Developing Learner Autonomy through Error Identification and Correction in their Own and Peer Writing

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The report presents attempts made to encourage learner autonomy and awareness in two first year university English language courses focusing on writing skills, Communication IIA (Writing). These qualities are considered critically important in adult learners soon to join the workforce where English communication skills are in high demand and their language output is a determining factor of their valuation as professionals. The technology available at the university CALL rooms as well as online has proved invaluable in making students' writings easily accessible and readily available for self- and peer evaluation practices. Regular review of their own and their language learner peers' writing is thought to help students set relevant and realistic standards for comprehensibility and accuracy as well as to heighten students' awareness of and responsibilities for their language production.

INTRODUCTION

By the time the students enroll in their first year English Communication courses at Hiroshima University, most of them have studied the language for at least six years in Japanese lower and upper secondary schools. However, based on a number of typical factors including large class sizes, limited contact hours, or focus on the language for testing purposes, that favor teaching of receptive (e.g., listening and reading) over productive skills (e.g., speaking and writing), it is likely that they start their university level English language courses without sufficient language practice beyond answering multiple choice questions common in textbooks and test preparation materials.

Based on such factors, it is not uncommon to see a significant number of university students repeatedly making simple mistakes, the most salient example being misspelling and incorrect capitalization of their own names. Years of experience dealing with a frequency of similarly simple and self-correctable errors in student writing have led me to see the value of having students review their own written language production. Past favorable student responses to studying their own writing have also been encouraging. The following are comments from 2009 Communication IIA Writing class students:

11 ： 授業の方法や取り組みで、良いと思ったことを書いてください。

(11: Please write down what you think was good about the course.)

- 授業を受けているメンバー同士で、自分たちが書いた文をチェックすること。どこが誤りなのかが良く分かる。(I can understand clearly where the errors are by checking the sentences written by my classmates and myself.)

- 自分自身の、英語における文法、語法等の間違いを発見することができ、改善することができる講義である点。(Improving English by learning to find mistakes in my English on my own is a good point of the class.)

Instead of students having an audience of one, i.e., the teacher for grading purposes, it was also hoped that showcasing students' writing to their peers would encourage them to focus on communication and take more care to produce clearer and better developed writing.

Furthermore, focus on communication, self-monitoring abilities, and an active role in their learning process are identified by Rubin (1975) and cited by Tudor (1996) as being characteristic of 'good' language learners and should be promoted when possible.

- The good language learner has a strong drive to communicate or to learn from communication.
- In addition to focusing on communication, the good language learner is prepared to attend to form.
- The good language learner practices.
- The good language learner attends to meanings. He attends not only to grammar and surface forms, but also to the context of the speech act, the relationship of the participants, interactive conventions and the mood of the speech act (Tudor, 1996: 38).

These abilities, nurtured through regular practice, appear to encourage students to pay due attention to their own language production for communication purposes and not limit their effort to a passing grade. Current demands in the workplace provide another pertinent factor to help adult language learners and future professionals avoid being underestimated and valued based on their English language knowledge and production.

As noted in an earlier article (Song, 2006) on use of self- and peer- evaluation activities for oral communication classes, one of the main goals for the activities in these writing classes was to aid the students to develop their ability to communicate more clearly and efficiently, a skill which is becoming increasingly valued in those working or seeking employment within Japan. In 2010, several large Japanese companies made headlines announcing their plans to make English an official language of their companies. For Rakuten, Japan's largest online retailer, "that means all meetings and communications within the company would be conducted solely in English" (Botting, 2010). The company will require their employees to "master" the language by year 2012 by achieving a minimum TOEIC score of 700. In order to compete in the global market, other companies also have announced plans to take on similar corporate language policies.

STUDY

Objective

The objectives of the self- and peer- evaluation activities coincide with the course objectives relayed to the students in their syllabi at the start and throughout the term. Specifically, the students' attention was repeatedly drawn to the word 'Communication' in the title of the course, i.e., the skills developed in the class are for the purpose of communication and these cannot be

monitored independently, but only through the responses of the readers, i.e., their instructor and their classmates:

> This course is designed to help you develop your ability to write clearly and effectively communicate your ideas and opinions using accurate English language structure and vocabulary.

