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**Using a program in e-corrective feedback to develop third year secondary
graders' oral and written skills in light of beyond constructivism**

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Abstract

The current study aimed at investigating the use of a program in e-corrective feedback in developing third year secondary graders' oral performance and written skills in light of beyond constructivism. The researcher conducted the study through the descriptive approach using quasi experimental procedures. Tools of the study included an academic writing test and an oral presentation test. Participants of the study consisted of two random samples of 72 students divided into two groups; the experimental and control groups. The experimental group was exposed to a program of e-corrective feedback for around three months while the control group practiced the ordinary procedures of conventional learning. The two groups were given pre-posttests in writing and oral presentation. Results of the study revealed that the mean scores of the control group and experimental group in the writing skills as a whole are statistically significant different, in favor of the experimental group, the mean scores of the control group and experimental group in each writing sub-skill are statistically significant different, in favor of the experimental group, the mean scores of the control group and experimental group in speaking skills as a whole are statistically significant different, in favor of the experimental group and the mean scores of the control group and experimental group in each speaking sub-skill are statistically significant different, in favor of the experimental group. A set of recommendations and suggestions for further studies has been presented.

Key words: E-corrective feedback, constructivism

1. Introduction

Research in the field of feedback has been and still is of high consideration and speed whether in teaching/ learning in general or in the assessment domain in particular. It plays a prominent role in pushing both the targeted groups; i.e., learners and instructors forward toward maximizing learning and achieving learning objectives and goals. Moreover, feedback is also crucial to EFL and ESL learning since it is regarded as one of the most powerful effects on students' achievement. The power of feedback is not only limited to students, rather, it is of a great assistance to various agents; teachers, parents, instructors, school managers, counselors and others (Hattie and Timperley, 2007). In the same respect, feedback is significant to assessment which is the force driving learning forward and feedback is characterized as the scaffold which facilitates both teaching and learning (Brown, 2007).

Feedback does not only provide students with a reflection on their performance whether inside or outside the classroom, but also it directs them to build up themselves as efficient and autonomous learners where students, thanks to feedback, learn how to monitor, manage and reflect on their learning perspectives (Nichol, 2007).

Feedback is seen here as a comprehensive tool which boosts learning and teaching and further, helps to take decisions regarding students' learning levels. Teachers and learners depend mainly on feedback as

an effective strategy to provide students with guidelines and pave the way before them to progress, address and enrich their performance whether orally, in a written form, visually or even audibly.

Feedback is not confined to grading or correction of errors; however, it is a wide ranged processed circle of promoting students' understandings through explanations and generating new tasks and assignments in a spiral comprehensive and continuous line Gibbs and Simpson (2004/5). Additionally, a continuity of providing feedback develops students' meta cognitive skills through students' reflections and action research projects. Importantly, feedback can be conducted formatively during classes, monthly, periodically or as a summative assessment for the ultimate goals of moving students and taking decisions.

Winne and Butler (1994) cited in Hattie & Timperley (2007) defined feedback as " information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 5740).

In the above definition Winne and Butler referred evidently to the content of feedback represented in information. Moreover, they stressed the effectiveness of feedback on different domains and its

role in helping learners shape their performance and build up cognitive skills; addition, editing, judging...etc.

Elashri (2013) defined feedback as the information received by the student from his teacher or the reader. In this definition, Elashri referred to feedback as three sides the reader; the teacher, the student and the information. a detailed description of the process and effectiveness of providing it has been implicitly reported. However, the social context of feedback should have been stated.

The main focus of this study is electronic corrective feedback in which a vast number of studies have been conducted since it gained a speedy progress and significance in teaching/ learning and assessment. Electronic feedback is referred to the entry of technology into the classroom which allows teachers to monitor students' work (McGrath & Atkinson-Leadbater, 2016). Gass (2003) cited in (McCarthy, 2008) roughly defined corrective feedback as "implicit or explicit information helping learners regarding their erroneous utterances. The information provided, in other words, is either directly or indirectly stating that something is wrong with the learner's utterance".

