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Effects of Blended Design on Students' Revision and Writing Development

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In the field of teaching second language writing, it has been questioned whether written corrective feedback is effective or not. In responding to this contentious and ongoing question, this study was conducted to introduce a newly designed instructional strategy in writing and test its efficacy over both short and long periods of time. Intermediate level university students (N=85) received three different types of feedback, namely, blended, conventional, and control, and 425 writing samples were analyzed from the pretest, posttest 1, and posttest 2, respectively. The results indicate that there was no difference between the blended design and conventional feedback group in reducing the error rates over a short-term period. However, striking differences found between two groups over a long term period imply that the newly designed instructional strategy is much more effective than its counterparts (in the conventional and control groups) in reducing error rates and multiplying the effect of revision on the subsequent and new pieces of writing. Before jumping to any harsh conclusion, the researcher postulates that further research validating the findings of the result is highly desirable, and will deepen the understanding toward the nature of complex and context-sensitive second language writing.

[blended design/revision/assessment/융합디자인/교정/평가]

I. INTRODUCTION

Recently, corrective feedback (CF) has received considerable attention from second language acquisition (SLA) theoreticians and researchers. Although oral and written corrective feedback may differ in terms of the medium of communication, both forms have been regarded as similar in that indirect feedback and output and direct feedback and input take almost the same role, respectively. This is especially the case with regard to written corrective feedback (WCF), and the heart of the debate has centered on whether WCF is

beneficial or detrimental in terms of learners' writing development. Some researchers have welcomed WCF because it highlights the importance of taking into account multiple factors in accounting for how it affects second language acquisition (Y. H. Sheen, 2011). In addition to theoretical contribution, WCF research is expected to provide practical answers to writing practitioners with regard to what, when, how, and how often learners' errors should be corrected. However, few doubt the value of WCF for students' writing development.

Truscott (2004), for example, contended that, in the first instance, there is no empirical evidence to support the claim that written error correction assists L2 learners in improving their written accuracy but, rather, that there is strong evidence refuting the effectiveness of CF. Second, he claimed that, from a theoretical standpoint, error correction cannot contribute to the development of L2 competence nor influence the natural order and sequence of second language acquisition, as these processes are dependent on the learner's own built-in syllabus. Third, he argued that teachers' provision of CF creates many practical problems ranging from the inconsistent way in which feedback is provided, through students' negative attitudes towards CF, to the anxiety and lack of motivation that CF generates.

In response to Truscott's claim, Lu (2011) has recently countered that, (1) the various studies that Truscott mentioned are not comparable, (2) the research sample and the teaching strategies are different across the studies, and (3) Truscott overstated the negative evidence and ignored the research results that contradicted his review article. Truscott's (2004) questioning of the positive impact of WCF in language acquisition has surely triggered numerous empirical research which supports or refutes his claim (Bitchener, 2008; Ellis, Y. H. Sheen, Murakami, & Takashima, 2008; Y. H. Sheen, Wright, & Moldawa, 2009; Truscott & Hsu, 2008). Therefore, this paper critically reviews how two different perspectives of language learning in L2 writing have been developed, examining their effect on the English as a second language (ESL) or English as a foreign language (EFL) fields and discussing the limitations of previous studies. As a way of overcoming the pitfall of previous studies, this study introduces the blended design of instructional strategy in writing, and tests its efficacy on students' short-and long-term periods of writing development.

II. LITERATURE REVIEW

In identifying factors contributing to the efficacy of WCF on students' writing development, researchers from second language acquisition (SLA) and writing pedagogy have taken different stances and approaches (Burton, 2009; Ferris, 2010). SLA researchers

have investigated whether WCF facilitates long-term acquisition of particular linguistic features, and, if so, how the resulting grammatical accuracy can be measured. Related sub-questions include how many features (and which ones) should be examined. In contrast, perspectives from writing pedagogy emphasize that language focus in L2 writing should be seen within a framework of pedagogic options, including minimally differing pedagogic purposes, writer goals and writing tasks, in relation to writer characteristics and context. Therefore, the effect of language focus in L2 writing should not be limited exclusively to questions of grammatical accuracy from WCF. These different perspectives and the empirical evidence that supports or rejects these claims will be discussed in detail.