> With regular practice in class and as homework, working individually and with classmates, you will also learn to develop and write well-organized paragraphs on familiar topics.

> By the end of the term you will be expected to produce 1- to 3-paragraph compositions that demonstrate your language and organizational skills learned in class. (Fall 2010 Communication IIA Writing Syllabus)

Participants

The monitoring activities were implemented in six writing courses at Hiroshima University (four "Communication IIA" courses for first-year students and two "Communicative Writing I" courses for third-year students); however, due to circumstances such as the textbooks no longer being available and developments in technology significant changes were dictated in the later classes. Therefore, the focus of the current report will be on the two sections of the most recent first year Communication IIA (Writing) class still being taught at the time of this article.

CALL rooms with individual student computers and internet access were used for the class. At the start of the term, the students were asked to fill out a *Self-Introduction/Needs Analysis Questionnaire* placed on the class WebCT:
1. Name: What is your full name and what would you like to be called in class?
2. Goals: Why do you study English (writing)?
3. Strengths: What can you do especially well in English?
4. Weaknesses: What should you work on improving in English?
5. Class Activities: What kinds of class activities have you found enjoyable and / useful?
6. Class Time: How do you prefer to spend your English class time?
7. Independent Activities: What English activities do you practice outside of school?
8. Abroad Experience: Have you ever been abroad?
9. English Classes: Describe your recent English classes.
10. What should I know about you? Include any information that will help me better design this class.

The two main goals for this task were clarified to the students, that is, in addition to their background information to be considered for lesson planning, the students were asked to respond using sentences in order to provide the teacher with samples of their writing. Of the 44 students who were present on the first day of class and responded to the questionnaire, 18

(41%) have been abroad. However, only nine have been to countries where English is either the native or an official language, that is, seven (16%) had spent time abroad in Anglophone countries, specifically Australia, New Zealand, the U.K., and the United States and two (5%) in Singapore, where English is an official language. Of the nine, two specified that they were "too young" to remember the experience or "very small," so that they did not have an opportunity to communicate with the "local people." Five mentioned that their trips to Australia (2), the US (1), and Singapore (2) were for school excursions. These excursions will be assumed not to have had significant influence on their English language development due to the limited time spent in the countries or city state while being surrounded by their Japanese schoolmates and chaperones. Six (14%) have been to countries such as China, South Korea, and Taiwan, where English is neither the native or an official language and used to a much lesser degree and the students themselves more likely gotten by with Japanese. The majority of the students 26 (59%) at the time of the survey, have not been abroad.
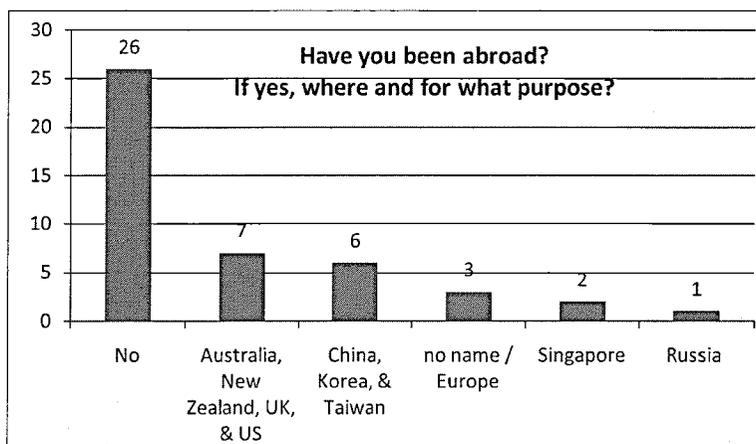
Even without extensive experience in an English-speaking environment, all the respondents had specific reasons for studying English beyond it being a required course for graduation. A substantial minority expressed a desire to communicate with foreign people (18 / 41%) while others specified plans to go abroad (9 / 20%), and others acknowledged the language's value in their future careers (5) and studies (8) in the fields of medicine and technology. However, even with the individual rationale behind efforts to develop their English language skills, in response to the question, "What should I know about you? Include any information that will help me better design the class," 24 students (57%) requested that I consider their limited English abilities ("very weak" or "not good") and factors including shyness (3) and limited practice (2) that might affect their participation in class activities.
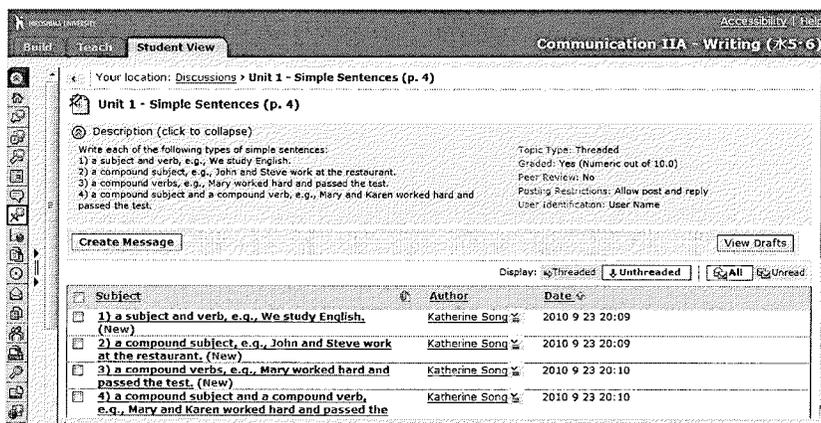
With these factors in mind, a plan was made to spend a considerable portion of the term in review of items which were found to be studied at junior and senior high school English classes before having students produce paragraph-length writing.

