, when students

consistently receive similar feedback, the more likely they are to adopt the feedback.

It is particularly notable that this tendency can also be applied to the Group B student mentioned before, who often rejected his classmates' feedback. The following is a rough draft of his essay about his study and future dream:

I am majoring in commerce. The academic areas where the commerce is related are wide. We need to study and research several knowledge. All of them are interactive. In fact, in this semester, I'm taking classes of economics, management and accounting. Among them, especially I'm interested in accounting. That's because I want to be a certified public accountant of Japan. I study accounting in technical college when I don't have classes in my university in order to pass the national examination of certified public accountant. Of course I study about other economic areas, too. When I'm in job interview, by expressing the value of what I have studied and gained, I will find employment at the company of audit after get the qualification of the certified public accountant and after I graduate from my university. My dream is to be a billionaire in future by getting a foothold in the first company and university.

In reference to this essay, he received feedback from other students as follows:

*Peer's feedback example 66:*

You used a relative clause in the sentence, "The academic areas where the commerce is related are wide." But I think that this makes the sentence more difficult to understand. So, I think you should change this sentence to, for example, "The academic areas, related to commerce, are wide."

*Author's response:* Not adopt

*Reason:* I feel that my sentence can convey the meaning which I originally wanted to do so better than the sentence you suggested. So, I will not adopt this feedback.

*Peer's feedback example 67:*

1. 1: I think that a sentence, "The academic areas related to commerce..." would be easier to understand.

*Author's response:* Adopt

*Reason:* I received a similar comment from another student, so I will adopt this feedback.

As the two students' feedback above suggests, the sentence, "The academic areas where the commerce is related are wide" is grammatically incorrect and slightly difficult to understand. However, when the author received the first student's feedback mentioned above, he refused to adopt it, believing that his original sentence was more appropriate to convey his desired meaning. However,

when he received the second student's feedback above, he reconsidered his sentence and eventually adopted the feedback. This type of student behavioral response, as revealed in this study, is worth taking into consideration when teachers try to encourage students like him to engage in this classroom activity. It also needs to be noted, however, that this type of occurrence was quite accidental and took place probably because this author may have considered his peer editors to be relatively smart.

## **Summary**

There are some Group B students who often refuse to adopt their classmates' feedback because of their past learning experiences, their desire to write more high-quality essays, or their personality. However, most of the Group B students are positive about conducting peer review. They are eager to do so because the teacher asks them to do so, and because they believe that it would be good for others' EFL writing learning. For many of the Group B students, other students' performances in writing are a larger concern, which creates a kind of "peer pressure" in the Group B students' writing class. This "peer pressure" encourages them to participate in conducting peer review, realizing that it will bring various benefits to their EFL writing learning: for example, being introduced to new perspectives about a given topic, trying to be more careful about making the same mistakes as other students, applying other students' essays' good points to their new essay, etc. Moreover, "not knowing each other closely" is another important factor in conducting effective peer reviews.

## 5. Conclusion

Based on the student questionnaires, we have observed that conducting peer review is more effective in a class where many students have equally high levels of English proficiency as opposed to a class where many students have lower levels of English. In the latter case, students whose English proficiency level is higher than other students' may feel the feedback they received is not useful for their learning. At the same time their expectations may not be addressed, which could lead to isolation from others and more reliance on self-study. On the other hand, the former case illustrates the various benefits that can accrue from conducting peer reviews, based on the student feedback in this study. One of the greatest benefits is to make them conscious of the existence of "readers," which allows the authors to become more sensitive to the readers' needs and reflect them in their writing. Another benefit is to increase the number of times they consult a dictionary. However, when discussing these results, a more comprehensive perspective—the perspective of their human relationships or their social interactions in the classroom—is also an important consideration.

What we can understand from the student feedback, which is not directly related to their essays, is as follows: The "peer pressure" is one of the major elements dominating the atmosphere of the Group B students' writing class. In turn, this prompts the students who are not confident with their own writing to feel that they must not remain in the "peripherality" of their learners' community. This atmosphere is generally lacking in the Group A students' writing class, where they can comfortably remain in the "peripherality" of their learners' community. This type of occurrence exists because the Group B students have a certain level of English knowledge, even though they consider their level of English to be lower than their classmates' level. Conversely, the Group A students' knowledge of English is so limited that they cannot "compare" their English level with other students. Not being able to compare means not being able to judge others' essays. If they cannot judge others' essays, they will never be motivated to apply what they learned from others' essays.

The following sections will explain in more detail, the answers to the research questions in this present study as follows:

**(1) How does a classroom activity which facilitates Japanese university students' negotiations in EFL writing class (in this case, peer review) affect how they build their relationships with each other; in other words, how their community is formed?**

**A.** In the current study, the students are asked to conduct peer review and assessment for activities to promote their own negotiations during their EFL writing classes. Peer review in particular, should deserve more attention because it is supposed to facilitate the action of negotiating their needs and

the needs of others in writing. This activity helps to form the type of community, where students whose English proficiency level is relatively low are excluded from activities of “active and meaningful negotiations” and thereby are “marginalized” into its peripheral area, which often becomes one for the “exchange of their inferior feelings” in the Group A students’ writing class. This activity only gives the students another chance to realize that they are bad at English and then demotivates them to go further beyond their capabilities. Instead, they hope to learn about more general and basic aspects of English. On the other hand, the students whose English level is relatively high, basically find little meaning in conducting peer review with other lower-level students because of various reasons: for example, they think that peer review itself is not worth conducting or they are influenced by their own past learning experiences, which leads them to neglect others’ learning opportunities, etc.

On the other hand, in the Group B students’ class, introducing a classroom activity which facilitates their negotiations (in this case, peer review) basically helps to create the type of community where students are always compared and therefore tend to fear that they may be considered inferior. There is a slight difference in the extent to which this feeling is prevalent between the pre-advanced and advanced classes. In the pre-advanced class, the students are able to appreciate the good points of others’ essays, thereby becoming much more concerned about the difference between their own and other superior students’ writing. On the other hand, the advanced class students focus on more “technical” aspects of writing: for example, academic writing, techniques for writing a paper in the case of studying abroad, techniques of more practical writing, etc.; in other words, they would like to learn various “techniques” of writing, rather than being worried about how their essays appear for others. These factors lead to one observation: Differences in the students’ English proficiency level tend to delineate different types of learners’ communities. The higher students’ English proficiency levels are, the more “*mentally* other-regulated” (as opposed to “*materially* other-regulated,” the term which applies to some Group A students’ peer review behavior), which leads to a certain “tension” in human relationships in the Group B students’ learners’ community. However, the students whose English proficiency level is exceptionally high, tend to be more “self-sufficient” and therefore often do not require feedback from other students. Thus, the student who is good at English, but recognizes that he or she still has some “weaknesses” in writing is more likely to attend to others’ feedback and can develop more self-awareness of belonging to his or her learners’ community, rather than as an independent learner.

## **(2) How do the types of student communities affect how they become or do not become autonomous in learning EFL writing?**

**A.** Differences in the level of students’ English proficiency help to make different types of learners’

communities, which in turn seriously affects how they become autonomous in learning EFL writing. Although some of the Group A students were observed to be eagerly engaged in one form of autonomous learning, by for example, consulting a dictionary, this is not autonomous in its very nature. One of the reasons why conducting peer review does not lead to their autonomous learning in any productive way could be that this activity is beyond their zone of proximal development (ZPD); they are not competent enough to make others' feedback or essays meaningful for their own EFL writing learning, although they often adopt other students' feedback literally without doubting its correctness at all; or in other words, they are regulated by others' feedback only "materially." Thus, such type of peer review behavior can be featured as "*materially* other-regulated."

On the other hand, "comparing" while conducting peer review causes a certain "tension" in human relationships in the Group B students' EFL writing class, which brings various benefits to their autonomous EFL writing learning: for example, being able to recognize their own drawbacks locally or globally, becoming more careful about the logical connections or organization in their own essays, being motivated to write essays which are easier for others to read next time, etc. The action of "comparing" one's own and others' essays is thought to be the essentially "*mentally* other-regulated," because "comparing" drives learners to develop mental attitudes to assess one's own writing performance in relation to others'. The Group B students, particularly those in the pre-advanced class, were first in this stage; that is, in the "mentally other-regulated" stage. However, as has been shown, their writing attitudes or behavior changed throughout the semester, from the "mentally other-regulated" stage and then gradually moving up to the "self-regulated" stage, where they are able to recognize their own weaknesses and become careful not to repeat them. Thus, being in the "mentally other-regulated" stage is one of the crucial requirements of becoming "self-regulated." On the other hand, the Group B students in the advanced class who focus on more "technical" aspects of writing can be said to be already "self-regulated." In other words, they are already "autonomous" in learning EFL writing. Hence, the answer to this research question is: The type of community which can most facilitate students' autonomous learning is the one where many of the students are still in the "mentally other-regulated" stage, whereas the Group A students' and Group B advanced class students' learners' communities cannot promote their autonomous learning very much, because the former students still do not reach the "mentally other-regulated" stage and the latter have already passed this stage.

### **(3) If students become autonomous in learning EFL writing, what kind of impact does it have on students' actual writing performance?**

A. Becoming autonomous was observed to have the following effects on the students' actual writing performance in this study: detecting one's own weaknesses and then being careful not to repeat them,

changing the organization of an essay radically, adding some words or phrases which can play the role of “guidepost” in order to make their essays more “reader-friendly,” etc., which we have seen and discussed in 4.2.1.

There are cases, however, where detecting one’s own weaknesses does not lead to an increase in the students’ actual writing performance. The following is one of those cases:

*Peer’s feedback example 68:*

I think that “the number of” in the phrase, “the number of the times of change” in the fifth line is not necessary, if you mean “the number of times players can change” by this expression.

*Author’s response:* Adopt

*Reason:* Actually, I have been wondering whether I should omit these words, too. So, I will delete these words.

In this essay, this author compares rugby and American football, and tries to say that the number of times players can change is fixed in rugby, whereas it is not limited in American football. Thus, “the number of” is necessary in this case, but this author eventually adopts his peer’s feedback and then rewrites the expression accordingly. In this case, this author can notice his weak point in writing from the beginning; he was not sure about whether he should add the words, “the number of” or not. At that time, persuaded by his peer’s feedback, he decided to rewrite the expression mistakenly. This is one of the cases where detecting one’s own drawbacks does not lead to students’ better writing performances, and we should bear in mind that there is always a danger that autonomous learning can lead learners to learn wrongly. In order to avoid this situation, teacher intervention should be encouraged; teachers should look through the feedback which students write for each other and correct them if necessary, or point out that the feedback is actually wrong and the reason why it is wrong to both the giver and recipient of feedback. This suggestion is verified by the Interview comment example 16, for example, which indicates the necessity for students to receive feedback from a teacher.

