



# Trialing of ICT-mediated Feedback Types in an EFL Process Writing Class: *Students' Perspective*



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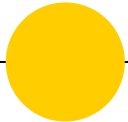
Alvin Santos

*Meiho Junior and Senior High School*



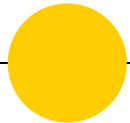
# **Presentation Flow:**

- 1. Action research show-and-tell**
- 2. Doing peer feedback via Google Docs and Sheets workshop**





# **Goal 1: Action research show-and-tell**





## Underpinning Principles

- Zone of Proximal Development (ZPD) (Vygotsky, 1978)
  - Boosts student learning potentials
  - Fostered by socio-constructivist factors



## Underpinning Principles

- Process Writing (Graves, 1983)
  - Makes students realize their first draft may still be improved
  - ICT tools aid greatly student revisions (Imelda et al, 2019)



## Underpinning Principles

- Trialing (Wallace, 1998)
  - Best way to test materials or approaches
  - Processes or products may be trialed, or both



## Underpinning Principles

- Action Research (AR) (Kemmis and McTaggart, 1986)
  - Systematic, dynamic framework
  - Works best with a working syllabus



## Research Questions

1. How effective is AI-generated feedback provided on the AWE application of ELST LMS in improving students' essay rough drafts?
2. How effective is teacher feedback provided on the Questionnaire application of Classi LMS in improving students' essay revised drafts?
3. How effective is peer feedback provided on Google Docs and Google Sheets in improving students' essay final drafts?
4. How much did students' perspectives on automated, teacher, and peer feedback change after undergoing the study?





# Classroom Action Research Design

Process Writing adapted from Graves (1983) as cited in Faraj (2015)





## Research Locale

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- A co-educational private high school in western Tokyo
- A once-a-week EFL composition writing course
- A total of 268 year 11 high school students divided into eight sections
- The study ran from September 2020 until February 2021 (fall and winter terms)



## Data Gathering Instruments

### Google Forms Surveys

- To gather student perspectives before, during, and after the study
- To serve as basis for comparing changes in perspectives on writing in English

### Essay Drafts

- To compare essay first draft and final draft group mean scores
- To provide evidence for tracking changes within essay drafts