Procedure

The first third of the 15-week writing class was spent on the introduction of the class WebCT, the online e-learning platform available through the university, and review of grammatical terms and sentence level writing. The classes also met in CALL rooms for regular access to computers and WebCT. The decision to accept only electronic submissions via WebCT was made for two reasons: to make collecting of student writing easier and less time consuming and to increase students' familiarity with computer technology, a major medium of English language communication. According to *English Language Statistics* at www.englishlanguageguide. com, the main language (80%) of the information currently stored in computers and transmitted via the Internet is English.

During the review period, students were asked to provide single-word examples for grammatical terms being reviewed (e.g., 'fish' for uncountable nouns) to compound and complex sentences. The students posted their responses on the Discussions page set up on the class. There are several submission options, but the Discussion option was chosen so that students' responses can be viewed by their classmates. After the submission deadline, the responses were then reviewed in class for form (accuracy), meaning (clarity), and use. The following is a description of the submission and review process:
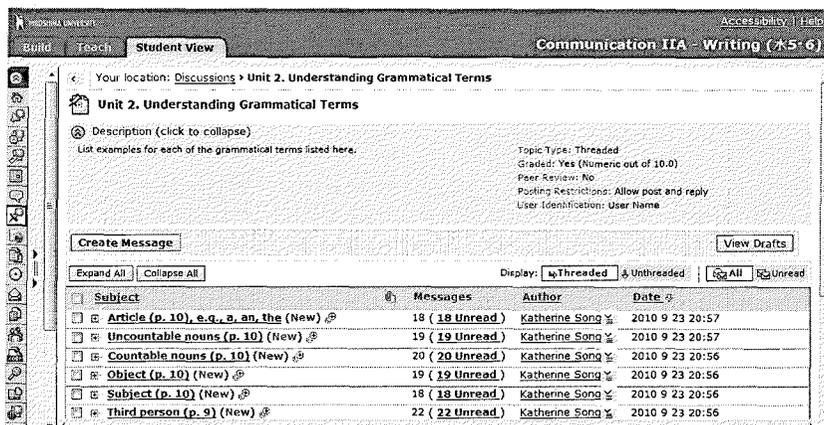
Day 1: *Unit 1: Getting Started* (Ireland et al. 2008) content was introduced and students were assigned a task to be done by the following week via WebCT Discussion:

Day 2: *Unit 2 – Recognizing Common Errors* (ibid.) content was introduced along with an opportunity for students to demonstrate their understanding of the grammatical terms:

The brief review of the grammatical terms was followed by a review of the simple sentences submitted by the students before the day's class.