Studies from SLA perspectives may fall into three categories: first, studies that have examined the effect of CF on learners' revised texts; second, studies that have compared different types of CF, e.g., direct CF vs. indirect CF, error codes vs. underlining; and third, studies that have investigated the effect of CF on new pieces of writing over time.

Studies that have examined the effect of CF on learners' revised texts show positive results (Ashwell, 2000; Fathman & Whalley, 1990; Lee and Schallert, 2008; Sachs & Polio, 2007). For example, in Ashwell's study (2000), 50 Japanese students participated in a semester long investigation. The WCF types provided were (1) content comment, then indirect feedback; (2) indirect feedback, then content comment; (3) a combination of (1) and (2); and (4) no feedback. The results of the study indicate that all of the groups except the control group showed improvement in writing. Target structures that were the focus of the study were broad and unfocused. While these revision studies are obviously relevant to L2 writing teachers, they failed to show evidence of WCF's facilitating role in L2 acquisition. That is, the fact that students are able to edit their papers when revising does not provide evidence that they will transfer this skill to a new piece of writing (Truscott, 2007; Y. H. Sheen, 2007).

To seek an answer to Truscott and Ferris' debate on the efficacy of WCF, much of the focus of the earlier WCF research was on comparing the effects of different types of error feedback on grammatical accuracy. Specifically, researchers examined the different ways in which direct feedback (where errors are indicated and corrected) and indirect feedback (where errors are just indicated) are provided to L2 writers (Chandler, 2003; Ferris & Roberts, 2001; Robb, Ross, & Shortreed, 1986; Semke, 1984). Chandler (2003), for instance, investigated the differences between an indirect approach with WCF and revision and indirect underlining, and concluded that an indirect approach with WCF and a revision group was superior. In contrast, Semke (1984) explored the effect of four different feedback treatments: (1) comments only; (2) direct correction only; (3) direct corrections with comments; and (4) indirect (coded) correction. Semke (1984) reports no differences among four different types of feedback. Overall, the results of these studies are mixed and inconclusive. Based upon these inconclusive findings, Truscott (1999, 2004) rejected the

efficacy of WCF. However, these earlier WCF studies had serious flaws in their respective designs that consequently led to mixed results. First, they did not have a control group who did not receive any error correction. Therefore, there is no way of knowing whether the results are caused by WCF or other extraneous variables which researchers failed to control. Second, the aforementioned studies examined unfocused WCF correcting a broad range of linguistic errors. As to the question of the effect of coded vs uncoded, studies inform no differences between the two types of feedback (Ferris & Helt, 2000; Ferris & Roberts, 2001; Lalande, 1982; Robb et al., 1986; Truscott & Hsu, 2008).

A number of follow-up studies were conducted to overcome the methodological problems evident in previous WCF research, and some studies have shown positive results for the effect of direct feedback (Bitchener, 2008; Bitchener & Knoch, 2008; Bitchener, Young, & Cameron, 2005; Ellis et al., 2008; Y. H.Sheen, 2007, 2011; Y. H.Sheen et al., 2009). Their focus was to identify the proof of the evidence for acquisition by not looking at the revision, but at a new piece of subsequent writing, including a control group in a pretest, posttest 1 (immediate posttest), and posttest 2 (delayed posttest) design. Most of these studies focused on a single linguistic item, such as definite and indefinite articles as a target structure. Y. H. Sheen (2011), for example, investigates the relative efficacy of different types of WCF (written direct, written meta, and control group) and reports that direct + metalinguistic CF led to significant gains in accuracy. However, other studies with a control group and pre/post treatment design support the superiority of indirect over direct feedback, despite already overcoming the previously mentioned methodological problems (Ashwell, 2000; Ferris & Roberts, 2001; Lalande, 1982; Y. H. Sheen, 2010). To date, research findings from SLA perspectives have failed to show conclusive and firm evidence on the effectiveness of different types of WCF on students' writing development.

