



**Technology and L2 writing:
EFL student perspectives on electronic feedback
using online learning logs**

Submitted by
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Abstract

The use of instructional technology has opened up new avenues in education with broad implications in the foreign or additional language (L2) learning context. One of the research priorities is to explore student perceptions of the use of such modern means in their education which otherwise might not be anticipated. The present study aimed to determine (a) the perceived affordances as well as limitations of the information and communication technology (ICT) pedagogical application in coded corrective feedback (e-feedback) provision on L2 writing, (b) English as a foreign language (EFL) learners' perspectives on using e-feedback to reduce their local and global mistakes, and (c) the type of self-regulated learning (SRL) behaviours, according to EFL students' self-reports, electronic feedback and learning logs called forth in cognitive, affective, and metacognitive domains.

The participants ($n=48$) were high-intermediate to advanced EFL learners from four cohorts enrolled on an International English Language Testing System (IELTS) preparation course in a branch of the Institute of Science and Technology in Tehran. Each cohort went through 84 face-to-face tutorial sessions in four months. During this period, they also wrote essays and received e-feedback on 12 IELTS Writing Task 2 prompts with a minimum of drafting work three times for each on an e-learning platform (www.ekbatani.ir) specially designed for this study. The data from all four cohorts were collected over the course of 11 months, using semi-structured interviews, online structured and unstructured learning logs, and an open-ended questionnaire to provide an in-depth picture of student perceptions of this technology mediation. Through a purely qualitative research design, the log, interview, and open-ended questionnaire data were analysed, categorised and coded.

The findings represented students' perceptions of the benefits of the e-feedback and learning logs as (i) offering a motivating and empowering means of providing EFL writing support, (ii) enhancing the thinking and problem-solving processes, (iii) a flexible and fast scaffolding approach for L2 writing improvement, and (iv) encouraging student writers' active knowledge construction by helping them notice mistakes, focus on writing specifics,

overcome the fear of writing, and grow confidence in L2 learning. The self-reported data indicated perceived limitations including (i) the time-consuming nature of the e-feedback processes, (ii) the occasional need for face-to-face discussions, peer feedback addition, providing supplements to e-feedback such as on-demand e-tutorials, and (iii) increased workload for the teacher in proportion to the number of students. Specific writing improvement was perceived to be locally in the use of punctuation signs and grammar, in spelling skills and the scope of vocabulary; and globally in organising ideas, finding ideas in the form of blueprints, and developing ideas into full-length essays.

The student perceptions demonstrated that the learner-centred e-feedback environment created different affordances for students' cognitive, affective, and metacognitive behaviours: (i) cognitively, it assisted the use and development of various learning strategies, enhanced student EFL writing experience, and increased awareness of error patterns in their essays; (ii) affectively, it supported students' motivational processes, ability to appraise their progress, restore, and sustain positivity, and greater perceived self-efficacy beliefs in their own L2 writing skills; finally, (iii) metacognitive affordances included the ability to rethink and amend their plans as well as seek out support, ability to reflect on the writing processes holistically, ability to self-monitor to remain on course, and ability to devise and implement a plan of action mostly by finding a strategy to deal with mistakes and by taking greater caution in writing their future drafts.

Despite arising from a particular contextual framework with the experience of particular cohorts of students, the findings can hopefully be of value to researchers and practitioners in the fields of online language pedagogy, second language acquisition (SLA), EFL writing, and computer-assisted language learning (CALL) with communication uses. The findings can assist language courseware designers, e-feedback platform developers, and L2 writing course administrators to support and enhance their practices and decisions, especially in providing and implementing ICT and SRL initiatives in EFL writing.

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1 Chapter One: Introduction

Organisation of the Chapter: Overview

This chapter opens with an exploration of the nature of the problem which triggered the beginning of my PhD journey. The next section offers a rationale for the study. Afterwards, by tracking the research progress on L2 learning processes, I provide a background for the present research, thereby setting the stage to highlight the significance of the study. Following that, the research aims and questions are outlined. Finally, the structure of the thesis presents a bird's eye view of my current scholarly work.

1.1 Nature of the problem

In English-as-a-foreign-language (EFL) education, there has been a growing recognition of the importance of writing, ‘the last skill’, especially given the growth in the number of international students (Andrade & Evans, 2013) and non-native speakers of English seeking to publish their research in international English language journals (Adnan, 2009). EFL writing – in addition to research done in the realm of EFL teaching and learning – has benefited from and is shaped by the ongoing findings from other associated disciplines, including L1 literacy skills development, psychology, and education at large, as well as technological advances in information and communication technology (ICT). The emphasis on a recursive multiple-draft meaning-focused process approach to writing is a notable example of such an adoption of L1 practices (Andrade & Evans, 2013), or employing technology in ESL (English as a Second Language) or EFL writing pedagogy to facilitate learning and teaching interaction can be another case in point (Ware & Warschauer, 2006).

The existence of a widespread problem can be understood in the assessment feedback in higher education in general and in EFL writing feedback in particular. In both L1 and L2 contexts, a majority of teachers voice common concerns to do with the realisation that most students do not seem to act on feedback to cultivate their relevant skills, transferring their learning to other new contexts (e.g. Bitchener & Ferris, 2012; Burke & Pieterick, 2010; C. Evans, 2013; Ferguson, 2011; Hartshorn et al., 2010; Ken Hyland, 2009; Nicol, 2010). To address this complex problem, there have been an increasing number of

major developments, as expected predominantly in the areas of L1 learning and higher education. Such L1 research findings seem to have a great potential to bring about profound positive changes in English as a foreign language education.

On the one hand, L1 researchers in the area of technology-assisted feedback themselves have expressed the need for more research in this area. For example, Evans (2013) highlights the need for much more research into e-assessment feedback affordances. On the other hand, the wealth of consequential concepts, as were briefly referred to above, coming from L1 education research, should pass through the filter of ESL/EFL research, in order for their impact to be fully recognised and considered to become the basis of practice in the ELT world (Bitchener & Ferris, 2012). These two justifications constituted the general underlying motivation for this study.

Additionally, there was a more personal motivation for undertaking this PhD research project. I have been working as a teacher of English since 1998 and as a teacher trainer since 2007 in the Institute of Science and Technology in Tehran, Iran. Since 2004 I have been running IELTS preparation courses and occasional workshops for teachers on how to teach IELTS exam classes.

Throughout this period, particularly in IELTS essay writing sessions, I personally observed a general recurring pattern of reluctance among most EFL writers to revise their writing assignments using the on-paper assessment feedback I had conscientiously provided for them. They did write their essays, the following sessions waiting expectantly for my comprehensive feedback for them, not even selective feedback, but just not taking my feedback on board in the way I expected.

I tried several corrective feedback delivery approaches from teacher direct feedback through peer feedback to indirect coded feedback in the hope of increasing the students' English writing capacities, with only partial success. In most cases, EFL student writers preferred to write new essays on new topics, rather than thinking deeply about the mistakes I had flagged up for them in order to really learn from them. I noticed that disturbing lack of control over the use of written corrective feedback would not allow the process approaches to writing to be implemented appropriately. Their passive behaviour towards using

feedback for improvement motivated me to find a way to encourage more interaction between EFL students and their texts. Thanks to my MA research projects (Maftoon & ZareEkbatani, 2005) in the form of a comparative study of two feedback methods (i.e., audiotaped feedback and minimal marking) on Iranian EFL learners' writing skills, I had a basic understanding of the composing behaviour of EFL student writers in the context. Despite the very rich context of each essay for students to learn, the amount of teacher effort to provide corrective feedback and student effort to use it for learning purposes usually did not match.

The growing ubiquity of ICT in the local context and its extraordinary flexibility in design and use, however, inspired me to research possible ways to maximise corrective feedback benefits in a new Web-based learning environment. It is worth quoting two sentences from Personal Research Interest Section of my PhD proposal I submitted in 2010 leading to the present study: 'to improve the feedback method means to improve our teaching. I would argue that, if not impossible, it is very difficult without having a clear understanding of students' perceptions of what we provide them with as feedback.' Accordingly, my personal impetus for this study was to understand EFL student writers' points of view about feedback on their texts when delivered through ICT facilities. My hope was to make a contribution to the understanding of how a feedback website should be ultimately designed, and with what features, to enable students to make productive use of written corrective feedback that L2 writing teachers painstakingly produce. As my doctoral research I, therefore, undertook the exploration of EFL student writers' perceptions of corrective e-feedback processes.

1.2 Rationale for the study

The purpose of the study was to explore EFL learners' perspectives on and experiences with the feedback process that the teacher provided electronically (e-feedback), through a website specifically designed for this purpose (see Appendix 48), and electronic learning logs. Following from this exploration, the secondary purpose was to identify the pedagogical features important to be imbedded in the website design considerations to enhance EFL learners'

learning experience of e-feedback and learning logs. Framed on the basis of socio-constructivism, the study used a technology-based learning environment to facilitate one-to-one interaction, indirect coded feedback to encourage self-discovery, and student learning log writing to assist learners in constructing their own meaning. Such features created opportunities for EFL student agency growth and the development of self-regulatory skills. Allowing the development of self-regulated learning (SRL) dimensions, for example those suggested by Vermunt and Verloop (1999), can help improve students' skills in seeking and acting on feedback (C. Evans, 2013). An additional objective to achieve in this research was therefore to determine the aspects of the SRL components that e-feedback and learning logs were able to nurture and improve in EFL learners in a Web-based learning environment.

Generally, teachers of English spend a significant number of hours in their jobs giving corrective feedback to their students in the hope of making a difference in and improving the quality of their students' EFL writing abilities at the very least; however, the teacher's response per se does not seem to be enough to generate the necessary motivation in students to set the self-evaluation procedure in motion for that assignment, not to mention the ongoing process of active and self-regulated learning. It appears that there has been a missing link between teacher corrective feedback and student action, what Evans (2013) refers to as 'feedback gap'. In the EFL learning context, as long as this gap exists, most language learners do not seem to feel the need to make their share of effort to take corrective feedback on board to improve their future EFL writing performances. In such a situation, optimal learning does not seem to happen, because in L2 writing 'learner improvement is gradual and requires much effort on the part of both teacher and learner' (Andrade & Evans, 2013, p. 1).

This study attempted to reverse this trend by drawing upon previous research evidence that technology-enhanced learning environments (TELE) can improve instruction when established on effective pedagogy (Bernacki, Aguilar, & Byrnes, 2011; Bridge & Appleyard, 2008; Gilbert, Whitelock, & Gale, 2011; Harris, Lindner, & Pina, 2011; Thang & Bidmeshki, 2010). I believe that this change in the world of EFL writing teaching and learning, for one thing, has the potential benefit of helping EFL writing instructors become aware of blind spots in their way of providing feedback. After all, 'the mind has the structure it has

because the world has the structure it has (Anderson 1991, as cited in Winne 1995, p. 428).

These days, writing on the computer is becoming increasingly ubiquitous (Saadé, He, & Kira, 2007; Wheeler, Yeomans, & Wheeler, 2008). In the context of L2 writing pedagogy, this trend paves the way for a shift from a linear approach to a cyclical approach (Myhill & Watson, 2011). Hartshorn et al (2010) have argued that using coded symbols which show the error type and location to learners in the process of drafting and redrafting is a cognitively meaningful feedback method, provided that students know how to interpret the coded symbols. As a step towards enhancing what is traditionally done using paper and pencil, and to facilitate the transition of L2 writing to students' computers and the Internet, this study was an attempt to combine the process approach to writing, indirect coded feedback, and ICT to form an e-feedback TELE.

The idea of computer-assisted language learning (CALL) does not seem to be new, but new technologies have gone beyond learners' personal computers, making human social interactions in a wide variety of forms possible (Garrett, 2009; Warschauer & Kern, 2000). There is mounting research evidence demonstrating the possibility of assisting students to become more responsible, self-regulated, effective agents of learning by matching students' activities with the expected learning outcomes (Bernacki, Byrnes, & Cromley, 2012; Biggs & Tang, 2007; Lin, 2012; Nota, Soresi, & Zimmerman, 2004). Moreover, recently Andrade and Evans (2013) suggested the possibility of applying such principles in the more specific context of second language writing. In this research, SRL underpinning principles were utilised together with the ICT facilities, because '... online learning environments are ideal environments to scaffold self-regulation' (Harris, et al., 2011, p. 122). Therefore, the rationale for this project – through the examination of EFL learners' perceptions – was to explore the extent to which electronic feedback (e-feedback) could bring L2 writers' reaction to corrective feedback closer to the teacher's intentions and learning objectives in order to improve the effectiveness of the teacher's corrective feedback in the development of EFL learners' writing performances and self-regulatory strategies.

Dixon et al. (2012) warn against considering changes to the L2 learning curriculum without due attention to L2 learning research traditions. Thus, a summary overview of the research background can make it clear where this study fits.

1.3 Research progress on L2 learning processes

Investigative efforts to better understand the process of second language acquisition (SLA) and to further enhance L2 pedagogy have made research on L2 learning a vast developing area in its own right, drawing upon theories and models from across such diverse fields as applied linguistics, psycholinguistics, sociolinguistics, neurolinguistics, and education, among others (Larsen-Freeman & Long, 1991). A perennial question has been the extent of applicability of SLA research findings to L2 pedagogy (N. Spada, 2015). When seen through the lens of history, L2 learning research efforts appear to have begun with a focus on teaching the language in general and have conceivably evolved towards a focus on language learners with contextualised coaching in particular (Grenfell & Macaro, 2007; Kumaravadivelu, 2001).

A glance at the evolutionary process of SLA research is helpful in discussing its progress. The traditional guiding frameworks of ‘instructed SLA’ in the formal context of L2 classrooms – as opposed to naturalistic SLA happening outside the classroom context – revolved around a set of language rules and their optimum structural sequences in instruction to improve students’ accuracy (N. Spada, 2015, p. 71). This trend continued to the second half of the 20th century when psychological developments such as the stimulus-response theory brought the practice of language forms mainly based on the method of habit formation into a sharper focus together with all the drilling and repetition arising from such developments (Allwright & Hanks, 2009; Grenfell & Macaro, 2007). In the 1960s, Skinner’s behaviourist theories were challenged by transformational generative grammar and Chomskyan innate structuralist competence claims about human language learning capability; this was followed by a renaissance in second language learning research to find effective responses to the problems of L2 learning (Grenfell & Macaro, 2007; Larsen-Freeman & Long, 1991; Stern, 1983). To obtain empirical evidence relevant to second language learning issues, SLA researchers began to do more creative investigations in an

attempt to ‘seek answers to questions in their unique field of specialization’ (Larsen-Freeman & Long, 1991, p. 52).

In a review of issues related to L2 acquisition research, Dixon et al. (2012) reiterate that ‘Research from the foreign language educator perspective took off in the decades after World War II, with the founding of the journal Language Learning in 1948, of the Center for Applied Linguistics in 1959, and of the International Applied Linguistics Association in 1964’ (p. 6). Methodologies from the field of education and first language learning research have been employed to meet SLA needs in local contexts. After all, ‘it is the critical awareness of local exigencies that trigger the exploration and achievement of a pedagogy of particularity’ (Kumaravadivelu, 2001, p. 539).

The cognitive psychology research and information processing model of language learning demonstrated that human learners are able to learn by paying conscious attention and the automatisation of procedures (Allwright & Hanks, 2009). Partly taking cues from the sociocultural theories of Vygotsky and its application in ELT, SLA research trends gradually moved towards a more holistic model of a student that encompassed the language learner as a whole in relation to others’ support, giving prominence to the social function of language and the social aspect of learning.

The need for L2 communicative competence drew pedagogical attention to social feasibility and appropriacy in terms of productive skills (Grenfell & Macaro, 2007). For example, ‘research into L2 writing strategies … gradually shifted from a purely cognitive approach to a more socio-cognitive orientation’ (Manchón, De Larios, & Murphy, 2007, pp. 229-230). Uninhibited exchanges of ideas through communicative activities were perceived to be important not only for the development of L2 productive skills, but also for a socio-emotional growth (Allwright & Hanks, 2009). More recent SLA research findings indicated that students could be active agents able to develop their own way of learning (Allwright & Hanks, 2009; Grenfell & Macaro, 2007).

With the ubiquity of personal computers and then the Internet, language learners were empowered to become ‘independent language investigators’ (Allwright & Hanks, 2009, p. 50). L2 research began to explore strategic behaviours of learners when engaged in heuristic processing and organising

learning to find out more about proactive participants and autonomous learners (Allwright & Hanks, 2009; Grenfell & Macaro, 2007). Grenfell and Macaro (2007) spelt out how traditionally L2 research ignored individual differences under the influence of ‘a fairly simplistic and homogeneous sense of the language learner’ (p. 14), the reaction to which in L2 research has been in favour of ‘approaching second language learning problems from the perspective of the individual learner’ (p. 21). Lately, technology-assisted language learning has directed the research path towards encouraging teachers to relinquish more control to individual learners, and instead to enrich their learning environment by tracking each student’s learning behaviours and their decision-making processes to empower them to trace where their problems lie (Allwright & Hanks, 2009; Waring & Evans, 2015), so that using this knowledge students can in turn ‘exert purposeful effort to select and then pursue learning procedures that they believe will increase their individual learning effectiveness’ (Dornyei, 2005, p. 165).

