

Effects of Combined Use of Questioning and Indirect Feedback on L2 Writing

Kyunghee Choi

Hanyang Women's University

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This paper aims to analyze the effects of combined use of questioning by students and indirect feedback given by a teacher on writing activities. Twenty-three female college students in the experimental group were taught to question problematic words, structures, content, and organization of their drafts. The teacher in the study responded only to the questions asked by the students and gave some indirect feedback by underlining the errors that had not been noticed by the students. They wrote three drafts which were later evaluated by three native English instructors. There were two rounds of interaction between students and teacher: one after the first draft and the other after the second draft. The average scores rated by the three native instructors were used to measure the effectiveness of combining the two methods of questioning and indirect feedback. The results of the paired sample T-test analyses indicate meaningful improvement in their third drafts, compared to the first ones. Among the four categories, the students improved significantly in accuracy. The results of the questionnaire survey and reflective recalls reveal that the students found the combined use of the two methods helpful and effective. The analyses of some students' drafts support these positive findings.

[questioning/direct feedback/indirect feedback/
질문하기/직접피드백/간접피드백]

I. INTRODUCTION

There seems to be no one who would deny the importance of grammar and vocabulary in both writing and speaking activities in English. Numerous researchers have emphasized

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the pivotal roles of grammar and vocabulary in improving L2 learner's writing and speaking skills. In order for college level students to properly write in English, they have to have proper lexical and grammatical knowledge and skills as they expand both their lexical and grammatical repertoire (Hinkel, 2013). Especially for the improvement of writing ability, regardless of whether it is needed for academic, professional, or communicative purposes, many EFL and ESL learners work on trying to acquire syntactic accuracy and complexity (Celce-Murcia, 1990). In addition to grammar and vocabulary, content and organization are two other important factors that students need to develop when they learn to speak and write in English for communicative and/or academic purposes. They should learn to deliver their ideas with meaningful messages to their interlocutors in a logically, reasonably, and cohesively organized manner. Thus, various rubrics that measure writing skills include the four main categories of content, organization, vocabulary, and accuracy (K. Cha & S. Choi, 2013; Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981; Taguchi, Crawford, & Wetzel, 2013)

The purpose of this paper is to find out whether the combination of the two methods - questioning by students and indirect feedback by teacher - is effective for the improvement of students' final written products. This pre-experimental study was conceived when the researcher ran a course entitled 'Business English for Tourism (2)' in which students practiced reading some articles and passages related to their major field of study, tourism. In order to equip the students with the ability to introduce themselves effectively which may help them with job searching, they were asked to present their self-introduction as part of their course activities. They had to write and submit a written script with which they could practice delivering their self-introduction.

The researcher offered extra sessions in which 23 students voluntarily participated. In the extra sessions, they were given opportunities to improve their writing as they wrote three drafts. There were two rounds of interaction between the students and the researcher: one after the first draft and the other one between the second and third drafts. The interaction used the methods of questioning by the students and giving indirect feedback by the teacher in terms of the four categories: content, organization, word choice, and accuracy. The method of questioning incorporates direct feedback by the teacher. Different from various other direct feedback, this method sets a precondition that the teacher gives direct feedback only to the questions that the students asks. The current study, therefore, combines conditioned direct feedback and indirect feedback. Various studies on teacher's direct and indirect feedback report pros and cons of each feedback. Many recent studies do not argue only for either of them. Rather they suggest various ways of combining different types of feedback.

The main purpose of incorporating the two methods is to enhance students' awareness of their errors and problems found in learning a foreign language, thus helping them to be the

leader of their studies. The researcher finds it important to educate students to find out their own problems and to search for the solutions on their own. Students should be the initiators of the evaluation of their studies by raising questions on problematic errors while their initiation has to be supported by the teacher's direct feedback during interactions between the two. That way they will be intrinsically motivated to learn a foreign language with a more serious attitude.

To support the continuation of self-evaluation, teacher has to play the role of a 'facilitator' and not that of an 'almighty authoritative instructor.' Therefore, for the errors that the students overlook, the teacher gives indirect feedback which gives the students opportunities to notice other errors that they have missed. By helping them to draw their attention to the errors, it engages them further in deeper cognitive activities. Using the method of indirect feedback may also help teachers. For teachers, giving indirect feedback by underlining errors may alleviate their workload burden. Writing negative feedback in margins of drafts for some thirty or forty students a class can be a lot of work for teachers.

Rather than adhering to one type of feedback: direct or indirect, the current pre-experimental study aims to find out the effectiveness of the combined use of students' questioning that leads to teacher's direct feedback, and teacher's indirect feedback. Students' self-questioning and interaction stimulated by teacher's indirect feedback are the two major variables in the current study. The third variable that can be added to the two major ones is direct feedback given by the teacher only when students ask questions. It is conceived with the assumption that self-questioning is a driving force for any activity that students undertake. Students' questioning and teacher's responding directly only to the questions raised by students and giving feedback indirectly on the errors overlooked by students are considered to contribute to the formation, organization, and development of ideas as well as for the development of accuracy and word choice. The study is designed to answer the two research questions as follows:

- 1) Do the students in the experiment show improvement in terms of content, organization, word choice, and accuracy as they go through the first, second and third drafts?
- 2) What is the perception of the students toward questioning and indirect feedback?