However, there has been a need to combine computer, the internet and modern technology with corrective feedback since technology found its way in learning in general and in language learning in particular. For this reason, some studies have investigated

the influence of electronic feedback in learning a second language and thus some results have been gained.

Hanson-Smith (2001) cited in Holliday (1999) conducted a study on a group of students using electronic feedback from which he could report that they developed “a wide range of distributive frequency of linguistic features whether in speaking or writing. In this study he concluded that using email repetitively can help students improve linguistic cues. Simultaneously, Holiday revealed that electronic corrective feedback helped students improve their grammatical accuracy in writing. Also, he concluded that the use of repetitive emails in corrective feedback helped students understand linguistic cues.

Romm and Pliskin (1999) cited in (Hosseini, 2012) also concluded that sending emails as a procedure of feedback helps students lead a friendly environment in which they do not feel isolated tensed or exhausted. As a result, they follow their teacher’s instructions consistently, have the potential to lead classroom participative discussions and engage in more interpersonal classroom presentations than before.

Meanwhile, Lea (2001) conducted a study to investigate the effectiveness of electronic corrective feedback from which she concluded that students’ writing assignments have been provided by students with reflective notes, peers’ feedback and blogs which

resulted in developing students' construction of knowledge and beneficent academic writing. In addition, John and Cash (1995) found that the use of electronic corrective feedback helped students develop their speaking skills through reciprocating emails where students reflected on the use of both grammatical structures and lexical items. As an outcome, students used the information coming from the emails to edit the emails and thus the content of future emails has been improved.

Studies conducted in the area of electronic feedback have proposed that the use of feedback with the assistance of computers and the internet helped learners build a meta linguistic scheme. In the same context, it has been evident that emails have been the most popular way of electronic feedback because of the fact that it resembled face-to-face communication as they been immediate and interactive (Hosseini, 2012).

Razagifard and Rahimpour (2010) have conducted a study to compare the effectiveness of chat corrective feedback from which they could reveal that e-corrective feedback has been significant in students' meta-cognitive skills and besides, they could provide correct utterances of grammatical structures.

Despite the fact that there has been a number of studies conducted on the effectiveness of electronic feedback, there is still a need to provoke more perspectives of the impact e-feedback has on

developing oral and written skills. Additionally, the studies conducted in this area mostly investigated the effectiveness of emails and chatting. In turn, the present study will be an addition to the studies conducted beforehand. Importantly, the current study will apply electronic feedback using the new applications of the internet in general and social media particularly.

2. Context of the problem

The researcher has conducted a number of informal interviews with EFL teachers in Minia where he could conclude that teachers still lack the prerequisites of e-corrective feedback. Moreover, those teachers do not apply feedback systematically in order to help students develop the targeted skills that may help them boost learning and thus produce accurate utterances especially in oral and written skills.

Those teachers stated that using feedback does not exceed providing students with correct oral answers or very contracted forms of praise such as “seen”, “good”, “very good” or “excellent”. As a result, it could be stated that teachers did not have the consistent fundamental skills of dealing with their students’ answers. However, interviewed teachers reported that providing corrective feedback needs to be systematically addressed.

The current study will conduct a training program in e-corrective feedback to help teachers deal with it efficiently and

further boost students' learning and develop their oral and written skills. Because speaking and writing are significant productive skills, the study will hopefully apply the program for the goal of developing these two productive skills which are essential for students' achievement, productivity and proficiency.

Further, the researcher conducted a review of the related literature where he could conclude that most studies conducted in the area of corrective feedback did not incorporate electronic aspects. Simultaneously, studies related to feedback and computer mediated instruction did not sufficiently refer to corrective feedback. Thus, the current study is conducted to help researchers and teachers have knowledge of incorporating e-feedback with corrective feedback through a proposed training program.

The sample of this study will be taken from secondary graders in Al Minia governorate where the sample will be restricted to third secondary graders. The study will also be limited to EFL teachers in a public school in Minia governorate. Moreover, the study will address e-corrective feedback and its effectiveness in developing oral and written skills of secondary graders.