“Mentally other-regulated” is an advantage for Japanese students, referring to “self-awareness as one being subject to others’ eyes,” “being sensitive to others’ feelings or intentions” or “an inclination to attend to others’ needs” in the Japanese cultural context (the meaning of “mentally other-regulated” is essentially different from that of the term, “other-regulated” invented by Guerrero and Villamil (1994), which only means one of the L2 writing learners’ cognitive stages of regulation when being engaged in peer review). In other words, Japanese are more inclined to pursue the self-image that they imagine seems ideal for others, whereas Western people tend to put more



importance on their self-image which is reflected in their own eyes. According to Koukami (2009), “seken (世間)” is very important for Japanese; the “seken” is a group of people, who deeply influence them, particularly economically, lead them to develop the following self-image: They can live thanks to the “seken” and thus cannot live without it. Japanese people often say, “seken ni moushiwake ga tatanai (世間に申し訳が立たない),” which means, “If I do (or don’t do) it, I will do serious harm to the people who are deeply connected to me, so I won’t (or will) do it.” Thus, if Japanese people do something, they often do so because the “seken” demands that they do so, not because *they* hope to do so. On the other hand, Europeans or Americans do not have such a sense of belonging or identification, so they are rarely affected by other people or other people’s wills when they do something.

If this Japanese mind-set is considered and applied to their EFL writing learning, the activity of conducting peer review can be effective for improving Japanese students’ writing ability as well as for facilitating their autonomous learning in their EFL writing class. This is in sharp contrast to the concept which has been traditionally and widely accepted in the West, on ways to facilitate learners’ autonomy: that is, “self-regulated” is the only and ultimate goal and “other-regulated” is one of the stages through which learners move up and reach the ultimate goal of “self-regulated.” However, in fact, “self-regulated” is closely connected to “other-regulated,” as we have seen and discussed in this study. In other words, “self-regulated” and “other-regulated” are both sides of one coin. The more “other-regulated” students become (the term “mentally other-regulated” may be more appropriate to use in this context), the more they try to incorporate others’ feelings, intentions or needs into their EFL writing and eventually can assess their own writing performance objectively. Hence, to become more “other-regulated” (again, the term “mentally other-regulated” may be more appropriate to use in this context) means to become more “self-regulated”. To utilize this Japanese mind-set or characteristics to the fullest degree is one of the best and most practicable ways to facilitate Japanese students’ autonomous EFL writing learning, particularly for high-level students’.

This begs the following question: Is there no way to promote Japanese low-level students’ autonomous EFL writing learning? In order to answer this question, we need to expand on the findings of this study in a broader educational context.

First, in order to facilitate Japanese low-level students’ autonomous EFL writing learning, teachers need to help them become more “mentally other-regulated.” As mentioned before, there are generally three stages in the process through which learners can become a good writer by conducting peer review: the “materially other-regulated” stage; the “mentally other-regulated” stage; and finally the “self-regulated” stage. It is comparatively easier for students to move up to the “self-regulated” stage from the “mentally other-regulated” stage, but it is more difficult to move up to the “mentally

other-regulated” stage from the “materially other-regulated,” because a large amount of knowledge of grammar, vocabulary, etc. is required to become “mentally other-regulated” or become able to “compare” their own and others’ essays. Thus, in order to facilitate students’ effective peer review activities, teachers should first give a certain amount of knowledge of grammar, vocabulary, etc. to make sure students are ready for it. Furthermore, teachers should also be careful about the timing and the time spent for conducting peer review. Low-level students may find it easy to conduct peer review in terms of global features, rather than local ones, because it does not require such a large amount of knowledge of grammar, etc. If that is the case, conducting peer review while they are still generating ideas may be effective to introduce this type of activity in low-level students’ EFL writing class. Teachers also need to adjust the amount of time spent for conducting peer review carefully, so that low-level students can gradually become accustomed to this activity. Hence, the roles of teachers become different depending on whether their students are still in the “materially other-regulated” stage or in the “mentally other-regulated” stage: in the former case, the role of teachers is exclusively limited to a giver of knowledge or class manager, whereas in the latter case, teachers play the role of an adviser or facilitator, but are ready to intervene whenever they find any problem in the student feedback.

Second, teachers need to pay close attention to what low-level students are actually doing in and outside their classroom. Analyzing a classroom discourse where two students are engaged in a task of role-play, Pennington (1999) maintains that a classroom discourse consists of three frameworks: Lesson framework; Lesson support framework; and Commentary framework. The Lesson framework is a framework where two students conduct the task of role-play by using target language. The Lesson support framework is a framework where a teacher supports the two students’ task of role-play, for example, by giving feedback, evaluating their task performance, etc. The latter framework is largely executed using target language. In this framework, a teacher also sometimes warns noisy students who are chatting during class to make them pay attention to the Lesson framework. Thus, this framework can also serve the function of regulating classroom discourse. Finally, the Commentary framework is a framework where other students, who are not direct participants in the task, evaluate and comment about the role-play which is conducted by two students and the teacher, mostly in their native language. For example, in Pennington’s study, referring to one of the students conducting the role-play task, one student in the Commentary framework says, “He likes to apple-polish,” because he gives praise about one of their teachers in the dialogue. Then, another student in this framework shows his agreement to this student’s comment by responding to him by saying, “Apple-polishing. He’s apple-polishing.” (Pennington, 1999: 97) According to Pennington, the last-mentioned framework is the only space where students’

communicative needs are attended to, because in the other frameworks, they are allowed only to express voices and roles “assigned to them by the institution” (Pennington, 1999: 109). Thus,

The tendency for students to ‘hijack’ the lesson frame to their own purposes is one of the challenges of using real and realistic communicative activities in a classroom that often leads teachers to limit them and, while they are occurring, to intervene to control them. (Pennington, 1999: 109)

If we apply Pennington’s classification to the context of the present study, the space where the students whose English proficiency level is relatively high engage in peer review, could correspond to the Lesson framework (and probably the Lesson support framework, too). On the other hand, the space where the students whose English proficiency level is relatively low fail to participate in the peer review activity in a meaningful way corresponds with the Commentary framework; their voices are often not influenced by other higher-level students or the teacher. Moreover, we should take note of the fact that there may be one more layer under these three frameworks, which could support whole classroom discourse. This layer includes students’ learning experiences, learner beliefs, characteristics, human relationships, etc. These things cannot necessarily be made explicit by their “voices,” but, as the substructure of a classroom discourse, has the potential of “contextualizing” a classroom activity. In other words, it is very important to make their classroom activity closely related to their personal life. Making the most out of their “contextualizing” power, which many teachers still consider the main reason for their ill-managed classes, instead of “limiting” or “intervening to control” the “contextualizing” power, it is critical for teachers to make a classroom activity fruitful for students’, particularly low-level students’, learning and provide a platform for their autonomous learning, because, as discussed in Chapter 2, making their learning closely connected to their personal needs or life is the first and most crucial step toward successful autonomous learning. Moreover, this also means that teachers should be careful about not only classroom discourse but “outer discourses,” which is the only unique place where most of the students’ learning experiences are accumulated and most of their learner’s beliefs and human relationships are formed. At the same time it should be noted that a classroom is a place which only partially contributes to their accumulation or formation. The potential of those “outer discourses” to help expand educational benefits needs to be explored in more depth in future studies.

Moreover, the cultural context of students’ personal lives is also a significant factor. In this study, the participants include the ones who spent most of their life in foreign countries and those who stayed most of their life in Japan. It is natural to expect that these differences in their lives would affect their personal lives including their human relationships, learner beliefs, etc., and in

addition, these differences in their personal lives could affect their style of conducting peer review. When introducing peer review in a class, teachers should be careful about the differences in their students' cultural backgrounds, too.

The differences in the context where each student is placed may need a more flexible curriculum, which is similar to one designed according to “the Rashōmon approach” proposed by Atkin at the International Seminar on curriculum development held by the “Monbu-shō” (whose name is now “Monbukagaku-shō,” which is translated into “the Japanese Ministry of Education, Culture, Sports, Science and Technology” in English) in collaboration with CERI (Centre for Educational Research and Innovation; one of the institutions in the OECD (Organization for Economic Cooperation and Development)) in 1974. In this type of curriculum, only the general education goal is set, but every specific learning material, pace, activity, etc. is decided based on teacher-student and student-student interactions in class (Nakai, 2004).

Furthermore, regarding online learning, it may not match the type of learning which is adopted in the present study. As Yamauchi (2014) also indicates, online learners are more likely to drop out of their learners' community than face-to-face learners. Probable reasons for it are: (1) they are likely not to share and develop a sense of belonging in the same spatial-temporal area; (2) they are therefore likely to be separated and isolated from any “context” which could be created by their in-class interactions; and consequently, (3) they tend to lose their motivation to belong to their learners' community, and eventually tend to stop studying the subject. Teachers should be aware that a learners' community can be the only and unique space where low-level students are accepted as they are. Furthermore, this vicious cycle can also lead learners to stick to their own wrong learner belief, so when online learning is introduced, face-to-face learning should also be conducted in order to compensate for the drawbacks of online learning. Because of the above-mentioned reasons, online learning is not effective for developing learners' social ability. Thus, it is not considered to be an ideal learning method, particularly for undergraduate students, because to develop socially adapted and mature people is one of the fundamental aims of undergraduate education (Yoshida, 2003). Online learning is surely one form of autonomous learning, but it may not be recommended for *facilitating* autonomous learning.

The method of data analysis in this study is unique and essentially different from the ones applied in many previous studies, which have tried to analyze and discuss similar classroom activities. In previous studies, researchers have basically focused on only two or three students' oral interactions. This approach may be useful for investigating how two people co-construct and share their knowledge, thereby helping each other grow as an autonomous learner. However, this study incorporates a viewpoint of the whole class into its data analysis and analyzes the written from of

feedback which they exchange with each other. As discussed in the previous chapter, a classroom consists of not only two or three students, but also many other students whose backgrounds and characteristics are different and also influence each other. This is why it is impossible to expect the “same” or “identical” effect from their interactions. Moreover, if a student thinks he or she is inferior to other students in academic competence, the student may also feel he or she may be despised by them. If that is the case, the student may not be so eager to be involved in other students’ problems. On the other hand, if a student is popular among his or her classmates and therefore more confident about their academic ability, they may tend to neglect other students’ problems. Students’ motivations and attitudes toward pair work or group work are not static; rather, they should be dynamic depending on the types of situation where they are in: for example, the kind of relationships they build with each other, how smart they consider themselves compared with others in their learners’ community, etc. It is my hope that more empirical studies will incorporate this dynamic perspective in their approach to analyzing data. Moreover, this approach is applicable to analyzing any pair and group activity in any class in any country, because this approach does not focus on a particular linguistic feature; instead, it puts more emphasis on how students interact with each other in their classroom. Therefore, this approach is applicable to a wide range of studies whose focus is on analyzing and discussing participants’ learners’ community.

It should be noted here that the findings gained from this study may be restricted by the following limitations: (1) they were not examined and verified using any quantitative research method; (2) the same research environment was not secured for the Group A and Group B students; the former students met four times a week, whereas the latter met only once, and some questions in the questionnaire are also different for the Group A and Group B students. This kind of problem was often reported in similar action research studies; (3) some questionnaire answer options were not impartial; for example, three options were positive and one was negative, out of four options, which made it highly likely that the researcher gained one-sided results; (4) some interview questions seemed to be leading interviewees to give desired answers; (5) the character or design of action research itself sometimes made it difficult to secure the validity of the collected data in this study. This time, the researcher investigated his students’ behavior and reactions during classes, so it is inevitable that it affected their behavior or reactions during classes more or less, no matter how much the researcher was careful to avoid this situation; and finally (6) there was a limitation in the number of participants and the number of universities, which may make it difficult to apply these findings to every university student. However, I believe that, despite these limitations, the current study still provides meaningful insight into the pedagogical utility of conducting peer review in the Japanese EFL writing educational setting.