II. LITERATURE REVIEW

1. Questioning

Using questions is part of socioaffective strategies which derive from Vygotskian

Sociocultural Theory (K. Choi 2003, 2004, 2005). The key concept of the sociocultural theory is mediation of language in all human activities including learning (Vygotsky 1978; Wertsch 1985, 1991). The researchers with the perspective of the sociocultural theory suggest such learning strategies as repetitions, confirmation checks, and clarification requests play pivotal roles when learners monitor their learning activities (Antón & DiCamilla 1998; DiCamilla & Antón 1997; Well 1999). O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985) also include such socioaffective strategies as cooperation and question for clarification in their category of learning strategies.

K. Choi (2003) studies on questioning as a learning strategy when she finds that many students do not know what questions to ask, how to raise them, and to whom even though they have some problems learning English. Thus in spite of the fact that there are some people who could give some assistance, the students are not able to ask them for assistance. In K. Choi's study (2003), the researcher teaches students the importance of questioning, and how to form questions even in their mother tongue and use them when they face some difficulties in reading English texts. The result of the study suggests that the effective use of questions to their peer students helps less proficient English readers better understand the text they read as they seek some solutions and guidance.

K. Choi (2004) conducts a study in which she reports the effectiveness of using students' question notes as a means of communication between a teacher and students when they prepare for TOEIC tests. The research paper argues that the question notes help students realize and clarify their syntactic as well as semantic problems. According to the study, the more analytical questions the students raise the higher scores they get in their exams. In the conclusion the researcher argues that in the process of teaching and learning, the use of questions in their mother tongue is indispensable for understanding the foreign language they study. The researcher adds that, especially for lower-level students, the use of questioning in L1 as a mediational language between teacher and students is important in the process of learning a foreign language.

2. Direct Feedback

Brown (2012) defines direct feedback as corrective feedback in which "the teacher makes correction supplying the correct form for students" (p.862). Direct feedback, part of corrective feedback, has been a controversial issue, raising questions and doubts over its effectiveness (D. Lee 2004; Leeman 2003). Some argue for the effectiveness of teacher's direct corrective feedback while others argue against it. J. Lim (2003) in her literature review on feedback research in L2 writing summarized the results of some studies on ineffectiveness and effectiveness of teacher's direct feedback. Quoting Hillocks (1986), Knoblauch and Brannon (1981), and Zamel (1983), J. Lim (2003) discusses ineffectiveness

of teacher's written feedback, claiming that feedback sometimes is too general, or too specific, or too vague, or too abstract for students to understand and adopt for revision. According to J. Lim (2003), Cohen (1987) argues that inexperienced students were not able to incorporate teachers' comments because they did not know how to use them when revising their drafts.

However, on the other hand, there are a number of studies that show positive effects of teacher feedback on L2 learners' writing performances. J. Lim (2003) discusses effectiveness of teacher feedback, analyzing Leki (1990), Zhang (1995), Saito (1994), and Ferris (1995, 1997). Zhang (1995) supports the effectiveness of teacher feedback in terms of affective advantage over such other feedback as peer feedback and self feedback. According to D. Lee (2004), negative feedback including recasts and explicit correction is facilitative in English morphosyntactic and vocabulary acquisition. B. Kim (2007) suggests a combination of three form-focused types of instruction - explicit explanation, production practice, and corrective feedback - may effectively work on improvement of student's grammatical accuracy in communicative writing especially for lower-level students. She adds that self-correction before receiving corrective feedback of recasts from the teacher helps even more significantly in improving accuracy than receiving recasts alone. B. Kim (2011) also reports effective use of using corrective feedback such as recasts and metalinguistic feedback by the researcher in business English writing classes. After the treatment, low-intermediate level university students particularly gained improvement in the use of verb tenses such as simple past, present progressive, and present perfect in their written works.

J. H. Kim (2013) conducts research on the relationship between teacher's feedback and students' understanding and processing of the comments suggested in teachers' corrective feedback. The researcher finds out that the students in her study do not fully understand the written comments by the teachers. Only one third of the corrective feedback for grammar is understood by the students even though it is explicitly written. The students in the study show better understanding of vocabulary, compared to grammar. J. H. Kim (2013) concludes that this may be due to the fact that students are usually more concerned with vocabulary than grammar, paying more attention to meaning over form. The researcher adds that vocabulary items seem to be easier for L2 learners to process than grammatical items, which may require a deeper and more complicated processing to retrieve grammatical knowledge. Y. H. Choi (2010) argues that students cannot simply improve their revision even after receiving corrective feedback. She emphasizes the importance of revision training aided by teacher feedback as well as by think-aloud protocol. Both types of revision training show positive effects for less proficient writers on the quality of their written products.

3. Indirect Feedback

According to Brown (2012), indirect feedback refers to the teacher's feedback indicating the location of errors in order for students to correct them on their own. Y. Kim and M. Joo (2010) argue that teacher's direct feedback was more helpful than indirect feedback in improvement in such areas as grammar and mechanics. Such indirect feedback as simply underlining errors was the least effective method of giving feedback in their study. Bitchener (2008), however, argues that indirect feedback is more effective since it causes deeper cognitive engagement, leading students to engage in problem solving activities.