3. Statement of the problem

It has been clear that teachers, as well as students, lack the comprehensive knowledge of e-corrective feedback and thus its impact in improving their English Language productivity and

exposure in oral and written skills. More important, studies conducted in e-feedback and corrective feedback are still incompetent to manifest the effectiveness of e-corrective feedback in developing oral and written skills as they represent students' productivity and exposure.

The problem of the current study can be stated in the following questions:

1. How could the effect of using a program in e-corrective feedback be in developing secondary graders' oral and written skills? More Specifically, this question can be elaborated into the following questions:

- 1.1. How could the effect of using a program in e-corrective feedback be in developing secondary graders' oral presentation skills?

- 1.2. How could the effect of using a program in e-corrective feedback be in developing secondary graders' written skills?

4. Questions of the study

The current study will try to fulfill the following questions:

1. Are there significant differences in the level of oral skills (speaking) among students in post-test?
2. Are there significant differences in the level of written skills (writing) among students in post-test?

5. Purpose of the study

The current study will be conducted to investigate the following:

1. The effectiveness of using a training program based on e-corrective feedback in developing secondary graders' oral skills.
2. The effectiveness of using a training program based on classroom e-corrective feedback in developing secondary graders' written skills.

Further, the current study aims at getting EFL teachers acquainted with e-corrective feedback positivity in pushing students' performance forward. Related studies have been exposed to the impact of corrective feedback or computer-mediated feedback. However, the current study may be an addition to bulk of studies conducted in the area of corrective feedback where it will combine e-feedback in corrective feedback to build up a training program in e-corrective feedback.

6. Literature Review

In a quasi-experimental study, Al Ajmi (2015) investigated the effect of written corrective feedback on the accuracy of Omani students in using prepositions in the English language. The results revealed that the experimental group (N = 25) which received written corrective feedback on their writing surpassed the control group (N = 25) in performing in the post-test where the control group received general comments only (e.g., "good organization of events of the story"). It is worth noting that the written corrective feedback strategy was most likely successful; because students in

the experimental group received immediate written corrective feedback about their performance in exams and about their essays. In addition, e-corrective feedback represented in written notes is the most effective way when accompanied by additional explanations and discussions of students' errors so that they do not make mistakes again. For example, a teacher should not only indicate where the error is, but also give more explanation about the error and its rule.

Research in the Arab world, for example, mostly focuses on written feedback as an intervention by teachers and other agents to correct students' errors in the English language from kindergarten to grade and the University (Seiffedin & El-Sakka, 2017 & Al Ajmi, 2015; Chebchoub, 2011). Providing the appropriate and constructive e-corrective feedback is a technique that EFL teachers use to motivate students to go for correct answers especially when they write. It is also a type of practice used in teaching to enhance students' motivation to become better students (Sanat & Slimani, 2017).

Moreover, e-corrective feedback is also a type of practice used in teaching to enhance students' motivation to develop organizational skills in writing (Dajani 2017; Chebchoub, 2011) for example, has discovered that giving online corrective feedback to students over a period of more than one year helped them correct

grammatical and semantic errors related to vocabulary, spelling errors, and formatting writing in samples of their writing. Not only that, but the e-corrective constructive feedback did have a significant impact on students' comprehension of the text in the EFL class, because it helped them identify points their strengths and weaknesses (Boumediene & Hamazaoui-Elachachi, 2017).

Written corrective feedback provided by teachers generally plays an important role in improving teachers' skills. Data collected from 200 student and 100 teachers in Iraq showed that teachers providing students with constructive and positive written feedback encouraged students to write, improved the quality of their writing. Moreover, students have shown that they prefer written feedback which made it easier for them to correct their mistakes in their daily homework and test papers (Cinkara & Galaly, 2018).

However, providing meaningful feedback on essay writing to students is a daunting and time-consuming task which takes teachers who are already overburdened and exhausted a long time to be executed. In this respect, Azmi et al. (2019), conducted a study about the use of an electronic marking system that can provide immediate feedback through automatic assessment of essays, and as a result, students from grades 7 to 12 were able to write their essays in English. They did better in writing in general, even in other

subjects and they showed a significant improvement in their mastery of language and in the structure of articles in particular.