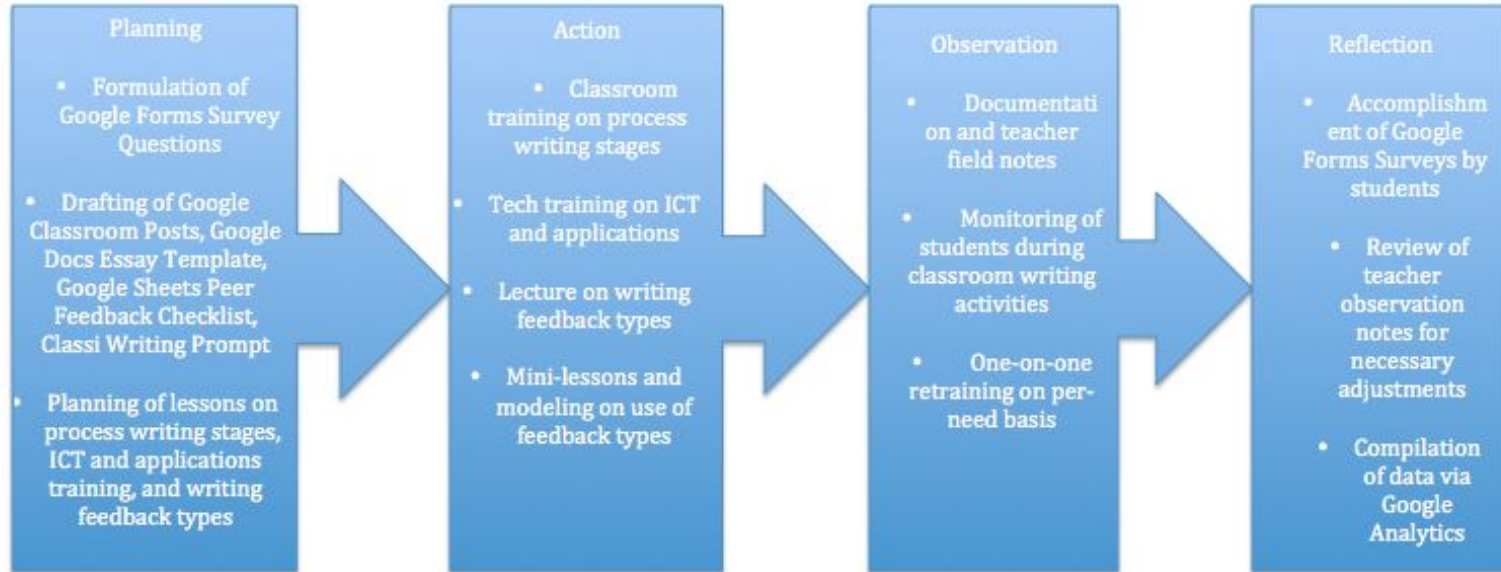
### Field Observation Notes

- To document findings not measured by surveys and not evident in essay drafts
- To help as guide to do adjustments as needed



## Methods and Procedures

Action Research adapted from Kemmis and McTaggaret (1986) as cited in Yuce and Atac (2019)





# Screenshot A: ELST AWE Application (AI Feedback)



The screenshot shows a web browser window displaying the ELST AWE application. The browser's address bar shows the URL: `elst.sinewave-service.net/app.html#/skilup/writingResult?title=自由英作文添削&type=free-writing&routeFrom=writing`. The page title is "自由英作文添削".

The main content area displays the following text:

In my opinion, the **Tokyo olympics** provides a great chance for the japanese economy to recover from the slump bring about by Corowna **wirus**.

**総評:**

語彙	多様性: B	正確性: A
文法	多様性: A	正確性: A

誤りは 1 個

**詳細:**

- In my opinion, the Tokyo olympics provides a great chance for the japanese economy to recover from the slump bring about by Corowna wirus.
  - Tokyo olympics provides aをチェックしてください、主語に対する動詞の形が適切ではありません。通常、時制が現在で、主語があるいは複数形である場合、動詞は原形となります。否定文を作るときは、動詞の前に「do not / don't」を置きます。
  - wirusをチェックしてください、単語のスペルが間違っています。見直しましょう。

編集する



# Screenshot B: Classi Questionnaire Application (Teacher Feedback)



### 設問1

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**形式** 記述形式

**設問文** Please copy from ELST your essay after editing it using the feedback. Then, paste it here. Finally, turn it in and wait for teacher feedback and further instructions.

**回答** The Tokyo Olympics should be held in now. I tell my opinion why I think so. First, one year ago, the Japanese Government decides to postpone the Olympics because of the influence of Corona Virus. I do not think they should change the judgment if they decide that it is postponement not cancellation. In addition, the Olympics player who practiced ought to be respected the thought which we want to participate. Second, the news of the Olympics gives to the hope for people of the world. In now, a feeling is sunk by Corona Virus the world. I think it is necessary for the people to encourage by sports. For these reasons, I think the Tokyo Olympics should be held in 2021.

[コメントを編集](#)

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### 先生からのコメント

Hello Nodoka,

Good job in doing the homework.

Allow me to make comments on your work. First of all, your ideas are amazing. You wrote really valid arguments. They are all sensible and practical. However, if I may suggest? Please be careful with your diction or word choice. For instance, you do not need to use "in" when you say "in now," instead just write "now." Moreover, you may be more cautious with the verb tense you use. Say, you may write "I will tell you my opinion why I think so." Also, "One year ago, the Japanese government decided to postpone the Olympics because of the Corona virus."

Well, that's about it. Please follow my comments and rewrite your essay on Google Docs (just how I taught you how to do it during our last Writing 2 class.)

Sincerely,

Alvin Santos



# Screenshot C: Google Docs Essay Template (Peer Feedback)

The screenshot shows a Google Docs interface. At the top, the document title is "ai horikoshi - [Template] Final Tokyo Olympics Essay" with a star icon, a share icon, and a "Share" button. Below the title is a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The status bar indicates "Last edit was seconds ago". The main editing area contains the following text:

[Title: Do you think the Tokyo Olympics should be held in 2020?  
Ai Horikoshi

(Type your essay below:)

I think the Tokyo Olympics should be held in 2021. There are two reasons to think so.

First, the Japanese government has made various preparations for the Tokyo Olympics. Many athletes have also practiced in various ways with the goal of participating in the Tokyo Olympics. I think it should be held so as not to waste their efforts.

Second, by holding the Tokyo Olympics, I think we can cheer up people not only in Japan but all over the world. Recently, I feel that corona has weakened people's ties. If the Tokyo Olympics are held, I think that the people can unite by supporting the athletes.