Brown (2012) suggests a combination of direct and indirect feedback, which may help less proficient learners benefit more from direct feedback when confronting less treatable errors. Y. Shin and M. Seong (2013) also reports a positive result of the use of both direct and indirect written feedback - underlining errors or using cursors - in improving students' free writing ability and grammatical accuracy. The students in the study show more improvement in subject-verb agreement errors than in the five other categories such as article and determiner, sentence structure, verb, preposition, and singular and plural. B. Kim (2009) quotes Chandler (2003) and Li and Lin (2007), introducing their research works that suggest indirect feedback is effective when it is followed by self-correction activities. The result of the experimental study in B. Kim (2009) indicates that only a combination of indirect feedback, metalinguistic explanation, and self-correction improves students' writing accuracy.

4. Criteria for Writing Evaluation

Various measures including essay length, type/token ratio, lexical features, grammar, and clause-level complexity have been used to evaluate students' writing (Grant & Ginther, 2000). Biber, Gray, and Poonpon (2011) argue that the use of T-units and clausal subordination in measuring L2 writing development is problematic since they are characteristics shown in conversation not in academic writing. According to them, complex noun phrase constituents and complex phrases are the two most important criteria that measure academic writing. Supporting Biber et al. (2011), Taguchi, Crawford, and Wetzel (2013) also suggest that in an argumentative writing task the upper-level student writers do not necessarily show complexity in terms of clausal level. According to them, counting the number of subordinate clauses as the only method of measuring complexity can be an oversimplification of complexity. Taguchi et al. (2013) add that the use of dependent clauses does not characterize academic writing, either.

However, W. Yang (2013) on the other hand argue against Biber et al. (2011), suggesting the results of various studies that report the positive results of the use of MLTU

(mean length of T-unit) and C/TU (clauses per T-unit). The more proficient writers produce a greater number of MLTU and C/TU. E. Hwang's (2013) research also suggests that syntactic complexity measures are positively related to the quality of L2 argumentative writing. The syntactic complexity measures she suggests include mean length of T-units, clauses per sentence, and complex nominals per clause. Besides, Becker (2010) also finds out that both measures such as the number of clauses per T-unit and the number of words per T-unit are helpful in distinguishing proficiency levels. The current study uses the number of clauses per T-unit in the evaluation of students' drafts in term of accuracy.

The scoring rubrics used by Taguchi et al. (2013) include five categories such as language use, content, organization, vocabulary and mechanics. Based on Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) who suggest the five categories of content, organization, language in use, grammar, and mechanics, K. Cha and S. Choi (2013) adopt the three categories of content, vocabulary, and language use. In K. Cha and S. Choi (2013), the term 'language use' is used to refer to grammar for accuracy. The term 'language in use' refers to words, idioms and register in Jacobs et al. (1981). Based on the literature review of various previous research and also the results of the survey on learners and teachers' perception on L2 writing evaluative criteria, Y. Shin (2011) introduces modified criteria that include content, organization, grammar, mechanics, language in use, and flow of the essay. Adopting from Taguchi et al. (2013) and Jacobs et al. (1981), the current study adopts the four categories of content, organization, word choice, and accuracy.

III. RESEARCH METHODS

1. Participants

The 23 female students who took the course "Business English for Tourism (2)" during the fall semester in 2013 participated in this pre-experimental study project. They were then second-year students majoring in tourism at a women's university located in Seoul. The students took a TOEIC test with 40 reading comprehension questions excerpted from Practice Test One of Longman New TOEIC (Loughheed, 2006) at the beginning of the experiment. The average number of their correct answers is 25 (62.5%) out of the total 40 as Table 1 shows. The 19 students out of the total 23 obtained an official TOEIC score. The researcher collected their official scores, the average score of which is 560. The result of Questions in Part 1 of the questionnaire survey also indicates that the students consider themselves to be in the low-intermediate level with a TOEIC score ranging from 500 to 699 (refer to Table 5).

Three native instructors of English also participated in the experiment as the raters of the students' drafts. Their experiences of teaching English as a foreign language range from 6 to 10 years. All of them are originally from New Zealand and are working in the same university with the researcher. The average number of their scores for the first writing draft is 66.75 out of the total 100 as indicated in Table 1. The reliability coefficient of the score results of the first drafts rated by the three instructors is measured by internal consistency methods (Cronbach's Alpha = 0.884).

TABLE 1
Number of Participants and Average Scores in the TOEIC Test and 1st Draft

	Number	Scores of TOEIC	Scores of 1 st Draft
Total	23	25.00(62.5%)	66.75

2. Procedure

This study was conducted during the fall semester of 2013. The students in the experiment took the course "Business English for Tourism (2)" instructed by the researcher. The course focused on reading articles concerning the tourism industry. It included presentation of students' self-introductions intended to help students get ready to introduce themselves in English in case they are asked to do so in a job interview. The 23 students voluntarily participated in the extra sessions for the experiment. The extra sessions began in the second week of the semester, with each lasting for one hour.