For the review activity, student responses were collected, categorized according to types of errors, and a handout was created with the following introduction as well as instructions with student sentences under two main categories ('Good Sentences: Correct Grammar, Clear Meaning, and Natural Use' and 'Sentences needing clarification / correction') with subcategories for the latter. The error subcategory titles were not printed on the handout, but distributed later in class after pair discussions.

HIROSHIMA UNIVERSITY   Communication IA – Writing (Fall 2010)

Simple Sentences

The following sentences were written by Communication IIA – Writing students. The sentences were downloaded from WebCT on 10/19/10.

Good Sentences: Correct Grammar, Clear Meaning, & Natural Use.

Specified times
(past / present / future)
a. He studied hard and entered a university.
b. He took a bath and went to bed.
c. He went home and went to bed.
d. He went to the supermarket and bought a fish.
e. I went to Okinawa and enjoyed diving.
f. I went to the school and studied English.
g. I will swim tomorrow.
h. Ken practiced hard and

l. Tom and Mike went to the store and bought pens.
m. Tom went to a supermarket and bought fish.
n. We went to the park and played soccer.

o. She is eating an apple and drinking tea.

Stative Verbs (be, feel, have, like, live, love, ...)
p. I like soccer.
q. I like to study science.
r. I like watching TV.

Fact / Habitual Action (daily, weekly, always, etc.)
w. I go to school and study English.
x. I have a pen.
y. I play baseball.
z. I study English.
aa. I use a computer.
bb. I watch TV.
cc. John and Ben play the piano.
dd. Ken and I go to the school.
ee. My sister and I play together.
ff. Smith and Mary study English.

After going over the 'Good Sentence' with focus on verb tense, students were shown how the first 10 of the 'Sentences needing clarification / corrections' can be improved by either the past tense form or the use of time adverbs, e.g., "Ken and Takeshi played catch at the park last week" or "Ken and Takeshi play catch at the park every Saturday" would be more informative than "Ken and Takeshi play catch at the park." Students were then instructed to work in pairs on the remaining sentences, to first find the mistakes, fix them and to identify the type of mistakes based on the day's unit (*Unit 2 — Recognizing Common Errors: Understanding Grammatical Terms*, pp. 8 - 10, ibid). In addition, they were asked to consider additional factors like word choices and unclear meaning.

Sentences needing clarification / correction: Find, identify, and fix.	
1. Ken and Takeshi play catch at the park.	11. I eat a pan and drink a orange juice.
2. Mary and Ken eat dinner.	12. I had a breakfast.
3. Mike and Ken go to the station.	13. My sister and I like a icecream.
4. She eats an apple and drinks tea.	
5. I go to America and buy souvenirs.	14. My dog is very cute and likes taking a walk.
6. My father lives and worked in Yamaguchi.	15. My friends and I like to dance and sing a song.
7. My friend and I eat pasta.	16. Nick and Sally sing a song.
8. My friend and I graduate same high school.	17. Dogs and cats are animal.
9. My mother comes to Hiroshima.	18. Maki and Misato are student and lives in Kyoto.
10. My sister and I laugh and talk.	19. You and I are best friend.

After the pair work, the following errors types were identified to the student:
- uncountable nouns (Sentences 11 - 13)
- word form (13)
- singular / plural noun forms (14 - 19)
- capitalization (20)
- spelling (21 - 26)
- word order (27 - 33)
- article (34 - 36)
- subject verb agreement (37 - 43)
- word choice / phrasing (42 - 50)

Day 4: *Unit 3 – Writing Better Sentences* (ibid.) content was introduced and students were assigned a task to be done by the following week via WebCT Discussion:

For the review activity, student responses were collected, categorized, first into a group of 'good sentences' to serve as models and according to types of errors, and a longer handout with additional subcategories for both 'good sentences' and 'sentences needing clarification / correction' were created. However, before the handout of 61 'sentences needing clarification / correction' was given to each student, students in pairs were assigned small sets of five to six sentences.