For these reasons, I think it is better to hold the Tokyo Olympics while watching the situation in Corona. (127)



# Screenshot D: Google Sheets Checklist Template (Peer Feedback)



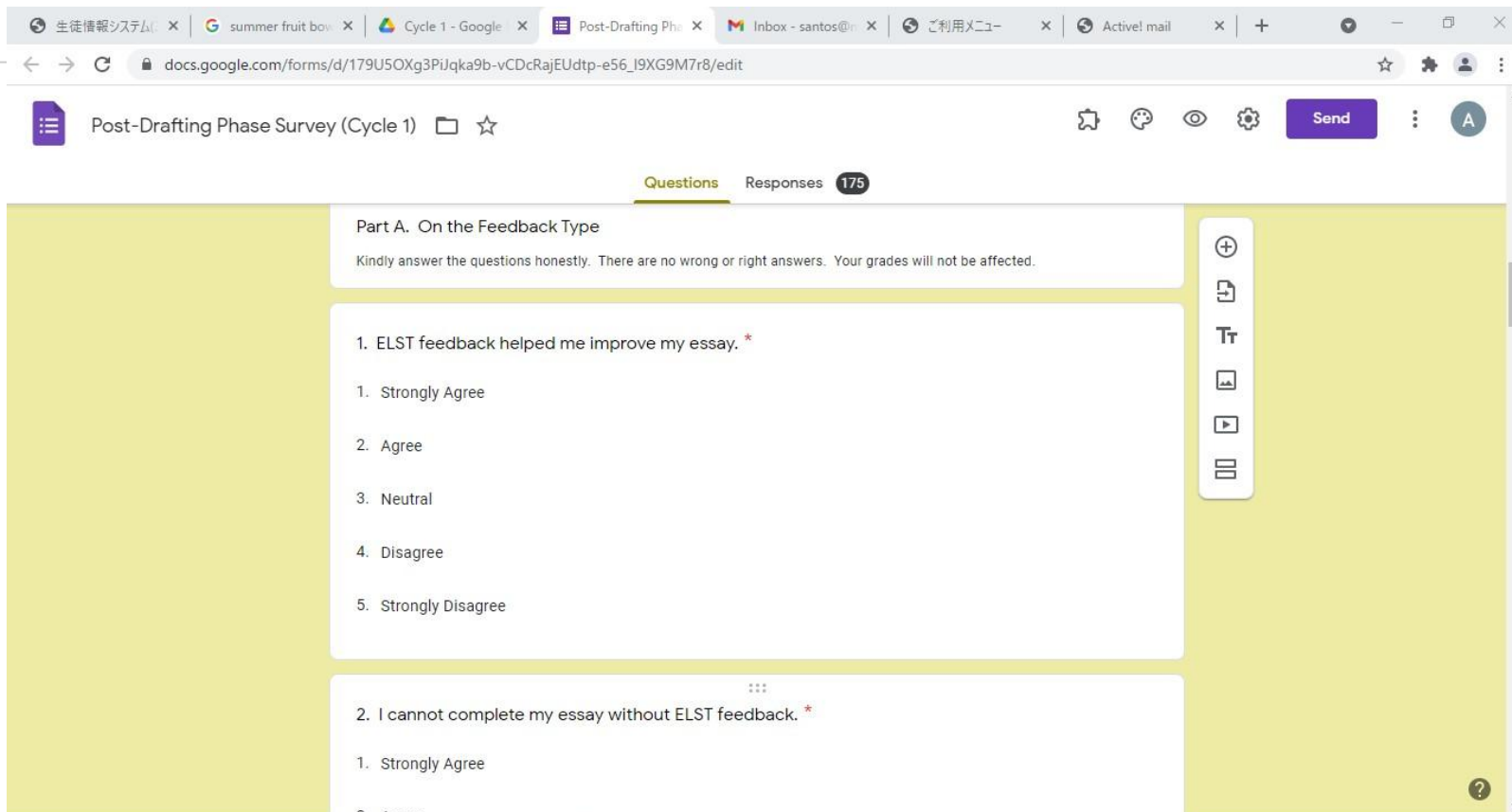
aika ito - Peer Feedback Worksheet

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on March 2 by aika itoA1:B1 *fx* Your name: Aika Ito