TABLE 2
Schedule of Extra Sessions

Sessions	During session	After session
1 st session	Orientation, A lecture on asking questions	Student: writing the first draft
2 nd session	Submission of the first draft & the first question note, A lecture on asking questions	Teacher: writing the first corrective feedback and underlining errors for indirect feedback
3 rd session	Returning the first draft & the first feedback, A lecture on major errors	Student: writing the second draft
4 th session	Submission of the second draft & the second question note, Q & A session	Teacher: writing the second feedback and underlining errors for indirect feedback
5 th session	Returning the second draft & the second feedback, A lecture on major errors	Student: writing the third draft
6 th session	Submission of the third draft	

As Table 2 shows, in the 1st session the researcher gave an orientation on the extra sessions, explaining the purposes of the sessions and activities they were going to do in the sessions. And then she gave a lecture on forming and asking questions on problems the students came across when writing in English. They were asked to write their first draft and to bring it to the 2nd session in the following week along with a question note on any problems on which they thought need some improvement.

In the 2nd session, the students handed in both the first draft and the first question note. After having noticed that there were some students who were still reluctant and hesitant to ask questions concerning their errors and problems for various reasons, the researcher picked one good example of a question note from the 23 question notes submitted by the students. The researcher gave a lecture on asking questions using some questions asked by Student 9. She scored 30 (75%) out of the total 40 in the TOEIC test and 61.3 out of 100 in the first draft. She got 74.3 in the second draft and 83, achieving the third best score of all in the third draft. Student 9 asked questions in a very specific way with an intention to solve her particular problems. Here are some example questions asked by her. The questions written in Korean were translated into English by the researcher. The italicized are the ones written in Korean.

Example 1: *I want to say "I send information to customers." I wonder if my phrase "send to information to customers" is correct. I think it looks awkward to use "to" twice.*

Example 2: *When I want to express "Some people are patient and some people are hot-tempered", can I simply say that "Some people patience, some people temperament"? I don't know what to do. TT (an emoticon used by many Korean students meaning "sad.")*

Student 9 asked four more questions beside the two above. She used some emoticons meaning "sad" as shown in Example 2. While her questions were very specific on particular words and expressions, some questions asked by some other students were very broad and general. The followings are the three example questions asked by Student 12, Student 15, and Student 20 respectively:

Example 3: *I do not know how to continue a self-introduction for 3 minutes.*

Example 4: *Please let me know how to correct the underlined sentences.*

Example 5: *I wonder whether my writing is grammatically correct. Can I use some incorrect expressions when I speak?*

For Student 15 and Student 20, the questions in Examples 4 and 5 were the only

question written on their first question note. Compared to Examples 1 and 2, Examples 3, 4, and 5 seem to be broader and more general. Student 15 underlined eight sentences out of the total 17 which means she asked the researcher to correct and rewrite half of her total sentences. Thus, the researcher gave her second lecture on how to be more specific when asking questions. By helping students form and refine their questions in a more specific way, the researcher assumed that she could help them learn how to engage themselves in deeper cognitive activities. After the 2nd session, the researcher prepared her first feedback in which she gave a general analysis on each student's first draft, answered only some specific questions by the students, underlined the problems and errors not noticed by the students, and asked them to write more specific questions in their second question note instead of writing one big broad question.

In the 3rd session, the researcher returned each student's written feedback along with the first draft and question note. The researcher picked some major errors made by many students and gave a lecture with explicit explanation on grammatical knowledge, vocabulary, content, and organization. The students were then asked to write their second draft based on the first feedback made by the researcher and bring it back along with the second question note in the 4th session scheduled to be held in the following week. The students were particularly asked to notice the problematic phrases and sentences underlined by the researcher and to try to revise them to the best of their ability.

In the 4th session, the researcher gathered both the second draft and the second question note. She offered a Q and A session for the students to give them opportunities to ask questions orally. They were advised to ask further questions on both of their repeated and new errors. After the 4th session, the researcher wrote her second corrective feedback, answering the questions noticed and raised by the students and underlining the repeated errors which had not been properly corrected yet and the new errors which had not been noticed by the students.

In the 5th session, the researcher returned the prepared second feedback, the second draft, and the second question note to the students. The researcher again gave some explicit explanation on some major errors and problems found in the drafts of many students. The students were asked to write their final draft based on the researcher's second feedback and to hand it in the 6th session.

Three copies of the first, second, and third drafts of all the 23 students were made and handed in to the three native instructors of English. This paper modifies a parity model, one of the four score resolution models identified by Johnson, Penny, and Gordon (2000). The average scores rated by the three native English instructors are used to measure the students' writing ability. The native English teachers were asked to rate the drafts in the four categories - content, organization, word choice, and accuracy, adopted from Taguchi et al. (2013) and Jacobs et al. (1981). Each category is allocated 25 points, totaling 100 points

for all the four categories. For accuracy, the raters counted the number of all the correct clauses in T-units including both dependent and independent clauses. Based on the number of correct clauses, the raters could give from 1 point up to 25 points. The reliability coefficient of the score results of the first, second, and third drafts rated by the three instructors is 0.884, 0.821, and 0.903 respectively (Cronbach's Alpha).

IV. RESULTS AND DISCUSSION

1. The Effects of the Use of Questioning and Indirect Feedback

As Table 3 shows, the 23 students progress as they write three drafts. The average total score increases from 66.75 in the first draft to 72.53 in the third draft. The average score of each category increases except that of accuracy in the second draft. The average scores of content, organization, and word choice in the first draft range from 17.70 to 18.61 while that of accuracy is way below at 12.53. Table 3 and Figure 1 show that the students are particularly weak at accuracy. Their accuracy score improves but stays at 15.26 in the final draft. In the second draft, the score even drops to 11.37 from 12.53 in the first draft.