In this process, technology-supported learning tools have also been utilised: ‘The online diary is just one extremely promising possibility’ in terms of students taking greater control of their own learning and sharing their unique learning experiences (Allwright & Hanks, 2009, p. 50). However, ‘there is still much that we have to learn about the relationship between instruction and L2 learning, including – to name but a few – whether different types of L2 instruction and corrective feedback (i.e. more or less explicit/implicit) are more effective than others’ (N. Spada, 2015, p. 72), hence the need for the present study as a step towards providing an understanding of the perceived value of indirect coded feedback on L2 writing in an online technology-supported learning environment.

1.4 Significance of the study

Although there is no intention of generalization, this study can help teachers, practitioners, researchers and policymakers among others who are interested in EFL writing pedagogy, e-feedback, and SRL to gain some useful insight into the nature of what EFL learners – at higher language proficiency levels – actually need, expect and how they feel when it comes to technology-enhanced feedback with its embedded SRL-inducing qualities. This yields the emic

perspectives of the e-feedback users, which would otherwise remain dormant in EFL writing classes.

Given the fact that feedback does not automatically become effective for the learner – rather, the student is expected to use feedback regularly to shape their learning with the assistance of the teacher (Burke & Pieterick, 2010) – the findings of this research can help foreign language educationalists, policymakers and teachers to adopt and adjust 21st century technological achievements to make informed choices when integrating technology into corrective feedback provision. Such understanding can be particularly effective in future research and in making decisions about the choice of EFL writing feedback and assessment with the use of technology, which clearly affects students who are the end-users of feedback (Basturkmen & Lewis, 2002).

Examining the learners' views about online redrafting can provide a clearer picture of the use made of e-feedback by the students and the teacher, and its implications for the design of similar websites, attesting to Nicol's (2011) contention that to be effective in the long run, feedback should help the student to identify strengths and weaknesses in their performance, thereby providing a forward-looking action plan for their future performances, bridging the gap in their knowledge and/or skills, as a step towards attaining ultimate learning goals. As for transferability, the study was also an attempt to confirm Nicol's (2011) conception that students must perceive the connection between feedback at hand and future functioning, because this can give them the impetus to act upon their teacher's feedback.

Alongside these significant benefits, this study can, to some extent, provide research-based evidence in response to the demands of overworked teachers who, in the words of Hartshorn et al (2010, p. 84), 'continue to be confused about the practical steps they should utilise to help their students improve their writing'. Similarly, Andrade and Evans sympathise with writing teachers who voice their discontent by asking '... why invest so many hours responding to writing when some learners show no apparent improvement in their writing ability' (2013, p. 7). This study can be regarded as an efficient intervention, because it is relevant to a major part of an EFL teacher's role, which is giving feedback to their students (Irons, 2008). It is a step towards the optimisation of

the language learning process at work to deal with students' inertness and unresponsiveness to corrective feedback through the development of self-regulation skills, an essential driving force in educational life. Empowering feedback solution, which this study offers, is of importance because if students do not use teacher feedback to develop their writing, a significant amount of time and effort at educational centres is misspent. After all, no engagement, no achievement (Burke & Pieterick, 2010). It is also worth noting that the mere adoption of a process-focused feedback approach might not guarantee EFL writers' progress either, because it appears that 'learners demonstrate improvement when their teachers utilise principles of effective feedback' (Andrade & Evans, 2013, p. 7).

1.5 Research aims and questions

The main aims that guided both the conception and the design of this project were (a) to explore the affordances as well as limitations of e-feedback and online learning logs, (b) to identify individual EFL learners' perspectives on the value of e-feedback in improving EFL learners' local and global writing abilities, and (c) to examine the extent to which e-feedback and online learning logs can support student self-regulation abilities.

These broad aims were explored through the following primary research questions:

- I. What are the views of EFL student writers on the affordances and limitations of e-feedback?
- II. How useful is e-feedback to EFL students in enabling them to reduce (a) their global and (b) their local writing mistakes?
- III. How does the use of e-feedback and learning logs support the development of EFL students' self-regulatory skills?

To approach these questions, the data were collected in the course of 11 months, using semi-structured interviews, electronic diaries, online progress logs, and open-ended questionnaires to provide an in-depth picture. Through a purely qualitative research design, the log, interview, and open-ended questionnaire data were analysed and coded.

1.6 Structure of the thesis

My thesis is organised into seven chapters. After this introductory chapter, in the next chapter – Context of the Study – I present a brief picture of the national, historical, political, cultural, socioeconomic, educational, and institutional understanding of the research context as well as the specific details of the writing course which formed the pedagogical context of the study. Following that, Chapter Three – Literature Review – puts this research into perspective by exploring the literature on salient topics such as the conceptual framework of writing, feedback on L2 writing, evolution of feedback in education, self-regulated learning development and e-feedback, principles and theories of learning environment design, among other relevant issues. Chapter Four – Methodology Chapter – explains the epistemological underpinnings and theoretical frameworks of the study together with the methods to reach the research objectives. The answers to the research questions and the related data are presented in Chapter Five – Findings and Analysis – where the results in relation to the available literature on the subject are analysed. The next chapter is Discussion Chapter where my study findings can be seen from a broader perspective in the light of the related literature. Finally, Chapter Seven – Implications and Conclusions Chapter – identifies the pedagogical and research implications, outlines the areas requiring further research, discusses the areas where the study has contributed to knowledge in the field as well as my own learning, finalising the thesis with the presentation of the study conclusions.

2 Chapter Two: Context

Organisation of the Chapter: Overview

This chapter explains the context of the study by describing the education background context in Iran in which the research was set. In order to establish the current educational and social context of the participants, after a brief account of education history in Iran I provide an overview of four landmark events in Iran's history that have affected Iranian attitudes to foreign languages. This is followed by a description of the educational development after the Iranian Islamic Revolution and the recent education reform in the national curriculum as well as the evaluation system. Subsequently, there is a discussion of modernisation efforts in Iranian national education and the status of English in education, before describing the specific institution in which the study took place.

2.1 Facts about Iran

Iran is a Middle-Eastern country in southwestern Asia with a population of about 74.8 million (UNDP, 2011). The official language and the most widely spoken of the Iranian languages is Persian although there are other languages spoken in Iran such as Turkish, Kurdish, Lori and Arabic (Hamdhaidari, Agahi, & Papzan, 2008). Based on the United Nations 2011 Human Development Report, the literacy rate – the percentage of people at the age of 15 or over being able to read and write – is 85% in Iran. The UN Human Development Report considering a country's human development index, places Iran in the second highest ranked groups of world countries. The 2011 United Nations report shows a positive trend in Iran's Human Development Indices (HDI) since 1980, as can be seen in Table 1 (UNDP, 2011):

Table 1: Iran's Human Development Indices since 1980

HDI in Iran since 1980	Life expectancy at birth	Expected years of schooling	Means of years of schooling	HDI Value
1980	51.1	8.4	2.1	0.437
1985	50.1	8.4	2.8	0.454
1990	61.8	9.3	3.7	0.534
1995	68.2	10.9	4.4	0.596
2000	69.8	12.2	5.1	0.636
2005	71.3	12.2	6.1	0.671
2010	72.7	12.7	7.3	0.707
2011	73.0	12.7	7.3	0.707

Courtesy of United Nations Human Development Report, 2011; Sustainability and Equity: A Better Future for All; Explanatory note on 2011 HDR composite indices

2.2 Education in Iran

The written history of ancient Iran (or the Persian Empire) dates back to at least 800 years BC (Azimi, 2007; Farhady, Sajadi Hezaveh, & Hedayati, 2010; Riazi, 2005). To Iranians across the ages, education and learning have been important as the central goal of human experience (IranToday, 2012a).

After the arrival of Islam in 628 AD, homeschool families and fire-temples were replaced by ‘Maktab and Madrasahs’ (i.e. schools) where Muslim scholars traditionally taught ‘reading, writing in Persian language, arithmetic, the Qur'an and religious instruction’ with noticeable success; Khwarizmi, Zakariya Razi, Avicenna, Khayyam were among the eminent scholars of that time (Azimi, 2007, p. 379; Iranica, 2009). Mirza Taghikhan Amir Kabir – the prime minister of Persia during Naser al-Din Shah Qajar times – is said to be the founder of the first modern educational institution, Dar ul-Funun (i.e. the House of Techniques), in Iran in the nineteenth century, from which time the number of modern educational centres in Iran started increasing (Azimi, 2007; Farhady, et al., 2010).

The educational development in Iran began to burgeon, leading to the compilation of Iran's modern educational curriculum in 1888, establishment of the Council for National Schools in 1898, and the Ministry of Education in 1910 (Azimi, 2007). The foundation of the public education system was laid in 1911 when the parliament of Iran asked the Ministry of Education for a uniform national system of education in the country (*ibid*). While receiving government funding the Iranian educational system began to thrive with the development of university education, and quickly found its standing in the country (*ibid*). The University of Tehran, for example, was established in the capital in 1934, which Riazi (2005) describes as ‘a turning point in the contemporary cultural history of Iran’ (p. 106). After the Second World War (1939-1945), a number of other universities were also built in other major cities, which raised the number of students, triggering the upward mobility of students in university education (Hamdhaidari, et al., 2008; Riazi, 2005). In the main, the system of education in Iran was for a long time based on the French educational model until 1978-79 when the Islamic Revolution took place (Hamdhaidari, et al., 2008; Riazi, 2005).

2.3 Four major historical stages impacting attitudes to foreign languages

A chronicle of four historic events, which Riazi (2005) outlines, can contribute to the background understanding of this study, because the four events seem to have played an important role in shaping the present sociocultural, educational, economic and political structures, policies and attitudes of the country. The events have been the foundation of Persian Empire, the introduction of Islam to Iran, the exposure of Iran to the Western world, and the Islamic Revolution.

Table 2 summarises the four phases and their impacts.

Table 2: Four Key Historical Events and their Impacts

Four Key Historical Events Shaping Sociocultural, Educational, and Political Attitudes in Iran (Azimi, 2007; Riazi, 2005)				
	Foundation of Persian Empire	Introduction of Islam to Iran	Exposure of Iran to the West	Islamic Revolution
Dating Back to	550 BC	Circa 7 th century	19 th and 20 th centuries	1979
Dominant Language(s)	Old Persian, or Pahlavi; language of government, science, education and everyday communication in most areas	<ul style="list-style-type: none"> • Old Persian, mixed with Arabic • Arabic gaining ground, used as the official language of law courts 	<ul style="list-style-type: none"> • Contemporary Persian, or Farsi • English gaining ground, particularly as the language of science and technology 	Farsi, officially used as the medium of instruction at all levels of education
National Identity	Persian	Islamic Persian	Islamic Iranian Western	Islamic Iranian
Attitudes to Foreign Languages	Vast Iran: a multilingual country	Arabic script replaced the Pahlavi alphabet and became the official handwriting of Iranians	Increasing need for foreign languages, especially French and English, in higher education	Unlike Arabic, English language education not primary as hitherto was
Impacts of each Event on Education in Iran	<ul style="list-style-type: none"> • The noble classes' monopoly on education until establishment of Jondi Shapour academic centre • Translation of texts from other languages into Pahlavi, and vice versa 	<ul style="list-style-type: none"> • Islam's emphasis on lifelong learning for all classes in society <ul style="list-style-type: none"> • Koranic and religious education accompanied Persian reading and writing 	<ul style="list-style-type: none"> • Growth in the number of modern education centres after Dar ul-Funun (i.e., the House of Techniques) establishment • Scientific and technological knowledge transfer to Iran by Iranian students, sponsored to receive education in the West 	<ul style="list-style-type: none"> • Instilling Islamic values into education system • Only single-sex education practised in the primary and secondary levels • 1980-1988 Iran-Iraq war hindered educational growth

	<ul style="list-style-type: none"> • Vast territorial expansion helping language knowledge find its importance 	<ul style="list-style-type: none"> • Use of Arabic terms without coining any Persian equivalent; therefore, a significant number of Arabic words and expressions entering Persian • Iranians largely embracing spirituality in their lives 	<ul style="list-style-type: none"> • Ministry of Education establishment in 1910 • Tight interaction between Iranian academia and their British and American counterparts • University of Tehran founded in 1934 	<ul style="list-style-type: none"> • Supreme Council of Cultural Revolution founded in 1986 to bring national curricula closer to Islamic principles • Iran's Fundamental Education Reform Plan started in 2011
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2.4 Education after the Iranian Islamic Revolution

The Islamic Revolution in Iran in 1979 resulted in transforming all systems and institutions in Iran, regulating all textbooks, official syllabi and curricula in the Iranian education system (Cheng & Beigi, 2012; Riazi, 2005). This process was accompanied by screening literally all administrative personnel in all government departments, including the educational department, so that it could be ensured that the new administrative staff were people 'whose main objective was to bring about Islamic values in the education system as quickly as they could' (Farhady, et al., 2010, p. 2; Riazi, 2005). In addition, male and female students were segregated at schools. In 1986, the Supreme Council of Cultural Revolution was founded for the purpose of making necessary changes and implementing new initiatives into the educational system and national curriculum, 'based on the Islamic doctrine, as well as the new social, economic, and the political needs' (Azimi, 2007, p. 380).

The early changes involved altering, revising and in some cases rewriting the textbooks taught at schools to suit the Islamic principles of education. As a result of the cultural revolution, reforms were introduced to all textbooks, including EFL course books, taught officially at all educational levels; in the case of EFL textbooks, aspects of the target language culture were replaced with Iranian traditional culture (Cheng & Beigi, 2012). Cheng and Beigi further point out that this strict control of textbooks is attributable to the national policy to help create unity, protect the sense of nationhood among Iranians against possible outside threats, and reinforce Islamic ideology and culture.

Not all the changes were immediately applied; nevertheless, a fundamental reform in the education system was high on the list of priorities since the early post-revolution times. There were various hurdles such as the eight-year Iran-Iraq war, the UN sanctions against Iran among others, each with its own political, economic, social and educational consequences. Such trials and tribulations seem to have prevented the educational restructuring process from thriving as well as it should. For example, during the eight-year Iran-Iraq war, ‘the highest priority for the authorities became defending the country rather than attending to educational reforms’ (Farhady, et al., 2010, p. 2).

After the privations of the Iran-Iraq wartime, educational improvement started with three major changes at high school level. First, a new yearly credit-hour system replaced the old annual education system, which involved a complete repetition of all subjects if any student failed to meet the scoring requirements. A second major change was that ‘the educational ratio changed from five-three-four to five-three-three-one, meaning five years of elementary education, followed by three years of secondary education, plus three years of high school, including one year of pre-university education’ (Farhady, et al., 2010), though this ratio later changed as described in the next section. The introduction of ‘technical, vocational, and applied science branches’ was done in response to the broad demands of the job market for training skilled workers (Farhady, et al., 2010, p. 3).

2.4.1 Educational tiers

Until recently the Iranian education system had four tiers: beginning with Dabestan or the primary stage from Grade 1 to 5, Rahnamai or the secondary stage from Grade 6 to 8, and Dabirestan or the high school from Grade 9 to 11, plus Pishdanshghi or the pre-university stage constituting Grade 12 (Cheng & Beigi, 2012).

However, since September 2012 a new policy took effect, on the basis of which the Iranian Ministry of Education introduced a new arrangement in Iran’s educational structure, from five-three-three-one to a six-three-three tier plan. It means that from the academic year 2012-13, one grade has been added to the primary level of education and the pre-university level has been phased out. For Iranian students, the school-starting age has also been lowered to six years of

age from seven; it is predicted that this change requires a seven-year period to be completed and to be fully in place at all levels.

2.5 Iran's Fundamental Education Reform Plan

Some relevant detail about Iran's Fundamental Education Reform Plan is important not only in giving insights into the nature of the Reform Plan, but also in clarifying the past experiences of the research population in their national curriculum studies well before joining the IELTS preparation course, constituting the focus of this research. The understanding in the latter case can be obtained by considering the old educational system shortcomings that the Fundamental Education Reform Plan has set out to address; the old education system was in existence until the Fundamental Education Reform Plan came into effect.

After the preparation of a draft of the Fundamental Education Reform Plan by the Ministry of Education, which took several years, it finally won the approval of the Supreme Council of Cultural Revolution; however, it was not until 13 December 2011 that the Iranian president publicly announced the decision for the enforcement of the education optimisation plan, affecting schools, lesson plans, teaching approaches, school hours, book contents, school design structures and educational attitudes among others.

The three main objectives of Fundamental Education Reform Plan have been (1) to lay the groundwork for further educational modifications, (2) to accommodate the social variables namely age groups, gender, ethnicity, among others, and (3) to improve the efficiency of the education system (Iranian Education Ministry, 2011). The Ministry of Education, the Ministry of Science, Research and Technology, and the Ministry of Health and Medical Education have jointly conducted the comprehensive reform plan as part of Iran's 20-year vision plan to help substantiate the envisaged national economic, technological and scientific advances expected by 2025 (Iranian Education Ministry, 2011).