	A	B	C	D	E	F	G	H	I	J	K	L
1	Your name: Aika Ito		Your peer's name: Yuka Endo									
2	<b>Directions:</b> Read your peer's essay. Then, answer the questions honestly about your peer's essay.											
3	Finally, share this worksheet to your partner and Writing 2 teacher.											
4	<b>Part A. Feedback on Peer's Essay</b>			There are errors	No errors	Sample Error						
5	1. Spelling				o	I want to see the Eiffal Tower.						
6	2. Capitalization				o	The tokyo 2020 olympics should be held.						
7	3. Subject-Verb Agreement				o	He run fast.						
8	4. Punctuation				o	Are you done.						
9	5. Verb Tense				o	We must <b>used</b> our time wisely.						
10	6. Spacing				o	(The introduction, body, and conclusion paragraphs have no one line space in between.)						
11	7. Word Count				o	(The number of words do not reach minimum 50 words.)						
12	<b>Part B. Comments on the Essay</b>											
13	8. What do you think is the best point of the essay? Why do you think so?											
14	She wrote her opinion concretely. I could understand her idea well.											
15	9. What do you think can be done to improve the essay? Why do you think so?											
16	Nothing.											
17												
18	<b>Part C. Free Writing Space for Other Comment:</b>											
19	10. Please comment about mobile peer editing or about your peer's comments.											
20												
21												
22	I thought it was a good idea to think about medical personnel.											



# Screenshot E: Google Forms Survey Questionnaire (Students' Perspective)



The screenshot shows a web browser window displaying a Google Forms survey titled "Post-Drafting Phase Survey (Cycle 1)". The browser's address bar shows the URL: docs.google.com/forms/d/179U5OXg3PIJqka9b-vCDcRajEUdtp-e56\_I9XG9M7r8/edit. The form is currently in the "Questions" tab, and the "Responses" tab shows 175 responses. The survey content is as follows:

**Part A. On the Feedback Type**  
 Kindly answer the questions honestly. There are no wrong or right answers. Your grades will not be affected.

1. ELST feedback helped me improve my essay. \*

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

2. I cannot complete my essay without ELST feedback. \*

1. Strongly Agree




# Survey Question Responses Interpretation Guide

<b>Questionnaire Descriptor</b>	<b>Interpretation Equivalent</b>
Strongly Agree (SA)	Highly Effective
Agree (A)	Moderately Effective
Neutral (N)	Neither Effective nor Ineffective
Disagree (D)	Moderately Ineffective
Strongly Disagree (SD)	Highly Ineffective



## Answers to Research Questions

 Questions	Answers
1. How effective is AI-generated feedback provided on the AWE application of ELST LMS in improving students' essay rough drafts?	Moderately Effective
2. How effective is teacher feedback provided on the Questionnaire application of Classi LMS in improving students' essay revised drafts?	Moderately Effective
3. How effective is peer feedback provided on Google Docs and Google Sheets in improving students' essay final drafts?	Moderately Effective



## Changes on Students' Perspective Pre- and Post-Study

<b>EFL Writing Perspectives</b>	<b>Pre-Study Survey</b>	<b>Post-Study Survey</b>
Openness to Sharing Opinion in Written English	33.3%	47.9%
Openness to Receiving AI Feedback	27.1%	43.7%
Openness to Receiving Teacher Feedback	42.1%	41.2%
Openness to Receiving Peer Feedback	22.1%	33.6%
Openness to Turning Essay in Online	36.7%	41.2%



## Mean Scores Differences per Class (First and Final Draft)

Class	H2A	H2B	H2C	H2D	H2E	H2F	H2G	H2H	Overall
Point Difference	+0.8	+5.7	+1.79	+1.89	+0.96	+5.65	+15.5	+3.46	<b>+1.18</b>



## Other Findings

- Students with low writing proficiency best benefit from a process writing approach.
- Student pairs with high writing proficiency provide more holistic (local and global) peer feedback whereas student pairs with moderate to low writing proficiency provide mostly global feedback.
- In a BYOD setting, 7 out of 10 students used Chromebook, 2 used smartphone, 1 used tablet.



## Conclusion

- AI, teacher, and peer feedback types were moderately effective in improving students' essay drafts.
- Students became more open to sharing opinion in written English, using AI and peer feedback, and turning in essays online after undergoing the study.
- Students' overall mean scores had positive difference between the first and final essay drafts.