Finally, teachers or educators should not neglect the identity of each student as a human being. Standing in front of them and giving a lecture to them every day tends to make teachers become accustomed to students as an object of their teaching without understanding them clearly. However, they also have their own past experiences, different future prospects, unique characteristics, etc. like teachers. Oftentimes this simple axiom: having respect for students' identity is something all teachers should bear in mind, because without it, any teaching method and classroom activity will never bring a truly meaningful educational benefit.

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## **Appendix 1. The Original Japanese Version of a Passage from HATANO's Study**

大学の教師という立場からすれば、ゼミや卒論のテーマさえ自分で選べない学生が多いという現状に対しては、何とかしなくてはならないという切迫感がある。これらの学生がなまけ者かという、決してそうではない。テーマを与え、仕事の手順を指示してやれば、いきいきと活動を始めるとも少くない。彼らは、ただ単に、独立達成傾向を育成しそこなっているだけのようにみえる。…さらに、教師が教室内の秩序維持にいかに多くの努力をはらっているかということから、逆にこの教師中心の一斉授業という形式が、従順さと服従を子どもに強制する機会になっているのではないか、もっといえば、今日の管理社会をいっそう徹底させる機会として働いているのではないか、と一市民として感じざるをえないのである。

(波多野誼余夫、1980 : 3-4)

## Appendix 2. The Original Japanese Version of the Outline Sheet

「結果」と「原因」（3つ以上）を提示するエッセイ（150語以上）のアウトラインを以下にまとめなさい。

Number.....Name



## Peer-Editing Sheet

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## Appendix 4. The Original Japanese Version of the Peer-Assessment Sheet for the Group A Students

**Peer-Assessment Sheet** (Modified Assessment Sheet presented by Oshima and Hogue (2006: 316))

	Check
句読法など	
periods, commas, colons, semicolons, quotation marks などが正しく使用されている	
文頭が大文字になっている	
正しいスペルの単語が書けている	
内容、構成など	
このエッセイはタスクの内容/主旨に沿っている	
それぞれのパラグラフは明確なトピック・センテンス（主題文）で始まっている	
パラグラフの主題を説明するサポーティング・センテンス（支持文）が具体的に書けている	
パラグラフの主題と関係のない支持文が削除できている	
パラグラフの主題文、及び支持文の並べ方の順序が適切である	
導入（introduction）、本文（body）、結び（conclusion）がある	
Body に当たる部分が全体の 60～70%程度となっている	
内容（筆者の考え）が理解しやすい	
文法、構文など	
文法（構文）がほぼ正しく使用されている	
check の総数	

Author's name

## Appendix 5. The Original Japanese Version of the Peer-Assessment Sheet for the Group B Students

**Peer-Assessment Sheet** (Modified Assessment Sheet presented by Oshima and Hogue (2006: 316))

	Check
<b>句読法など</b>	
periods, commas, colons, semicolons, quotation marks などが正しく使用されている	
文頭が大文字になっている	
正しいスペルの単語が書けている	
<b>内容</b>	
このエッセイはタスクの内容/主旨に沿っている	
内容（筆者の考え）が理解しやすい	
<b>構成</b>	
導入 (introduction) (全体の 15～20%)、本文 (body) (全体の 60～70%)、結び (conclusion) (全体の 15～20%) がある	
<b>導入：</b> 明確な thesis statement を含んでいる	
<b>本文：</b> それぞれのパラグラフはそれぞれ新しい点について述べており、それぞれ明確な topic sentence で始まっている	
事実、例、引用（パラフレーズしたものも含む）など、具体的な説明を含んでいる	
Thesis statement で述べた内容と関係のない内容が入っていない	
つながりの言葉を使ってそれぞれのパラグラフを有効にリンクさせている	
パラグラフの並べ方の順序が適切である	
<b>結論：</b> Conclusion signal となる言葉 (In conclusion, To summarize など) が使われている	
Thesis statement をパラフレーズした明確な結論がある	
<b>文法、構文など</b>	
文法（構文）がほぼ正しく使用されている	
check の総数	

Author's name

## Appendix 6. The Original Japanese Version of the Questionnaire

### ライティング・アンケート (For the Group A Students)

\*氏名：

\*このアンケートはその場で厳封され、成績入力まで担当者の目にふれることはありませんので、名前を記入して頂くことによって、皆さんの成績が何らかの影響を受けることは一切ありません。

#### ■Peer-review

1. ライティングを行った後、書き上げたエッセイについて学生同士でコメントを与え合ったことは役に立ったと思いますか。

a. 全く役に立たなかった      b. 多少は役に立った      c. 結構役に立った      d. 非常に役に立った

2. 1の設問で a と答えた方に質問します。なぜ「全く役に立たなかった」のですか。その理由を書いて下さい。

3. 1の設問で b、c、d と答えた方に質問します。なぜ「多少は役に立った／結構役に立った／非常に役に立った」のですか。その理由、或いは、どういう点で役に立ったかをお書き下さい。

4. 学生同士でコメントを与え合ったことを通して、自分のライティング力が上がったと思いますか。また、b、c、d と答えた方は、どういう点で上がったと思いますか。

a. 全く上がらなかった      b. 多少は上がった      c. 結構上がった      d. 非常に上がった

□どういう点で上がったと思うか

5. あなたは「学生がくれるコメント」のほかに、「教師がくれるコメント」も欲しいと思いましたか。「はい」／「いいえ」いずれの場合も、その理由も書いて下さい。

- a. はい                      b. いいえ

□理由（「はい」／「いいえ」いずれの場合も）

■Peer-assessment

6. 他の学生のエッセイを評価（assessment）することは、ライティングを学ぶ上で役に立ちましたか。または、それによって自分のライティング力が向上したと思いますか？いずれの場合もそれはなぜですか。

- a. 全く役に立たなかった（上がらなかった）                      b. 多少は役に立った（上がった）  
c. 結構役に立った（上がった）                                      d. 非常に役に立った（上がった）

□理由

7. 他の学生から自分のエッセイを評価（assessment）してもらい、その評価を見ることは、ライティングを学ぶ上で役に立ちましたか。または、それによって自分のライティング力が上がったと思いますか。いずれの場合もそれはなぜですか。

- a. 全く役に立たなかった（上がらなかった）                      b. 多少は役に立った（上がった）  
c. 結構役に立った（上がった）                                      d. 非常に役に立った（上がった）

□理由

■評価方法

8. 今回の Peer-Assessment Sheet を用いて教師が評価をつける方法（Peer-Assessment Sheet に載せられている項目について、いくつ達成されているか（チェック（☑）の数）でエッセイの評価をつける方法）についてどう感じましたか。

a. 否定的      b. おおむね否定的      c. いずれでもない      d. おおむね肯定的      e. 肯定的

□理由

9. 8の質問で a、b と答えた方に質問します。このような評価法はどのような点で良くなかったと思いますか。

10. 8の質問で d、e と答えた方に質問します。このような評価法はどのような点で良かったと思いますか。

11. 8の質問で c と答えた方に質問します。なぜこのような評価法は良くも悪くもないと感じたのですか。

## ■授業全般

12. 今回行った授業を通して、あなたはライティングをもっと勉強したいと思うようになりましたか。いずれの場合も、その理由、或いは、どういう点でもっとライティングを勉強したい／したくないと思ったかをお答え下さい。

- a. はい                      b. いいえ

□理由、或いは、どういう点でライティングを勉強したい／したくないと思ったか

13. 今回行った授業を通して、あなたはライティングがどのくらい好きになりましたか。いずれの場合も、その理由、或いは、どういう点でライティングが好き／嫌いになったかをお答え下さい。

- a. とても嫌いになった              b. やや嫌いになった              c. 変わらない  
d. やや好きになった              e. とても好きになった

□理由、或いは、どういう点でライティングが好き／嫌いになったか

14. 将来機会があれば、今回のような授業をもう1度やってみたいと思いますか。いずれの場合も、その理由は何ですか。

- a. はい                      b. いいえ

□理由（「はい」／「いいえ」いずれの場合も）

## ■その他

15. あなたは授業以外の場でも、自発的に英語のライティング学習に取り組んでいますか。また「はい」と答えた方は、なぜ授業以外でも自発的に英語のライティング学習に取り組んでいるのか、その理由をお答え下さい。また、その具体的な学習方法を教えて下さい。

a. はい                      b. いいえ

☐なぜ自発的にライティング学習に取り組んでいるのか

☐具体的な学習方法

16. あなたは現在、日常生活の中で、英語を書く機会がありますか。また「はい」と答えた方は、その具体的な形態を教えて下さい。

a. はい                      b. いいえ

☐その具体的な形態

17. あなたは将来、日常生活の中で、英語を書く機会を持ちたいと思いますか。また「はい」と答えた方は、その具体的な形態を教えて下さい。

a. はい                      b. いいえ

☐その具体的な形態



18. その他、今回行った授業に関して、何でも感想・意見などを書いて下さい。

\* ご協力ありがとうございました。今回の調査は今後の大学教育におけるライティング指導に役立てる為のものであり、今回の調査結果が、何らかの形で皆さんの成績に反映されることは絶対にありません。また、今回の調査結果をレポートや論文の形でまとめることがあるかもしれませんが、皆さんを特定化するような言及は一切行いません。

## ライティング・アンケート (For the Group B Students)

\*氏名：

\*このアンケートはその場で厳封され、成績入力まで担当者の目にふれることはありませんので、名前を記入して頂くことによって、皆さんの成績が何らかの影響を受けることは一切ありません。

### ■Peer-review

1. ライティングを行った後、書き上げたエッセイについて学生同士でコメントを与え合ったことは役に立ったと思いますか。

a. 全く役に立たなかった      b. 多少は役に立った      c. 結構役に立った      d. 非常に役に立った

2. 1の設問で a と答えた方に質問します。なぜ「全く役に立たなかった」のですか。その理由を書いて下さい。

3. 1の設問で b、c、d と答えた方に質問します。なぜ「多少は役に立った／結構役に立った／非常に役に立った」のですか。その理由、或いは、どういう点で役に立ったかをお書き下さい。

4. 学生同士でコメントを与え合ったことを通して、自分のライティング力が上がったと思いますか。また、b、c、d と答えた方は、どういう点で上がったと思いますか。

a. 全く上がらなかった      b. 多少は上がった      c. 結構上がった      d. 非常に上がった

□どういう点で上がったと思うか

5. あなたは「学生がくれるコメント」のほかに、「教師がくれるコメント」も欲しいと思いましたか。「はい」／「いいえ」いずれの場合も、その理由も書いて下さい。

- a. はい                      b. いいえ

□理由（「はい」／「いいえ」いずれの場合も）

■Peer-assessment

6. 他の学生のエッセイを評価（assessment）することは、ライティングを学ぶ上で役に立ちましたか。または、それによって自分のライティング力が向上したと思いますか？いずれの場合もそれはなぜですか。

- a. 全く役に立たなかった（上がらなかった）                      b. 多少は役に立った（上がった）  
c. 結構役に立った（上がった）                                      d. 非常に役に立った（上がった）