Table 4 shows the results of paired samples T-test of average scores of the 23 students between the first and second drafts, the second and third drafts, and the first and third drafts. The second column shows the mean difference of each category in comparison between the first draft and the second draft. They show no significant improvement in all the four categories. The comparison between the second draft and the third draft indicates significant differences in the category of accuracy and the total score.

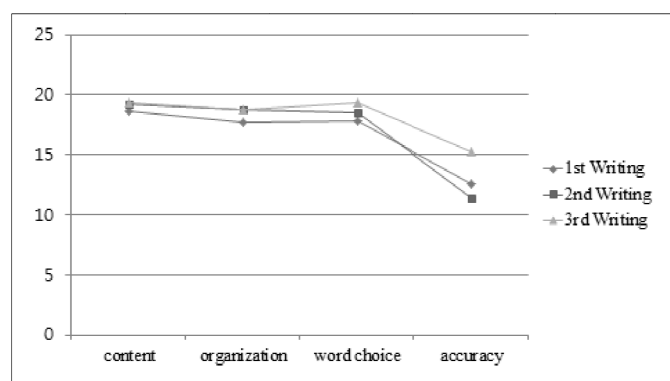


FIGURE 1 Results of 1st, 2nd, & 3rd Drafts

TABLE 3
Average Scores of 1st, 2nd, & 3rd Drafts

	Content	Organization	Word Choice	Accuracy	Total Score
1 st Draft	18.61	17.70	17.87	12.53	66.75
2 nd Draft	19.28	18.71	18.55	11.37	67.98
3 rd Draft	19.39	18.75	19.39	15.26	72.53

The final column indicates the result of the comparison between the first draft and the third draft. The average score of accuracy is 11.37 in the second draft and it increases to 15.26 in the third draft as Table 3 shows. The students show meaningful improvement in the category of accuracy as well as the total score when the first draft and the third draft are compared. All in all, the students' writing abilities increase as they go through the first, second, and third drafts. The combined use of questioning and indirect feedback is effective for some students especially in the category of accuracy. 15 students out of the total 23 show improvement in their final revision, indicating 65% of the participants improve in their writing skills while 35% stay at about the same level or even regress.

TABLE 4
Paired Samples T-test of Average Scores in 1st-2nd, 2nd-3rd, 1st-3rd Drafts

Significance (two-tailed)	1 st -2 nd	2 nd -3 rd	1 st -3 rd
Content	0.67	0.11	0.78
Organization	1.01	0.04	1.05
Word Choice	0.68	0.84	1.52
Accuracy	-1.16	3.89**	2.73*
Total	1.23	4.55**	5.78**

* $p < .05$, ** $p < .01$

2. The Perception of the Students towards Questioning and Indirect Feedback

1) Questioning

A questionnaire survey was conducted to find out how the students perceive the method of questioning. The questionnaire consists of two parts. Part 1 has two questions asking students' English language ability. Part 2 is composed of ten questions which ask what they think of using questions in learning English. Each question in Part 2 has a five-point Likert scale. The reliability coefficient of the questionnaire measured by internal consistency methods is 0.674 (Cronbach's Alpha).

TABLE 5
Results of the Questionnaires

Questions	Average scores
Part 1: 1 The level of my English is (1) beginner (2) intermediate (3) high.	1.56
2 My TOEIC score is (1) below 300 (2) between 300 and 499 (3) between 500 and 699 (4) between 700 and 899 (5) above 900.	3.06
Part 2: 1 When I face some difficulties in learning English, I try to ask myself questions and search for answers.	3.17
2 When I face some difficulties in learning English, I ask other people questions for some help.	3.72
3 Asking myself questions helps me learn English.	3.56
4 Asking other people questions helps me learn English.	3.89
5 I can ask questions related to English quite well.	2.89
6 I want to use the method of questioning to improve my English.	3.89
7 I can obtain answers by myself to my own questions.	3.11
8 My professor gives good explanation when I ask questions.	3.94
9 I can understand and remember the problems I have when I ask myself questions.	3.94
10 I can understand and remember the problems I have when I ask other people questions.	3.98

As Table 5 shows, the students in the experiment consider themselves as in the low-intermediate level as shown in the results of Question 1 in Part 1. Its average score is 1.56. The average score of the official TOEIC tests falls in the range from 500 to 699 as the results of Question 2 in Part 1 show. When the students have some difficulties in learning English, they tend to ask questions more to others than themselves as the results of Questions 1 and 2 in Part 2 show. In Questions 3 and 4, they also rated a little higher for Question 4, which indicates that they think asking other people questions helps them more than asking themselves when they learn English. For Question 7 "I can obtain answers by myself to my own questions," their score stays at 3.11. In comparison between Questions 9 and 10, they show similar scores. All in all, the students in the experiment show positive attitudes towards using questions whether they are asked to themselves or to others as they score above the average of 3 in all questions except Question 5 "I can ask questions related to English quite well." Even though the students prefer to use questions and think they are helpful, they still consider that they are poor at asking questions related to English. The results of the questionnaire survey suggests that it is essential to teach and train students how to form and raise questions, giving them more opportunities to use them.

The students were asked to write a reflective recall on extra sessions at the end of the experiment. Table 6 shows some students' comments on questioning excerpted from their reflective recalls.