Unlike researchers from SLA perspectives, L2 writing researchers start with the question of whether written CF helps student writers to improve the overall effectiveness of their texts and to develop into more successful writers (Ferris, 2010). To them, WCF is seen as one useful tool that can help students improve their writing, but certainly not the only one. In helping students' writing, most L2 writing experts would agree that a variety of teaching approaches, such as explicit instruction, strategy training, and peer-and self-editing activities beyond (and including) expert CF are needed. In that sense, focusing on a specific linguistic feature, such as definite and indefinite articles can hardly be an exclusively important pedagogical goal. Although it is desirable for students to use articles and other linguistic features accurately, these should constitute only part of the focus of a writing class and cannot represent the whole picture of a writing class in general. In addition, Ferris (2003) deplores the fact that teachers focus too much on correcting linguistic errors at the expense of content and organization. Y. H. Sheen (2011) also warns against the potentially damaging practice of over-correcting, and emphasizes that feedback

on the content and organization of a written text is as important as feedback on linguistic accuracy. Thus, in this study, the operational definition of written corrective feedback indicates the extension from linguistic accuracy to organization and content.

As to the contradictory findings from WCF studies, Guenette (2007) argued that research cannot provide language classroom teachers with clear-cut answers regarding what kind of CF to provide or how it should be provided because there are simply too many variables involved. Instead of merely being passive recipients of previous research, Guenette emphasizes writing teachers' roles as replicators systematically investigating the variables that are pedagogically relevant to one's teaching context. In concert with Guenette's claim, by citing the results of empirical studies using meta-analyses of CF, Lu (2011) emphasized the importance of taking into account various moderating factors, such as feedback type, error type, interaction type, mode (oral/written/computer-mediated), L2 instructional contexts, age, gender, proficiency, L1 transfer, schema, anxiety and cognitive abilities, which in turn influence the extent to which CF can be beneficial to L2 learners. In short, some researchers admit that CF constitutes a highly complex social activity.

If WCF interacts with the numerous extraneous variables pointed out above, comparison among WCF studies may not even be possible or desirable unless all of the comparisons being made proceed from an equal footing. Perhaps one of the reasons that previous WCF research has yielded unsatisfactory findings is partially attributable to this incomparability among WCF studies. Simply satisfying statistical requirements and finely tuned design do not necessarily guarantee the fact that the results of a study can be automatically generalizable with regard to other teaching contexts. Rather than seeking generalizability as to whether or not such feedback has value, we should more importantly be asking how we help our students write with greater accuracy in their unique learning contexts (Norman, Hartshorn, & Strong-Krause, 2011).

Kumaravadivelu (1994, 2006) and Ellis (2005) postulate that in a post-methodology era, second language writing instruction and learning should be more concerned with what a particular student may need to improve and less preoccupied with loyal adherence to a predetermined method. In concert with their claims, Norman et al. (2011) argues that the central aim of research on the effects of WCF should be centered on helping L2 students write more accurately and determining what specific contextual factors facilitate or hinder those efforts. Until research answers this essential 'how' question, many teachers may continue to feel confused as they struggle to identify the best practices for their specific classroom contexts.

Reflecting a balance between the SLA and writing practitioners' perspectives discussed above, Norman, Hartshorn, McCollum, and Wolfersberger (2010) emphasize the need to look for an 'intact' class in a localized context with meticulously planned research design (pretest, post test, and delayed post test). As to the evidence for acquisition, Norman and

his collaborators have developed their own rubric reflecting participants' (Intensive English Program) frequent errors obtained from pretest with diverse ranges of linguistic items. This showed context sensitivity in terms of what types of errors need to be corrected in a local context. The results show that what these researchers call, “dynamic WCF” is effective in enhancing students' writing accuracy in a semester-based investigation. Although participants of the study were different, in a follow-up study focusing on matriculated students in a university setting, Norman et al. (2011) reported the same result, thus proving the effectiveness of dynamic WCF in increasing students' writing accuracy when the errors were focused with diverse ranges of target structure.