In another study, it was found that teachers of English as a foreign language (N = 156) who were teaching intermediate classes (grades 11 and 12), and supervisors of English as a foreign language (N = 62) looked at written corrective feedback as an important intervention to improve students' writing errors in Oman. Using an online questionnaire, (Al Kharusi & Al Mekhlafi, 2019) revealed that supervising teachers focused mainly on rules and grammatical errors in particular where they also found that teachers mostly used the one-draft method after providing written corrective feedback to students.

Generally, teaching practices based on constructivist theory in the field of teaching and its applications are a relatively recent trend, and there is little research into the effectiveness of this approach. One of the most important applications of beyond constructivism in teaching is that it shifted the focus in the learning process from the maturity of the learner to his social interaction, and from the role of the teacher to the role of the learner where the learning process has been woven into an interactive constructivist process instead of information transfer and acquisition. This led to a significant change in the perception of the learning process and the roles of all elements of the educational process (Schunk, 2000).

In this study, the impact of electronic corrective feedback has been investigated in light of beyond constructivism applications which seek to incorporate whatsoever means and media to serve as a goal for developing teaching and learning with the ultimate goal of improving the quality of outputs. Hence, it can be concluded here that beyond constructivism:

- uses recent and trendy teaching applications based on the philosophy of the constructivist theory.
- creates integration between different teaching models to maximize students' learning opportunities.
- Targeting higher order thinking skills while planning lessons so that teachers and students can think of all sources and media which serve as a tool for better teaching/ learning.
- includes skills students should develop, such as: planning, monitoring, control, assessment and reflection.
- develops students' positive attitudes towards study and learning since it manipulates the recent technological advances.
- trains students and teachers in the different stages of education to practice the tasks of investigation, critical thinking and research.
- manipulates metacognition because of its great impact on improving levels of comprehension and thinking.

7. Method

The researcher utilized a two-group pretest-posttest design choosing a research sample randomly and dividing the sample into two groups (control and experimental), the control group is exposed to conventional teaching with a colleague whereas the experimental group is trained to use e-corrective feedback introduced by the researcher. Then, the researcher administered pre-measurement of the dependent variable (Writing and speaking skills) using research tools. Moreover, Applying the program to the experimental group (experimental treatment). Further, the researcher administered post-measurement of the dependent variable using research tools. Finally, he conducting the appropriate statistical test “Independent samples t-test to test the significance of differences between the two groups, before and after the experiment” to find out the significance of the differences between the mean scores of the two groups to return the effect to the independent variable (A program of E-corrective feedback skills).

8. The proposed program

A program for training third year secondary students on using and mastering e-corrective feedback skills was designed to develop their writing and speaking skills in tackling On Screen C1 textbook (C1 level). The content of the program was decided after reviewing

related literature, examining EFL methodology books, surfing the internet for similar programs, looking into third year secondary textbooks (On Screen C1) and consulting TEFL experts.

Designing the program went on as follows:

1. Reviewing related literature
2. Stating the main subject of each unit.
3. Stating the general objectives of each unit.
4. Stating the learning outcomes of each lesson.
5. Building up the frame of the program including general objectives, learning outcomes, content areas, methods of presentation, educational resources, teaching/ learning activities and assessment procedures
6. Evaluating the frame of the program by submitting it to a jury of TEFL experts according to the following criteria: stating of items, appropriateness of the objectives (outcomes) for the subjects, relatedness of specific objectives to general ones, relatedness of the content to the objectives and the suitability of evaluation procedures to the objectives.
7. Building up the program (Teacher's Book and Student's Book)
8. Judging the whole program by the same jury members according to the following criteria: linguistic stating of the items, academic verification of the content, whether the content achieves the objectives of the program or not, suitability of the adopted

methodology in teaching the content for both the content and subjects, and its applicability and fitness.

The training program and its final form went as follows: 9.