□理由

7. 他の学生から自分のエッセイを評価（assessment）してもらい、その評価を見ることは、ライティングを学ぶ上で役に立ちましたか。または、それによって自分のライティング力が上がったと思いますか。いずれの場合もそれはなぜですか。

- a. 全く役に立たなかった（上がらなかった）                      b. 多少は役に立った（上がった）  
c. 結構役に立った（上がった）                                      d. 非常に役に立った（上がった）

□理由

#### ■評価方法

8. 前期の教師の個人的な（恣意的な）判断による評価法（エッセイの評価をつける上で特に決まった項目がなく、基本的にその都度教師の判断に委ねられる）から、後期の Peer-Assessment Sheet を用いて教師が評価をつける方法（Peer-Assessment Sheet に掲載された項目について、いくつ達成されているか（チェック（☑）の数）でエッセイの評価をつける方法）へと、評価の仕方が変わったことによって、あなたのエッセイ作成に対する取組み方全般に何か変化はありましたか。あった場合はそれはどのようなものでしたか。

- a. 変化があった                      b. 変化はなかった

☐ どのような変化だったか

9. 8 で述べた二つの評価法のうち、どちらの方が良いと思いますか。またそれはなぜですか。

- a. 教師の個人的な（恣意的な）判断による評価方法  
b. 教師が Peer-Assessment Sheet を用いてつける評価方法

☐ 理由

#### ■授業全般

10. 今回行った授業を通して、あなたはライティングをもっと勉強したいと思うようになりましたか。いずれの場合も、その理由、或いは、どういう点でもっとライティングを勉強したい／したくないと思ったかをお答え下さい。

- a. はい                      b. いいえ

□理由、或いは、どういう点でライティングを勉強したい／したくないと思ったか

1 1. 今回行った授業を通して、あなたはライティングがどのくらい好きになりましたか。いずれの場合も、その理由、或いは、どういう点でライティングが好き／嫌いになったかをお答え下さい。

- a. とても嫌いになった      b. やや嫌いになった      c. 変わらない  
d. やや好きになった      e. とても好きになった

□理由、或いは、どういう点でライティングが好き／嫌いになったか

1 2. 将来機会があれば、今回のような授業をもう1度やってみたいと思いますか。いずれの場合も、その理由は何ですか。

- a. はい      b. いいえ

□理由（「はい」／「いいえ」いずれの場合も）

#### ■その他

1 3. あなたは授業以外の場でも、自発的に英語のライティング学習に取り組んでいますか。また「はい」と答えた方は、なぜ授業以外でも自発的に英語のライティング学習に取り組んでいるのか、その理由をお答え下さい。また、その具体的な学習方法を教えて下さい。

- a. はい      b. いいえ

□なぜ自発的にライティング学習に取り組んでいるのか

□具体的な学習方法

14. あなたは現在、日常生活の中で、英語を書く機会がありますか。また「はい」と答えた方は、その具体的な形態を教えてください。

- a. はい              b. いいえ

□その具体的な形態

15. あなたは将来、日常生活の中で、英語を書く機会を持ちたいと思いますか。また「はい」と答えた方は、その具体的な形態を教えてください。

- a. はい              b. いいえ

□その具体的な形態

16. その他、今回行った授業に関して、何でも感想・意見などを書いて下さい。

\* ご協力ありがとうございました。今回の調査は今後の大学教育におけるライティング指導に役立てる為のものであり、今回の調査結果が、何らかの形で皆さんの成績に反映されることは絶対にありません。また、今回の調査結果をレポートや論文の形でまとめることがあるかもしれませんが、皆さんを特定化するような言及は一切行いません。

## Appendix 7. The Original Japanese Versions of the Students' Comments in the Questionnaire

- (1) 自分が上手く書けたと思ったエッセイも、他人から見たら伝わりにくかったり、色々な意見をもらえたので勉強になった。
- (2) 今まで自分がライティングを行う上で、気にしていなかった点を意識するようにできた点で役に立ちました。
- (3) 全く同じ考えを持った人などいないので、感じることは人それぞれだと思う。そういう人の意見が聞けたので有意義であった。
- (4) 文章を組み立てる力がついたと思ったから。
- (5) 英語をたくさん書くということは今までやってきたことだが、内容をちゃんと考えて書くことに集中できて良かった。
- (6) 他の人のエッセイを読めたことにより、着眼点が変わった。
- (7) 他人のを見ることで、こういう表現もできるんだ！と思うことができたから。
- (8) それを通して他の学生とコミュニケーションを取れるから。
- (9) 面白い、読みやすいなどのコメントをもらえると嬉しく、また自信が持てるから。
- (10) 自分が他人のエッセイを評価する立場になって気付けることがあったため。
- (11) 人によってばらつきがあるから、改善点が分からないこともあった。
- (12) 自分が気付かなかったミスをお互い直し合えた点は役に立ったが、指摘する側がどう直せばよいのか分かっていなかったり、めんどくさくて適当に評価している人がいた。
- (13) 学生同士では間違いを見つけられない。
- (14) あまり書いてくれない人が大多数だったから。
- (15) 比較的当たり障りのないコメントが多かった気がする（参考にできるようなアドバイスをくれる人が少なかった。文法以外の指摘が欲しかった）。
- (16) バイト先での外国人との接客。
- (17) 外国への関心につながった。
- (18) 高校以来の英語の書きだったの。
- (19) どこをどう直すべきかを知りたいから。
- (20) どういう点がダメで、どのような点が良いのか分からないから、アドバイスなどがききたい。
- (21) どこを直すべきか知りたい。
- (22) やっぱり学生より教師の方が英語に対する知識も豊富だと思うから。
- (23) 高度なアドバイスがもらえると思うから。
- (24) より確実なアドバイスが頂けると思うから。



- (25) 反面教師にできたから。
- (26) 評価基準が明確だから。
- (27) どの点が欠けているのか、一目で分かるから。
- (28) 何をすれば良いのかしっかり分かった。
- (29) どこがだめなのか分からないときに、チェックシートだと分かりやすい。
- (30) 審査の基準が明確になったため、その点を意識して書くようになった。
- (31) 何に気を付けて、どのようなエッセイを目指せばいいのかが明確になった。
- (32) 足りない部分が分かったため、そこを意識して書くようになった。
- (33) 前のエッセイの評価をかなり参考にしてエッセイを書くようになった。
- (34) モチベーションが上がった。
- (35) 英語の文章を書くと、自然と文法や単語が頭に入るし、将来必要だと思ったから。
- (36) もっと長文と文法のスキルを上げたい。
- (37) もっと英語に強くなりたい！
- (38) 英語はやっというて損はない。
- (39) 将来役に立つので。
- (40) 英語を話せるようになりたいと思い、英語への興味が増した。
- (41) 英語の能力を上げたいため。
- (42) ライティングというか英語を勉強したいと思った。
- (43) TOEIC の点数が良くなかったため。
- (44) 留学に行くので、それまでに力をつけておきたいと改めて感じた。
- (45) 英語をもっと実用的に使いこなせるようになりたい。
- (46) より学術的な英文を書いてみたい。
- (47) 意外にも書けないことに気付いたから。
- (48) 分かりやすい文章を書けるようになりたいと思った。
- (49) もっと練習しないと、自分の考えが 100%他人に伝わる文章は書けないと思ったため。
- (50) 自分で読んで理解できる文が書けても、それを他人が読んで理解してもらえなければ意味がないと思ったから。
- (51) ロジカルな思考力を養えるから。
- (52) これから将来的なことを見据えて英語はしっかり習得したい。この授業で英語力の低下に気付いて、少し危機感を感じたので良かった。
- (53) 1 年間ありがとうございました。客観的に自分のエッセイを分析してもらえて本当に役に立ったと思います。これからもがんばってライティングを上げたいです。
- (54) いくつかエッセイを書く中で、ライティングに対する苦手意識が少しずつなくなりました。ありがとうございました。

## Appendix 8. The Original Japanese Versions of the Students' Interview Comment Examples

### *Interview comment example 1:*

評価法で、無駄な文はなかったかとか、そういう項目があったことで、自分の中で意識したので、ただ書くだけではなくて、意識して書くという授業はなかったので、そういう意味であればもう一度やってみたいなと思いました。

### *Interview comment example 2:*

Peer-assessment Sheet に関しては、結構明確に項目が区分されていて分かりやすく、あ、こういうことに気を付ければいいんだなということがすぐに分かって...やっぱり明示されている方がいい。

### *Interview comment example 3:*

インタビュアー：この授業を通してライティングがやや好きになったということですが、何回か書いていくうちに経験を積めばライティングができるものなのかもしれないと思ったということですが、これはライティングが上達したという実感が得られたということですか？

学生：後半に、チェックシートに従って書いていたら、わりと評価が上がってきたというか、前期に比べたら評価が良くなっているのかなと思って、もしかしたら本当に書き続けることで実力も少しずつ上がってというふうに感じて。

### *Interview comment example 4:*

学生：大学になってから、本当に授業以外で英語にふれる機会が結構少なくなっちゃって...というか、全然勉強をやらなくなっちゃったというのがあるんですけど...

インタビュアー：それはなんで？やっぱり目標がないから？

学生：いや一何かもう、結構だらけちゃったというか、単純にもう、大学に入って、ちょっとだらけちゃったなあというのがあって...

### *Interview comment example 5:*

インタビュアー：他の学生からフィードバックをもらうことで自分のライティング力が上が

ったと思いますか。

学生：これとこれとこれを直せと言われると、はい、直します、で終わっちゃうので、ここを、もっと曖昧な感じで、ここはちょっと分かりにくいのでもうちょっと分かりやすいようにとか、もうちょっとすっきりさせた方がいいとか、どちらかというとな抽象的な答えをもらった方が、あー、どうすりゃいいんだろうなと考える作業があるので、ここはこうですとか言われると、直して終わりなんで…。

*Interview comment example 6:*

最初の方は、文法やスペルのアドバイスが中心だったので、全部採用ということが多かったのですが、最後の方は内容のことが多かったんで、自分も考えるようになって、ここはどういうロジックになっているんだろうとか考えるようになりました。

*Interview comment example 7:*

インタビュアー：他の人からフィードバックをもらうことで自分のライティング力が上がり、その理由として何度も自分のエッセイを読み、書き直すことで改善されるということなのですが、ふつう自分が書いたものはみんな読み返しますよね。でも **Peer assessment** をすることで、もっとその回数が増えるということですか？

学生：1 回目を書く時に、自分の中で起承転結やロジックが全て分かってしまって書いているので、その後読んでみても自分の言いたいことが分かっているんで、ここが分からなくてもそれがどこへ向かっているか分かり、気にならないのですが、他の人は自分のエッセイのここが分からなかったら次のことも結局何を言っているのかが分からないということがよくあるので、そういうのが他の人の目にふれることで改善できると思いました。

インタビュアー：そうすると、他の人の **assessment** があるから自分が見直す時も役立つ、自分で見直すと結論が分かっているから直しきれていないということですね。

学生：そういうことです。

*Interview comment example 8:*

インタビュアー：ライティングをもう少し勉強したい、語彙力やロジカルな思考力を養いたいというのは何か理由があるのですか？

学生：英語力は将来あった方がいいと思う。ただ、スピーキングだけだとあまりロジカルに考えてしゃべるということはないのですが、やはり仕事になると、メールを書いたりパワーポイントを作ったりするときに、論理的な表現の仕方は必要となる。そういうときに、やはりライティングのセンスとか能力が必要になると思います。…

インタビュアー：ここにも書いてあるんだけど、仕事をするようになって英語で起承転結を考えられるようになりたいというのは、先程のロジカルな考え方というのと同じようなことですね？

学生：はい、そうです。

*Interview comment example 9:*

インタビュアー：Peer-assessment をやったことでライティング力が向上したという自覚がなく、それは自分が知っている範囲の中でやることだからということですが、これは具体的にどういうことですか？

学生：相手のやつを評価するのは、自分が知っている知識の中で間違いを見つけてそこを指摘するだけじゃないですか？

インタビュアー：辞書とかは使わなかった？

学生：辞書...でもまあ、知らなきゃ調べようと思わないじゃないですか。間違いだなと思わなければ。

インタビュアー：知識の中だから、あんまり役に立たない...