TABLE 6
Students' Comments on Questioning

Student No.	Responses
2	<i>..... Asking questions helped me learn English grammar, especially parts of speech..... Above all, they gave me a chance to gain confidence and willingness to study.....</i>
4	<i>..... The more I asked questions and came up answers to the questions, the longer I was able to remember what I learned. I thank the professor who made me think of my own problems, bring them up, and find out solutions to the problems by myself. This method helped me a lot. About twenty students participated in this extra class. I wish more students could participate in and benefit from it.....</i>

The comments in Table 6 indicate students' positive perception towards questioning on their own errors. Student 2 writes that asking questions provided her an opportunity to gain confidence and willingness to study. Confidence and willingness are core source of motivation and essential to learning a foreign language. It is meaningful since the method of questioning helped her gain confidence and willingness to study. She also emphasizes that this method particularly helped her learn English grammar. Student 4 expresses that the more she asked questions and came up answers to the questions, the longer she was able to remember what she learned. She used the methods of questioning as a tool to retain the knowledge she obtained for longer memory. Questioning is a well known mechanism to regain memory as well as a technique to find out information and answers to problems.

Then, let us take a look at how some students actually ask questions, what feedback the teacher passes on to the students, and how the feedback is reflected and incorporated in the students' drafts. Some of the examples of the student's questions and the teacher's feedback are shown in Tables 7. Some students utilize the teacher's feedback properly and correctly making improvement as they go on writing while others do not. They sometimes fail to correct their sentences and expressions or sometimes even delete the problematic sentences.

TABLE 7
Examples of Students' Questions, Teacher's Feedback, and Revision

Student No.	Questions, Feedback, Revision
4	<p>(2nd draft) "I already had been in Canada and obtained English scholarship to study English at Thompson Rivers University Kamloops for 4 weeks." (2nd question note): <i>Is it alright to use 'past perfect tense' and write "I already had been in Canada and obtained"?</i> (2nd direct feedback) <i>In this context, you don't need to use 'past perfect tense'. Past perfect tense is used when a point of past time is given.</i> (3rd draft) I was in Canada to study English at TRU in Kamloops for 4 weeks with the scholarship given by my college. (2nd draft) "This experience makes me more stimulate to think world-wide and visit</p>

	again." (2 nd question note) <i>Is "visit again" alright to use? I want to say "This experience makes me visit again". I feel this expression sounds a little awkward.</i> (2 nd direct feedback) <i>You haven't visited there again yet and you hope to visit there again in the future, right? And I also underlined the phrase "makes me more stimulate to think world-wide". Please think about how to improve the whole sentence.</i> (3 rd draft) <i>This experience made me think world-wide and hope to visit there again.</i>
5	(1 st question note) <i>Where do I put an emphasis on introducing myself in a job interview?</i> (1 st direct feedback) <i>In a job interview, you have to try to make the interviewers know well about your abilities, adaptability, and suitability for the job they are offering. You have to organize your ideas in a way that they get a good impression about you.</i> (2 nd draft) <i>(The feedback was not incorporated in the second draft.)</i>
9	(1 st draft) <i>"It is related to tour guide because I send to information to customers."</i> (1 st question note) <i>I want to say "I send information to customers." I wonder if my phrase "send to information to customers" is correct. I think it looks awkward to use "to" twice.</i> (1 st direct feedback) <i>"give information to customers" is fine. However if it is sent via mail then you can write "send information to customers."</i> (2 nd draft) <i>"I give information to customers."</i>

In her second draft Student 4 writes "I already had been in Canada and obtained English scholarship to study English at Thompson Rivers University Kamloops for 4 weeks." She asks in the second question note whether it is all right to use the past perfect tense and write "I already had been in Canada and obtained....." She is not quite sure about her use of the verb tense. She does not miss this uncertainty and raises a question adequately. The researcher gives feedback in her second direct feedback note that she did not need to use the past perfect tense because the past perfect tense is used only when a point of past time is given in the context. Adopting this advice, Student 4 successfully uses a right tense form of the main verb, writing "I was in Canada to study English at TRU in Kamloops for 4 weeks with the scholarship given by my college." In another example of Student 4, she writes "This experience makes me more stimulate to think world-wide and visit again" in the second draft." She expresses that she thinks this expression is a little awkward and asks whether it is all right to write "This experience makes me visit again" in her second question note. The researcher in the second feedback explains that since she has not visited there again it sounds better to write that she hopes to visit there again. The researcher also underlines the phrase "makes me more stimulate to think word-wide and visit again" to suggest for revision. Student 4 correctly changes the verb tense, deletes the unnecessary adverb and verb "more stimulate," and adds the new verb "hope," writing the sentence to "This experience made me think world-wide and hope to visit there again."

Student 5 asks a question concerning both content and organization. She wants to know what points should be focused. The teacher advises her to organize her ideas in order to make the interviewers think that she is the right person for the job they are offering. However, in her second draft, the teacher's advice is not reflected. Different from Student 4

who made questions on local errors related to grammar and word choice, Student 5 raises a question on global errors, which does not lead to a successful result. It can be assumed that for such low-intermediate students it may be difficult yet to successfully revise errors concerning such global errors as content and organization. In addition, teacher's feedback with one or two sentences may not be enough for them to find out how to improve their global errors. More explanation from teacher and more writing practices by students should be incorporated to improve their global errors.