Except for the first grade mathematics and science books which will be rewritten in due course, the necessary course books required in the new education system have all been altered, from traditional series of texts presenting facts to be memorised, to creative tasks and activities which stimulate higher-order cognitive skills, encouraging active learning (IranToday, 2012b). In

consideration of the single-sex system of Iranian schools, another change is to make the school textbooks ‘gender-friendly’, providing equal education for male and female students with teaching materials ‘that take into account their characteristics and differences’ (Iranian Education Ministry, 2011, p. 36). It is claimed that ‘gender-friendliness’ does not mean two separate curricula, one for girls and one for boys, but gender-specific textbooks are said to refer to a few changes intended to give girls a more feminine identity with the necessary awareness for their future roles as wives and mothers, and to give boys a rather masculine identity to become responsible husbands and fathers later in life (IranToday, 2012a). This measure seems to be designed to help address the lack of more natural social environment for girls and boys to learn together at Iranian schools.

The birth of Grade 6 means an overall change in Iranian education system, which involves reconsidering the teaching and learning methodologies. To better prepare students not only for the demands of the job market, but also for their own future life, young people are expected to possess a higher level of personal and professional skills through research and exploration. No doubt, it transcends sheer memorisation and parrot-fashion recalling of the school lessons; students should be able to think creatively with a higher level of ability to analyse, compare, contrast, relate, apply, evaluate, and judge their performance, allowing for self-discovery, to create a better quality of life for themselves, others and their living environment (Iranian Education Ministry, 2011). This also signifies a shift in the way teachers, students and parents regard teaching and learning. So far it seems that, in consideration of the long history of such educational measures, the dominant belief among most parents and even in the education system has been that memorisation constitutes a major part of learning, guaranteeing good exam scores on school reports. The notion that the teacher is the sole authorised knowledge-transmitting source and that learners are either good recipients of knowledge or bad ones is as much part of traditional Iranian educational heritage as the Iranian education system itself. However, after the recent educational reform, such beliefs are to be replaced by the realisation that students’ performance in ‘research, knowledge production and questioning’ can be a true measure of students’ abilities and excellence in learning (IranToday, 2012a).

With those important aims in mind, the two new courses designed specifically for Grade 6 students are ‘Skills and Technology’ and ‘Thought and Research’, for which there are no designated textbooks to be used in classes, at least for the time being, and instead Grade 6 teachers are provided with the assessment criteria of each course, special guides and worksheets to guide their classes through related activities and experiences; how to enable students to achieve learning objectives depends on teachers’ own initiatives (IranToday, 2012b).

2.5.1 Changes in examinations and evaluation of pupils

A change of such magnitude, which the Fundamental Education Reform Plan is to bring about in the curriculum, calls for a similar change in the examination of pupils. The traditional assessment system in Iran seems to approach students and their education with a carrot-and-stick strategy whereby students either receive top scores earning fame and praise in the class, or otherwise have to withstand failure; in the traditional Iranian school context, ‘students are traditionally silenced and given no say beyond textbooks and tests’ (Ghahremani-Ghajar & Mirhosseini, 2005, p. 291).

This suggests that if students want to succeed in this situation, they often get themselves into the habit of defeating top-scorers in the class by competing with them educationally or by bullying them to save face and calling them names to hinder their learning, conforming to what Dornyei and Murphey (2003) call the ‘norm of mediocrity’ in the classroom dynamics (p. 36). The Fundamental Education Reform Plan in its plan of action has identified the need to address the issue of unhealthy competition for grades, with its emphasis on ‘acquisition of ethical perfection including trust, virtue, good deed, self-reliance, diligence, science, wisdom, piety, brevity, justice, righteousness, devotion, dedication and campaign against oppression’ (Iranian Education Ministry, 2011, p. 17).

Although there are still teachers who believe that poor scores motivate students to study harder, such traditional approaches to testing seem to have little positive washback on teaching-learning processes, hence is insufficient to encourage enough students to develop a genuine interest in learning; replacing the old motivation techniques with more modern enabling tools in the education

system is a principal objective that the Fundamental Education Reform Plan has set out to fulfil (IranToday, 2012b).

It seems that the change in teachers', parents' and above all students' attitudes towards new scoring systems will require more time, educational – and perhaps cultural – preparation to be firmly institutionalised. On the other hand, for the transition to be smooth and effective, the new assessment system needs to be developed further to cater for students' wide range of abilities and aptitudes in a more stimulating context which encourages students to realise that their past learning shapes their present and in turn their present effort is the supportive prelude to their future performance. Within this perspective, memorisation per se is not empowering enough; the path of constant improvement, self-assessment and control can promote academic success (Iranian Education Ministry, 2011).

All in all, the Fundamental Education Reform Plan is believed to have far-reaching implications to all aspects of schoolchildren's life by increasing the role of spirituality in students' lives, helping students become producers of knowledge rather than just passive learners, positively influencing the development of strong character in students, striking a balance between university places and higher education applicants, and ultimately preventing and reducing social disorders (Iranian Education Ministry, 2011).

2.6 Technology in Education

The ongoing process of modernisation underlines the need for extensive restructuring in many fields in Iran, including education. Among the top educational objectives, put forward by the Iranian Supreme Council of Education, are training people who are technologically able, imaginative, and with the right attitude to work (Iranian Education Ministry, 2011). As the head of the Iranian Educational Commission in the High Council of Cultural Revolution explains, keeping up with the changes in the modern world has been one of the major reasons for deciding to introduce the current modifications to the underlying education system (IranToday, 2012a).

New technology has facilitated and increased human communication and social interaction nationally as well as internationally; thus, the educational service

needs to prepare children to become more competent participants in the fast-paced modern social world both individually and collectively (Iranian Education Ministry, 2011). This seems to have galvanised Iranian educational policymakers into remodelling the educational infrastructures. The rapidity of technological changes in the world can be a challenge to educationalists. As a response to new challenges, schools seem to have no choice but to adapt to the technological changes. Although meeting demands for schools' use of e-technologies needs time, it is an essential practice to lay the groundwork for the development of research, technological and innovative skills in students (IranToday, 2012b).

The 'intelligent application of modern technologies' and the Intranet at schools are also included in the Fundamental Education Reform Plan (Iranian Education Ministry, 2011, p. 46). Students can benefit from what the Net can offer not only at home but also at schools, going to the national Internet; so far 24,000 schools are connected to the national Internet with a better speed compared to the usual Internet in Iran (IranToday, 2012a). The national Internet, or the 'halal Internet' in Iran is 'a religiously acceptable internal network isolated from the World Wide Web', working as a parallel Internet system (Reardon, 2012, p. 21). The Iranian fifth Five-Year Development Plan in 2010 has stipulated the need for the national Internet in order to provide superior cyber-security and 'promote Islamic moral values', containing 'Iran-specific content' (Reardon, 2012, p. 21).

The availability of the Internet is one thing, but the provision of enough computers is quite another. Nowadays, most schools already have an Internet connection; however, until the issue of computer accessibility for students is addressed, schools have to cope with a high student-to-computer ratio (IranToday, 2012b). The existence of such technologically advanced tools, as audio-visual aids, seems to constitute simply passive instructional aids unless teachers know how to give appropriate feedback and constructive response, so encouraging students to engage in an interactive dialogue (Cullingford & Haq, 2009). With this point in mind, Iranian schools are in the process of upgrading their IT facilities and are to be equipped with high-speed Internet, video projectors, interactive whiteboards and other necessary hardware and software; most educational policymakers see the use of educational technology in Iranian schools as a great source of help for teachers to train better students

(IranToday, 2012b). Moreover, the principle-based ‘promotion of utilization of the capacities of distance and virtual learning’ for parents, teachers and students has been emphasised in the Reform Plan to provide a social awareness of potential benefits of ICT in education (Iranian Education Ministry, 2011, p. 47).

2.7 Status of EFL in Present-day Iranian Context

Iranian authorities, after the Islamic Revolution, tend to regard any influence of the West over Iran with scepticism, so much so that they have embarked on a process programme to reduce the impact of the West upon the country and have instead augmented the effect of Islamic and Iranian values and principles. A look at the present Iranian education system, ‘... reveals a country that has consciously distanced itself from the West and the English language’ (Baumgardner & Brown, 2012, p. 294). Therefore, in the area of foreign language learning – unlike Arabic – the English language education ‘has not been given the status of being included in the constitution of the country’ (Riazi, 2005, p. 108). Within the contemporary sociopolitical climate, this section focuses on the current status of English at government schools and universities, identifying the reasons for the growth of foreign language teaching in the private sector and its importance in EFL education.

2.7.1 English at schools and universities

So far, according to the government-developed school curriculum, which is being modified on the basis of the Fundamental Education Reform Plan, English education officially starts in *Rahnamai* or the secondary stage of education at Iranian schools. The national curriculum mandates that students in the secondary stage of their education are currently required to have four hours of English study a week, high school students have to take six units of language education, and in the pre-university year another four units (Farhady & Hedayati, 2009). Even so, the number of hours is still subject to change, given the recent extensive amendments to the national curriculum.

The responsibility for the education system lies mainly with the national ministry of education (Iranian Education Ministry, 2011; Rafiepour Gatabi, Stacey, & Gooya, 2012). Although the existence of one national curriculum for all schools

to follow can bring broad uniformity in the standard of education, such centrality can take the sense of choice and creativity away from head teachers and teachers as well as of course parents and students, because virtually all major decisions about resource allocation, curriculum content, test design, the needs of students, teaching styles among others are made centrally for both public and private schools. In Iranian primary and secondary systems of education, neither the mainstream schools, nor teachers have much authority of their own over the choice of the school curricula and more specifically the EFL materials to use in their classes (Cheng & Beigi, 2012; Ghorbani, 2009). In other words, teachers are expected to adhere to the materials on the national curriculum regardless of students' needs in every area. This seems to contribute little to the development of self-regulation skills such as teachers and/or students monitoring their own performance. As Bown (2009) points out, 'Materials-centered programs, on the other hand, offer little autonomy, as learning management is built into manuals and textbooks. Learners in materials-centered programs follow a predetermined curriculum, making decisions only as to the timing of their study and the completion of assignments' (p. 571).

The predetermined trend in the national curriculum, not helped by bureaucracy that can also fetter the curriculum modification process, could hamper classroom studies and action research. An example is the way certain official organizations design, run and mark high-stakes national examinations, but eventually such exams – in view of critical importance – are rigorously protected, and therefore not available to independent researchers to use (Farhady & Hedayati, 2009). EFL textbooks used at schools in Iran, though not just as rigorously, but 'are controlled by the Iranian Ministry of Education and Iranian writers are commissioned to produce them' (Cheng & Beigi, 2012, p. 310).

The EFL textbooks generally follow product-oriented and exam-centred syllabi, as explained in section 2.5.1, which in most cases seem to encourage memorisation and rote-learning, with a great attention to formal, structural grammar-based syllabus (Ghorbani, 2009). The influence of the exam system has, in effect, created a significant washback effect on the way curricula are designed; in English classes, most students prepare themselves just to be on their best performance in English exams in a learning culture which is, to a large measure, score-driven (Ghorbani, 2009). From among the language systems in

English, as Meshkat and Hassani (2012) also point out, grammar and vocabulary seem to have received far greater attention in Iranian high schools.

English textbooks place little emphasis on the essay writing, listening, and speaking skills in English and consequently these language skills are not tested at all, neither in the Iranian high-stakes nation-wide university entrance examinations, nor in secondary school final exams at the national level (Ghorbani, 2009). This code of practice has often been justified by claims about the future English need of the academically inclined which is traditionally seen to be confined to their ability in reading and understanding English texts (Riazi, 2005). The implications of this policy for the national curriculum English classes are that the mainstream school teachers usually do not work on any sort of listening, speaking, and essay writing practices, instead sentence-level writing in a very limited sense, reading, vocabulary, and grammar have gained more prominence, especially with the sheer aim of students passing examinations (Baumgardner & Brown, 2012; Ghorbani, 2009). Such education initiatives are directly linked to students' academic achievement. In view of the significance of national curriculum textbooks in guiding and motivating students in their studies, and also the growing international role of English in education in non-English-speaking countries, 'EFL textbooks may have a huge impact on how future generations conceive the roles of English and their relationships with it ...' (Ke, 2012, p. 173).

Equally noteworthy is the influence of University Entrance Examination, a high-stakes test, awaiting almost all students who wish to pursue their tertiary education. This has had the unfortunate washback effect. That is, a substantial proportion of the English language measurement has become product-oriented with a large proportion of tests being discrete-point type (Farhady & Hedayati, 2009; Riazi, 2005). The university entrance exam, which all students wishing to pursue a degree programme need to take does not include any test of written English, except for Master's and PhD degree in English-related majors. Recently, certain scores in IELTS and/or TOEFL in addition to the regular local tests of English can also be acceptable for the student admission to the Master's and PhD programmes in Iran, which highlights the importance of preparatory courses for such exams, mostly run by the private sector.

Within the current framework, student learning and student engagement very much depends on individual teachers in each class. Taking the same centralised path in the national education curriculum seems to be the norm in most classes. In normal circumstances, it can be difficult to sustain the enthusiasm of teachers and students about what they are doing, not to mention further development. Meshkat and Hassani (2012, p. 748) in their investigation of causes of demotivation in Iranian English classes found out that paying little or not enough attention to English speaking activities in the national curriculum and the limited hours of English lessons per week were at the top of the list of demotivating factors for students.

Enumerating the reasons why high school English classes are not inspiring enough in Iran, in addition to class sizes, poor language curricula, and resource allocation, Meshkat and Hassani (2012) refer to poor methods of teaching. The EFL teaching methodology, which does not show any signs of change even in the recent Fundamental Education Reform Plan, is predominantly a direct reflection of the grammar translation method of teaching with high importance placed on reading, vocabulary and grammar at the expense of productive skills of speaking and writing. ‘The methodology is mainly directed toward language ‘usage’ rather than language ‘use’’ (Riazi, 2005, p. 109). In the course design and lesson planning of national curriculum English textbooks, not enough attention is paid to the productive skills of speaking and writing.

Such criticism is often countered by the argument that the ultimate second language learning goal is to train students who can read technical journals and books (Riazi, 2005). Thus, *speaking* is generally restricted to memorising dialogues and reciting them, and *writing* is generally at the level of discrete sentence construction, not moving any further to deeper writing strategies. ‘Rarely are students required to prepare for production tests, either oral or written’ (Riazi, 2005, p. 109). Similarly, Mazdayasna and Tahririan (2008) explain that since British resources in support of activities in education in Iran were curtailed after the Islamic Revolution and were replaced by the Organization for Researching and Composing University textbooks in the Humanities, which in Persian is abbreviated to SAMT, the EAP and ESP textbooks – published by SAMT – have heavily focused on the improvement of

the English reading comprehension skills of university students and therefore have not been able to properly address their language learning challenges and linguistic competence, particularly in the areas of essay writing, speaking and listening. ‘Of the four skills, only *reading* has been emphasized’ (Mazdayasna & Tahririan, 2008, p. 278). As a result, the overemphasis on *reading* also seems to exist in the textbooks currently in use at Iranian universities where textbooks are expected to equip students from different academic disciplines and in different areas of specialisation with a working knowledge of English for Academic Purposes (EAP) and English for Specific Purposes (ESP) in order to help them keep up in their fields and studies at the tertiary level. To make up for what textbooks lack, students have to assume additional responsibility to actively commit themselves to language learning in an EFL context.

In Iran, English is seen as a *foreign language*, with little opportunity for EFL learners to use English as a medium of communication with native speakers of English out of school (Cheng & Beigi, 2012). Unless students themselves, within the present national curriculum context and the pedagogical methods, make a conscious and determined attempt to regulate their own language learning practices, to work on their language skills and to use their L2 skills outside the class, the exposure to English – literally confined to their course books and the period when they are in the class – is not enough for them to become functional communicators in English. To a certain extent, because of this, ‘Graduates of high schools, colleges and universities usually lack a ‘functional’ proficiency in their L2’ (Riazi, 2005, p. 108). In such a context, despite their high language learning motivation, they can gradually become demotivated (Dorodinejad & Brojeni, 2012).

2.7.2 English in the accredited language schools

To address the growing needs of foreign language learners in Iran, in addition to English classes offered as part of the mainstream national curriculum, there are the language schools accredited by the Iranian Ministry of Education to which a lot of students and EFL learners entrust their language learning. Based on the 2010 statistics published in the Iranian newspaper of Jamejam, there are 3,700 accredited language schools in Iran, out of which 517 are located in the capital, Tehran (Jamejam, 2010). With more importance attached to quality

control, outcomes-based learning, and students' language needs, the accredited language schools usually require students to take an English placement test to group students with similar language abilities together in an attempt to create a more homogenous class, assisting the teacher in better coaching, addressing the class needs more efficiently. The existence of multiple proficiency classes has been established to contribute towards quality EFL learning (Rahimi & Nabilou, 2011).

Possessing comparatively better-equipped classes and a more reasonable number of qualified teaching personnel, who are regularly observed and reinforced with professional development programmes to ensure high quality, enable the accredited language schools to provide more supportive language learning environments. Similar to other private schools, having a stake in the future of the private school, they 'hire more effective language teachers than public schools in Iran' (Rahimi & Nabilou, 2011, p. 74).