学生：自分の知識の向上にはならない。相手の知識の向上にはなるかもしれないですけど。

*Interview comment example 10:*

インタビュアー：今現在英語などを書く機会があるということですが、それはどのようなものですか。

学生：自分は中学からずっと英語の塾に通ってて、英語が好きなんだけど、英検とか TOEIC とかやってて、自分で自主学習とかやってて...単語帳とか...

インタビュアー：それは TOEIC の単語帳...

学生：いや、それは塾でもらってた単語帳...

インタビュアー：それは何のための単語帳...？受験用？

学生：一応その塾はすべて英語をやっているところだったんで、それをもらって、週 1 なんですけど...

...

インタビュアー：今は、じゃあ先程言ってた単語帳とか、文法のその塾でもらった教材を主に復習する感じ？

学生：そういう感じです。

インタビュアー：あらたに何か教材を買ったりはしないんですか？

学生：それはしてないです。

インタビュアー：1 週間にどれくらいのペースで勉強してるんですか？

学生：単語帳は一応、暇があれば読もうとしています。

...

インタビュアー：覚えるの大変じゃない？

学生：一応その単語帳高校からなんですけど...ずっと使ってるんで...

インタビュアー：じゃあ、ほぼ覚えてる？

学生：いや、ほぼじゃない...最近忘れちゃってる...

インタビュアー：じゃ、また繰り返しそれをやったりして...

学生：そうですね。

インタビュアー：じゃ、そこに載ってる単語を今回ライティングする時に使ったりしたんだね？

学生：そうですね。

インタビュアー：じゃ、その塾にすごいあれなんだね。教えてもらって、やり方とかもね。

学生：そうですね。

*Interview comment example 11:*

学生：毎回毎回同じ感じで…ちょっとなんか…飽きちゃったかな…という感じですかね。

インタビュアー：最初の何回くらいまでは良いかなと思ってた？

学生：最初は全部ちゃんと読んでたんですけど…後からなんか…何回もやってたんで、ちょっと読むのは大変かな、と…

インタビュアー：じゃあ、他の人の文章を読むのが大変ということですかね？

学生：一回で三人位読んで、それを何回もやってたんで…それで…

インタビュアー：一回で三人分読むのが大変…？

学生：最初はちゃんとやってたんですけど、最近だとあまり…何か、という感じで…

インタビュアー：あー、じゃあもう面倒になっちゃったという感じかな？途中からね。

...

インタビュアー：でも読まない指摘が減っちゃうじゃないですか？

学生：あー、スペルとか基本的に見たりとか、段落を変えたりしている人があまりいなかったの、特に段落にした方が良くとか書いてました。

インタビュアー：じゃあ、スペルと段落については見てたけど、それ以外はあまり見なくなってしまったという感じですか？

学生：ばーっと読んで、単語とか分からないものがあったとしてもそれをちょっと飛ばして…

インタビュアー：自分が見たときに知らない単語があったりしても…

学生：飛ばしたりしてました。

…

学生：あと内容にもよります。たとえば興味のある内容だったりしたら…。興味のない内容だと、たぶん飛ばしたりとか…

インタビュアー：トピック自体がということね。

学生：はい。

#### *Interview comment example 12:*

インタビュアー：自分より出来る人と、出来ない人がいるじゃないですか。だから間違ったコメントが返ってきたり、逆にフィードバックをあげすぎたりしたことはありませんでしたか。

学生：いや、自分自身全然英語ができなくて。アドバイスとかも全然、英語とか見ても、文法とか全然。だから英語を見ても感想しか書けないんですよ。

インタビュアー：文法的な指摘は苦手ということね。

学生：そうですね。だから他人からきたやつも、それが本当に正しいのかどうかという確認

もできないんですよ。

インタビュアー：そうなんだ、と思っちゃう…。疑わない？

学生：そうですね。聞いたらそれが正しいんだな、と。自分より絶対できると思うんで。そのまま書いちゃう。

インタビュアー：じゃあ、あんまり悩んだりしない？とりあえずきたらなるほどな、と。じゃあ辞書とかで確認して、批判的な目で見たりしない？そう言ってるけど、ほんとにそうなのかな、と。

学生：全然。来たらそのまま吸収して、ありがとうございます、みたいな。

インタビュアー：じゃあ逆に、みんなすごいと思うようなことが多かった？

学生：そうですね。結構調べて書いたのに、あ、やっぱり俺間違っていたんだ、なんでそんなこと分かるのかな、みたいな。

インタビュアー：素直に受け入れられたという感じ？

学生：そうですね。

インタビュアー：もう一回こう授業をやりたいかというところで、やりたくないという所にマークがついていますが、それはなぜですか。

学生：大変なので。どうしても文法的な部分が出来ないので、一回一回調べないといけないので、手間がかかりすぎて大変。

*Interview comment example 13:*

インタビュアー：他人のエッセイを見るのと、自分のエッセイを書くのとどちらの方がいやだった？

学生：強いて言えば見る方かな。自分が英語力がないので、良いアドバイスができないので。もし良いアドバイスができるのならよかったのだけど、できないので、ああ、そうなんだと



いう感じしかできないので。

インタビュアー：フラストレーションを感じる？

学生：そうですね。

*Interview comment example 14:*

インタビュアー：同じ身分である他の学生に、自分のエッセイを見られるということに抵抗とかはありませんでしたか？言われていやなことがあったりとか、こんなこと言いやがってとか？

学生：いや、自分はないですね。自分の英語力が低いということが前提にあるんで。みんなが絶対自分よりできるんで。そういうコンプレックスというか、そういう前提があったんで。

インタビュアー：それはいいことかもしれないね。そういう自分の弱いところを認めているわけだからね。

*Interview comment example 15:*

学生：学生の間を回って、席とかグループとかをある程度強制的に指定した方が良かったのかなと思います。適度に話しながら、でもうるさくなりすぎないように。で、時々席やグループを変える。

インタビュアー：管理するということが重要ということね、先生側の。

学生：先生側もそうですし、俺たちもそういうことを考えてやらなくちゃいけないということじゃないですか。どうしても楽しい方向に流れていってしまうので、やっぱりグループの中でまじめな人も入れた方がいいのかなと思いました。

インタビュアー：いかにさぼるかみたいなことばかり考えている人がいるからね。そういう人が一人でもグループにいと雰囲気ぐずれちゃうよね。あなたがまじめにやろうとしても、そういう方がちょっと邪魔してしまって、一緒に遊んじゃったりすることもあるもんね。

学生：やっぱりどうしても楽しい方に流れてしまうんで。まじめにやろうとしていても、最終的にそっちの話にまじってわいわいやったりとかあるんで。だから、どうしてもうるさく

なったりする所は離れた方がいいかなと思います。

*Interview comment example 16:*

インタビュアー：assessment をしてもらってその評価を見ることはライティングを学ぶ上で役に立って、ここに一応全く役に立たなかったって書いてあるんですけど、その理由として他の学生からの評価で間違っているアドバイスがしばしば見受けられたというのは、これはどういう感じ…？

学生：まず先生から assessment 評価を頂くシートと、あと他の生徒から頂くシートと違ったんですけど、まず生徒からのやつ、僕大体悪かったりするんですね。でも先生はそれを見せた時には、全然これは大丈夫だからと言って頂いた時に、僕にとってはちょっとあんまり他の人の評価というのは意味がなかったのかなと思いました。

インタビュアー：それは文法的なことが多かったですか？それとも構成…？

学生：文法というより構成とかは…そうですね。

インタビュアー：全体の構成とか…

学生：あと言い回しとかも、こっちの方がいいんじゃないのかというのはあったし…でも実際そっちの方が間違ってる、僕が言ってる方が正しかったということが多分あったんで、そこはあんまり自分のためにはなかった…

インタビュアー：参考にならなかったということですね。

学生：はい。

インタビュアー：はい、分かりました。そうすると相当英語力があるということですね？

学生：いえいえ、そんなことはないです。

インタビュアー：高校とかはどういう感じ…？英作文とかはすごくやっぱりやってたんですか？

学生：そうですね。受験勉強の時に、僕はもともと一橋大学が志望だったんで、そこで色々ライティングの技術というのは学んだんで…

インタビュアー：それは高校でやられたんですか、それとも予備校で…？

学生：そうですね。両方ともですね。

インタビュアー：じゃあ自分の意見を書くとか、そういうことは既に修得済みだったわけですね？

学生：まー、そうですね。はい。

インタビュアー：そうすると 200 語くらいはもうちょろちょろっと書けてしまうから…

学生：そうですね、はい。

*Interview comment example 17:*

インタビュアー：前期は教師の判断が中心で、後期は学生さんの判断がまず評価あって、それをまあワンクッションおいて、先生がそれを見てさらに先生が評価するという二段階だったよね。その評価方法で変化はなかったということなんですが、どういう意味で変化はなかったんですか？

学生：自分の中で、まあやっぱり英語をやっているから、英語のエキスパートである先生とかの意見であつたりの方が、自分は、友達にこう言われたから変えるとか、あんまりちょっとしない方だったんで…

インタビュアー：あー、じゃあ信頼できるということかな？先生の意見の方が信頼性が高いということ…

学生：はい。あとは、英語力というか、やっぱり学生よりたぶん、たぶんというかあるので、自分もちょっとレベルの高いエッセイを書くためには、こう書いた方がいいとかは先生の方が的確なのかな、というのはあるんですよ。

インタビュアー：それは先生から具体的に指摘が来て、あーこの方が正しいとか、そういう

こと？それとも全体的にそう思った？

学生：はい、そうです。

インタビュアー：ということは、他の方から来た、学生さん同士のフィードバックはあんまり自分にとっては参考にならないなということが多かったのかな？

学生：参考にならないというか、自分の書いているエッセイが伝わりにくかったのかなというのはあるんですけど、先生には、先生に見せたら先生は内容をくみとってくれるんですけど、やっぱ学生になるところへんの意味が分からなかったって言われるんで、でも英語できる先生が分かるのなら分かるのかな、みたいな…

インタビュアー：先生と学生さんで意味の取り方というか、理解の度合いがちょっと違うということね？

学生：はい、そうです。

インタビュアー：でもあなたの場合は、それを見て、学生さん同士で理解することよりも、先生が理解してくれたらそれでいいかなというか…同じ人たち…同じ大体の年齢とか、同じくらいの人たちからの理解がなくても、まあ先生がOKだったらいいかなという感じになったわけね？