The sets were placed on PowerPoint slides and printed two slides per page on A4 sized paper which were then cut in half and pasted around the room on the windows, walls, and doors. In pairs, students were told to go to a set of sentences to find and fix errors within 2 – 3 minutes then move on to the next set. When it came time to go over the sentences as a class 4 – 5 pairs (8 - 10 students) have looked over each set of sentences and corrected.

The pair work started with the second set of sentences. The first set was used to demonstrate the importance of following instructions. While the students were assigned the

task of writing compound and complex sentences, the sentences provided did not fall under the categories.

Find, identify, & fix

(21)

- I went to bed **before** eleven o'clock.
- I couldn't find it anywhere.

Not compound /
complex sentences

Find, identify, & fix

(23)

3. Everywhere we travel Japan, there are many delicious foods.

4. I am hungry, so I eat breads.

5. I ate many ice cream, but I am not fat.

6. You must wash your hands before you eat foods.

(Singular / Plural / Count /
Uncount Nouns)

Find, identify, & fix

(24)

12. I ate a hamburger,and my mother ate a French fries.

13. My brother is good guitar player, but I can't play the guitar.

14. I want a new shoes but I don't have a lot of money.

15. I want to be doctor, or I want to work in high school.

16. When I was high school student, I studied very hard.

ART (Article)

The printout of the complete list of sentences was provided to each student before they were reviewed as a class. Using the overhead camera projector (OHC), the students were shown the corrections they made with the instructor commenting on the accuracy of the correction attempts. The students were instructed to follow along on their printout for future references.

Day 5: *Unit 4 — Writing Good Paragraphs* (ibid.) content was introduced and students were assigned tasks to be done by the following week via WebCT Assessment and Discussion:

Unit 4 Supporting Sentences (pp. 25)

デモ 学生

Started: 2011 1 17 20:16

Questions: 2

[Finish] [Save All]   [Help]

Time 20:16:32
Allowed --:--:--
Remaining --:--:--

Question Status
○ Unanswered
[!] Answer not saved
✓ Answered

1. Learning English is very difficult. (Points: 5)

- a. I don't like speaking English.
- b. We don't have the chance to practice with native speakers.
- c. Many people in the world learn English.
- d. The grammar is very different from my native language.
- e. the pronunciation is difficult to get right.
- f. It is easy to learn English vocabulary.
- g. I have only one English class a week.

[Save Answer]

Unit 4. Sort it out (p. 26)

デモ 学生

Started: 2011 1 17 20:16

Questions: 2

[Finish] [Save All]   [Help]

Time 20:16:48
Allowed --:--:--
Remaining --:--:--

Question Status
○ Unanswered
[!] Answer not saved
✓ Answered

1. London is a wonderful city to visit for entertainment. (Points: 5)

- a. There are many excellent bars and restaurants.
- b. Millions of foreign tourists visit London for sightseeing every year.
- c. The city has many world-famous galleries and museums.
- d. Students from all over the world study at London's schools and colleges.
- e. There are many interesting markets and shopping centres.
- f. The city is home to the world's first subway system.
- g. London is probably the best place in the world to go to the theatre.
- h. People from all over the world live in the city.
- i. London can be cold in the winter.
- j. You can hear many different languages being spoken on any London street.
- k. The city is in South East England.

[Save Answer]

Discussion:

Communication IIA - Writing (水 5・6)

Your location: Discussions ▸ Paragraph 1

Paragraph 1

Description (click to collapse)

Before 11/9 (Tuesday), choose one of the following topics and write one clear well-developed paragraph on it.

For high marks, the paragraph should have a topic sentence, several supporting sentences and, a concluding sentence.