The permission for a language school to open requires the approval of the Iranian Ministry of Education and the Ministry of Culture and Islamic Guidance, but most other administrative and educational aspects of language education are under the supervision of the private sector management, offering students many more educational choices. The EFL curriculum normally includes the four main language skills, depending on their educational policies covering varying degrees of grammatical, lexical, phonological and functional areas of English as well; some language institutes also have special classes with a particular focus, for example test-taking techniques and preparation courses for various English proficiency examinations.

The findings of Rahimi and Nabilou (2011), who studied the effectiveness of instructional behavior of Iranian English teachers within the national curriculum, identified a significant difference between private and public schools, '... in a way that the quality of teaching English as a foreign language was notably higher in private schools' (p. 74). Similar research is necessary to compare the effectiveness of national curriculum English classes with those in the accredited language schools. Nevertheless, the educational, financial and organizational autonomy in the accredited language schools seems to allow more room for

creativity and innovation in education, a comparatively faster positive growth and a much higher level of educational quality.

The medium of instruction in the accredited language schools is predominantly English and most teaching materials consist of up-to-date international ELT course books from well-established publishers in EFL/ESL education and internationally reputable suppliers such as Cambridge University Press, Oxford University Press, Pearson Longman and Macmillan among others. Research on the effectiveness of language teaching has demonstrated that the teaching materials are among the five factors that are believed to contribute to more successful language learning in the Iranian context; other factors are related to the teacher, the student, the school, and EFL curriculum (Rahimi & Nabilou, 2011).

The assessment process in the accredited language schools is much more open to modification on the basis of new assessment methods and is also optimised to include regular formative and summative assessments, rewarding what students do in the process of learning. Unlike national examinations, language school exams and other data are more readily available and open to research studies. Such flexibility facilitates more rethinking, modification, regulation, innovation and ultimately enhancement in the way teaching, learning and testing take place in language schools. As a result, a reasonable degree of independence seems to have paved the way for the accredited language centres to feel more self-responsibility and better engaged to influence their own development.

Moreover, the consideration of psychological and motivational factors in learning are among the measures which are better catered for in language schools (Dorodinejad & Brojeni, 2012). Therefore, in order to improve their English language abilities, students and parents who are more serious about their English education usually consider extra English lessons in such language schools, beyond what is expected within the national curriculum.

2.8 The Institute of Science and Technology

This research took place in one of the largest accredited language schools in Iran: the Institute of Science and Technology. Its name includes the name of an

island in the north of the Persian Gulf region – a free-trade zone and a holiday resort. The Island is only 18 km south of mainland Iran, so every year nearly 700,000 domestic tourists travel to and visit the coral Island for its outstanding natural beauty (Pak & Majd, 2011).

In 1989, the Iranian government declared the Island a Free Trade Zone and since then it ‘is governed by ... Free Zone Organization (KFZO)’; operating under the supervision of the vice-president, Iran’s Free Trade Zones Higher Council (FTZHC) chooses the managing director of KFZO (Pak & Majd, 2011, p. 132). KFZO is particularly responsible for supporting and optimising educational, civil, economic, industrial, welfare and tourist development on the Island, for the fulfillment of which KFZO has certain companies and organisations under its authority, one of which is the Institute of Science and Technology (KFZO, 2012). Although the services this Institute provides generally correspond with the regional needs of the Island, the scope of work is not merely restricted to the Island, rather the activities spread throughout the whole country through their branch offices and their representative offices in different Iranian provinces.

The responsibility for educational development partly lies with the Institute of Science and Technology whose main area of service is to help develop foreign language skills of students not only on the Island, but also throughout Iran. The Institute of Science and Technology (or the Institute for short), the context to which participants of this research belong, was founded in 1988, and formally started its English language courses in 1990. At present, the Institute has more than 72 educational language centres in 17 provinces of Iran, with 1,500 teachers and about 360 thousand language learners.

In 1990, the Institute started foreign language instruction with two branches (one for boys and one for girls) in Tehran initially, teaching English to adult learners, using the course book Longman First Things First (New Concept English) principally on the basis of the audio-lingual approach. In consideration of global information revolution in the past two decades, there was a surge in demand for foreign languages in Iran; therefore, in this period the Institute became very large, affiliated to KFZO. Later on, French, Spanish and German departments as well as the departments for young and teenage learners were also established. With the popularity of the communicative language teaching

method in its strong and weak versions, the Institute was among the first language institutes in Iran to introduce the Oxford Headway series to the English language classes. It offered new and perhaps unprecedented language learning opportunities in Iran, reflected in various changes in the Institute classes and EFL teacher training, from the then novel idea of U-shaped arrangement of class seats to the importance of accommodating students' needs in the process of developing communicative competence.

To be up-to-date with the evolution of the ELT methodological currents and to enhance the achievements of language learners, the board of education at the Institute usually decide to change the coursebooks in the departments of young learners, teenagers, and adult learners every five years on average. Language learners in the Institute fall into three age groups of 7-12 (young learners), 12-16 (teenagers), and 16 and above (adults). The coursebook taught in young learners' general English classes is Oxford Happy Series (New Edition), and for teenagers Oxford English Plus and Oxford Solutions (Second Edition). The adult English coursebooks after the Headway series (1997) have changed three times so far, once to Cambridge True to Life series, in 2007 to Longman Total English series, and then in 2015 to Oxford New Headway series (Fourth Edition), which are currently used in adult classes.

Within the framework of the Islamic educational system, the Institute follows the segregated school policy, and girls and boys are taught in completely separate branches. Almost all the language learners are Iranian whose first language (L1) is Persian or who know Persian very well; however, the medium of instruction in the English classes of the Institute is English, which for most learners is also the only exposure to English within the English as foreign language (EFL) learning context.

2.8.1 Socioeconomic characteristics of students at the Institute

In a mega-city like Tehran where the Institute of Science and Technology has more than 25 branches, the social and economic conditions of students naturally vary from region to region in terms of educational backgrounds, their professions, their neighbourhood structures, as well as their ethnicity and beliefs. For example, in the areas closer to long-standing universities, such as the University of Tehran, the majority of students who study at the Institute are

university students. Alternatively, in branches that are closer to business centres, there are mostly students who need English for business and import-export purposes. Another important factor in determining the socioeconomic background of learners in the Institute is their choice of study course.

Considering the increasing globalisation in the world, the number of students who intend to emigrate to other parts of the world for education and/or work is also on the increase, and this goal is more common among learners who participate in the IELTS preparation courses, comprising a large proportion of participants in this study. The students in the IELTS course who opt for higher education abroad are mostly university graduates or those who have almost finished their university studies, further pursuing their academic interests. They are either financially dependent on their parents or are of average income in some sort of employment, while those seeking job opportunities abroad are usually skilled professionals.

Whatever students' socioeconomic status, most students in the exam classes in general and in the IELTS course in particular, which constituted the focus of this study, feel the need to apply in practice whatever (L2) linguistic skills and experiences they have developed and gained in various language classes in different parts of the city, nationally, and even internationally. The students in this study demonstrated high levels of motivation in preparing for the IELTS, a much-needed attribute in aiming to achieve the results required in high-stakes English tests.

2.8.2 Class levels at the Institute

The arrangement of the levels in the Institute, based on learners' language ability, is very close to the levels of Cambridge ESOL examinations and the Common European Framework of Reference (CEFR), from Starter, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, to Advanced and Proficiency levels. After the Upper-Intermediate level, the course books change; EFL learners at the Advanced and Proficiency levels in the Institute, at present, study Oxford Landmark Advanced and Cambridge Objective Proficiency, respectively. Since 2004, all-boys Branch No. 2 of the Institute in Tehran has been running IELTS preparation courses. Until the year 2008, Cambridge

Insight into IELTS was the main coursebook, and since 2008 Cambridge New Insight into IELTS has been used.

2.8.3 IELTS preparation course at the Institute

Generally, to be eligible to participate in any classes at the Institute, students need to sit a placement test in the form of a face-to-face interview in order to have their general English proficiency determined on the basis of their oral communicative skills. As part of the placement process, the only classes that require students to sit a written entrance exam, prior to the commencement of the course, are the exam classes at the Institute, such as IELTS preparation classes. This permits a closer scrutiny of students' linguistic strength and weaknesses. The IELTS entrance examination is in the form of a pencil-and-paper version of Oxford Placement Test (OPT).

Decisions about those eligible to enroll in the IELTS course at the Institute are made based on candidates' OPT score: 135-200 can pass. In this research, the participants were therefore male adult learners at higher levels of English proficiency generally with their OPT score of 135 or more, preparing themselves for the IELTS examination at the Institute of Science and Technology, all-boys Branch No. 2, in Tehran, Iran.

The IELTS preparation course consists of four terms, in four months, five days a week, 84 sessions, each session lasting 90 minutes giving an overall total of 126 hours, helping students not only to become familiar with what is expected of them in the IELTS test, but also to develop their language skills and learning self-management. All four main language skills of writing and reading, listening and speaking are included in the course. In view of the fact that the preparation for IELTS Writing Task 2 (essay writing) involves writing several drafts, receiving feedback, redrafting among others, it needs relatively more time during the course; thus, the IELTS course starts with teaching writing skills necessary to compose five-paragraph essays early on and continues over the whole four-month period, so that learners can reach the necessary level of writing competence and awareness.

Traditionally, students used to receive written corrective feedback in the same traditional product-oriented way, on the pieces of paper where essays were

written. Although the writing teacher placed great stress on redrafting, in most cases students preferred to write on a new topic rather than revising and writing their old draft again. This reluctance to revise their paper essays, in effect, reduced the writing process to simply a product-oriented practice, diminishing the impact of the teacher's feedback drastically with the teacher ultimately ending up actually doing the work instead of learners. The result was that for the time invested students usually did not seem to achieve great improvement they expected in their EFL writing abilities, hence the need for a better and more empowering feedback solution for EFL writing success and the reconsideration of the teacher's role.

2.9 Summing up the Study Context

This chapter has provided an overview of the educational background in relation to pre- and post-revolution Iranian contexts, in order to provide a better understanding of the contextual influences on the current EFL educational structures and the dynamics common to the research participants in this study and their experiences of an online corrective feedback intervention.

The increasing awareness of the importance of social-constructivism and developing active language learners and teachers (e.g. Abednia, 2012; Biggs & Tang, 2007), plus the available research evidence (e.g. Pennington, 2003; Stapleton, 2010; Ware & Warschauer, 2006) for the educational effectiveness of online learning environments and Technologically Enhanced Learning Environments (TELE), directed me as the researcher towards addressing the gap in corrective feedback on EFL writing using ICT. The intervention encouraged the EFL writers to actively think about and construct their own scripts through a recursive drafting process.

In terms of timing, this study was carried out when conditions have been propitious for making a transition from the traditional practices in education to students using ICT to monitor their own learning and taking more responsibility, because it coincides with Iran's educational modifications and a shift in the function of language schools in Tehran towards the use of technology. It can be partly due to the availability of more technological options that have developed in the margin and are now progressively becoming central to language learning programmes. Most adult EFL learners in Tehran nowadays are computer

literate and have access to the Internet with a growing need to improve their linguistic prowess. It was in this context that I gleaned the EFL learners' perceptions about the online corrective feedback on their English essay writing development, the drafting and learning processes.

The next chapter presents the review of the related literature on L2 writing approaches, the feedback methods, and the impact of e-feedback on self-regulated learning which constitute the focus of this study.

3 Chapter Three: Literature Review

Organisation of the Chapter: Overview

This study explores the concepts of e-feedback to support L2 students' writing and self-regulated learning development. Accordingly, I first review the literature on feedback, examining a variety of feedback definitions, delineating the importance of feedback in each of its developmental stages, providing historical background on the growth and development of feedback, and situating it in theory. This is followed a review of literature on the role of technology in education and how it is used in delivering feedback to students electronically (e-feedback) which in turn leads to making the relationship between e-feedback and self-regulated learning development clear. I then present the theoretical underpinnings and recommended principles behind effective (corrective) e-feedback in the design of e-learning environments, and review the literature on how e-feedback and other digital learning support tools have been implemented. Evidence for e-learning affordances and limitations are then reviewed in relation to how digital initiatives vary with different funding and time resources at individual, organisational or institutional, and national levels. Finally, the individual student variables impacting e-feedback efficacy constitutes the focus of the last section.

3.1 Writing Conceptual Framework

Writing is regarded as a process of forming opinions and making choices, with various opinions about the directing forces governing the writer's thinking process, ranging from the writing purpose, topic, situation, audience to syntactic structures and lexical access (Flower & Hayes, 1981). In the words of Myhill and Watson (2011), 'Writing has been theorised from different perspectives, principally through cognitive psychology, socio-cultural theory and linguistics. An appropriate pedagogy for writing needs to draw on all three' (Myhill & Watson, 2011, p. 69).

Cognitive theory, linguistic theory, and sociocultural theory are the disciplines which constitute the theoretical frameworks within which research studies in the realm of writing have been conducted (Myhill & Watson, 2011). In the interest of a sound pedagogical approach to teaching writing, there has been a tendency

towards the all-inclusive world of ‘interdisciplinary methodologies’. It means that a more holistic theoretical basis which includes all three – cognitive theory, linguistic theory, and sociocultural theory – can be a more effective approach to writing pedagogy (Myhill & Watson, 2011).

3.1.1 Writing research

From among L2 English skills, writing arguably plays the most important role in pushing learners to develop their linguistic abilities for three main reasons (Leki, 2003): in the first place, when set against L2 speaking, L2 writing puts a greater emphasis on students following the correct language rules and conventions in production; secondly, educational, scientific, professional, and commercial success in the globalised world, to a large extent, depend upon L2 writing skills; and thirdly, the permanent and tangible nature of what is produced normally prompts L2 writers to summon all their linguistic power to create works that can survive the scrutiny of those who read them later (Leki, 2003). Thus, this requires increased awareness of other intellectual domains and breaking out of insularity to help deepen the understanding of L2 writing and how to go about its instruction (Leki, 2003).

‘Interaction is at the heart of a sociocognitive approach to SLA’ (Atkinson, 2014, p. 468). Cognition, rather than being regarded as separated input reaching the mind from the outside world, is seen as an integrative mental capability – which Atkinson calls ‘adaptive intelligence’ – giving us the survival power to functionally align ourselves with our environment (Atkinson, 2014, p. 467). Our natural ability to adapt includes learning; therefore, sociocognitive SLA in essence is adaptation to L2 environment where interaction plays a prominent role (Atkinson, 2014, p. 467). ‘If environments are ever-changing, then adaptation to them is continuous’ (Atkinson, 2014, p. 467). Despite this, about L2 writing research, Goldstein (2001) argues that ‘the research has largely been noncontextual and nonsocial, focused largely on texts (i.e., teacher comments as text or student revisions as text) and conducted within a linear model of teacher response and student revise’ (p. 77). Goldstein (2001) adds that there are several other key aspects connected to the way feedback is perceived and acted upon, and revision done by students for one thing, which have been left mostly unexamined.

More than a decade ago, Leki (2003) expressed concern that 'L2 writing research seems at times oddly insular' (p. 103). In comparison with L1 English writing research, L2 English writing seems to be less challenged and therefore in greater need of a wide range of cross-disciplinary and conceptual awareness not only from the second language acquisition area, but also from other fields of study (Leki, 2003). It is necessary to be aware of other 'dimensions of modern thought and contemporary lived experience' to unravel complexity, to capture more of the underlying L2 writing issues accurately, and to critique and develop the L2 writing discipline further (Leki, 2003, p. 103).

For example, Goldstein (2001) argue that 'Scores tell us nothing about revision – they are merely measures of improvement that could be influenced not only by teacher commentary but by many other factors' (p. 84). Also, Goldstein (2001) explains that in research studies where students' scores are the judging criteria, it is hard to attribute changes in students' performance solely to the intervention, because 'many teachers select out certain features of a text for commentary rather than commenting on everything, and some student revisions may not be the result of teacher commentary, or there may be places where teacher commentary is not used' (p. 84).

Reminding L2 writing researchers of 'a postmodern intellectual climate in which the existence of an uninterpreted empirical reality that would warrant "the truth" is seriously challenged' (p. 18), Leki (2001) considers it necessary to gain a deeper understanding of whether and how student L2 writers meet the demands of their drafting processes. Likewise, in the context of ESL writing feedback research, Goldstein (2001) calls for a shift from the study of group behaviour to the study of individuals' perceptions, stating that 'Group behavior, although worthwhile to examine, masks the individual and thus does not allow us to see what each student brings to revision and the use of commentary' (p. 84). Goldstein (2001) problematises the concept of studies that focus on groups by pointing out that 'they cannot reveal how individual students interact with comments when they revise' (p. 85). After all, not to be overlooked are circumstances specific to every study where multiple intricately woven dimensions act upon one another (Goldstein, 2001).

The theoretical principles informing the IELTS preparation course pedagogic approach in this study were oriented towards process as well as genre approaches to L2 writing. For submission and subsequent feedback, the students used a student-centred online platform. The process approach meant that for each assignment students planned their writing before developing it into a full-length essay, and then redrafting it several times. In this recursive process, the texts evolved on the basis of students' reflection on the teacher's feedback. The genre approach was used because ultimate texts were to meet the standards of five-paragraph essays on a general topic, as expected in IELTS Writing Task 2. Throughout, the student-centred approach was incorporated. That is, to develop their work on each assignment, students had a one-to-one asynchronous contact via e-feedback platform with the teacher, but not with their classmates; having said that, in meeting their learning needs, students had the choice to seek advice from any source that preferred. This gave each student the opportunity to focus solely on his own mistakes and to think how to correct, modify, and edit the text in any way that fitted their time and interest. Goldstein (2001) asserts that 'research to date has not looked at the fit between student reports and what students actually do when they process and use teacher commentary when revising' nor has there been a lot of research to clarify the nature of the teacher's feedback method leading up to students' perceptions (p. 82). 'The shift towards poststructural and postmodern perspectives was ... muted in second language writing research' (Harklau & Williams, 2010, p. 97).