学生：というのもちょっとありますし、でも途中から、自分が言いたいことは自分では書いていると思ってたんですけど、伝わらない時は、どうやったら分かりやすく、簡単な文章で、伝わりやすい簡単な文章をどう書いたらいいのかなと考えるようにはなったんですけど…

インタビュアー：じゃあ伝わりやすさも少し考えるようになった？

学生：考えるようになったんですけど、やっぱり何かこう、中高は英作文書くときに、間違いが少ないようにとか、簡単な伝わりやすいような文章を書くことをずっと気をつけたんで、受験まで。大学に入ってからちょっとレベルが高い、まー高くはないと思うんですけど、ちょっと難しい文を自分で書いてみたいなというチャレンジの気持ちがあったんで…

インタビュアー：それは語彙のレベルを上げる？

学生：語彙とかですね。

インタビュアー：難しい言葉とか、文法も接続詞とか関係代名詞とかいっぱい入れてちょっと難しくする？

学生：という、ちょっと自分の中でこだわりというか、というのがあったので、それが学生に伝わらなくても、先生は理解してくれたときに結構あったので…

インタビュアー：ま、自分のレベルより他の人たちのレベルの方がちょっと低いということだね。

学生：チャレンジしたかったんです。色々と。

インタビュアー：自分自身がね。

学生：はい。

インタビュアー：それを周りの人が理解してくれると思ったら、何かちょっと難しいということになっちゃったわけね。

*Interview comment example 18:*

インタビュアー：さきほど受験のときは英作文みたいなのを簡単な英文でとおっしゃってたけど、それは学校でやってたんですか？

学生：学校でも、そうですね、定期試験とかで、テーマがあってそれについて自由に述べるということが結構あったので…

インタビュアー：何語くらい？

学生：何語ではないんですけど、ラインが引いてあって、7行から8行とかそういう感じなんですけど。

インタビュアー：自分の意見を述べる…

学生：自分の意見とか…ですね。そのときは減点方式だったので、ミスの。なので間違えないように、分かりやすく、簡単なものを使うようにして、文法も。というのに気をつけていた分、まあその反動というか、ちょっと難しい文章も書いてみたいなという…

インタビュアー：……………で、それは定期試験のときだけなんですか？それともふだんからそういう英作文をやる時間みたいなものはあったんでしょうか？

学生：ふだん…高校の時は、そうですね。定期的に結構、自主課題的な感じで、まあ、出したら読んであげるよ、みたいな感じだったんで。例えば、関係代名詞を使って、何行くらいの、これについて意見書いてきてみたいな感じだったんで、文法あつてのライティング…

インタビュアー：文法の延長で、ちょっとそれを使った英作をしてみてということ…

学生：…みたいな感じは、結構定期的にはやってました。

*Interview comment example 19:*

インタビュアー：きついコメントが来た時とかなかった？

学生：きついコメントは、全然、僕はなかったです。

インタビュアー：じゃあ逆にマイルドすぎたのかな？

学生：分かんないです。

インタビュアー：もっとはつきり言ってきてもよかった？

学生：いやーでも負けず嫌いなんで。いやーこうだけど、いや俺はこう思うって。でもそこをたぶん、負けず嫌いなところを出しちゃうと自分も成長しないなとは思ってたんですけど…

*Interview comment example 20:*

インタビュアー：peer-review をみんなが真剣にやるように、ちゃんとやった人には評価をつけて、ちゃんとやらなかった人は点数ですね、フィードバックを点数をちゃんと点数化するという考え方はどうですか？

学生：真面目にやっている学生をプラスにするというのはちょっと、ん？と思うんですよね。評価することで評価されようとするというのはちょっと違うなと思うんですけど、評価が的を射ていなかったりしたらマイナスにするのは賛成かなと思います。

インタビュアー：そういう経験がありました？

学生：うーん、やっぱりそういう授業スタイルで進めると決めたんだったら、先生が決めたんだったら、やっぱりそれに従うのが学生だし、そこで真面目にやってるのが当たり前なんで、そこでやらなかったらそれはそれで、自分よりも他人のためにならないので…

インタビュアー：そうですね。他の学生さんのためにね。真面目にやってる人もいれば、やってない人もいるというふうになっちゃうのは良くないですよね。

学生：もし真面目に書いている人のエッセイを真面目にやってない人が適当に評価したら、真面目にやっている人が改善とかできなくなってしまうんで、そういうのは、何点とかは分からないですけど、マイナス面を見てもいいかなと思いました。

#### *Interview comment example 21:*

インタビュアー：こういう評価をつけるということ自体は役に立ったと思いますか。他の人の評価をつける…

学生：すごく考えるので。例えば私の意見を見て、その子がエッセイを変更する可能性があるんで、その責任からものすごく頭を使ってやるので…

インタビュアー：その結果先生の評価が下がったりするわけですからね、もし間違ってたらね。

学生：そうですね。

インタビュアー：じゃあ責任を持つという感じ…責任感が芽生えるということですね、他人のものに対してね。

学生：はい。

*Interview comment example 22:*

学生：さすがに出来る人はやっぱすげえなと思いますけど。俺みたいな初心者から見ても何か構成良いなとか…思ったりしますけど。

インタビュアー：それは勉強になるね。

学生：はい。

*Interview comment example 23:*

インタビュアー：学生同士でコメントを与え合ったことによって、ライティング力が上がったかどうかということはどうですか？

学生：それは上がったと思います。

インタビュアー：これは上がった点はどういうところですか？

学生：まー、ライティングの授業を通してかもしれないですけど、前よりも読む人がどういうとらえ方をするのかを考えるようになりました。学生同士だと、もちろん〔学生が所属する大学名〕の学生で、結構頭の良い人がいたりとか、まーこの内容どうなのかなとか、ちゃんと考えて…評価がやっぱり良いのがほしいので、返ってくるやつ…これだと伝わるかなと考えて書くようになったので。とりあえず殴り書きはしなくなったかなと。

インタビュアー：とりあえず書いて出せばいいという気持ちはなくなった…読み手がいるということだね。それは確かに先生が読むよりも、同じクラスの人が読む方がちょっと緊張するかもしれないね、逆にね。

学生：はい。

インタビュアー：殴り書きはしなくなった…つまり丁寧に、読む人の気持ちを考えて書くようになったわけね。

学生：はい。



*Interview comment example 24:*

インタビュアー：他の学生さんのエッセイを評価するということで結構役に立ったと書いて下さって、理由のところに、ふだん他の人のスピーチなどを見る機会がないので良い経験になったというふうに書いてくださったんですけど、他の人のエッセイやスピーチを見たりすることがどういう形で自分のライティングに役立ったと思いますか？

学生：他の人を見たことがないというのが、よく授業で他の人のスピーチを聞くというのは、これライティングの授業だから土台が違うんですけど、結局何を言っているかがあんまり分かんないんですよ。まーなんとなくは分かるけど、もちろん細かい…あーここ文法違うとか分かんないし、要は何を言ってもある程度正当化されるみたいな…。でも文章だと、結構ここ間違えてるなと思ったり、ここおかしいなと色々気づけるというのは…そういう所が気づけることは、自分のエッセイもそうなのかなと思えたり…あとは見られてると思うことも…

インタビュアー：あー見られる…でも見られるのは先生にも見られるわけじゃない？でも学生に見られるのとやっぱり違うんですか？

学生：うーん…

インタビュアー：どういう感じで？

学生：まあ先生に見られるのはある種、比べる対象もないというか、自分の中で限界いったらそれで、あー出せばいいなとなるんですけど、学生同士で見たり見られたりしてるから、あーこんなにみんな書いてるんだったら自分も書かなきゃだめだなとか…

インタビュアー：(笑) そうかそうか。恥ずかしいなあとか…

学生：それもありますね。

インタビュアー：あーそうか、そういう効果があるわけね。先生に見られるよりね。

学生：比べるという視点があるのがいいのかな…

インタビュアー：自分のを見て、他の人のと比べて、水準的にどうかとか、そういうこと？

学生：そういうことが多かったです。

*Interview comment example 25:*

エッセイのうまい人から色んな技術を学ばせて頂く機会がありました。

*Interview comment example 26:*

インタビュアー：他の人のエッセイを見て、学んだことはありますか？

学生：文法的なことはあまりなかったけど、意見の出し方とか、こういう意見もあるんだなということは参考になりました。

*Interview comment example 27:*

インタビュアー：Peer-assessment でテーマの幅が広がったということはどういうことですか？

学生：先生から与えられた時点ではテーマが大まかで、あまり自分の中ではテーマが思いつかなかったんだけど、他人のエッセイを見て、あ、こういう視点もあるんだなということで、結構参考になりました。他人のエッセイを見て、テーマへの切り込み方、テーマへのアクセスの仕方、また自分の意見の幅も広がったと思います。

*Interview comment example 28:*

インタビュアー：他の学生のエッセイを評価することがライティングを学ぶ上で、多少は役に立ったということで、他人の文章を読むことで視野が広がったというんですが、これは具体的にどういうことですか？

学生：やっぱり自分が書いている文と、他人が書いている文は多少違っていて、他人の文章を読んで、あー、こうやって書くのかという感じで、色んな表現方法というか…

インタビュアー：表現方法…じゃあ表現とか、文法とか、そういう方かな…語法とか…

学生：あと、目のつけどころというか、題材に対してどういう観点で見てるかとか…

インタビュアー：着目点…観点…

学生：意見の強さとか…

*Interview comment example 29:*

インタビュアー：他の人のエッセイから学べるがあったということは、具体的にはどんな…？

学生：他の人のエッセイを読んで、自分もこういう間違いをしないようにしなきゃなということが気づけると、問題の題に沿って、あ、こういう話題をもってくることができるのか、こういう書き方もできるのかという…

インタビュアー：あー、考え方。

学生：はい。

インタビュアー：文法とかはどうでした？

学生：やっぱり間違えている人もいたし、自分も間違えることもよくあったんですけど、間違えているところを見つけて、あーやっぱり自分もこういう所が間違いやすいところなんだなとか思ったりしました。

インタビュアー：他の人の文法の間違いを見て、自分も気をつけちゃなという感じですかね。

学生：はい。

*Interview comment example 30:*

インタビュアー：他の人のエッセイを見ることが自分のライティング力に影響を与えたというところで非常に役に立ったというところに丸をつけて頂き、理由として客観的にエッセイを見れたというのですが、どういう観点で他人のエッセイを見ていたのですか。どういう所に気をつけて見たというか…