IMPORTANT:
+ Review Unit 4 Writing Good Paragraphs.
+ Choose a topic on which you can write many sentences about, i.e., enough for a full well-developed paragraph.

Topic Type: Threaded
Graded: Yes (Numeric out of 10.0)
Peer Review: No
Posting Restrictions: Allow post and reply
User Identification: User Name

[Create Message]   [View Drafts]

Display: Threaded | Unthreaded | All | Unread

Subject	Author	Date
Hiroshima University	Katherine Song	2010 10 27 12:31
My hometown	Katherine Song	2010 10 27 12:31
My high school	Katherine Song	2010 10 27 12:32
My family	Katherine Song	2010 10 27 12:32

The submitted paragraph was reviewed by the teacher and returned with detailed comments using footnotes. In addition to the comments about paragraph content, organization, and development studied in the most recent unit, comments were made about language structure and formatting covered in previous units (1 - 3).

Communication II A- Writing
October29, 2010[1]

Paragraph1- Revised Draft[2]

My family
[3]My family is very interesting. I have a little brother and a little sister. We often argued when we were primary school student.[4] But now we are very close.[5] This winter my brother and my sister will have a[6] entrance examination. So I mind[7] about those two exams. I want they[8] to pass it. (54 words)[9]

[1] Space (_): October29, 2010 → October 29, 2010
[2] Space (_): Paragraph1- Revised Draft → Paragraph 1 - Revised Draft
[3] Indent (→); Press 'Tab' key once.
[4] Number (#): student → students
[5] Fragment (FRAG); We often argued when we were primary school student.[5] But now we are very close. → We often argued when we were primary school students, but now we are very close.
[6] Article (ART): a → an
[7] Word Choice (WC); mind → care /worry
[8] Word form (WF): they → them
[9] More development, e.g., details and explanations are needed. How is your family "very interesting"? It is not clear from the information given. What kind of entrance exams?
Double space your work.

With the return of their paragraphs, the students were told to fill out a questionnaire about their first writing. The questionnaire was created on Survey Monkey (www.surveymonkey.com) and the link was posted on WebCT. The "Error Tracking" questionnaire included the following multiple choice and open questions:

4. What kind(s) of mistake(s) did you make on this writing? (Multiple answers)
  o Articles (ART): i.e., the article is missing or wrong one was used.
  o Capitalization (CAP): e.g., Hiroshima green arena →Hiroshima Green Arena
  o Clarification / Development: i.e., not enough explanation / information / supporting details
  o Formatting / Layout: e.g., font size, paragraph indents, line spacing, page margins, spacing between words / sentences, etc.
  o Fragments (FRAG): e.g., I started studying Japanese language in college. Because my best friend in high school was from Japan. And I became interested in Japanese culture and language. → I started studying Japanese language in college because my best friend in high school was from Japan and I became interested in Japanese culture and language.
  o Number agreement (#) / Singular (Sing.) / Plural (PL)
  o Punctuation (P): i.e., missing or wrong
  o Redundant: i.e., the sentence does not contain any new or interesting information (e.g., There are some features in my city.)

○ Spelling (SP): e.g., Hirosima → Hiroshima
○ Subject-Verb-Agreement (SVA): My mother like to cook. → My mother likes to cook.
○ Unclear Meaning (?): Miyajima is famous for one of the most beautiful places in Japan. →
   Miyajima is one of the most beautiful places in Japan.
○ Verb Tense (VT)
○ Word Choice (WC): e.g., My hometown is not a great city. → My hometown is not a big
   city.
○ Word Form (WF): i.e., Wrong from of a word was used, e.g., I feel relax → I feel relaxed.
   I can not drive. → I cannot drive.
○ Word Form: Count / Uncount (UC) Nouns
○ Word Order (WO): e.g., My friend has a white small dog. → My friend has a small white
   dog.
○ Wordy: i.e., the phrase / sentence is overly long / wordy, e.g., It is an unusual castle in
   the point that the water of the moat is seawater. → The castle is unusual because its
   moat is seawater.