Writing is a valuable skill which at the same time has proved to be a developmentally complex skill as well, making its successful progress and use contingent upon both linguistic and self-regulatory mastery, each with its own interdependent processes (Boekaerts & Rozendaal, 2007; Zimmerman & Risemberg, 1997). 'Although this complexity adds to the challenge of teaching writing, a social cognitive account of these processes and self-beliefs can serve as a vehicle for guiding future research and instructional development' (Zimmerman & Risemberg, 1997, p. 97). That is the reason why the present research has found the 'socio-cognitive constructivism' a well-suited theory for its purpose, taking its cues from its dimensions by 'considering the learner not only cognitively but also socially in the process of language development' (Riley

& ZareEkbatani, 2014, p. 108). Since '[t]he investment of feedback in a course is only needed when learning is not straightforward' (Boud & Molloy, 2013a, p. 205), one complex process that needs feedback is writing, which requires multiple sets of practice with feedback and refinement; 'students do not learn to become adept at academic writing through one or two writing tasks that involve feedback' (Boud & Molloy, 2013a, p. 206).

3.1.2 Product and process approaches to writing

According to Myhill and Watson (2011), 'In England, in the 1950s and 1960s, writing tended to be regarded as simply a product which needed to be marked or assessed, and little teaching time was given to helping students draft or revise' (Myhill & Watson, 2011, p. 65). In this way, such controlled product-based approaches would literally reduce a writing task to a means of demonstrating learning or what Raimes (1983) calls 'doing the assignment for the teacher (p. 142)' rather than a means of learning in its own right. The prescriptive nature of this model, inhibiting creativity, led to a shift in focus from product to process approaches to writing.

Unlike the product approach, in the process model it is the writer that is in the focus of attention (Ken Hyland, 2009). What gave birth to process approach can perhaps be attributed to the previous approach outlook towards L2 writers. As it was demonstrated earlier, the product approach has a limiting rather than liberating effect on learners' own thoughts and creativity. Raimes (1983) contends that what lies at the foundation of the process approach is that writing itself is not the main goal, but rather it is a tool at the service of the learner to reach a higher aim which is to better develop the mastery of L2. In other words, the emergence of new L2 patterns in the repertoire of the student is something gradual which does require using the language, writing, getting advice, constant revising, redrafting based on appropriate feedback. The focus in the process approach is on meaning. Through an exploratory process, learners need to discover new ideas and ways of expressing them in L2. This of course has important implications for a successful writing class. Silva (1990) has indicated that:

'This approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample

time and minimal interference, can work through their composing processes. The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics)' (Silva 1990, p. 15).

The process approach to writing is seen as empowering learners to become skillful users who feel responsible to tap into their own creativity to become even more skilful and creative. This model is a far cry from the product approach which had structuralism as its centerpiece. In the process approach students learn to act rather than being acted upon. One of the areas on which students are to act is feedback they receive on their writing (Bailey & Vardi, 1999).

According to Myhill and Watson (2011), 'A process approach to writing acknowledges that the composing process is an important part of the writing produced and that teaching should help writers to analyse and reflect on their own composing process, and to become more confident as planners, drafters and revisers of their own texts. We need to remember that we are helping students to become writers in the real world, not just for classrooms or examination purposes' (p. 67).

Process approach is more than planning, composing, and revising in this linear fashion: The process of writing a good prose is more than completing three sharply-defined stages of pre-writing (planning), writing (composing), and post-writing (revising) linearly (Flower & Hayes, 1981). Unlike the traditional conceptualisation of reducing writing to a fixed sequence of stages, more recently it has been demonstrated that in the creation of a text constantly the writer moves freely to and fro across sentences and concepts any time (Flower & Hayes, 1981). Therefore, to be able to cognitively interpret the writing process, it is necessary to develop a mental model to identify what actually happens during writing, what thought processes are invoked, and how ideas are generated (Flower & Hayes, 1981). Flower and Hayes (1981) have identified

three general factors which are cognitively involved in writing: the environmental factors (including the assignment and evolving text), the long-term memory factors (including the knowledge of the writing plans, topic, and audience), and the writing processes (including planning, translating, reviewing, and monitoring).

Pre-writing activities, discussing the knowledge of a writing topic, free writing, ‘free-associative activity’, pair work, drafting, peer editing, peer revision, peer feedback, and self-editing are among pedagogical practices associated with the process approach to L2 writing (Reichelt, 2001, p. 587).

3.1.3 Criteria in analysing L2 writing

Reichelt (2001) points to an inconsistency in foreign language writing assessment criteria, and absence of one definitive assessment purpose. From the ESL perspective, Goldstein (2001) similarly underlines the difficulties of reaching a consensus given the influence of varying contexts, feedback techniques, research methods, researchers’ outlooks on the nature of errors and how to deal with them. Reichelt (2001) explains how comparative evaluation of L2 writing samples and related research findings can be negatively influenced by lack of unity of purpose and by diversity in writing tasks, instantiating various guidelines in use for foreign language writing analysis: from grammatical accuracy, syntactic complexity, sentence length, and mechanics to lexical richness, organisation, content quality, comprehensibility, coherence of discourse, communicative effectiveness, and writing fluency. Ware and Warschauer (2006), likewise, refer to the wide range of criteria used in feedback provision on both L1 and L2 writing. Reichelt (2001) emphasises that the choice of L2 writing analysis criteria in foreign language writing instruction and assessment should be in line with ‘some particular audience and purpose’ (p. 591); otherwise, ‘it is difficult to create a comprehensive picture of the relationship between teacher-written commentary and student revision’ (Goldstein, 2001, p. 77). Reichelt (2001) also adds that different writing task types and foci can result in differing characteristics of student performances ‘across contexts and texts’ (Goldstein, 2001, p. 82), painting different portraits of foreign language writing under varying circumstances, in which case the comparison of findings can lead to inaccurate conclusions (Goldstein, 2001;

Reichelt, 2001). It is in effect of particular importance for writing assessment instrument designers among others. Writing with a focus on form versus focus on meaning, or in various text types: narrative, descriptive, argumentative, comparing and contrasting, are among examples of task types Reichelt (2001) mentions.

3.1.4 Opportunities to practice L2 writing and to reflect

Contextualising the role of journal keeping within the learner-centred language education framework, Orem (2001) highlights its importance as a powerful tool for reflection and self-evaluation not only in adult L2 teacher education and continuous professional development, but also in L2 classrooms. Writing journals helps to identify problems and also find ways to tackle them (Orem, 2001). The power of the Internet has made journals electronically within grasp irrespective of time and place, and has therefore set the scene for ‘collaborative journal writing’ (p. 71), uniting the otherwise geographically distant school colleagues, as well as helping students find responses to their learning needs through sharing ‘dialogue journal[s]’ with the teacher, for example (Orem, 2001, p. 74). ‘The term dialogue journal implies that there will be a [written] conversation between writer and reader’ (Orem, 2001, p. 74).

Orem (2001) explains that the objectives of dialogue journal keeping in L2 learning classes can be threefold. Firstly, it can be used to practice correct language forms and structures, in which case the teacher is usually expected to provide feedback on students’ journal entries to comment on their grammar rule application (Orem, 2001). Second, journal writing can serve a more communicative purpose where meaning and content are prioritised over form with direct feedback on form normally being replaced by indirect modelling of correct forms (Orem, 2001). Therefore, students are expected to understand the importance of the suitability of the exchange depending on the purpose and audience in a meaningful framework. The third function of dialogue journal that Orem (2001) identifies is language exchange for empowerment where students are encouraged to write on their problems and areas of learning concern. Journal writing as an opportunity to reflect on practice assists students to explore issues and obtain fitting answers, gaining more control over critical factors in their own learning, hence personal empowerment (Orem, 2001). In

this process, trust in the teacher and data protection are paramount because students share sensitive personal information and usually expect support (Orem, 2001). Moreover, Reichelt (2001) reports a study where to practice foreign language writing students were required to make dialogue journal entries regularly on personal and non-personal open-ended topics.

3.1.5 Technology and L2 writing

There is a growing tendency towards helping students to become autonomous through effective feedback, keeping track of their own progress and reflective learning (Denton, Madden, Roberts, & Rowe, 2008). Reichelt (2001) summarises areas of computer technology use for developing foreign language writing skills into ‘drill-type computer assisted language learning (CALL)’ for example to practice language structures, and more interactive tools like email, word processing, or online conferencing facilities for various L2 writing improvement purposes such as letter writing, or producing a class newspaper, among other writing assignments (p. 581). Reichelt (2001) reports that success with technology in education appears to largely rest upon creating a conducive climate for writing to flourish. For example, a rapid synchronous exchange of ideas in writing normally leads to students’ hasty incomplete sentence production, putting the nature of this online writing practice, at odds with that of an essay writing activity expected of students at the end of the course (Reichelt, 2001). Another discovery in computer use to foster foreign language writing which Reichelt (2001) reports is related to clear and complete delineation of all necessary directions and requirements for students before their engagement with technology, ‘including the presentation of guidelines for peer collaboration’ (p. 583). Also, there has been a report claiming that compared with students who wrote their texts only in longhand, those who experienced word processing had increased L2 writing fluency when composed in longhand, judging from the word count in each student’s writing (Nirenberg 1989, as cited in Reichelt, 2001). This remains an open question, because of Reichelt’s (2001) misgivings about the methodological quality of the study.

3.2 Feedback on L2 Writing

Trends towards putting feedback at the service of learning in education can also guide feedback in the process of learning a foreign language and empowering

language learners to overcome their mistakes. It is believed that through drawing students' attention to error areas, triggering internal processes, and encouraging further practice, corrective feedback can facilitate L2 acquisition (Ellis, 2009). In the second language acquisition theories, attention is focused on how L2 is learned and how students can be supported to overcome their L2 errors in the course of their learning. An important area in need of more attention is L2 writing. According to Bitchener and Ferris (2012), 'classroom teachers are typically the key provider of written CF [Corrective Feedback]' (p. 134), because they are expected to have the necessary technical knowledge and expertise (a) to identify linguistic errors in writing (b) to provide feedback with maximum effect for individual learners, and (c) to give feedback information which is both useful and meaningful. Bitchener and Ferris (2012) also explain how some students expect their teachers 'to provide written CF on all of their written errors' (p. 134). The question is how errors need to be treated and why.

3.2.1 Error treatment and written corrective feedback

Foreign/second language (L2) writing researchers and educationalists face various theoretical perspectives and pedagogical applications in the field of error treatment and written corrective feedback in second language acquisition (SLA). From one angle, errors are viewed as language acts which should be prevented for hampering the process of learning and forming bad habits; from another angle, errors are seen as necessary stepping stones in the mental processes underlying linguistic development (Bitchener & Ferris, 2012). Therefore, how to treat errors depends on how negatively or positively errors are regarded.

Errors in more traditional learning theories, particularly those informed by behaviourism (Skinner, 1957) and Krashen (1981, 1982) are considered to be so harmful for learning that behaviourist pedagogists, for example, have resorted to certain instructional techniques to minimise the lifespan of the malformed structures as much as possible by training and priming learners in advance of their productions with plenty of appropriate exercise models, or identifying the areas of dissimilarity between L1 and L2 through contrastive analysis where interference errors are likely to occur (Bitchener & Ferris, 2012). There are contemporary sceptics and critics (e.g., Truscott, 1996, 1999, 2007;

Truscott & Hsu, 2008) who have been championing the abolition of grammar error correction in L2 writing on grounds of its ultimate inefficacy. To them, engaging in error feedback is time misspent (Ferris, 2006). Nevertheless, language errors do not seem to trigger the same negative reactions as they used to, inasmuch as more progressive views turned to the cognitive developments undergirding the emerging errors, shaping the trajectory of L2 growth.

One suggestion has been that learners constantly construct and reconstruct their own dynamic set of language rules and/or emerging mental language patterns (Harmer, 2007). ‘In 1972, Selinker coined the term “interlanguage” to describe this focus on the language produced by learners’ (Bitchener & Ferris, 2012, p. 6). The interlanguage, or learner language, is still in the process of developing, and therefore it is normal to contain developmental errors (Harmer, 2007). Even with the emergence of more error-tolerant pedagogic practices, interlanguage errors have not been neglected, despite being considered as a natural part of the learning process. It is important to show incorrectness in L2 student writers’ works (Harmer, 2007), because in addition to most L2 student writers’ expectation to receive corrective feedback, there are instances where L2 students can be academically and/or professionally disadvantaged because of inaccuracy in their writing, hence the need for adequate feedback provision in the L2 context (N. Evans, Hartshorn, McCollum, & Wolfersberger, 2010). Moreover, research evidence has revealed that constructive negative feedback contributes to the development of L2 language abilities (McDonough, 2005).

The extent of correction has also been at the centre of controversy in the literature, targeting varying degrees of comprehensiveness, from all writing errors to a focused and selective approach (Ferris, 2006). By way of illustration, according to Lalande (1982), ‘Unless all errors are identified, the faulty linguistic structures, rather than the correct ones, may become ingrained in the student’s interlanguage system’ (p. 140), whereas ‘excessive critical feedback may be counterproductive and not useful’ (Scott et al., 2011, p. 7). The concerns of written corrective feedback research have classically centred around the questions of why, what, who, when, and how to correct; at present, such fundamental questions are seen in relation to whether and to what extent corrective feedback can affect the L2 learning process (Bitchener & Ferris,

2012). For example, Hartshorn et al. (2010) draw attention to the challenges ESL writing teachers are still facing in practice despite research pointing to written corrective feedback benefits in improving accuracy in certain contexts.

Looking back, it was not until the late 1980s to early 1990s that L2 writing research received greater attention and the necessary support that it deserves from L2 researchers (Goldstein, 2004; Zamel, 1985). Responding to the content and rhetorical effectiveness in students' writing is a time-consuming and labour-intensive procedure (Conrad & Goldstein, 1999; Goldstein, 2004; Zamel, 1985). According to Ferris (1995), 'the amount of time and effort teachers spend in providing written and/or oral feedback to their students suggests that teachers themselves feel that such response is a critical part of their job as writing instructors' (p. 34). In fact, not only feedback provision *for* but also feedback use *by* L2 writers can be time-consuming; still, this process is believed to be 'both desirable and helpful' and attempts should be made to find ways to make feedback more effective in assisting students in developing their current and future writing (Goldstein, 2004, p. 63). The amount and frequency of feedback differ from student to student, based on a variety of personal factors, for example, 'prior learning experiences' (Bitchener & Ferris, 2012, p. 134).

To Goldstein (2004), the advantages of feedback on L2 writing are that it can give students a deeply felt sense of readership, help students realise how meaning arises from their works, and therefore how they come across to readers, and how to enhance them.

The quality of feedback and revision hinges on the convergence of teacher and student factors, i.e., the teacher's contribution 'to the process of reading and responding' and the students' contribution 'to the process of composing and revising' in the process of employing the teacher's feedback (Goldstein, 2004, p. 66).

Bitchener and Ferris (2012) introduce teacher, peer, and self correction types. Teacher feedback or the expert feedback the effectiveness of which is open to interpretations with some believing in its power to help students with the content of what they compose more than its accuracy (Reichelt, 2001). Reichelt (2001) refers to three types of the teacher feedback on foreign language writing: content feedback, error feedback, and the use of codes in marking errors. In

addition to teacher feedback on foreign language writing, there is the peer feedback which is a pedagogical practice that is particularly associated with the process approach to writing (Reichelt, 2001). Moreover, Goldstein (2006) believes that ‘we need to look at each student and his or her context individually if we are to give optimal feedback to all students’ (p. 203).

3.2.2 Output hypothesis and noticing

One groundbreaking and influential contribution to the theories of a second/foreign language learning has been Swain’s output hypothesis (Swain, 2000; Swain & Lapkin, 1995), which demonstrates a further link to Krashen’s comprehensible input hypothesis (Krashen, 1982) and a close affinity to Vygotskian modes of thinking as well as sociocultural and constructivist learning theories. L2 writing skills appear to be constructed both individually and socially. Individually, students need to constantly juxtapose what has already crystallised in their mind with what they socially come into contact with. This cognitive-social interaction can sometimes lead to a mismatch between the two, in which case usually the one which is more firmly established can successfully influence the other.

Jonassen and Land (2000) describe the nature of two-way interactions students have with the perceived learning environment affordances while trying to make sense of the environment features. ‘As students interact with information resources – as they read a text or receive feedback from a test – they are presented with opportunities to better understand structures of knowledge and processes of learning’ (Nesbit & Winne, 2008, p. 177). That is largely because during such interactions, students face cognitive dissonance between what they already know perfectly well and their most recent perceptions (Jonassen & Land, 2000). This mismatch normally triggers intellectual curiosity or bafflement. As a result, students find a chance to expand their capacity to apply knowledge and take actions in order to resolve the probable dissonance, a process which guarantees students’ knowledge ownership (Jonassen & Land, 2000). This is how ‘knowledge is constructed through interacting with all that the environment affords, be that material or human’ (Lajoie, 2008, p. 469).