## Recommendations

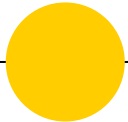


- Peer feedback should be fostered in an EFL writing class.
- Process writing approach may be further employed as an essay writing instructional framework.
- A combination of AI, peer, and teacher feedback use should be maintained to give students multiple inputs for improving drafts.
- BYOD must be promoted to expose students to various digital writing modes and applications.





# **Goal 2: Workshop on using Google Docs and Google Sheets for doing peer feedback**





# Step 1: Assigning of Google Docs Template on Google Classroom

☰ 2020 H2 Writing 2 (H2C)  
H2C

Instructions

Student work



## Essay from ELST mobile application



Alvin Santos • Feb 4

Essay Projects

Hello,

Please open the attached document. Then, kindly rewrite your essay following the comments from ELST mobile application.

If you have any questions, please let me know.

Good luck,

Alvin Santos

	Essay from ELST mobile appl... Google Docs
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👤 Class comments



# Step 1: Assigning of Google Docs Template on Google Classroom

The screenshot shows a Google Docs interface. At the top, the document title is "Essay from ELST mobile application" with a star icon, a share icon, and a "Share" button. Below the title is a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". A status bar indicates "Last edit was on February 4". The main editing area has a toolbar with various icons for undo, redo, print, text color, background color, zoom (100%), font face (Normal text), font size (11), bold, italic, underline, link, unlink, insert table, insert image, bulleted list, numbered list, indent, outdent, and link. The document content consists of a single line of text: "Kindly copy your essay from ELST mobile application and then paste it below:". A small icon in the bottom right corner of the document area suggests a template or insert option.



## Step 2: Sharing of Google Docs essay with peer

The screenshot shows a Google Docs interface. At the top, the document title is "natsumi kato - Essay from ELST mobile application". The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". A "Share" button is visible in the top right corner. The document content is as follows:

Kindly copy your essay from ELST mobile application and then paste it below:

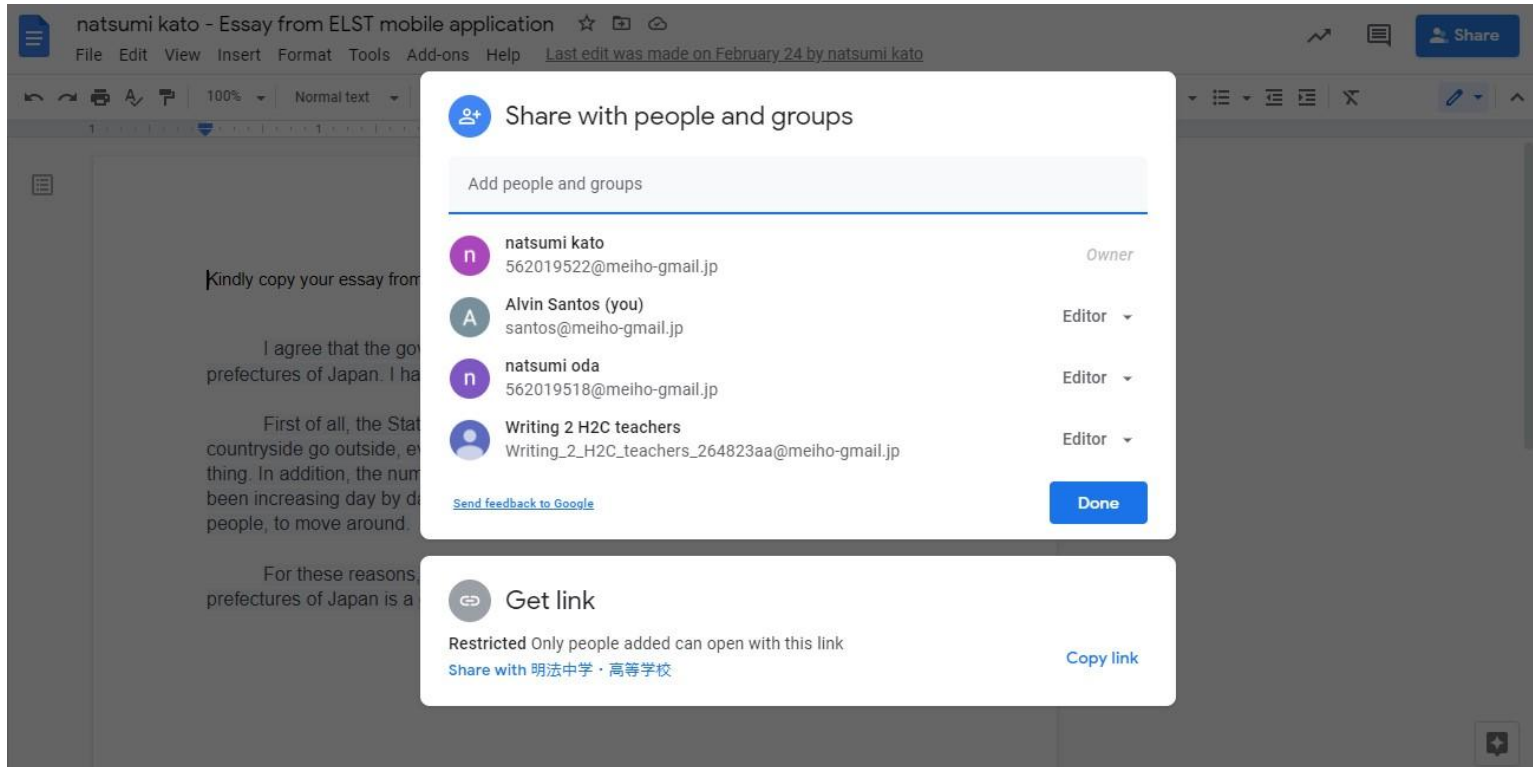
I agree that the government should expand the State of Emergency to all 47 prefectures of Japan. I have two reasons.