The program included five units i.

Unit (1) Introductory (theoretical background)

Unit (2) The Training Stage

Unit (3) The Boosting Stage

Unit (4) The Processing Stage

Unit (5) The Product Stage

Each unit began with the general objectives. ii.

Then, it was divided into lessons including learning outcomes iii.

The general objectives, learning outcomes and content of each iv. lesson were presented in the teacher's book.

Methods of presentation were electronic in nature which v.

combined features from inductive, deductive and authentic methods.

VI. In this study, the most effective activities were used in applying e-corrective feedback; some of these activities were:

1. Note taking
2. Viewing video tapes
3. Whole class discussion
4. Quizziz activities
5. Padlet

activities

6. Peer review and instructor's e-corrective feedback.

Educational resources:

In the light of the objectives, content of the program, methods of presentation and the activities, the resources available in our setting and those that helped to apply e-corrective feedback prerequisites in solving classroom problems were used. Some of the resources were the white board, students' e-books, students' notebooks, videos, CDs, data shows, zoom applications, chat sections, quizziz, padlet, kahoot, quizalize, class point, word wall...etc.

Assessment & e-corrective feedback:

Two types of assessment were used; formative and summative. During the online classes, e-assessment for each lesson and unit was conducted in terms of the following faces of questions:

- comprehension questions
- completion items
- true or false items
- matching items
- open-ended questions
- multiple choice items

- essay questions

9. Data Analysis, Results & Discussion

The current study hypothesized the following:

H1: The mean scores of the control group and experimental group in Writing skills as a whole are statistically significant different, in favor of the experimental group.

For the testing the first hypothesis, independent samples t-test was performed on the post-test data involving the control and experimental groups. As shown in Table 4.5, the mean scores of the control group (M = 11.71, SD = 0.18) and experimental group (M = 15.31, SD = 0.09) were statistically significantly different, as the recorded p-value did not exceed 0.05 ($t(66) = 17.24$, p-value = 0.000). The results in Figure 4.2 revealed that the statistically significant difference was in favor of the experimental group. In other words, H1 was supported.

Post-Test		N	Mean (M)	Std. Deviation (SD)	t-value	p-value	Effect size ≥ 0.14
Writing Skills	Control group	34	11.71	0.18	17.24	0.000	0.818 (High)
	Experimental group	34	15.31	0.09			

Table 1. *Independent Samples t-Test on the Post-Test Data for the Academic writing Skills Test*