In the context of L2 learning, Swain (2000) similarly emphasises the reciprocal interaction between students and their learning environment: ‘collaborative

dialogue' (p. 97). It is the dialogic nature of the relationship between the learner and the input the learning environment provides that helps the input become comprehensible to the learner, and can lead to L2 learning. In this process of giving and taking, Swain's (2000) attempt has been to help offset the attention paid to what students take (i.e., input and comprehension) by drawing attention to what they give (i.e., output and production). Speaking and writing accurately and meaningfully in L2 involves students in a process of creating appropriate linguistic form and meaning, making great demands on students' cognitive abilities, and as Swain (2000) explains 'in so doing, [learners] discover what they can and cannot do' (p. 99).

Unlike Krashen (1981) who assumed language acquisition to be a rather unconscious and subliminal process requiring implicit understanding, Schmidt (1990) avers that for adult L2 learners conscious understanding and noticing various aspects of the language they are trying to learn is inevitable. One benefit of Swain's output hypothesis is that it can facilitate noticing, an operation that draws students' attention to different details, e.g. important language points, frequency of forms, how to express a certain concept, generally any gaps in their interlanguage (Swain, 2000). Schmidt (1994) introduces intentionality, attention, awareness, and control as four important constituent elements of conscious noticing, highlighting the significance of being intentional, directing focal attention to a language item, developing explicit knowledge, and making mindful choices.

3.2.3 Feedback: Its use and effectiveness

An understanding of L2 writers' reasons available in the literature for not being able to take the teacher's feedback on board can assist in identifying more effective feedback practices. Not understanding what the teacher meant by a certain feedback comment has been found to reduce feedback effectiveness (Goldstein, 2004). There is also evidence that L2 writers sometimes understand the teacher feedback, but they do not know what action to take to address the problem (Goldstein, 2004).

There have been a number of studies in the context of (English L1) higher education and educational transition (e.g. Burke & Pieterick, 2010; Nicol, 2011; Scott, et al., 2011) to investigate what makes effective written feedback. A

convincing answer should consider a number of factors, because the effectiveness of feedback is ‘dependent on the nature of the task, the context and the respective roles of student and lecturer in the feedback process’ (Scott, et al., 2011, p. 53). Burke and Pieterick further add their perspective on ‘the effectiveness of feedback’, stating that ‘effectiveness addresses both the time and energy put into the provision of feedback by tutors, and the intellectual and emotional engagement with this feedback by students’ (2010, p. 2). Almost all the studies on feedback seem to signify that feedback does not automatically become effective for the learner; it is ultimately the student who is expected to use feedback, weaving their way through inhibitory and facilitatory influences, to shape their learning and in this process the teacher is meant to help the learner and to find out what works best for the student (Burke & Pieterick, 2010).

Therefore, there appears to be a need for a set of guiding principles to find out what characteristics are appropriate in feedback possesses. Drawing from research studies on good feedback practice aimed to achieve learning outcomes, Nicol (2011, p. 110) recommends that students should receive written feedback with nine characteristics: (1) ‘understandable’, (2) ‘selective’, (3) ‘specific’, (4) ‘timely’, (5) ‘contextualized’, (6) ‘nonjudgmental’, (7) ‘balanced’, (8) ‘forward looking’, and (9) ‘transferable’. In the realm of ESL written corrective feedback, Hartshorn, et al. (2010) develop and introduce the notion of dynamic written corrective feedback (WCF). Their dynamic WCF hypothesis is built upon the following critical elements:

‘(a) feedback that reflects what the individual learner needs most, as demonstrated by what the learner produces, and (b) a principled approach to pedagogy that ensures that writing tasks and feedback are meaningful, timely, constant, and manageable for both student and teacher’ (Hartshorn, et al., 2010, p. 87).

Hartshorn, et al. (2010) and Nicol (2011) observe that problems that affect students’ understanding of feedback can concern legibility, transparency, and/or amount of teacher feedback. Good feedback should be easy to understand, and where technical terms are used, a little explanation or a reference can resolve any ambiguity. Receiving feedback in a timely manner, for students to be able

to make use of it, has been highlighted as another feature of good feedback which students appreciate. Nicol (2011) suggests ‘specifying turnaround times for grading and feedback on assignments’ as one sensible precautionary step to avoid disappointment (p. 111). In addition, feedback must be clearly contextualised, provided within a specific learning context with its own core objectives. When course learning objectives are clearly communicated to learners, they stand a much higher chance of comprehending and using the received feedback in its related learning context, hence the significance of ensuring that students are aware of the assessment criteria (Biggs & Tang, 2007; Burke & Pieterick, 2010; Nicol, 2011). Care also needs to be taken to prevent feedback from sounding evaluative. Nonjudgmental feedback approaches place learners in the context of learning goals, rather than performance goals. The characteristics of forward-looking and transferability refer to the importance of feedback as enabling students to avoid making similar mistakes and therefore improve their work in future assignments. To be effective in the long run, feedback should help the student to identify strengths and weaknesses in their performance, thereby providing a forward-looking action plan for their future performances, bridging the gap in their knowledge and/or skills, as a step towards attaining ultimate learning goals. It seems to be very important that students can actually see the connection between feedback at hand and future functioning, because this can give them the impetus to act upon their teacher’s feedback; emphasising the ‘forward use’ of feedback, Nicol adds that ‘[s]ome feedback sheets include an ‘action-point’ box where the instructor can outline the specific actions that would lead to greatest improvement in the next assignment’ (Nicol, 2011, p. 113).

3.2.4 Indirect correction: Coded feedback

Direct correction of students’ L2 writing errors and asking students to make self-correction can cognitively challenge students in different ways: while ‘providing a model of positive evidence’ (Guénette, 2007, p. 49) may justify the former, identifying mistakes with codes, but not correcting them, in the form of ‘indirect feedback has the potential to push learners to engage in hypothesis testing’ (Bitchener, 2008, p. 105). The earliest reference to the use of correction codes in L2 writing I found dates back to 1979 in Theodore V. Higgs’ paper ‘Coping with Composition’, as cited in Lalande (1982). A pre-defined set of codes is

needed which should not be necessarily the same every time for all tasks and levels (Harmer, 2007) although it would be easier for both students and teachers if one specific set of codes is shared and used in one school (Edge, 1989). To maximise the benefits of coded feedback, providing initial training can help students become familiar with the meaning of the correction symbols and their use for each category, through illustrative examples and involving students themselves in using them (Harmer, 2007). Using the codes, the teacher can indicate the place and type of errors, so that students can see them clearly and work out how to make corrections (Scrivener, 2005). Mistakes can be underlined, circled, associated codes or crosses representing the number of mistakes can be placed in the page margin along each line, or a combination of both underlining and coding can be employed (Edge, 1989; Guénette, 2007). In the computer/Web-based environments, the marking signals can be easily inserted into the body of writing next to errors. The use of codes can afford a compromise between the teacher and student control in the treatment of errors. The cognitive involvement that correction codes encourage is designed to lead to deeper levels of student understanding, self-evaluation, and critical analysis: ‘Involving learners in judgements about correctness helps them become more accurate in their own use of the language’ (Edge, 1989). Codes help students notice the areas of discrepancy between what they have produced and what is expected in the target language and act upon them, and can ‘create space following the corrective move for learners to uptake the correction’ (Ellis, 2009, p. 14).

3.2.5 Local and global aspects of writing

A closer look at written corrective feedback and its effect on L2 writing indicates that changes can be in two general categories of local and global issues. In the context of L2 writing, there seem to be different interpretations of the distinction between local and global writing mistakes. One definition is by Burt and Kiparsky (1972) as reported by Ferris (2011). To Burt and Kiparsky, writing errors can be divided into local and global ones on the basis of the extent to which they impede the reader’s understanding, with local errors causing the least and global errors the most problems for the reader. In Burt and Kiparsky’s classification, the intensity of perceived misunderstanding is the deciding factor, irrespective of origin, because it is the context that specifies what has

obstructed text recognition. However, to operationalise the discussion of local and global mistakes for research and instructional purposes, another definition pinpoints the exact writing aspects, placing grammar, vocabulary, and mechanics in the local dimension, and content ideas, development, coherence, and organization in the higher-level category of global errors (Bitchener & Ferris, 2012; Lundstrom & Baker, 2009; Montgomery & Baker, 2007). The question is where students need the most attention and assistance. Much critical discussion has focused on whether written corrective feedback should prioritise global errors over local errors, whether local errors should take precedence over global mistakes, or whether both local and global mistakes should be addressed simultaneously.

Along similar lines, Ferris (1999, 2011) puts forward the notion of treatable and untreatable errors. Treatable errors are the rule-governed mistakes that L2 student writers are able to handle alone, with a little more thinking, or with recourse to the normal means of language learning they have available to them such as dictionaries, grammar references, class notes among other sources. Untreatable errors, on the other hand, are too complex for students to self-correct and usually require the direct assistance of the more knowledgeable other. It appears that treatable mistakes better lend themselves to coded indirect feedback than untreatable mistakes; however, it can be argued that an individual student writer's language proficiency, context, and self-editing experience play a central role in determining how treatable an error is. 'This suggests that indirect feedback may be useful at least some of the time even in so-called untreatable error categories' (Ferris, 2011, p. 37).

3.2.6 Feedback on form and/or content

Nordin, Halib, Ghazali, and Mahari Mohd Ali (2010) draw attention to the debate that is going on about whether feedback on content and feedback on form should be provided simultaneously, or 'content and form feedback should be treated separately in two different drafts so that it will not confuse the learners', preferably with content being prior to form (p. 58). However, there does not seem to be an agreement on whether accuracy takes precedence over meaning, or vice versa (Goldstein, 2001).

According to Goldstein (2001), ‘there is an evident tension in the field of second language writing between those who believe that teachers should avoid commenting on sentence-level concerns and rhetorical/content concerns simultaneously … and those who believe that students can attend successfully to both types of comments at the same time’ (p. 74). It is not hard for students to consciously or subconsciously pick out from feedback the teacher’s attitude towards writing (Zamel, 1985). It is important therefore that feedback helps students realise that writing is an evolving piece of work; feedback is expected to ‘facilitate revision by responding to writing as work in progress rather than judging it as a finished product’ (Zamel, 1985, p. 79). Goldstein (2004) highlights the importance of ‘revision on macro level issues such as audience, purpose, logic, content, organization and development’ (p. 69); nevertheless, ‘ESL teachers, like their native-language counterparts, rarely seem to expect students to revise the text beyond the surface level’ (Zamel, 1985, p. 79), so the focus is generally on ‘text-level issues (content and rhetoric)’ (Goldstein, 2006, p. 185). The good news is ‘There is some evidence that word-processing programmes can help students to break away from a linear approach and move towards a more ‘mature cycle of composing, reflecting and revising’ (Sharples 1999: 190), although without careful instruction they have tended to produce superficial error correction rather than deep revisions (MacArthur 2008)’ (Myhill & Watson, 2011, p. 65).

Goldstein (2001) believes that ‘something in the text (e.g., one text having an abundance of errors that interfere with meaning and another text that is “clean” but lacks adequate support for the writer’s claim), or the student (e.g., the student’s approach to revision or knowledge of a particular content) calls for responding to these students in different ways’ (p. 83). With respect to whether feedback is more effective if provided indirectly, ‘a line of research has indicated that indirect feedback, indicating errors without correcting them, is more effective for learners’ long-term writing development than direct feedback’ (Nordin, et al., 2010, p. 58).

Goldstein (2001) states that text characteristics in terms of ‘content, topic, genre, audience, purpose, …’ and also the point in time during the course at which students compose a text are influential factors in the way students react to and perceive the teacher’s feedback (p. 83). In the area of L2 writers’ strategies,

Macaro (2001) supports the idea that ‘decision-making will contribute to their growing independence as writers’ (p. 15). The best time for feedback to take effect is when writing has not yet reached the final stage of development (Ferris, 1995; Scrivener, 2005), because a text under construction can have a lasting cognitive, metacognitive, and affective learning influence on its writer. In a study with 155 university students in ESL classes, Ferris (1995) demonstrated that L2 students use ‘a variety of strategies to respond to their teachers’ comments’ (p. 33). Also, the study revealed that more attention was directed to feedback on earlier drafts; students showed preference for positive feedback; instrumental feedback support contributed to writing enhancement; students grappled in various forms with feedback understanding; and Ferris (1995) concluded that the teacher’s response could have been more directional.

3.2.7 Electronic feedback on L2 writing tasks

Recently, there has been a burgeoning growth in the use of digital and communication technology bringing draft exchanges from paper to screen, particularly to provide feedback on L2 students’ drafts (Ware & Warschauer, 2006; Warschauer, Zheng, & Park, 2013). A growing number of academics interested in improving the learning process and in providing effective feedback despite practical constraints – such as their large class sizes – look to ICT-based interventions for a quick, fair, balanced, and formative complement to their customary practice (e.g., de Andrés Martínez, 2012; Denton, et al., 2008; Dikli & Bleyle, 2014).

Colomb and Simutis (1996) assert that a computer-assisted learning tool is ‘only as valuable for teaching writing as the pedagogical designs which it serves’ (p. 203), warning of trying to have the technological glamour at the expense of instructional benefits. Examining the impact of technology on the nature of feedback, Denton, et al. (2008) maintain that the sophisticated learning technologies per se do not guarantee the effectiveness of feedback, exemplifying this point with the way technology would amount to little more than a means of automatically reporting scores and an online repertoire of student assessed works. It has been well noted by Williams, Brown, and Benson (2013) that advances in educational technology, more than changing the fundamental feedback concepts in learning and assessment, increase feedback options for

the teacher and students, for example from one-to-one to one-to-many or even to many-to-many feedback opportunities in e-learning environments.

Nevertheless, more specifically in the field of teaching and assessment of second languages, Garrett (2009) believes that nowadays the four key interrelated elements in computer-assisted language learning (CALL) are pedagogy, theory, technology, and infrastructure (at class, school, and national levels). From Garrett's (2009) standpoint, pedagogy and theory in second language acquisition (SLA) are constantly evolving and changing; therefore, the notion of SLA investigations reaching complete maturation before being acceptable and utilised in technology seems far-fetched. To support her argument, Garrett (2009) refers to cases that 'technological innovations have encouraged us to engage learners in ways never before available, and research on that experimentation has changed our understanding of language learning' (p. 720).

It is interesting to consider how efficacy concerns over the integration of innovation in CALL (Garrett, 2009) seem to have triggered limited research on electronic feedback (i.e., e-feedback). For example, Tuzi (2004) notes that 'there have been few prior studies that investigated the impact of electronic feedback on L2 writers' revision' (p. 218). Goldstein (2006) concluded that 'At this point, we know the most about written feedback, a bit about conferencing, and virtually nothing about online feedback' (p. 186). In the same vein, Denton, et al. (2008) state that "surprisingly few articles refer explicitly to 'e-feedback'" (p. 488). This viewpoint maps onto the assertion by Dikli and Bleyle (2014) whose work indicates that 'only a few' of AES studies were in ESL or EFL contexts (p. 4). The paucity of research on the primary and unavoidable topic of e-feedback, especially on L2 writing, could perhaps be the result of too rapid a growth in technology and too slow a pace in conducting more and more rigorous L2 writing research to explore various aspects of the new technology adoption in providing corrective feedback on L2 writing effectively. In most cases, the rapid pace of change renders research insights into e-technologies obsolete as soon as they become available, making it difficult to keep a 'research track record of the field' (Garrett, 2009, p. 733). Another challenge, according to Garrett (2009), is anxiety about the software and hardware maintenance cost and CALL specialist employment, particularly in developing countries; thus, efficacy

research evidence is urgently required ‘to persuade administrators that the cost is worthwhile’ (p. 721). Another confounding issue is the lack of clarity regarding the exact nature of e-technology interventions which makes replication of them difficult (C. Evans & Waring, 2012), and makes language teachers reluctant to adopt them (Li & Walsh, 2011).

The wide spectrum of educational technologies, purposes, and perspectives makes the term electronic feedback difficult to define: ‘*electronic feedback* is a slippery term that covers a range of often dissimilar approaches to the teaching of writing’ from automated to human feedback (Ware & Warschauer, 2006, p. 105). An example of how differently e-feedback can be implemented in L2 writing context is Dikli and Bleyle’s (2014) study that explored the affordances and limitations of an automatic essay scoring (AES) system – Criterion – for its speed in scoring and generating feedback on form and local mistakes, rather than meaning and global mistakes in L2 essays. The work of Dikli and Bleyle (2014) involved the comparison of automated scoring of L2 student writers’ essays and the instructor’s feedback. AES seems to be more about quantity than quality; therefore, in almost all currently available AES systems, additional more accurate feedback from the teacher as a contributing source of support for students appears to be necessary (Dikli & Bleyle, 2014).