First of all, the State of Emergency does not work enough if people in the countryside go outside, even if people in some prefectures are not allowed to do such a thing. In addition, the number of Japanese people who are infected by the virus has been increasing day by day even now, so it is dangerous for people, especially elderly people, to move around.

For these reasons, I believe that expanding the State of Emergency to all 47 prefectures of Japan is a good way to win the virus.



## Step 2: Sharing of Google Docs essay with peer



The screenshot shows a Google Docs document titled "natsumi kato - Essay from ELST mobile application". The document content includes the following text:

Kindly copy your essay from

I agree that the go  
prefectures of Japan. I ha

First of all, the Stat  
countryside go outside, e  
thing. In addition, the num  
been increasing day by d  
people, to move around.

For these reasons  
prefectures of Japan is a

The sharing dialog is open, showing the "Share with people and groups" tab. The list of people and groups includes:

- natsumi kato (562019522@meiho-gmail.jp) - Owner
- Alvin Santos (you) (santos@meiho-gmail.jp) - Editor
- natsumi oda (562019518@meiho-gmail.jp) - Editor
- Writing 2 H2C teachers (Writing\_2\_H2C\_teachers\_264823aa@meiho-gmail.jp) - Editor

Below the list, there is a "Get link" section with the following options:

- Restricted Only people added can open with this link
- Share with 明法中学 · 高等学校
- Copy link



# Step 3: Assigning of Google Sheets peer feedback checklist template



2020 H2 Writing 2 (H2C)  
H2C

Instructions

Student work



## Peer Feedback Worksheet



Alvin Santos · Feb 18

Essay Projects

Hello,

Please open your copy of the Peer Feedback Worksheet and share it with your peer (partner). If you have any questions, feel free to ask me in person or send me an email any time.

Good luck,

Alvin Santos

	<b>Peer Feedback Worksheet</b> Google Sheets
--	---



Class comments



# Step 3: Assigning of Google Sheets peer feedback checklist template

Peer Feedback Worksheet ☆ 📄 🌐

File Edit View Insert Format Data Tools Add-ons Help [Last edit was seconds ago](#)

100% \$ % .0 .00 123 Default (Ari... 10 B I U A

D6													
1	Your name:		Your peer's name:										
2	Directions: Read your peer's essay. Then, answer the questions honestly about your peer's essay.												
3	Finally, share this worksheet to your partner and Writing 2 teacher.												
4	<b>Part A. Feedback on Peer's Essay</b>			There are errors	No errors	Sample Error							
5	1. Spelling			o		I want to see the Eiffal Tower.							
6	2. Capitalization					The tokyo 2020 olympics should be held.							
7	3. Subject-Verb Agreement					He run fast.							
8	4. Punctuation					Are you done.							
9	5. Verb Tense					We must used our time wisely.							
10	6. Spacing					(The introduction, body, and conclusion paragraphs have no one line space in between.)							
11	7. Word Count					(The number of words does not reach the required minimum.)							
12	<b>Part B. Comments on the Essay</b>												
13	8. What do you think is the best point of the essay? Why do you think so?												
14													
15													
16	9. What do you think can be done to improve the essay? Why do you think so?												
17													
18													
19	<b>Part C. Free Writing Space for Other Comment:</b>												
20	10. Please comment about peer editing or about your peer's comments.												
21													
22													