5. How can you improve your next writing?

   The students were given time in class to review their writing with instructor comments
and to take the survey. Those who finished early were told to review the unit assigned for the
day. At the end of the class, the students were shown the results of survey questions 4 and 5
regarding errors being made and plans for future writing by their classmates:

   Students were shown that articles and punctuation were the most commonly made
errors and that most of their classmates are planning to review their writing for language
accuracy (e.g., "I can repeat reading my draft, and improve it next time.") before submission and
to develop their paragraph more (e.g., "I will write more examples to make my [paragraph] more
interesting."):

4. What kind(s) of mistake(s) did you make on this writing?		Create Chart ▼ Download

	Response Percent	Response Count
Articles (ART): i.e., the article is missing or wrong one was used.	31.3%	5
Capitalization (CAP): e.g., Hiroshima green arena --> Hiroshima Green Arena	18.8%	3
Clarification / Development: i.e., not enough explanation / information / supporting details	12.5%	2
Formatting / Layout: e.g., font size, paragraph indents, line spacing, page margins, spacing between words / sentences, etc.	0.0%	0
Fragments (FRAG): e.g., I started studying Japanese language in college. Because my best friend in high school was from Japan. And I became interested in Japanese culture and language. --> I started studying Japanese language in college because my best friend in high school was from Japan and I became interested in Japanese culture and language.	18.8%	3
Number agreement (#) / Singular (Sing.) / Plural (PL)	6.3%	1
Punctuation (P): i.e., missing or wrong	37.5%	6

Similarly detailed comments were provided on Unit 7 Writing Reviews (Ireland et al. 2008). The particular task was chosen to address the issue of plagiarism. While the first writing task and accompanying comments were printed and made available only to the writers, the review writing and accompanying comments were made available to the class. All submitted reviews, including instructor comments converted into endnotes for easier analysis, were pasted onto one word document file *Communication IIA Student Writing 3 Reviews* and posted on WebCT. Students' names and ID numbers were removed before the posting. Students were instructed to open the file and look over their classmates' writings. The focus was first on plagiarized works and then on common errors.

Movie Review: Saving Private Ryan

Saving Private Ryan

[165]Saving Private Ryan is a 1998 American war film set during the invasion of Normandy in World War☐. The director is Steven Spielberg, the leading actor is Tom Hanks, and the role of Ryan is Matt Damon[166]. The film is notable for the intensity of its opening 27 minutes, which depict the Omaha beachhead assault of June 6, 1944. Afterwards, it follows Captain John H. Miller (Tom Hanks) and several men as they search for paratrooper Private James Francis Ryan (Matt Damon), who is the last surviving brother of the four brothers in the Ryan family.[167] Finally,[168] Ryan was saved,

I · 8 · I · 9 · I ·10· I ·11· I ·12· I ·13· I ·14· I · △ I ·16· I

theater. I want to see on the big screen. (186 words – 79 words copied from a source

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[165] Font size should be larger, i.e., 10.5 → 12 pt.
[166] Rephrase: the role of Ryan is Matt Damon → the role of Ryan was played by Matt Damon
[167] You cannot copy from others' writing. These sentences can be found on Wikipedia (http://en.wikipedia.org/wiki/Saving_Private_Ryan).
[168] WC: Finally → By the end

The "Error Tracking" questionnaire included a question about plagiarism.

4. What kind(s) of mistake(s) did you make on this writing?	Create Chart ↓ Download		
		Response Percent	Response Count
Articles (ART): i.e., the article is missing or wrong one was used.		46.2%	6
Determiner (DET): i.e., a determiner (this / that / his / her / etc.) is missing or wrong one was used.		23.1%	3
Capitalization (CAP): e.g., Hiroshima green arena --> Hiroshima Green Arena		30.8%	4
Clarification / Development: i.e., not enough explanation / information / supporting details		30.8%	4
Formatting / Layout: e.g., font size, paragraph indents, line spacing, page margins, spacing between words / sentences, etc.		15.4%	2
Fragments (FRAG): e.g., I started studying Japanese language in college. Because my best friend in high school was from Japan. And I became interested in Japanese culture and language. --> I started studying Japanese language in college because my best friend in high school was from Japan and I became interested in Japanese culture and language.		7.7%	1
Number agreement (#) / Singular (Sing.) / Plural (PL)		0.0%	0
Plagiarism: copying from someone else's writing (in print and online) without any reference information and presenting as your own work.		15.4%	2