Another example of using online electronic media to enhance L2 pedagogy is de Andrés Martínez’s study (2012) that explored ‘how blogs [or electronic learning logs] as digital learning environments for L2 acquisition presented learning opportunities to complement a traditional face-to-face course’ (p. 200). According to de Andrés Martínez (2012), educational technology can be used to create reflective tools to help students connect their past learning experience and knowledge with their current performance and their ultimate learning goals. Interactive activities that allow for careful quiet reflection enables learners to pay attention to and interact with the concurrent feedback from outside and/or their own intrinsic feedback during task assessment, especially when there is a chance for students to resubmit the task for reassessment (Nicol & Macfarlane-Dick, 2006). Such technology-assisted interrogation of one’s learning process leads to seeking and using feedback on one’s performance more and more, assisting learners to personally experience shrinkage in performance gap. Thus, metacognition development can make feedback effective.

Electronic feedback was adopted in this research study to mean a way of providing human feedback on L2 essay writing in an online technology-enhanced environment which paves the way for ‘social learning tasks and feedback’ (Williams, et al., 2013, p. 126). With reference to ICT-mediated human feedback, Tuzi (2004) rightly argues that ‘Most research incorporating e-feedback is conducted with technology not designed for writing and responding’ (p. 220). He highlights the importance of the user-friendliness of and affordances offered by the medium, e.g. feedback website interface, in shaping peer feedback and the subsequent local and global mistake reductions in student drafts.

In Denton, Madden, Roberts, and Rowe’s (2008) study, the e-feedback which students received directly via email was compiled by their tutors with the assistance of a freeware program installed on one of Microsoft Office products, thus sparing the tutors the chore of writing several recurrent comments for different individual students in the feedback process: “At the heart of this freeware is a statement bank of feedback remarks, ‘standard comments’, that tutors may select from drop-down menus when synthesising feedback” (p. 488). On the types of e-feedback, Denton, et al. (2008) contend that ‘Although peer assessment is of value, the feedback provided by the tutor remains paramount’ (p. 488). In his own research with a special database-driven website, Tuzi (2004) discovered that the amount of peer feedback soon tapered off after the first couple of drafts for each student. Online peer feedback not resulting in any subsequent modification of texts (as in L. Lee, 2009) or not seeing their classmates through to the end of drafting on a given topic (as in Tuzi, 2004) can be an issue worth serious consideration in electronic peer feedback. Presence of certain prerequisites is necessary to make online peer feedback achieve what it sets out to achieve; in the words of de Andrés Martínez (2012), in peer e-assessment, ‘it is also important to establish ground rules about constructive feedback, respect for privacy and emphasise the professional values of collaboration, acknowledgement, authorship and copyright awareness’ (p. 202).

In the use of educational technologies for L2 writing development, an important decision should be made as to whether technological tools are to replace or to enhance human feedback (Ware & Warschauer, 2006). The solution to this dilemma depends on the specific circumstances, needs, and theoretical

foundations of learning, among other factors. For example, to justify the class use of automated scoring software programs which were not very accurate in spotting L2 student mistakes, Dikli and Bleyle (2014) reason that ‘Because giving detailed feedback is so time-consuming, it was not feasible for the instructor to routinely provide students with feedback on multiple drafts prior to the submission of a final draft for grading’ (p. 13). That being the case, when the goal is to reduce the costs and the hours of work dedicated to feedback provision to students, untiring automated feedback providers are preferred; on the other hand, when student L2 writers are allowed to use social interaction as scaffolding mediating their learning and skills development, the role of human-generated feedback, meaning negotiation, and real interaction in technology-based environments is more prominent (Ware & Warschauer, 2006). Tuzi (2004) found that students made much better revisions in reaction to feedback received via the website in comparison with the face-to-face verbal feedback.

Tuzi (2004) makes a valid point when he argues that more significant impact of e-feedback should be sought in L2 student revision, which does require much more investigation. For the Pharmaceutical Science and Pharmacy students who participated in the research by Denton et al. (2008), the advantages of the feedback they received in L1 from their tutors electronically via the Microsoft Office application were the transparency of the marking schemes, the legibility of feedback comments, and the clear statement of the areas of one’s good and poor performance. Comparing oral feedback, written feedback, and e-feedback on L2 compositions, Tuzi (2004) considers the distinguishing features of e-feedback from the other two to be less meaning negotiation, more choice of time and place, more cut and paste activities, greater personal distance and anonymity in e-feedback. Reporting e-feedback benefits from other studies, Tuzi (2004) also mentions less paperwork, better task monitorship, more candid feedback responses, increased student involvement, and less teacher dominance. Enumerating the affordances of technology-enhanced learning, de Andrés Martínez (2012) refers to ‘flexibility, accessibility, multimodality and asynchronous interactions’ (p. 200).

Next to the traditional face-to-face settings, web-based learning environments empowered with learning logs promise greater, if not incomparable, efficiency in the development of student learning self-awareness to guide them in exploring

the key issues lying hidden beneath their day-to-day learning; referring to increased asynchronous learning opportunities that e-technologies afford students, de Andrés Martínez (2012) adds that 'The blog helped to identify and manage their learning in a non-threatening accessible environment' (p. 209). The study by Colomb and Simutis (1996) demonstrated that after a while L1 student writers invested their trust in the computer-assisted learning tool, ...

'as a space in which they were safe to put themselves forward, the teacher's influence diminished and the students' grew, but only because the students had begun to develop a body of shared knowledge, to understand how to perform the tasks they were set, and most of all to have a stake in those tasks' (pp. 206-207).

The apprentice teaching of a particular writing genre (Flowerdew, 2000) was also judged to be supported through scaffolding with the help of teaching materials in the technology-based learning environment (Colomb & Simutis, 1996). Lee's (2009) study with a focus on the affordances of online task-based learning, via blogs and podcasts, indicates that most students generally perceived their out-of-the-class online learning activities to be a comfortable and positive learning experience. Colomb and Simutis (1996) report that several of the students in their study took advantage of the email communication facility made available to them 'to ask the teacher questions that they were reluctant to share with the class' (pp. 207-208). Likewise, de Andrés Martínez (2012) explains how engagement in the use of electronic learning logs for L2 students can be 'a less intimidating medium than the traditional face-to-face' (p. 201). Colomb and Simutis (1996) also explain how the use of computer technology had helped their students to find their academic voice, which they attribute to the careful use of technology, rather than an automatic outcome of employing technology. According to Denton, et al. (2008), one consideration in online programmes to bear in mind is the relationship between feedback-processing time and student motivation. I would take their timely e-feedback recommendation a step further and point to the value of clear communication of expectations prior to the commencement of online learning.

The table below provides a quick summary of a few of the studies pertaining to the present research.

Table 3: Relevant Research Summary Table

	Author(s) & Years	Focus	Claims
1	Dikli & Bleyle (2014)	• ‘Use of an AES system in a college ESL writing classroom’ (p. 1)	• ‘large discrepancies between the two feedback types (the instructor provided more and better quality feedback)’ (p. 1)
2	Warschauer, Zheng, & Park (2013)	• ‘focus particularly on the skills and practices of reading and writing, and how those are transformed in the digital environment’ (p. 825) • ‘Scaffolded e-reading and collaborative writing’ (p. 825)	• ‘reading and writing are more connected than ever in the digital era’ (p. 828) • ‘the increased amount of written interaction that young people participate in throughout the day, through texting, chatting, forum postings, and blogging, also enhances their engagement with the reading of texts’ (p. 828).
3	Williams, Brown, and Benson (2013)	• Feedback in the digital environment: Design, implementation, and recommendations	• Digital learning environments can extend feedback sources and offer opportunities for designed-in feedback and ‘audit trail’ through e-portfolios, etc • Designing digital environments is an iterative process, requiring cycles of user feedback based on their experience.
4	de Andrés Martínez (2012)	• ‘Developing metacognition at a distance: Sharing students’ learning strategies on a reflective blog’ (p. 199) • ‘Specific features and designs for online learning space for a face-to-face undergraduate Spanish course using proprietary technology’ (p. 199).	• ‘blogs as learning spaces present learning opportunities to complement a traditional face-to face course’ and to encourage ‘students to take ownership of their knowledge by allowing them to be agents in its creation’ (p. 209).
5	Lee (2009)	• ‘blogs and podcasts for intercultural exchanges in light of the sociocultural perspectives’ (p. 425). • ‘how students collaboratively created blogs and podcasts using task-based activities ...’ (p. 425).	• ‘the majority of the students had a positive and rewarding experience using blogs, podcasts and message boards for the exchange’ (p. 440). • ‘the combined use of web tools offered promising benefits to L2 learners, as they collaboratively wrote the blogs, produced the oral recordings, and then exchanged ideas with their intercultural partners within a socially defined learning environment’ (p. 440).

6	Garrett (2009)	<ul style="list-style-type: none"> exploring ‘the most challenging issues facing computer-assisted language learning (CALL) scholarship and practice today, that is, new demands in language education’ (p. 719). 	<ul style="list-style-type: none"> ‘new initiatives are needed to promote the use of technology for research on CALL and for facilitating second language acquisition’ (p. 719).
7	Denton, Madden, Roberts, and Rowe (2008)	<ul style="list-style-type: none"> ‘some of the options currently available for returning computer-assisted feedback, including Electronic Feedback freeware’ (p. 486). 	<ul style="list-style-type: none"> ‘electronic formative feedback can be returned more quickly and may be used to synthesise relevant feedback that is both fair and balanced’ (p. 486).
8	Ware and Warschauer (2006)	<ul style="list-style-type: none"> ‘examining the latest developments in electronic feedback and the associated research’ (p. 105) 	<ul style="list-style-type: none"> ‘creating large-scale systems that provide sufficient, automated individualized feedback loops’ (p. 116)
9	Goldstein (2006)	<ul style="list-style-type: none"> Two case studies: ‘Feedback and revision in second language writing: Contextual, teacher, and student variables’ (p. 185) 	<ul style="list-style-type: none"> Importance of students’ motivation in how they use teacher feedback To eliminate misconceptions, open communication between the teacher and individual student can help develop an awareness of needs and wants on both sides.
10	Nicol and Macfarlane-Dick (2006)	<ul style="list-style-type: none"> Introducing the notion of how formative assessment and feedback can help students become self-regulated learners. In the process of feedback generation and use, students can play proactive rather than reactive roles. 	<ul style="list-style-type: none"> ‘there has been far greater reluctance to give them increased responsibility for assessment processes (even low-stakes formative processes)’ (p. 215). Practical proposals for classes ‘to develop the capacity to regulate their own learning as they progress through higher education’ (p. 215).
11	Tuzi (2004)	<ul style="list-style-type: none"> Exploring ‘the relationship between electronic feedback (e-feedback) and its impact on second-language (L2) writers’ revisions’ (p. 217). 	<ul style="list-style-type: none"> ‘students preferred oral feedback. However, e-feedback had a greater impact on revision than oral feedback’ (p. 217).

3.3 Evolution of Feedback in Education

3.3.1 Introduction

The exploration of the feedback notion and practices in the literature shows that understanding of feedback and associated feedback practices has been evolving, particularly over the last 50 years. However, hampered by the lack of

a general theory of feedback (Sadler, 1989; Yorke, 2003), feedback inception may historically be traced back to the advent of industrialisation when it was realised that feeding the result of a mechanical process back into the system could improve the manufacturing process (Boud & Molloy, 2013b). It was during the period when ‘getting things right’ was in focus, and the immediate end product probably had pride of place (Yorke, 2003, p. 477). However, with more research, more levels at which feedback can operate have been identified (Timmers & Veldkamp, 2011), hence more functions and benefits of feedback: ‘Feedback is an essential construct for many theories of learning and instruction, and an understanding of the conditions for effective feedback should facilitate both theoretical development and industrial practice’ (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991, p. 213).

While it is true to say that ‘Assessment, rather than teaching, has a major influence on students’ learning’ (Boud & Falchikov, 2007, p. 3), there has been a growing recognition that – in the process of learning – formative feedback is just as important as assessment, if not more, in shaping students’ learning experience, educational lives, and beyond: ‘Considerations of feedback and where it will fit must be undertaken before the timing and nature of assessment tasks are resolved’ (Boud & Molloy, 2013a, p. 204). In fact, feedback is an essential element of assessment (Brookhart, 2008; Timmers & Veldkamp, 2011): ‘Assessment and feedback forms an integral component of any learning design’ (Whitelock, Gilbert, & Gale, 2011, p. 5). The higher education movement of assessment *for* learning attaches high importance to ‘such matters as the role of feedback for learning’ (Boud & Falchikov, 2007, p. 4). Assessment *of* learning is often contrasted with assessment *for* learning, both of which are necessary in education. The former refers to the end of the course high-stakes summative assessments to determine learning on the basis of a given curriculum, whereas the latter emphasises the process of contributing to learning by helping students spot differences between current and desired levels of knowledge and skills through low-stakes testing opportunities, often called formative assessments (Timmers & Veldkamp, 2011).

3.3.2 Traditional feedback practices: Knowledge transmission

The practice of feedback provision generally dates back to ‘the beginning of the 20th century’; evidence from 1943, for example, documents the cyclical role of feedback in social sciences, which was then conceptualised as ‘information’ and also ‘reaction’ (Van De Ridder, Stokking, McGaghie, & Ten Cate, 2008, p. 189). Initially, feedback in education was regarded as ‘the external provision of information based on observable performance’ (Boud & Molloy, 2013b, p. 700). In the early days of feedback, a mere transmission process was perceived to be sufficient for students to improve their future performance. This view was probably influenced by the objectivist theories of knowledge at the time which considered the knower and the known as separate from each other (Biggs, 1996; Cooper, 1993; Crotty, 1998), one of the foci of the behaviourist lens (Cooper, 1993). From this perspective, there were ‘dualistic beliefs that mind and behavior are separate phenomena’, not integrated (Jonassen & Land, 2000, p. vi). The impact of such a decontextualised outlook on the nature of knowledge can be seen in the way teaching and learning practices were defined. Teaching was regarded as a system of transmitting knowledge, and learning as a process of its proper reception, storage, and use (Biggs, 1996), creating ‘the tutor-student dichotomy which sees the tutor as the fount of knowledge and the student as recipient’ (R. W. Richards & Richards, 2013, p. 775). Patronised by the domineering and externally directing agency of teachers, students’ self-directed learning agency seemed subjugated to rather prescriptivist knowledge-consuming didactic approaches (Vermunt & Verloop, 1999). In this condition, feedback was largely perceived as a source of reinforcement, the quality of which was determined by the quality of the information transmitted to students (Cooper, 1993) who were treated as ‘mechanical “information processors”’ (Loseke & Kusenbach, 2008, p. 512).

Despite ‘the discontinuities sparked by … postmodern perspectives[,] … the underlying issues are often still continuous with earlier perspectives’ (Pintrich, 1994, p. 138). Yorke (2003) reports that although learning situations have begun to undergo some changes, approaches to assessment are still lagging behind. Yorke attributes part of the feedback problem to the education system focusing excessively on the subject discipline and existing knowledge

certification or judgement, rather than student long-term development, and also to ‘the duality of meaning of the word assessment’ which usually conjures up a more product oriented testing approach (i.e., summative assessment) than a process-oriented one (i.e., formative assessment) (p. 485). Additionally, others recognise the magnitude of any assessment change, as well as the considerable effort and potential risks involved, as the main causes (Boud & Falchikov, 2007). Following from this trend, in certain teaching contexts, traditional conceptions of feedback (e.g., behavioural models) continue to exist to the present day. Feedback in education was generally considered equal with telling, assuming that the teacher’s intended feedback messages, once transmitted, would be interpreted in the same way and used effectively by students (Boud & Molloy, 2013b), whereas research indicates that there are students who face difficulties in accessing the benefits of feedback sometimes because of its esoteric nature (C. Evans & Waring, 2011). After all, only rarely can deficiencies in physical, social or intellectual skills be remedied through being told about them (Sadler, 1989). Boud and Molloy (2013a) endorse that ‘it would not be worth the effort of introducing a feedback activity at all if all that was required was simple instruction’ (p. 205). There is also the common practice of sometimes accompanying a score with a feedback message or coupling feedback with a score assigned by the teacher; feedback is traditionally ‘seen as a helpful adjunct to grading’ (Boud & Molloy, 2013c, p. 5). Therefore, ‘feedback is sometimes received too late for student choice and may also be insufficient, if only given as a mark or grade, for learning on subsequent modules’ (Yorke, 2003, p. 480), hence feedback losing its feed-forward function and effectiveness in students’ estimation (C. Evans & Waring, 2011; Hounsell, 2007; Nicol, 2011; Yorke, 2003). This general feedback trend does not seem to be declining owing to, *inter alia*, the high number of students with their mixed background (the mass schooling heritage probably dating back to the early twentieth century (Honebein, Duffy, & Fishman, 1993)), an increasing student-to-teacher ratio, obsession with modularised and ‘semesterised’ attainment standards, marketisation and commodification of education, tutors’ administrative engagements, research and implementation maze navigation and educational innovation challenges (Hounsell, 2007; Scott et al., 2014; Yorke, 2003). However, such performance-oriented outlooks on feedback should be approached with caution, because marks usually become the only

feedback feature that matters to most students (Edge, 1989), distracting them from the main learning goals and valuing performance over mastery. The consequence of judging the worth of an assignment by ‘evaluative comments’ would be neglecting the value of supportive ‘advisory feedback’ and its potential to usher the student to a higher level of learning (Burke & Pieterick, 2010), reducing it to a simple measurement mechanism. In the words of Sadler (1989), assigning scores and formative processes can be considered mutually exclusive.