+ ☰ Checklist ▾ Explore



# Step 4: Reading of peer's essay and filling in of peer feedback checklist

hana yokota - Peer Feedback Worksheet ☆ 📄 ☁

File Edit View Insert Format Data Tools Add-ons Help [Last edit was made on March 4 by kanako morizumi](#) 📈 🗨️ Share

100% \$ % .0 .00 123 Default (Ari... 10 B I S A 🔍 📄 📑 📊 📈 📉 📏 📐 📑 📒 📓 📔 📕 📖 📗 📘 📙 📚 📛 📜 📝 📞 📟 📠 📡 📢 📣 📤 📥 📦 📧 📨 📩 📪 📫 📬 📭 📮 📯 📰 📱 📲 📳 📴 📵 📶 📷 📸 📹 📺 📻 📼 📽 📾 📿 📰 📱 📲 📳 📴 📵 📶 📷 📸 📹 📺 📻 📼 📽 📾 📿

A1:B1 fx Your name: Hana Yokota

	A	B	C	D	E	F	G	H	I	J	K	L
1	Your name: Hana Yokota		Your peer's name: Kanako morizu									
2	<b>Directions:</b> Read your peer's essay. Then, answer the questions honestly about your peer's essay.											
3	Finally, share this worksheet to your partner and Writing 2 teacher.											
4	<b>Part A. Feedback on Peer's Essay</b>			There are errors	No errors	Sample Error						
5	1. Spelling				○	I want to see the Eiffal Tower.						
6	2. Capitalization				○	The tokyo 2020 olympics should be held.						
7	3. Subject-Verb Agreement				○	He run fast.						
8	4. Punctuation				○	Are you done.						
9	5. Verb Tense				○	We must used our time wisely.						
10	6. Spacing				○	(The introduction, body, and conclusion paragraphs have no one line space in between.)						
11	7. Word Count				○	(The number of words do not reach minimum 50 words.)						
12	<b>Part B. Comments on the Essay</b>											
13	8. What do you think is the best point of the essay? Why do you think so?											
14												
15	I think using many kinds of sentence is the best point of her essay. Because It is hard for you to read the sentences that											
16	9. What do you think can be done to improve the essay? Why do you think so?											
17												
18	writing your exoeriments will make your essay more good. I think that persuasiveness of your essay will increase.											
19	<b>Part C. Free Writing Space for Other Comment:</b>											
20	10. Please comment about mobile peer editing or about your peer's comments.											
21												
22												

+ ☰ Checklist ▾ Explore





## Step 5: Sharing of filled-in feedback checklist to peer

The screenshot shows a Google Sheets interface for a document titled "hana yokota - Peer Feedback Worksheet". A sharing dialog box is open, titled "Share with people and groups". The dialog lists the following users and their roles:

- hana yokota (562019580@meiho-gmail.jp) - Owner
- Alvin Santos (you) (santos@meiho-gmail.jp) - Editor
- kanako morizumi (562019575@meiho-gmail.jp) - Editor
- Writing 2 H2C teachers (Writing\_2\_H2C\_teachers\_264823aa@meiho-gmail.jp) - Editor

Below the list, there are two options: "Send feedback to Google" and "Done". A second dialog box, titled "Get link", is also visible, showing a "Restricted" link that only people added can open with. The link text is "Share with 明法中学 · 高等学校" and there is a "Copy link" button.





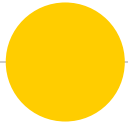
## In-presentation References

Faraj, A. A. K. (2015). *Scaffolding EFL students' writing through the writing process approach. Journal of Education and Practice, 6(13), 131-141.*

Yuce, E. & Aksu Ataç, B. (2019). *Peer editing as a way of developing ELT students' writing skills: An action research. Journal of Language and Linguistic Studies, 15(4), 1226-1235. doi: 10.17263/jlls.668377*



JALTCALL2021



**Thank you.**

For inquiries, kindly email: [santosalvin806351@gmail.com](mailto:santosalvin806351@gmail.com)