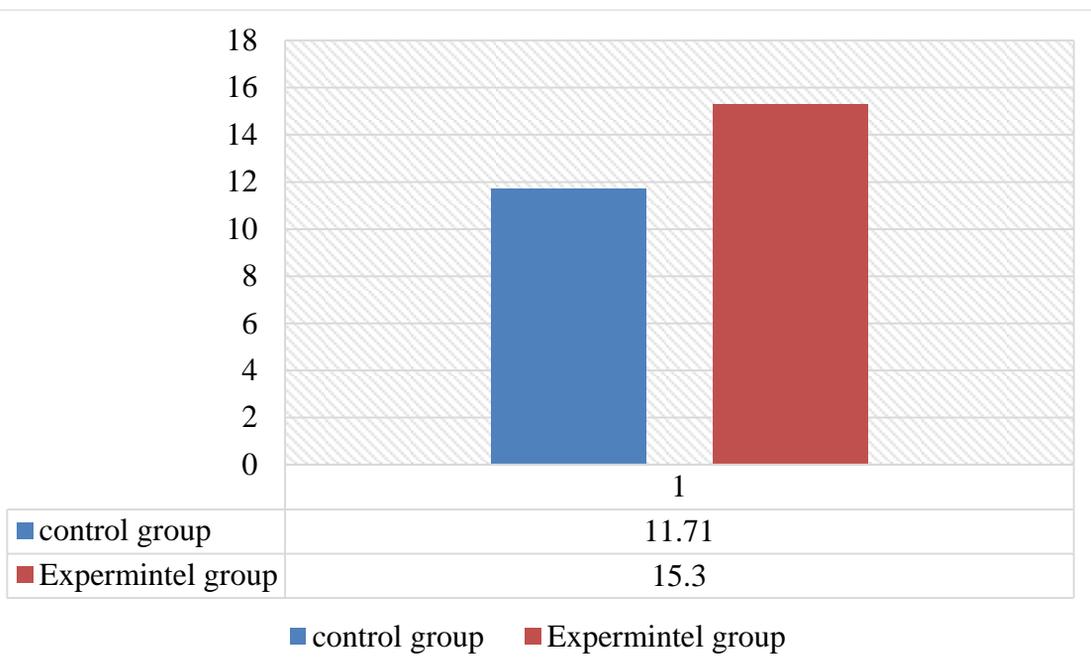


Figure 1 Difference between Mean Scores of the control group and experimental group for Academic Writing skills Post-Test

Testing of the Second Hypothesis

The mean scores of the control group and experimental group in speaking skills as a whole are statistically significant different, in favor of the experimental group.

For the testing of the third hypothesis, independent samples t-test was performed on the post-test data involving the control and experimental groups. As shown in Table 4.7, the mean scores of the control group (M = 15.94, SD = 0.76) and experimental group (M = 20.47, SD = 0.86) were statistically significantly different, as the recorded p-value did not exceed 0.05 ($t(66) = 22.91$, p-value =

0.000). The results in Figure 4.4 revealed that the statistically significant difference was in favor of the experimental group. In other words, H3 was supported

Post-Test		N	Mean (M)	Std. Deviation (SD)	t-value	p-value	Effect size ≥ 0.14
speaking Skills	Control group	34	15.94	0.76	22.91	0.00	0.888 (High)
	Experimental group	34	20.47	0.86			

Table 2 Independent Samples t-Test on the Post-Test Data for Speaking Skills

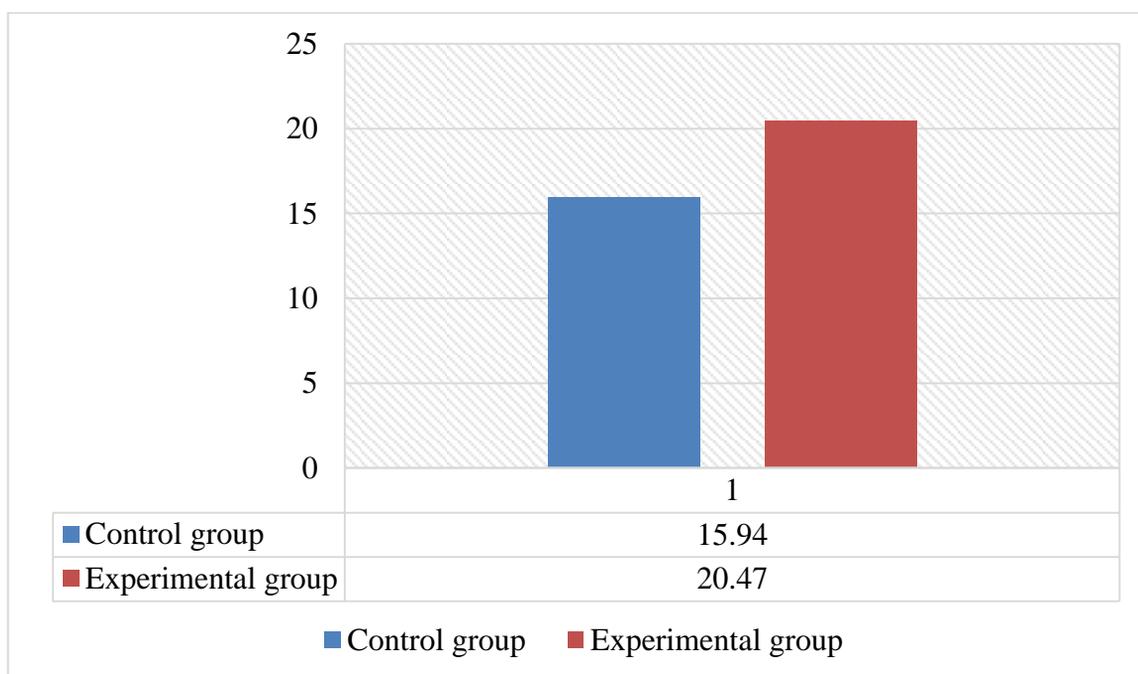


Figure 2. Difference between Mean Scores of the control group and experimental group for speaking skills Post-Test