Student 9 writes in her first draft "It is related to tour guide because I send to information to customers" and asks a question on it. She wants to know whether it is all right to write "send to information to customers" and adds that it looks awkward to use "to" twice. The researcher in the first feedback suggests "give information to customers" or "send information to customers" if it is sent via mail. Student 9 understands two of her problems. One is substituting the wrong word "send" where she has to use the word "give." The other problem is adding an unnecessary word "to." In her second draft, she correctly substitutes the word "send" with "give" and deletes "to." Her revised sentence is "I give information to customers." Like Student 4, Student 9 also asks a very specific local question, which leads to a successful revision.

2) Indirect Feedback

Table 8 shows some students' comments on indirect feedback excerpted from their reflective recalls. Most of the students who participated in the experiment mentioned many benefits they gained from the method of indirect feedback used in this experimental class. Student 1 likes the extra class since it helped her think how to correct her errors by herself. Because of the professor's repetitious feedback with underlines and answers to her questions, she was able to notice the errors she made and find out solutions to correct them.

TABLE 8
Students' Comments on Indirect Feedback

Student No.	Responses
1	<i>..... When I first joined this extra class, I did not know what was going on because it was different from regular classes..... The feedback was continuous throughout the sessions. I was able to realize what was wrong as the professor gave me repetitious feedback underling my errors and answering my questions. This gave me opportunities to think how to correct them..... As I went through repetitious correction and rewriting, I came to memorize the script I prepared for the presentation, which helped me gain confidence.....</i>

8	<p>..... Whenever I had problems in English, I had to rely on the internet, professors, and classmates. In this extra class, I wrote English sentences by myself first and the professor indicated my errors with underlines. This method helped me understand my problems. I have come to realize the good things about this method. One hour a week was a rather short period of time. However, if I had not taken this extra class, I might have been way behind.....</p>
9	<p>..... I tried not to make mistakes. So I thought I did not have many errors. When the professor gave me feedback, I realized what my weaknesses were..... I can still remember the mistakes and errors I made then. The activities I had in the extra sessions make me double-check verb tenses and subject-verb agreement when I compose in English. If the professor had given me direct feedback, explaining the errors I made, I would have nodded, saying "uh-huh." But because I did not know immediately, I had to look for answers to my problems on the internet. I came to understand and find out more new things as I came across related example sentences and learned more about English grammar.....</p>

Student 8 also expresses a similar opinion. She likes the way the professor indicates her errors with underlines, helping her understand her problems. Student 9 writes if the professor had given her direct feedback and given explicit explanation on the errors she had made, she would have understood immediately. However, the professor did not. Thus this indirect feedback forced her to look for answers to her problems and actually to find out new information and came up with some knowledge about grammar.

Now, let us take a look at how such indirect feedback given by the teacher is actually reflected in students' revision. In the second draft of Student 1, the researcher gives indirect feedback just by underlining the sentence "I will create myself as a convention director." Student 1 correctly substitutes "create" with "train", writing "I will train myself as a convention director" in her third draft. The underline may have helped her realize her error. Student 1 also makes improvement in her second example by adding an indefinite article "a" in "To be a creative person I thought two important things." However, in another example, she cannot revise correctly. For the sentence "License can improve you are ready for certain job," she only adds the conjunction "that" and writes "License can improve that you are ready for certain job." She fails to notice that she chooses a wrong word "improve" instead of "prove." In the first two examples, her errors may not be errors but mistakes since she corrects them without further errors. However, as the third example shows, she does not have full knowledge of the meaning of "improve" and cannot improve her error.

TABLE 9
Examples of Teacher's Indirect Feedback and Revision

Student No.	Indirect feedback and Revision
1	(2 nd draft) I will create myself as a convention director. (3 rd draft) I will train myself as a convention director.
	(2 nd draft) To be creative person I thought two important things. (3 rd draft) To be a creative person I thought two important things.
	(2 nd draft) License can improve you are ready for certain job. (3 rd draft) License can improve that you are ready for certain job.
	(2 nd draft) I am very friendly, hardworking, and responsibly and I'm also a positive and detailed. (3 rd draft) I am hardworking, responsible, and meticulous.
2	(2 nd draft) I am not afraid of working and living Japan. (3 rd draft) I am not afraid of working and living in there.
	(2 nd draft) I think that various experience is a important thing for tour operator. (3 rd draft) I think that various experiences are important things for a tour operator.
	(2 nd draft) I am very responsibly, hardworking and creative. (3 rd draft) I am responsible and hardworking.

Student 2 also makes improvement in the first example of indirect feedback. She changes the sentence "I am very friendly, hardworking, and responsibly and I'm also a positive and detailed" into "I am hardworking, responsible, and meticulous." She realizes that it is wrong to use an adverb "responsibly" and changes it into an adjective "responsible." She also deletes the indefinite article "a" and uses different adjectives. However, in the second example, she is unable to revise it correctly. In the second draft, she omits the preposition "in" in "I am not afraid of working and living Japan," but adds it in the third draft, which does not need it before the adverb "there," causing another error. This may indicate that Student 2 does not fully understand the grammar that in front of a place like a country the preposition "in" is necessary and that in front of such an adverb like "there" the preposition is not needed.