Of the 22 responses to the question "How can you improve your next writing," about their first paragraph, the most common was that more care would be taken with their writing (8 students), including reviewing their drafts e.g., "I read my writing many times before submitting" and "I try not to easy miss." In addition, intentions to focus on specific areas like development ("I will write more examples to make my paragraph more interesting."), spelling and spacing ("I will not make spacing and spelling mistakes.") and vocabulary ("I want to improve word choice" and "I will try to improve word choice.") were stated.

Twenty-one students responded to the same question about their review writing. The two most popular responses expressed students' intentions to put more care into their writing by avoiding making the same mistakes ("I have not to make the same mistakes;" "I try to check again and again;" "I will look it over again more carefully.") and making better word choices ("I will use clear and easy words" and "I won't depend on a Japanese-English dictionary too much."). The comments suggest that the students' awareness of English language production and a sense of need to improve its accuracy and quality.

DISCUSSION

The self evaluation activities were done in a public manner, i.e., with class worksheets containing students' sentences and survey results shown to the class, to discourage repetition of elementary level, self-correctable mistakes. For adult learners, soon to enter the workforce where their errors may easily be misconstrued, developing the ability to monitor and correct such mistakes should prove to be a great benefit. To help students get to this level, close

monitoring and detailed comments and suggestions should be provided for students' earliest writing attempts. It has also been shown to be indispensible to set up clear guidelines and provide many examples.

> The knowledge and personal qualities that learner involvement requires cannot be taken for granted, and need to be developed over time. A learner-centered approach needs therefore to contain an element of awareness development, which is designed to help learners deepen their understanding of language learning and develop their ability to play an active and self-directive role in their language study. ... [Learners] need to *grow into* their self-directive role by means of critical assessment of their current beliefs and attitudes, accompanied by the acquisition of a body of knowledge and study techniques which will allow them to manage their learning in an insightful and self-directive manner. (Tudor, 1996, pp. 34 – 35)

There are many benefits of having students undergo such process. Students can be assured that errors and mistakes are natural and expected and focus on learning from and minimizing errors. Based on their common first language and its characteristic errors or mistakes, students should also feel less self-conscious or embarrassed knowing that they are not alone in making the errors. Once sufficient time and effort have been expended to assure students' understanding and comfort with the task, less time and explanation is necessary with later efforts.

CONCLUSION

When evaluations are left solely to the instructors, students' involvement in an assignment ends as soon as it is submitted. As a result, students do not have the opportunity to learn about and from their mistakes as well as the additional varieties visible through their classmates' errors. "The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no external administered reward is necessary at all" (Brown, 1994, p. 20). Through involvement in the follow up process, the students can gain valuable awareness of their errors and develop ways to continue to improve their language production and communication skills.

A future report will describe the results of the process on the accuracy of the students writing, that is whether students' subsequent writings continue to contain errors analyzed in their earlier writings.

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要　約

誤りの気付きとその修正による自立した書き手の育成

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　本研究は，大学生の英語ライティング授業（一年生対象２クラス）における，学習者の自立と気付きを促すことを目指した実践を報告するものである。自立と気付きは，将来英語運用力が必要とされる職場に就職をしようとする成人学習者にとって極めて重要な資質であり，言語産出能力は職業人としての評価を決定づける要因でもある。CALL 教室やインターネットで利用可能な機能は，教師が学生の作文を閲覧することを容易にし，学生による自身や友人の書いた作文の評価を可能にした。自身や友人の書いたものを日常的に閲覧することは，ライティングにおける情報性と正確さを高めるのに，有益で現実的な手法である。さらに，学習者が自分の言語産出に関して気付きと責任感を高めるに役立つ。