Discussion of results:

Using various electronic applications as well as devices to provide e-feedback on student tasks has become increasingly common among language institutions and universities (Ene & Upton, 2014; Hyland & Hyland, 2006; Saeed & Al Qunayeer, 2020). While computer-mediated tools might be used to provide remedial or corrective feedback, other technical tools could be employed to deliver technology-supported feedback or in other words, e-corrective feedback. Teachers' attitudes of teaching writing online and offering feedback on online writing tasks were studied in a study undertaken by Ab Hamid and Romly (2020). It was uncovered that online learning saves time and provides more flexibility and so does e-corrective feedback. Because the setting was not limited to the classroom, students used various methods to interact with their instructors, such as email, social media, and online conferencing. Instructors in another study conducted by Abu Sa'aleek and Shariq (2021) indicated positive feelings about offering e-feedback through interactive modalities. They primarily stated that the incorporation of technology into the educational system had expanded the ways in which instructors deliver e-feedback to their students.

The results of the above studies, unlike the findings of the current study, reached to general outcomes of providing feedback which included saving time and effort, pushing teachers' attitudes toward

teaching forward, flexibility; where students can learn physically or online, improving teachers' feelings since the work they do became easy, smooth and convenient and broadening strategies of e-feedback. Unlike the broad results of the previous studies, the current study revealed that e-corrective feedback developed high school students' writing as a whole, sub writing skills such as task focus, accuracy, appropriateness and organization, speaking (oral) skills in general and speaking sub skills; task focus, content and lexical range, accuracy, organization, elocution as well as personal appearance which all specifies the results of the current study.

10. Conclusions:

Based on the study results, it can be concluded that:

- The program of e-corrective feedback proved to be fruitful in terms of developing third year secondary students' writing skills.
- The program of e-corrective feedback proved to be fruitful in terms of developing third year secondary students' sub writing skills; task focus, accuracy appropriateness and organization.
- The program of e-corrective feedback proved to be fruitful in terms of developing third year secondary students' speaking skills.
- The program of e-corrective feedback proved to be fruitful in

terms of developing third year secondary students' speaking sub skills represented in oral presentation skills; i.e., task focus, content and lexical range, accuracy, organization, elocution as well as personal appearance.

11. Pedagogical Implications

The following reasons summarize the importance of e-corrective feedback program implemented in the study:

- Academically speaking, the current program was an addition to the considerable number of programs conducted in the area of e-feedback and corrective feedback.
- Importantly, the program addressed e-feedback in addition to corrective feedback through combining them together in an online program.
- Moreover, the program dealt with two productive skills; speaking and writing where students are required to show a great regard of synthetic sub skills and utterances.
- Furthermore, the current program tried to uncover the real meaning of e-corrective feedback through adding insightful background, applications as well as suggestions.
- Additionally, the e-corrective feedback program helped teachers and students had access to identify the real meaning and significance of e-corrective feedback and rather, identify

the effectiveness of feedback and recent applications where social media premises were used effectively.

- Practically, the field of feedback in general and e-corrective feedback in particular is an indispensable part of assessment. In turn, applying and activating e-corrective feedback through a program would be an asset for students' development and promotion.
- The program conducted standardized tests and rubrics (marking schemes) to investigate the effectiveness of e-corrective feedback in developing third year secondary students' oral and written skills.
- Consequently, accurate results and interpretations were obtained. Thus, the analysis and discussions of results were of help to the teaching field in general and feedback in particular; thence, scientific research and researchers found it fruitful to learn about the findings and insights of this study.

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