Ferris (2010) proposes that two different views from SLA and writing practitioners are not in competition; rather, that they are complementary. In spite of posing different questions and approaches, these two perspectives share a similar philosophical or theoretical background. For example, writing practitioners' emphasis on the role of revision in students' writing was supported by the SLA researchers' experimental design by providing empirical evidence. SLA researchers' psycholinguistically oriented experimental studies may lose sight of the role of contextual factors facilitating or hampering the efficacy of WCF. This lack of contextual sensitivity was alerted and supplemented by writing practitioners although the amount of empirical evidence is quite limited at the present time. Therefore, research intersecting L2 writing (revision) and SLA studies (acquisition) of WCF needs to be further investigated. In terms of assessing students' development in writing, as well as linguistic mistakes, errors from content and organization should be included if these errors are frequently occurring throughout a writing class. Thus, informed and guided by the previous studies, the following research question is deduced.

Does blended design have a positive effect on students' development of writing accuracy over a period of time?

In order to address this question, purpose of this study is two-folded: first, it tests the efficacy of blended design focusing on the local learners' problematic areas in written communication, and, second, it identifies the effect of revision on the subsequent, new pieces of writing.

III. METHODS

1. Subjects

The subjects of this study were 85 university students taking their courses in the spring

and fall semesters of 2010, respectively. The course was *Basic English Composition*, and it is a prerequisite for sophomore students who go on to take intermediate or advanced English composition courses, which are mostly taught by native speakers of English. The majority of the students were English majors. Of the 85 participants of the study, 50 were female, whereas 35 were male. A total of 425 writing samples were collected and analyzed.

2. Procedures and Instrument

To incorporate SLA and writing practitioners' perspectives, the following research design was adopted from Norman et al.'s (2010) study. Figure 1 illustrates the differences among typical L2 writing, SLA, and possible blended design.

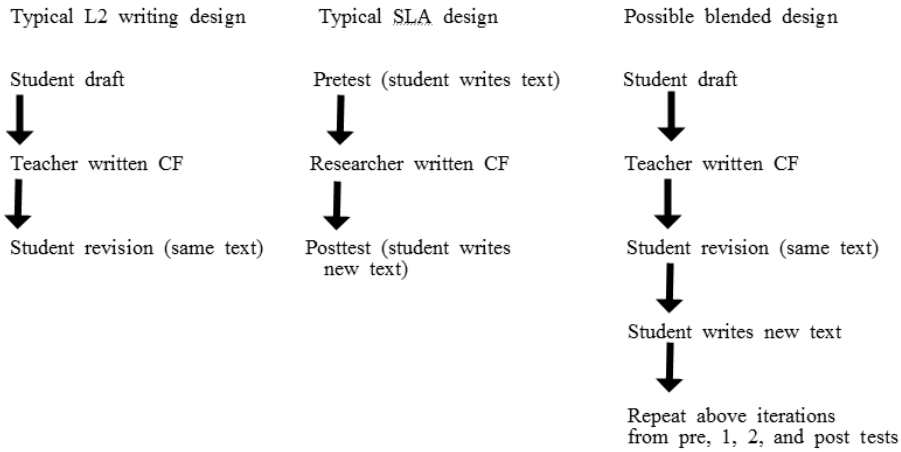

FIGURE 1 Possible Research Designs Incorporating Revision
(adopted from Norman et al.'s study)

According to the figure, in typical L2 writing design, revision was made with the same text, thereby providing insufficient evidence of acquisition. In any event, revision is not the primary concern of the investigation in typical SLA design. Rather, the focus is to provide evidence for acquisition by looking at the difference between pre-and-post test scores. Norman et al.'s blended design suggested above has made it possible for the researcher not only to look at the effect of revision on a new piece of writing, but at the effect of feedback from a long-term perspective.