学生：具体的にデータを示すとか…抽象的でないエッセイを読むのはやっぱり楽しいなと思って…

インタビュアー：抽象的でない…すごく具体的で分かりやすいということ？

学生：そうですね。自分は結構抽象的に書いてしまうことが多くて…観念的にというか…何となくぼやーっとしてしまうので。データを書いて、数字を書いたり…

インタビュアー：具体例とか？

学生：そうですね…何か、個人的な具体例というより、客観的な具体例とか、みんなが分かりやすいような具体例の方が見てて面白いと思いました。

*Interview comment example 31:*

インタビュアー：Peer feedback で、これは間違っているじゃないの、とか、これは納得いかないと思ったりしたことはなかった？

学生：たまに何を言っているか分からないということが…どこのことかよく分からないということがあったんですけど…

インタビュアー：それはきいてみたりしなかった？

学生：いや…顔と名前が一致しないからよく分からない…

インタビュアー：あーそうか。じゃあ、それが一致すればディスカッションみたいにできたかもしれない…

学生：そうですね…でも、知らないから言えるという部分もあるから…知らない方が良いかなと思う…

インタビュアー：あー知らない方がね。知っていると余計に言いづらい…

学生：知っているとあの子にああ言われたとか…知らないから、知らないということが結構大きいかなと思います。

インタビュアー：お互いにね。深く知らないことがより良かったということかな。

学生：言いやすいし…

インタビュアー：逆に、グループでディスカッションみたいにやって、交換してやるとなったら、言いづらくなっちゃうかな。

学生：言いづらいと思う。私はたぶん言えないと思います。

インタビュアー：確かにね。気になっちゃうもんね。

学生：その子が友達…もともとが仲が良かったりしたら、なんかあの子英語のクラスで言ってくるみたいになったら困るから…

インタビュアー：そうかー、なるほど。

## Appendix 9. The Original Japanese Versions of the Students' Comments about Their Past Experiences of Learning EFL Writing

(a) 中学時代、GTEC というテストが存在し、そのテストには Writing という範囲がありました。それはほぼ自由英作文の形式を取っており、字数制限も無かったため、当時はそこそこの学力につながっていました。大学受験の頃も、150 words 程の英作文が課される学部を受けるために、少々対策を試みておりましたが、それから長い年月が経っており、writing に関しては不安です。

(b) 英作文を書いた経験はあまりありません。大学受験では 200 語程度の英作文は書きましたが、大学入学後は英語の学習量が減ってしまい、単語や文法の多くを忘れてしまったので、レベルは落ちています。

(c) ライティングは中学・高校からで、真面目に学習し出したのは高 2・3 で、高 3 では上級のクラスに属していました。でも、授業では短文のライティングであったので、長文の構成などの学習はリーディングで少しかじったのみです。一応高校の時は、英語に自信があったのですが、大学一年間、英語に触れる機会もあまりなく、授業もあまり真面目に受けてきたわけではないので、少し不安はあります。

(d) 高校の時は writing が週 2 回授業でありました。必死に熟語などを暗記していた時期なので、少し書くことができました。大学に入ってからはそのような授業もなくなり、ほとんど英語に触れなくなったので、自分の英語力の低下をひしひしと感じます。

(e) 中学から高 3 までコア英語教室という英語のみの塾に行っていた。そこで英語をたくさん学んでとてもためになったので、その理由で英語がとても好きです。

(f) 小学校 1 年生から 6 年生まで英会話を習っていました。小 4 からはネイティブの先生から習っていました。中学校の時は英語を重視する学校（高校）を目指していたので、英語の勉強を頑張りました。高校の英語は OC とライティング、リーディングをやりました。小 6 で英検を取得し、中 1 の時に 4 級を取得し、中 3 で 3 級を取得しました。

(g) 小さい頃から海外によく旅行に行っていたので、英語には興味はありました。小学生の頃に、母の知合いにアメリカ出身の方がいて、その人の英語スクールに 1 年程通っていたり

もしたので、中学から始まった英語の授業も、嫌な思いもなく始めることができました。しかし、進むにつれて難しくなってきました。リーディングは教科書にある話の流れを分かっているだけでテストはできるが、ライティングは、文法、熟語などをたくさん覚えなければいけないため、とても大変でした。高校・大学受験では、一番英語を特化して勉強しました。

(h) 小学校の時、公文で英語を習っていました。学校で英語はやっていませんでした。中学の時は、授業の中でよく英語の歌を覚えさせられました。英語の先生は3人いて、前期と後期で先生が変わりました。高校時代は、1年の時、本来の英語の授業プラス OC (オーラル・コミュニケーション) の授業がありました。2年からリーディングとライティングの授業に分かれました。1・2年では簡単な文法をやり、3年では入試対策をひたすらしました。1年の夏から塾にも通い、入試対策としての英語をやりました。Forest という参考書をずっとやりました。2・3年では教科書+問題集も配られ、教科書の topic を進めながら、問題も解いていきました。

(i) ・中学時代、高校受験のため塾に行き、週2～3回で文法を学んだ。

・高校では週2回程、英語ライティングという授業を受けたが、中学時代の塾での勉強の方がためになった。

・高校時代は、外国人と英語でメール、電話をしていた。

(j) 大学受験時代、国立を目指していたので80語程度の英作文を書いてました。

## Appendix 10. The Original Japanese Versions of the Peer's Feedback Examples

### *Peer's feedback example 1:*

5 行目 part-time job にした方がよい。

*Author's response:* 不採用

*Reason:* 辞書でもう一度確認したところ、work part time で「パート（アルバイト）として働く」という熟語があったので。

### *Peer's feedback example 2:*

9 行目の I went to lunch～は、I went out for lunch～の方がランチに出かけるという意味で自然になると思った。

*Author's response:* 採用

*Reason:* 辞書にも“I went out for lunch～”と書いてあったので、直しました。

### *Peer's feedback example 3:*

7 行目の“anytime and anywhere”の“and”は、辞書で調べたところ、なくてもOKでした。

*Author's response:* 採用

*Reason:* 辞書で確認したところ必要なかったです。

### *Peer's feedback example 4:*

dedicated：祀るという意味で使われていると思うが、deify を使うべきと思う。

*Author's response:* 採用

*Reason:* 辞書で deify を調べたところ、これの方が表現したかった意味なので。

### *Peer's feedback example 5:*

11 行目：most→the most だと思いました。

*Author's response:* 採用

*Reason:* 文法が苦手な、a や the をつけるところ、また 3 単現の s もよく理解できていないので、次の最終エッセイを書く時までには確認しておきたい。

### *Peer's feedback example 6:*

13 行目：club～、school fes に冠詞がないので、冠詞をつけるか複数形にした方がよいと思います。



*Author's response:* 採用

*Reason:* 毎回、必ず冠詞の指摘を受けてしまう。見落とさないよう気をつけたい。

*Peer's feedback example 7:*

23 行目 : cram school を冠詞をつけたりした方がいいと思います。

*Author's response:* 採用

*Reason:* 同上

*Peer's feedback example 8:*

1.23: they goes→they go

*Author's response:* 採用

*Reason:* 基本だが、3 単現の s、冠詞。これが課題だと感じた。

*Peer's feedback example 9:*

4 行目の lives は s 不要？19 行目の lives は s 不要？

*Author's response:* 採用

*Reason:* 不定詞の使い方が僕はしっかりできていないなと思いました。文法ミスを減らしていきたいです。

*Peer's feedback example 10:*

9 行目 :do でなく does 単数形と複数形、3 人称の活用にバラつきや間違いが多くあります。

*Author's response:* 採用

*Reason:* 3 人称にはもっと注意するようにします。ありがとうございます。

*Peer's feedback example 11:*

1.2: dipict→depict? uninbabited→uninhabited? rescured→rescued? sailor→a sailor/sailors

*Author's response:* 採用

*Reason:* 大学受験が終わり 1 年が経過して、単語のスペルの記憶が曖昧になってきた。もう一度単語帳を眺めようと思う。

*Peer's feedback example 12:*

25 行目に「税金の無駄遣いを減らす」と書いてあるが、具体的にどのような無駄が見受けられるか書いたらよいのでは？と思った。

*Author's response:* 採用

*Reason:* 自分の文は抽象的すぎるので、具体的に述べて、説得力を高める必要があると思ったから。

*Peer's feedback example 13:*

15 行目の最後 His active は activity の書き間違いだと思う。

*Author's response:* 採用

*Reason:* 文法の指摘に関しては採用とか不採用の問題ではないため。不適切と判断したため修正した。

*Peer's feedback example 14:*

「大学生活が自分にとって良いものである」というトピックならば、あくまでもポジティブに留学に向けて勉強を頑張るということを書いて、勉強の片手間に、サッカーや映画を楽しんでいる、ということを書けば、一貫して「充実したキャンパスライフ」というトピックで進めると思う。あとは幼少期の話などはカットして、現在楽しんでいるサッカーについて語った方がステキ！

*Author's response:* 採用

*Reason:* 確かに！その方が印象いいですね！

*Peer's feedback example 15:*

マーケティングのどういう所に興味を持ったのか、どういう学問なのかを具体的に書くともっと良くなると思う。

*Author's response:* 採用

*Reason:* 具体的な文を入れないと読み手に伝わらないと思いました。

*Peer's feedback example 16:*

"game"が抽象的なので、途中まで良く分からなかった。内容的にスポーツのことだろうが、ならば最初から示すべきだと思う。

*Author's response:* 採用

*Reason:* 書き始める時点ですでにスポーツのことが自分の中だけで前提となっていて、確かに読み返すと、最初に「スポーツにおいて」と前置きを入れた方がよい。

*Peer's feedback example 17:*

2 つ目の比較がどっちのことを言っているのか分からないので、はじめにイギリス英語かアメリカ英語かを述べた方がよいと思いました。

*Author's response:* 採用

*Reason:* 最初にイギリス英語ということを明記した（6行目）。

*Peer's feedback example 18:*

2つ目の比較がどのような点を比較しているのかが少し分かりにくく感じた。3つ目の比較は分かりやすく面白と思う。

*Author's response:* 採用

*Reason:* 同上

*Peer's feedback example 19:*

「秋」や「映画」のところは"in Japanese"とかをつけて、「日本語の」というニュアンスを出した方がいいと思う。

*Author's response:* 採用

*Reason:* 付け足した。

*Peer's feedback example 20:*

aviation club についてもっと詳しく知りたい。

*Author's response:* 採用

*Reason:* もっと詳しく、何も知らない人たちが分かるように書けば良かったと思った。もっと文章をふくらませる必要があった。

*Peer's feedback example 21:*

文と文のつながりが分かりやすく良かったが、前半の歴史に関する描写に比べて後半の食べ物の描写の部分が少ないため、少しバランスが悪かったと思った。

*Author's response:* 採用でも不採用でもない

*Reason:* 自分の中では歴史的な話、寺の話、食べ物の話で分けていたが、歴史的な話からのつながりで寺の話に移っていったので、バランスが悪かったと思われたのかもしれない。次回からはもう少し分かりやすくできるようにしたい。

*Peer's feedback example 22:*

裏の前半の方、they や their の指している人がどれなのかよく分からなかった。

*Author's response:* 採用

*Reason:* they、their 等の指示語の多用で読みにくくなっているのに気づけなかったもので、指示語を使わないように変更した。

*Peer's feedback example 23:*

10 行目から始まる文章の意味が取りづらいです。自分がアニメ、マンガについてあまり知らないということもあり、少々つかみにくかったです。

*Author's response:* 採用

*Reason:* 自分が最近そういうことを勉強する機会があったこともあり、自然だと思っていましたが、もっと皆が読める文章を書くべきだったなと思います。

*Peer's feedback example 24:*

3 段落目の "I state the two causes" の意味がよく分かりません。この文はなくてもいいと思います。

*Author's response:* 採用

*Reason:* 人に伝わらないのであれば、良くない文章だと思ったので、削除しました。

*Peer's feedback example 25:*

5 行目の "Related areas～" の文は、後の文と関係があまりないように思える。

*Author's response:* 採用

*Reason:* 改めて自分の文章を見直したところ、確かにあの一文は前後とあまりつながりがなく、必要がないと思ったから。

*Peer's feedback example 26:*

いろいろな構文が使ってあってすごいと思いました。

*Peer's feedback example 27:*

内容が簡潔で読みやすかった。字がキレイで完ぺきです！

*Peer's feedback example 28:*

さいご Japon？ えっ？ なに！？ Japan？ え？ ...なに？ ん？ え...

