The Comparison between Direct and Indirect WCF for Beginners
-Considering the Effect of Revision -

Hall's laboratory
E0119018 Gaia Oikawa

【Research Questions】
　1，Which direct WCF with revision or indirect WCF with revision is more effective?
　2，Whether "self-correcting" in indirect WCF has a beneficial effect or not?
　3，What beliefs as to Written Corrective Feedback do beginner learners have?

1. Major pre-researches and Background

As globalization processes, the importance of using English is increasing day by day. Also, the chances for people to communicate in English is increasing as well because of the spread of SNS, Social Networking Services. Reflecting on English becoming important, some new words are created. For example, "English as an International Language"(EIL). This is based on the thought that people should use English to indicate their own opinion and culture. There is also "World Englishes"(WE).

Productive skills such as Speaking and Writing have been becoming regarded as important and necessary(JACET:Japan Association of College English Teachers SLA研究会, 2013). Actually, Sakai(2021) said that writing such as emails and letters is one of the ways to communicate.

In writing class, written corrective feedback (WCF) is often used. Looking back on the preceding research about WCF, by and large, there are some consensus of conclusion: "Direct feedback is more effective than Indirect feedback"(Yoneyama, 2022), "Revision enhances the effect of feedback"(Shintani et al., 2014), "Focused feedback is more effective than Unfocused feedback"(Suzuki, 2015). However, each conclusion has some counterexamples, so additional studies are needed. And studies researching the effect of revision in Indirect feedback are few. If this paper can show that indirect feedback is effective, it will lead to reducing teachers' burden and give a new choice to teachers.

2. Methodology

・**Participants**:
Beginner level learners (1st year mid-level university students). 9 people are in group A(direct WCF) and 10 people are in group B(indirect WCF).

・**Procedure:**
First, dividing participants in half, I ask them to write a short sentence about their favorite and not favorite international food as a pretest.

Second, I collect the number of its errors and give an indirect WCF (to underline where errors are and show how many errors are) or direct WCF(to underline and write correct ones) to each group. Then, I have both groups try revision and self-repair with the feedback. In this research, both groups receive unfocused feedback.

Third, on another day, the participants write new writing and I give feedback as I do in the pre-test. I repeat this process one more time. The theme of the writings are "The reason why you entered Iwate Prefectural University". So the participants have one opportunity to write and obtain feedback with revision after the pretest.

Finally, they write a new text as a post-test. The title is "Vacation" Then, I will count the number of errors again and compare them to that of the pretest. In this research, I also use a questionnaire to detect their belief in WCF.

In this research, I collected grammatical errors, misspellings, and pronoun mistakes. Also, when I provide feedback, I referenced 英文法解説(1991), ジーニアス総合英語第二版(2022), Oxford現代英英辞典(2020), and ジーニアス英和辞典第6版(2023) and Dr.Hall who is an american teacher in Iwate national university also helped me do that.

After I finish collecting the data, I am going to calculate the typical value, t-test, and get effect size.

3. Results

A record of the number of errors so far is as a table below in this part. Comparing the result of the pretest with post-test, 4 out of 9 in the direct WCF group could decrease the number of errors. On the other hand, in the indirect one's group, 5 in 10 could. I haven't calculated any typical number and effect size, but looking at the numbers, I wonder if indirect feedback with revision has any effect or make a contribution to learners' skill. However, writing is a complex process and some skills develop little by little. Thus, all posttest's results are needed and I should analyze this result accurately.

But as my expectation, I guess that indirect feedback may well work well as direct feedback if teachers set a time for revision.

A1 (Direct WCF)	14	（2）	2		Task1は途中であった。
A2	3	4	0		
A3	2	3	未		
A4	5	4	1		[v] snowboardの使い方があっているか念のため要確認
A5	6	3	0		
A5	3	3	1		
A6	2	6	2		
A7		1	未		pre-test未記入
A8	2	1	1		posttest修正内容について要確認
B1 (Indirect WCF)	12	7	未		
B2	2		5		Task1未記入
B3	3	3	5		
B4	3	1	1		
B5	2	2	1		
B6	2	4	未		
B7	3	9	2		
B8	2	1	1		

B9	6	1	1	
B10	1	1	1	

Table 1: The record of the number of errors

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