At the beginning of the semester, three groups of students (blended, conventional, and control) took the pretest asking whether they preferred living in a city or in the countryside. The test was administered in a computer lab, and the students were allowed to finish their writing in 30 minutes. After collecting 85 students' pretest writing samples, the most

frequently appearing errors were identified. Thus, the most frequently occurring errors that the subjects made were selected as the focus of this study.

Three groups of students also took test 1, test 2, posttest 1 (immediate post test), and posttest 2 (delayed posttest). There was a two-month interval between an immediate post test and a delayed one. However, the feedback environment offered for these groups were different. For example, whenever the blended students took tests (one week later), their test results were distributed by attaching the evaluation list in order to raise their awareness of their writing errors. It was the students' responsibility to turn in progressive reports after observing their own evaluation list marked by the instructor. A sample of the progressive report is provided in the appendix section of this study. In addition, the students were required to submit revised version of writing one week after the feedback was given. By contrast, in the case of the conventional group, only teacher's WCF was provided on each occasion after the students had taken the tests. No revised texts were required to be submitted by this group of students. In addition, the control group received no feedback, and no revised texts were required.

As to the evaluation, the analysis of the blended group's errors exclusively focused on 21 frequently appearing error items, whereas the conventional and control groups focused on all the possible errors that the students could possibly make. The evaluation guideline was adopted from C. W. Park's (2007) study incorporating grammar, content, and the organizational area of English writing. Error rates were measured by the number of errors divided by 100 words (Mehnert, 1998).

To examine the reliability of the scoring of the writing tests, 30 texts from the pretest of the three groups were re-scored by the same researcher one month after they were initially scored (Ellis et al., 2008). The Pearson Product Moment Correlation (r) for the two sets of scores was .94.

Throughout the semester, *Great Paragraphs* by Folse, Muchmore-Vokoun, and Solomon (2004) was used as the principal textbook. This book, which begins with the definition of the paragraph in general, also covers five different forms of paragraph writing, that is, definition, process analysis, descriptive, opinion, and narrative paragraphs. After reviewing the critical elements of each of their written paragraphs, students were required to take three written tests in a computer lab. At the end of the semester, students took the post essay test which asked what the most important skills in one's life were.

Five writing topics were selected from the test of English as a foreign language (TOEFL) essay test (http://www.ets.org). A persuasive type of essay was adopted not only in the hope that it would constitute a rationale of some cognitive complexity, but also because persuasive writing is an important and difficult mode of discourse, particularly for ESL/ EFL learners who often bring linguistic, rhetorical, and strategic deficits to the task of persuasion in English (J. W. Kim, 1997).

IV. RESULTS

The findings of this study will be reported in turn according to the research question. Table 1 presents the descriptive statistics for mean error rates for blended, conventional, and control group taken over the three testing periods: pretest, posttest 1 (immediate posttest), and posttest 2 (delayed posttest).

TABLE 1
Group Means and Standard Deviations for Error Rates

Feedback Types	M and SD	Pretest	Posttest 1	Posttest 2
Blended (N=28)	M	.0592	.0492	.0231
	SD	.0225	.0284	.0229
Conventional (N=30)	M	.0707	.0621	.0414
	SD	.0190	.0366	.0179
Control (N=27)	M	.0714	.0693	.0671
	SD	.0390	.0220	.0347
Total	M	.0673	.0605	.0444
	SD	.0282	.0301	.0314

Figure *2* provides a visual representation of the total mean error rates for the three testing periods for each group. As shown here, the error rates for all three groups reveal a decrease from pretest to posttest 1. However, the graph shows that the error rates of the three groups decreased at different rates from each other. For example, the difference between the blended and control group appears to be considerable. Although the two groups started out with similar pretest scores, the control group in the posttest and delayed posttest showed only a slight decrease, whereas the blended group showed a marked decrease in error rates.