In the second draft of Student 3, the sentence "I think that various experience is a important thing for tour operator" has a few errors. Student 3 correctly changes the sentence into "I think that various experiences are important things for a tour operator." She changes the singular form of "experience" into the plural form "experiences" since it is described by the adjective "various." In accordance with the plurality, she also changes the verb "is" into "are" and adds "s" at the end of "thing" to make subject-verb agreement. She also correctly adds the indefinite article "a" in front of "tour operator." In the second example, she realizes her problem of using a part of speech incorrectly, which is indicated by the researcher with an underline. Therefore, in the third draft, she chooses a correct part

of speech and changes the erroneous sentence "I am very responsibly, hardworking and creative" into "I am responsible and hardworking." The examples shown in Table 9 are only related to local errors not global errors. This may be due to the fact that underlining by teacher can indicate errors concerning grammar and words easily but not such global errors as content and organization.

V. CONCLUSION

The results of the questionnaire survey reveal that most of the students find the method of questioning effective and helpful in finding out their errors and improving them on their own. However, there were some students who complained in the reflective recalls that it was not easy to notice their own problems and ask questions. Some were hesitant to find out errors and did not want to be bothered to ask questions for help. Some had only one or two questions in their first question note. They did not know what and how to ask questions. It was necessary to teach them how to ask questions to improve their writing skills.

As previously mentioned in J. H. Kim's (2013) study, the students were more concerned with vocabulary than grammar as they pay more attention to meaning over form when they incorporate the feedback given by their teacher. According to the study, the students find fixing grammatical problems more difficult because they require deeper and more complicated cognitive activities. Contrary to this, the first, second, and third drafts written by the students participated in the current experiment show that the students use questions properly, and get answers and correct successfully more on local errors especially grammatical errors. Both the reflective recalls and the drafts written by the students indicate that the students in this study are more concerned with grammatical problems.

The data of the current experiment indicate that the number of questions concerning content and organization is not great. In addition, successful revisions are followed meagerly. A few students use the questions to improve content and organization yet many of them fail to incorporate the teachers' feedback. The failure may be due to the fact that improvement of content and organization may require higher level of cognitive as well as metacognitive and global abilities.

The reflective recalls the students made suggest that indirect feedback is facilitative in finding out their weaknesses, learning grammatical and vocabulary knowledge, and improving their English language skills. Indirect feedback has been a controversial issue in the researches of EFL/ESL writing. As previously quoted in the section of Literature Review, some researchers including Y. Kim and M. Joo (2010) argue that indirect feedback does not help students improve their writing skills because students only end up

guessing other erroneous corrections. In this experiment, some students also failed to correct some underlined errors. Untreatable errors cannot be fixed on their own. Teachers' explicit explanation should be followed. However, one cannot deny its partial, if not perfect, effectiveness, either. Some of the examples of the second and third drafts in Table 9 shows that it helps students further notice some of their errors and provides them opportunities to think about what is wrong and fix them by themselves. As the result of Bitchener (2008) argues that indirect feedback causes students to engage themselves in deeper cognitive activities and to solve their problems.

The results of the students' three drafts indicate that the combined use of questioning and indirect feedback helps the students improve their communicative writing skills. They show improvement in all the four categories of content, organization, word choice, and accuracy in the final draft. However, the significant improvement shows only in the category of accuracy. This method of combing the two methods both of which focus on students' initiative and notice seems to be effective particularly in the category of grammar. Words and grammar are the two most basic and important parts that most Korean English learners want to and need to improve. In particular, questions concerning grammar which many Korean students find it more difficult than vocabulary as J. H. Kim (2013) mentions are more frequently asked by the students in this experiment. This may be due to the fact that when an initiation is given to them they tend to ask questions concerning the weakest part they want to improve. They also quite easily understand their erroneous words and structures including wrong use of tense, adding and deleting wrong definite and indefinite articles, misusing singular and plural forms when underlined by their teacher.

Indirect feedback alone or questioning alone may not have helped substantially. A combination of the two methods with writing activities of the three drafts and two rounds of interaction between the teacher and the students may all have contributed to the improvement in accuracy. B. Kim (2009) argues that a combination of indirect feedback, metalinguistic explanation, and self-correction improves students' accuracy. Y. Shin and M. Seong (2013) also reports a positive result of using both direct and indirect written feedback. Instead of arguing only one type of feedback, it may be more effective to combine several feedback to complement one another. The current study suggest that both questioning and indirect feedback which help students initiatively find their errors and fix them by themselves is effective in learning to write in English. Combining two or three methods if necessary is more facilitative in learning to write in a foreign language than using one type of method alone.

There are some limitations found in this experiment. There are only 23 students who participate in the experiment. This method needs to be further experimented using a larger sample size for generalization. The writing task is not a formal type of writing. It is writing a script for the preparation of a presentation of self-introduction. It is difficult to generalize

the results of this experiment for other types of writing. In the Discussion section, some of the examples of questions, both the teacher's direct and indirect feedback, and students' revision are introduced. More analyses on students' revised works should follow to suggest more detailed behaviors of students' revision activities.

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Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

Kyunghee Choi
Dept. of International Tourism
Hanyang Women's University
133-817
200 Salgoji-gil, Seongdong-gu,
Seoul, Korea
Tel: (02) 2290-2261/ H.P.: 010-9280-8914
Email: khchoi@hywoman.ac.kr

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