*Peer's feedback example 29:*

お姉ちゃんが社交的な理由をもっと書くとまとまると思った。

*Author's response:* 不採用

*Reason:* 社交的は社交的なので、その理由を書く必要はないと思う。

*Peer's feedback example 30:*

7 行目の An age～の文法が気になった。

Author's response: 不採用

Reason: ここの文法も特に変ではないかなと思った。

*Peer's feedback example 31:*

fourthy, fivethy, sixly...が多すぎるから、まとめたらいいと思う。

Author's response: 不採用

Reason: 採用しませんでした。

*Peer's feedback example 32:*

9 行目の“and etc”は、「...など」という意味で使うのだったら“and so on”の方がいいんじゃないかなと思います。

*Peer's feedback example 33:*

トウキョーディズニーリゾートには、4 つもエリアがアルンダナートオモイマシタ！！文もイイトオモイマス。

*Peer's feedback example 34:*

おれはつけ麺が好きです。

*Peer's feedback example 35:*

もうこたんめんオススメです。

*Peer's feedback example 36:*

ラーメンってよりうどん派です。

*Peer's feedback example 37:*

僕はオールシーズンできるテニスが大好きです。

*Peer's feedback example 38:*

私は play するなら individual sports、watch するなら team sports です。

*Peer's feedback example 39:*

個人的意見ですが、消費税が15%まで上がらないと日本の経済は上昇しないので、8%ではまだ足りないそうです。

*Peer's feedback example 40:*

僕もこれから毎日早起しようと思います。

Author's response: 不採用

Reason: 文のアドバイスがなかったため。

*Peer's feedback example 41:*

やっぱりバイトすべきだと思います。

Author's response: 不採用

Reason: コメントだったため。

*Peer's feedback example 42:*

バイト探し始めます。

Author's response: 不採用

Reason: コメントだったため。

*Peer's feedback example 43:*

21 行目 : caused だと意味が逆になりませんか? Happened とか arised とかどうでしょうか。

Author's response: 不採用

Reason: 先生と話し合った結果。

*Peer's feedback example 44:*

分かりやすかったです。導入部分と、共通点の部分は、段落を分けるとより読みやすいと思います。→ex. 1. 導入 2. 共通点 3. 相違点 4. まとめ

Author's response: 採用でも不採用でもない

Reason: 先生に以前うかがったところ、これで良いということになりましたが、次回からは明確に分けたいと思います。

*Peer's feedback example 45:*

それぞれの場所での遊び方の羅列になっているので、もっと深いところまでの説明があるといいと思います。

Author's response: 不採用

Reason: 伝えたい内容が伝われば良い。ここでの具体例は私はそこまで重点を置いていない。

*Peer's feedback example 46:*

文章の骨格ができているので頭の中で整理して読めました。ただ文章量の絶対数 (250 words) に足りてないので、あっさりしすぎな点は否めない気がします。

Author's response: 不採用

Reason: 私が思いつき、余分なくどい内容がない、論理的な文章量なので下手に付け加えは避けた。→Adopt するとすれば、テーマを全面的に変え、一から書き直す。

*Peer's feedback example 47:*

全体的に短いのと、特に最初の海でのレジャーについてもっと詳細に書けば、全体的にバランスの良い文になると思います。

Author's response: 不採用

Reason: 同上

*Peer's feedback example 48:*

21 行目 : The number という主語の述語に most は適さないと思います。

Author's response: 不採用

Reason: 自分は間違っていないと思うので不採用。

*Peer's feedback example 49:*

それぞれのコースの説明の仕方がどれも同じで、統一されてはいますが、単調になっている気もするので、違う表現を使う箇所があってもいいかと思いました。あくまで私の主観なので、無視して頂いても構いません。

Author's response: 不採用

Reason: 今のままでいいと思うので不採用。

*Peer's feedback example 50:*

タイプを分け、それぞれの良い点と悪い点について言及していたのは良いと思います。ただ、They have a good point.の言い回しが他にもあるといいかなと思います。

Author's response: 採用

Reason: 同じ型を使った方が読みやすくなるのかなと思ったのですが、他の人の文章を見て色んな言い回しをしている方が良いなと感じたので訂正します！

*Peer's feedback example 51:*

前半と後半で動詞の時制が違うので統一した方がいいと思います。

Author's response: 採用

Reason: 時制に関しては自分も迷っていたが、周りの人のエッセイを読んだとき、過去形に統一している人が多かったため。

*Peer's feedback example 52:*

3行目からの some economical courses such as microeconomics という組み立てや、administration trading という表現は参考になりました。

*Peer's feedback example 53:*

節を句にしているのが参考になりました。

*Peer's feedback example 54:*

文の構成がうまいと思いました。見習いたいです。

*Peer's feedback example 55:*

読んでいてためになる表現がたくさんありました。とてもおもしろかったです。

*Peer's feedback example 56:*

結論が全体と比べて若干少ない気がするので、もう少し足すとバランスが取れると思います。表現の仕方が多彩で、とても勉強になりました。

*Peer's feedback example 57:*

塩と砂糖の違いが詳しく書かれていて、とても面白かったです。構成も上手く、見習いたいと思いました。

*Peer's feedback example 58:*

10行目と11行目、同じ「加える」という表現にも異なった単語を使うなど、表現のヴァリエーションが多く、驚きました。化学的な説明も分かりやすく書かれていて、良く調べていることが感じられました。

*Peer's feedback example 59:*

…副詞の使い方が上手で参考になりました。



*Peer's feedback example 60:*

8 行目の"go and study at university in foreign university"は"go to foreign university"で済むかもしれないなあと思いました。おこがましくてすみません。間違ってたらすみません。

*Peer's feedback example 61:*

29 行目 : more and more developing→developing more and more の方が個人的にしっくりきます。間違ってたらすみません…

*Peer's feedback example 62:*

読みやすく、テーマも面白かった。だが、各まとまりの量的に結論が少ないと思うので、付け足す必要がある。

Author's response: 採用

Reason: 他の人からも指摘があったが、たしかに結論の分量が少ないので増やした。

*Peer's feedback example 63:*

それぞれの項目が、車種名（スポーツカー、など）と、具体的にそこに分類される車とメーカーの固有名詞の列挙になってしまっているのは良くないと思う。もっとそれぞれの特徴に関する記述を増やした方が、分類（区別）のもととなる差異が際立って良くなると思う。

Author's response: 採用

Reason: 皆の意見を聞いて、各種類の違いが分かりやすくなるように説明を加えた方が、内容に深みが出ると思ったから。

*Peer's feedback example 64:*

5 番目の車種である"light motor car"の説明の仕方が、前のと違って用途がはっきりしていません。

Author's response: 採用

Reason: 同上

*Peer's feedback example 65:*

それぞれ分類した車種の特徴に統一がないので、テーマを決めて説明した方が良いと思いました。例えば、「①はアメリカで人気、②はドイツで人気」や「①は大勢乗れるので家族やアウトドア向き、②はスピードが出るのでスポーツカーが好きな人向き」のように、人や国、目的に着目した説明を加えると、分かりやすくなると思います。

Author's response: 採用

Reason: 同上

*Peer's feedback example 66:*

"The academic areas, related to commerce, are wide."→関係副詞を文中に使うと読みづらくなってしまうので、こっちの方が良いのではないかな。

Author's response: 不採用

Reason: 自分の感覚的には現在の状態（where…）の方が意味がストレートに伝わるので採用しない。

*Peer's feedback example 67:*

1 行目、The academic areas related to commerce の方が読みやすい。

Author's response: 採用

Reason: 上でも言われたのでやっぱり採用する。

*Peer's feedback example 68:*

5 行目の“the number of the times of change”は、“the number of”はいらないのでは？と思った。  
「交代の回数」という意味ならいらないと思う。

Author's response: 採用

Reason: “the number of”を省略するか迷っていたが、いらないという意見が出たので省略。

## Appendix 11. The Original Version of a Group B Pre-advanced Class Student's Essay

My name is  
My college life is satisfying in <sup>play</sup> study and <sup>study</sup> play.  
I'm in a department of commercial science and  
mostly study English and marketing.  
5 I want to study abroad about marketing.  
In winter vacation I heard from my friend studying  
abroad. I was really expressed and have decided  
to ~~go and study at university in foreign university~~  
to go to foreign university.  
10 But, unfortunately, because of my laziness last year,  
my English skill is immature. Thus I have to study  
English and others very hard.

Of course <sup>study</sup> study is vital for me. But I consider  
my <sup>study</sup> ~~hobbies~~ important than it. For example,  
15 I like various movies action, comedy, documental  
and so on. My favorite movie is Goal.  
During my childhood, I watched it and  
thought soccer is cool! That is why I begin soccer.  
Thus, I like soccer too. of course playing soccer  
20 is fun. But watching is also interesting.  
My favorite team is Tokyo Verdy and Real  
Madrid. Ronald, who is Brazilian is my  
respected player. He is fantastic. I usually  
watch his play on Youtube.  
25 Please tell me if you like soccer.  
In short, I was so satisfied with this college life! Thank you

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My friend who have studied in china for two years as ABS students said that through study in china ; many discussions about business with various foreign students and an intern there he learned many things about English and business and gained a wide vision.

Meanwhile, I

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## Appendix 12. The Original Version of a Group B Advanced Class Student's Essay

I am majoring in marketing. This major focuses on the way to promote sales and services. Related areas are management and economics. In first grade, I took many courses, such as microeconomics, management and accounting. Through last year, one of the most interesting courses was marketing, so I decided to take that course. Although it is clear the course I want to take, I don't know what I want to do in the future.

It is difficult for me to make my aim in life clear. So, this year I want to find my aim in life through studying marketing or taking other courses. Even if I can't find it, I think it is not useless for my future to study marketing. We can put the knowledge of marketing to good account in any company's section.

because ~~we~~ <sup>I</sup> can learn about how to promote sales and  
make the mechanism to sell the goods. so ~

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## Appendix 13. The Original Version of a Group A Student's Essay

私は日本英語を学ぶべきか否かについて  
I am <sup>to</sup> going to write about Japanese people should learn English  
or should not learn English.

I think there are three good reasons to learn English.

Firstly  
~~First~~, I need to know English in my daily life because many  
English words became Japanese.

Secondly, English is used widely all over the world. If I have  
a chance to go oversea, English will be useful.

Thirdly, I believe if I can talk with foreigners directly, my  
world view will be widened.

Fourthly, most Japanese believe it is necessary to live.

Fifthly, so many Japanese are simple minded to think

English is used all over the world, while less than half of world's  
popularity know English.

Sixthly, because we can get wider view <sup>120</sup> of the world by communicating  
directly with people of different countries, which is possible ~~only~~

if you learn at least three languages besides Japanese.

Finally, Learning different cultures of other countries

requires the English language. English works as a

communication tool when we talk to people from other

countries. So I think should learn English.