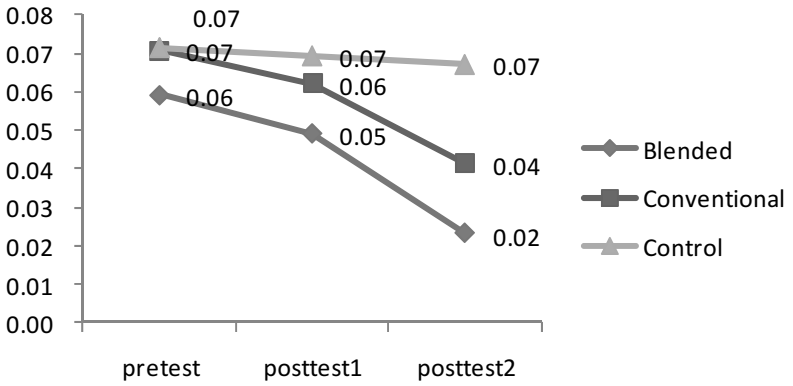

FIGURE 2 Group Means on Total Error Rates

In order to compare the treatment and control groups' test scores, a series of ANOVAs were computed. First, a one-way ANOVA showed no statistically significant group differences in the pretest mean error rates among the three groups, $F(2, 82) = .730$, ns. So to speak, three groups in this study show similar abilities at least in the initial stage of the investigation. To examine the differential effects of the written CF treatments, a two-way repeated-measure ANOVA was performed with error rates as the dependent variable, and with Time (pretest, posttest 1, posttest 2) and Corrective Feedback Treatment (blended, conventional, and control) as independent variables. Table 2 shows the results of this analysis. As can be seen in Table 2, the analysis of repeated-measure ANOVA for three groups indicates that there were significant differences across time ($F=40.52$, $p=.000$). Also, there was a significant interaction between Time and CF treatment, indicating that the different groups developed differentially over time ($F=7.058$, $p=.002$) ($p<.01$).

To examine the differences between the pairs of groups statistically, Scheffe tests were performed. These analyses indicated that immediate posttest (posttest 1) results favored both control groups while delayed posttest (posttest 2) results favored the control or conventional group in terms of the magnitude of mean error rates. In other words, in decreasing error rates, both the blended and conventional groups experienced a positive effect in the short term relative to the control group. This effect, however, was greater

TABLE 2
Repeated- Measure ANOVA for WCF and Control Group

Source	df	F	*sig.*
Between students			
Group	2	3.883*	.029
Errors	82		
Within students			
Time	1	40.522***	.000
Time x CFT	1	1.483	.231
	2	7.058**	.002
Errors(Time)	2	.394	.677
	82		
	82		

*p<.05 **p<.01 ***p<.001

for the blended group than for the conventional or control groups in the long term. These significant differences are summarized in Table 3.

TABLE 3
Summary of Statistically Significant Group Differences

	Total Error Rates
Posttest 1	Control>Blended*
	Control>Conventional*
Posttest 2	Control>Conventional*
	Conventional>Blended*

*p<.05

V. DISCUSSION AND CONCLUSION

This study was conducted to compare and confirm the efficacy of a blended approach on the effectiveness of decreasing language learners' error rates. This section discusses the results of the study in light of the effect of the blended approach and the differential effects of WCF.

The results of this study indicate that the experimental groups outperformed the control group. That is, there was an effect for the CF treatment over and above the effect of simply repeating the tests by the control group. Both the blended and the conventional groups showed a positive effect in terms of decreasing the error rates in posttest 1. In the initial stage of the investigation, the students in all groups had a similar level of error rates and received the same amount and type of instruction involving the identical writing and reading materials. Thus, it can be said that the decrease in error rates from pretest to posttest 1 in the experimental groups are the results of WCF. Therefore, this study lends support to the claim that WCF can lead to improved accuracy.

These findings are congruent to those of the recent empirical studies measuring progress over time (in immediate and delayed posttests), and included a control group (Bitchener, 2008; Ellis et al., 2008; Y. S. et al., 2009). However, unlike these studies, which focused on a single language item such as articles, this study focused on 21 items by extending the definition of accuracy to content and organization, and including grammatical accuracy like Song did in her study (1998). Where multiple items measuring accuracy were concerned, the distinction between blended (focused) and conventional (unfocused) feedback was irrelevant because it turned out that both groups were equally superior to the control group in posttest 1. In a further departure from the aforementioned studies, this study addressed the effect of revision on subsequent new pieces of writing, determining that the effect of revision also can not be a decisive factor in differentiating these two groups, at least at this stage of analysis. Therefore, it is safe to conclude that both types of feedback revealed no differences-at least where the short term (five weeks in this instance) was concerned.

Regarding the relative effects of two WCF types (blended vs. conventional), the results show that the blended group was superior to the conventional group in error rates and changes in time. Although these groups showed an equally significant improvement over the control group in pretest 1, remarkable differences were revealed in posttest 2. This finding suggests that blended approach is more effective than the conventional form in decreasing error rates in the long term. This long-term positive impact of WCF can be partly attributable to the specific learning environment that a blended group is exposed to; in other words, learner-driven monitoring through a progressive report and revision. A considerable amount of research supports the claim that CF is facilitative of learning when it focuses on a single linguistic feature and makes the error salient (Han, 2002; Nicholas, Lightbown, & Spada, 2001). What this result suggests, however, is that, putting aside the issue of a single linguistic item, learner-generated frequently occurring errors related to the overall development of writing can also yield positive results provided that they are focused and that the learner notices the gap. In this respect, Roberts (1995) concludes that, for corrective feedback to be effective, learners must both notice and understand the nature

of correction. In responding to this claim, this study offers a practical suggestion in helping learners to notice the gap. Ongoing and systematic treatment such as a learner's progressive report on one's errors and revision adopted in this study can possibly serve as a trigger in increasing learner's awareness and monitoring their development in writing. This effect of revision and self-monitoring appears in the later period of learning stage, however. Although previous studies have acknowledged the importance of revision in writing development (Ashwell, 2000; Fathman & Whalley, 1990; Lee & Schallert, 2008; Sachs & Polio, 2007), they lacked sufficient evidence to support their conjectures. In relation to this, the current study provides strong evidence supporting the critical role of revision in the subsequent new pieces of writing.

The results of this study may not be applicable to all levels of learners. Indeed, its applicability may be limited to students with an intermediate level of writing proficiency whose ability belongs to 6 to 7 errors per one hundred words. As to the issue of an advanced or low ability group making fewer or more errors than the criteria established in this study, further scrutiny is definitely needed. In other words, studies addressing the effect of blended approach on the diverse learners' short-and long-term writing development will surely provide a fuller picture of how a writing teacher can help students' writing development through WCF over time.

In addition, even in the case of intermediate level students, the range and the types of errors may be diverse from one teaching context to another. Therefore, replicated studies that address the possibility of applying this study to other teaching contexts may offer full explanations with regard to the contextual and individual variables in determining the success or failure of WCF. Through these efforts, readers will possibly be able to broaden their level of the understanding of how written language is acquired for a specific level of learners as well.

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APPENDIX

Dongmin's progressive report

Items	Pre-Test	Test 1	Test 2	Post-test 1	Post-test 2	Total
Title	1	0	0	0	0	1
Indentation	1	1	0	0	0	2
Balance (Introduction, body, and conclusion-space)	1	1	1	0	0	3
Coherence	1	0	0	0	0	1
Connectives	1	0	0	0	0	1
Parallelism	1	0	1	0	0	2
Meaning	0	0	0	0	0	0
Agreement	1	0	1	1	0	3
Sentence types	6	0	0	1	0	7
Word choice	1	2	3	3	2	11
Usage	0	0	0	0	0	0
Mechanics	1	1	1	1	0	4
Articles	5	0	0	0	0	5
Verbs	0	0	0	0	0	0
Adjectives	0	1	0	0	0	1
Prepositions	1	0	1	0	0	2
Word order	0	0	0	0	0	0
Comparison	0	0	0	0	0	0
Demonstrative	0	0	0	0	0	0
Verbals (to root, rooting, rooted)	0	1	0	0	0	1
Adverb	0	0	0	0	0	0
Total errors	21	7	8	6	2	44

Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

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