3.3.3 Student-sensitive instruction styles

Worthy of note is the theoretical substrate on which central premises of feedback for learning grow and derive their warrant. Advances and growing interest in the understanding of the nature of human learning and meaning-making largely resulted from changes in epistemological assumptions, philosophical wisdom, ‘postmodern embrace’ (Pring, 2004, p. 223), changes in the social world, educational psychology, psychological thinking about human consciousness, and the generation and application of developmental theories in education (Applefield, Huber, & Moallem, 2000). The resounding echo of the term constructivism probably began in the 1960s (Gubrium & Holstein, 2008). ‘Throughout the 1970s and 1980s, cognitive psychology provided internal, mentalistic explanations for … learning processes’, followed by sociocultural and constructivist conceptions of learning (Jonassen & Land, 2000, p. iv). Postmodernist thinking, while acknowledging that no one is necessarily right, considers each and every person – irrespective of gender, age, or socio-economic status – to be at a ‘nodal point’ of interactive circuits, thereby expanding the concept of self to the notion that ‘no self is an island; each exists in a fabric of relations that is now more complex and mobile than ever before’ (Lyotard, 1984, p. 15).

The appearance of more student-sensitive instruction styles have been influenced by post-modernist and post-positivist assumptions such as constructivism (Pintrich, 1994); among which are Vygotskian ideas that regard humans as ‘constantly constructing their environment and their representations of this environment by engaging in various forms of activity’ (Wertsch, 1985, p. 188). Vygotsky’s proposition of the zone of proximal development (ZPD) has

been a developmental model, opening up the possibility for the exploration of how accomplishing a task with assistance, initially in the capacity creation stage of learning, would eventually lead to the independent task performance in the future, with the tapering of the frequency and quality of assistance needed (Lantolf & Thorne, 2007). Vygotsky (1978) defines ZPD as ‘the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’ (p. 86). Yorke’s (2003) expands on the ZPD definition, stating that ‘If the student has moved to the upper end of the pre-existing zone of proximal development, then he or she should be able to do unaided what previously needed knowledgeable support’ (p. 496-497). This marks an external-to-internal movement towards constructivist principles that conceive reality as being shaped by ‘the experiences of the knower’ and the mind as ‘a builder of symbols’ representing personal experiences of the reality (Cooper, 1993, p. 16); such representations undergo regular changes as people associate varied meanings with their experiences (Vermunt & Verloop, 1999). ‘Basically, constructivism proposes that knowledge or meaning is not fixed for an object, but rather is constructed by individuals through their experience of that object in a particular context’ (Honebein, et al., 1993, p. 88). As the constructivist learning theory (Splitter, 2009) – in all its radical (strong or strict), social (weak or contextual), and emergent forms (Loseke & Kusenbach, 2008; O’Shea & Leavy, 2013) – started gaining ground, ‘becoming the dominant espoused theory in education’ (Biggs, 1996, p. 348) and ‘the prevailing educational *Zeitgeist*’ (Yorke, 2003, p. 486), a more central role was advocated for learners to actively, self-consciously, and cumulatively build on their knowledge, as they make meaning of their learning experience (Biggs, 1996; Splitter, 2009; Yorke, 2003). Ways of encouraging active self-regulated knowledge construction, therefore, became the new target points of theories of teaching (Vermunt & Verloop, 1999). For instance, social constructivism places a greater emphasis on dialogic feedback conceived as bilateral/multilateral as opposed to passive reactive learning through unilateral feedback (Boud & Molloy, 2013b).

‘Moreover, development arises in the dialogic interaction that transpires among individuals (this includes the self-talk that people engage in when

they are trying to bootstrap themselves through difficult activities such as learning another language) as they collaborate in the ZPD' (Lantolf & Thorne, 2007, pp. 207-208).

3.3.4 Formative assessment

Another major contribution favouring the idea of assessment for learning, i.e. the theory of formative assessment, and adding to the significance of formative feedback, has been 'the need to align assessment with desired student outcomes' (Boud & Falchikov, 2007, p. 4), a shift towards what students actually do – formally and/or informally – on the way towards a desirable teaching product and a certain level of understanding (Yorke, 2003; Young, Barab, & Garrett, 2000). From this perspective, feedback was seen as a crucial stimulus in assisting students to reach higher levels of cognitive processing and self-regulation: 'Without informative feedback on what they do, students will have relatively little by which to chart their development' (Yorke, 2003, p. 483). This concept is embodied, for example, within the framework of Biggs and Collis' theory of understanding, Structure of the Observed Learning Outcome (SOLO) taxonomy, where students are guided to move from the prestructural level, towards unistructural level, through multistructural level, to relational and ultimately reaching extended abstract level (Biggs & Collis, 1982; Munowenya, 2007). Biggs (1996) proposed constructive alignment as a way to move students' ZPD along the optimal academic growth path and to improve learning outcomes through the alignment of the curriculum and assessment.

Gilbert, Whitelock, and Gale (2011) explain that 'assessment is driven by the intended learning outcomes and is considered an integral part of the course's learning design (not as an add-on activity at the end of the course)' (p. 2). The principle of alignment requires an instructional design which engages students in performances and activities which empower them to achieve objectives incorporated in the course curriculum and the formative assessment process, enhancing student learning (Biggs, 1996; I. Clark, 2011). Within this framework, feedback can be conceptualised as 'information about how the student's present state (of learning and performance) relates to these goals and standards' (Nicol & Macfarlane-Dick, 2006, p. 200). In the same vein, Boud and Molloy (2013c) provide what they refer to as a 'working definition' of feedback:

'Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work' (p. 6).

In contrast to the more traditional 'input-storage-retrieval' thinking model (Young, et al., 2000, p. 149), these outcome-oriented student-focused definitions reflect the importance of action-feedback-revision sequences for students, as learning agents, over an extended period of time through the process of learning. Such related sequences closely map onto 'the iterative process of building, testing, and refining mental models' which are described as the ingredients of '*an active learning environment*' (Michael & Modell, 2003, p. 6) where feedback procedures function as an essential part of formative assessment not only for the learner but also for the teacher to reinforce their performance strengths, to improve weaknesses, and to modify their 'programmatic decisions' (Sadler, 1989, p. 120; Yorke, 2003).

3.3.5 Active role of students in reflecting on quality

Although there has been a call for change in the nature of instruction from what the teacher does to what students do in the learning process, feedback still seems to be closely associated with the activities of the teacher, rather than being a student-centred procedure; 'this residue of a teacher focus appears like a relic of the past' making some teachers regard feedback provision as a troubling side effect of teaching (Boud & Molloy, 2013c, p. 6). To address such concerns, the active role of students – as knowledge constructors – in the discussion of feedback processes and their agency have increasingly been foregrounded:

'Unless students see themselves as agents of their own change, and develop an identity as a productive learner who can drive their own learning, they may neither be receptive to useful information about their work, nor be able to use it' (Boud & Molloy, 2013b, p. 705).

According to social cultural theory, entering into a dialogue with oneself, with others, and/or even with an information-rich environment (Young, et al., 2000) places the meaning of knowledge within the grasp of students, and therefore

forms the basis for learning (Kopcha & Alger, 2014). Engaging in self-directed problem solving and discovery of meaning in a responsive learning environment constitutes the hallmarks of constructivism in education (Cooper, 1993). From the standpoint of social constructivists, '[l]earning is inherently a social-dialogical process' (Jonassen & Land, 2000, p. vi). If students are to grow academically, 'they must develop the capacity to monitor the quality of their own work during actual production' (Sadler, 1989, p. 119) in the course of which they also need to be assisted with 'harnessing and strengthening [their] inner feedback processes' (Nicol, 2013, p. 34). Hence, there has been a growing appreciation of the instructional power of feedback in enabling students to understand their work quality as well as how to improve it (Hattie & Timperley, 2007), and in bridging the gap between the teacher's expectations and students' actual performance (Timmers & Veldkamp, 2011), thereby broadening the feedback scope from information transmission to information use (Boud & Molloy, 2013b), 'from seeing the tutor as the legitimate bearer of knowledge to recognising that knowledge is co-constructed in the relationship between student and tutor' (R. W. Richards & Richards, 2013, p. 775).

Yorke (2003) highlights the significance of student reflection and reports on Cowan's (1998) study which introduced three necessary types of student reflection: 'reflection-on-action', 'reflection-in-action', and 'reflection-for-action' (p. 494). Formative feedback is a productive means to stimulate reflection and to improve cognitive functioning. With respect to the cognitive aspect of learning, Nicol (2013) highlights the role of feedback in nurturing independent evaluative capacity in learners, and introduces the concept of 'reflective knowledge building' (p. 35). He likewise emphasises the value of reflection in conjunction with knowledge building to extend the teacher's feedback effect to future assignments; in other words, these are two preconditions for the substantiation of the teacher's ideal feed-forward impact, suggesting regular self-review opportunities for students as a viable solution. This points to the intricate range of cognitive processes being triggered to make feedback take effect: 'If feedback processes do not result in any knowledge building then arguably they have had no impact' (p. 35). Hounsell (2007) refers to the contribution of feedback to students' preparation to become self-reliant in

meeting their own future learning needs as ‘the sustainability of feedback’ (p. 103).

The learning-centred approach, offering an opportunity to maximise the student’s benefit from feedback, leads students to deeper experience of cognitive processes (Nicol, 2013). It follows that students need to be guided to assume more responsibility in monitoring and in elevating their current levels of learning and performance to reach expected levels and higher standards independently, a positive move towards achieving a correct equilibrium state in the amount of effort put into feedback provision and feedback use. Sadler (1989) further emphasises the necessity of feedback being put to use to reduce the gap between the present state and the desired standards; otherwise, she posits that ‘effective feedback’ would amount to little more than ‘dangling data’ (p. 121), leading to ‘learner helplessness’ (Molloy & Boud, 2013, p. 12), or ‘a feedback gap’ (C. Evans, 2013, p. 73).

3.3.6 Scaffolding

To bridge the feedback gap, to turn learner helplessness to ‘learned resourcefulness’ (Mezo & Francis, 2012, p. 11) and to transform dangling data into better quality feedback information, it is necessary not only to provide students with supportive scaffolding as instructional aids, but also to identify the nature and form of the scaffolding which would be most helpful in the process of learning (Devolder, van Braak, & Tondeur, 2012). Although Lantolf and Thorne (2007) argue that considering the concept of *ZPD* and the notion of *scaffolding* as equivalent is a misconception, cognitive apprenticeship which, for the most part, belongs in the invisible side of learning ‘draws heavily upon Vygotsky’s (1978) work in socio-cultural theory’ (Kopcha & Alger, 2014, p. 49). In relation to students’ learning experiences and mindful practices, a question might arise about the nature of the novice-to-expert guidance they need to receive. There can be fixed and adaptive approaches to scaffolding (Azevedo, Cromley, & Seibert, 2004; Azevedo, Cromley, Winters, Moos, & Greene, 2005). Scaffolding is a delicate responding process occurring while students build on their competencies. The delicacy of scaffolding lies in the adaptive guidance, neither strong nor poor, through which students can be empowered to take risks, become creative, direct their work, and engage in ‘mindful’ learning. ‘Scaffolds

are tools, strategies, and guides that can support students' (Azevedo, et al., 2004, p. 345). To make the process more 'mindful', Bamberger and Cahill (2013) recommend adding a more practical side, mentioning a number of scaffolding strategies 'such as diaries, gallery walks, and storyboards [used in the middle-school context] to document the process' (p. 183). Azevedo, Cromley, and Seibert (2004) introduce four scaffolding types in hypermedia environments, with reference to Hannafin, Land, and Oliver's (1999) work: '(a) conceptual, (b) metacognitive, (c) procedural, and (d) strategic' (p. 346). Learners' choice is believed to be an important ingredient in scaffolding because the existence of different solutions can increase the chances of making a choice that matches one's prior knowledge and personal abilities in the process, which can successfully combine scaffolding use, individual differences, and fostering creativity to achieve learning goals (Akbulut & Cardak, 2012; Bamberger & Cahill, 2013, p. 180).

3.3.7 Self-generated inner feedback: Cognition and emotion

It has been argued that there is more to feedback than meets the eye. On a cognitive and affective note, Nicol and Macfarlane-Dick (2006) theorise about self-generated inner feedback processes, for example, drawing attention to a varying extent of such internal feedback generated even in the absence of a teacher, as a result of external interactions with various feedback sources and depending on given tasks and what students are called on to do. Seen from this perspective, feedback is then defined as 'information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding' (Hattie & Timperley, 2007, p. 81).

There is also the relationship between cognition and emotion (C. Evans, 2015a; Lovat, Dally, Clement, & Toomey, 2011). Cognitively, feedback helps students enrich their knowledge; affectively, feedback interacts with student motivational beliefs, as it can prime students to readjust their levels of self-efficacy (Nicol & Macfarlane-Dick, 2006), on the basis of their tendency towards a growth mindset or a fixed mindset (Dweck, 2006). 'Feedback, like assessment, is an emotional business' (Boud & Molloy, 2013a, p. 205). Emotion impacts on cognition, teaching and learning, both positively and negatively (Schutz & Pekrun, 2007), and not taking emotion into account when making decisions can

even have moral implications (Loseke & Kusenbach, 2008); therefore, the ‘taxonomic notion that cognitive learning outcomes are separable from affective or social ones comes to be seen as inadequate’ (Lovat, et al., 2011, p. 32).

According to Goleman (1995), ‘Each motion offers a distinctive readiness to act’ (p. 4) and ‘The very root of the word *emotion* is *motere* [or rather *move*], the Latin verb “to move,” plus the prefix “e-” to connote “move away,” suggesting that a tendency to act is implicit in every emotion’ (p. 6). For example, Hyland and Hyland (2006) assert that teachers in their jobs ‘can be impersonal, critical, and autocratic, or informed, sympathetic, and helpful, and controlling this representation of self can be crucial to maintaining interaction with students and providing feedback that will be taken seriously’ (p. 207). Now, it is very interesting and useful to know what sways teachers one way or the other. Research shows that positive teachers’ emotions can lead to student-centred pedagogy, as opposed to negative teachers’ emotions that can lead to a mere information transmission (Trigwell, 2012). Similarly, the way students process feedback materials and subsequent recall is affected by emotional considerations (C. Evans, 2015a). For de Andrés Martínez (2012), carefully designed web-based tools can adequately address ‘emotional learning needs frequently neglected in traditional settings’ (p. 208).

Assessment and feedback have unique and sometimes hidden emotion-arousing qualities that put to the test the self-regulatory abilities of students, who are under their sway (Scott, et al., 2011). ‘From a motivational perspective, a feedback message that succeeds in keeping learners on tasks, creates an opportunity for a mastery experience (in the case of a successful task completion)’ (Narciss et al., 2014, p. 73). It seems that emotional regulation acts like glue in bringing together desirable ingredients in learning such as feedback processing, recalling and staying on task for a higher mastery level (C. Evans, 2015a). Positive achievement emotions are the driving force in exerting greater learning effort and self-regulation, for instance in the form of high valence activity-related emotions (Pekrun, Frenzel, Goetz, & Perry, 2007). ‘Self-regulation and emotion regulation are often so intertwined that it is hard to say where one ends and the other begins’ (Koole, Van Dellen, & Sheppes, 2011, p. 22). Managing complicated problems confronting students after graduation calls for students’ cognitive and emotional ability to apply themselves to difficult tasks

and ‘cope with disconfirming evidence (i.e. negative feedback regarding what he or she has done) and move on’ without phasing out or being overwhelmed by a sense of helplessness (Yorke, 2003, p. 488).

3.3.8 Mindfulness

The quality of students’ engagement with the object of the study, at all levels of education, to a great extent depends on their ability to self-regulate their own learning cognitively, affectively, and metacognitively (T. Hyland, 2011), among which Hyland (2011) pinpoints negative and distracting emotion management ability. However, the problem in successful feedback and self-regulatory strategy use is that ‘Learners rarely enter courses prepared for this, so there is a need to help develop their capacity, and disposition, to operate effectively to seek and utilise feedback’ (Boud & Molloy, 2013b, p. 704). This requires establishing new habits of mind and thinking patterns (R. W. Richards & Richards, 2013). It also needs the formation of a personal identity as an active, productive, and reflective learner (Boud & Molloy, 2013b). Students’ ability to quieten down the ego to set the scene for non-judgmental acceptance also seems important (K. W. Brown, Ryan, & Creswell, 2007). To better elucidate the idea of ‘quiet the ego’, Heppner and Kernis (2007) refer to it as ‘to detach one’s feelings of self-worth from one’s everyday affairs’ (p. 248), which is of prime importance when it comes to corrective feedback appreciation and effective use. ‘For many though, a fog of preoccupations and preconceptions habitually clouds the present moment much of the time’, one possible solution for which is mindfulness (Crane, 2009, p. 21). Mindfulness is believed to have close relations to self-regulation constructs (K. W. Brown, et al., 2007; K. W. Brown & Ryan, 2003). Mindfulness is ‘a disposition, a habit of mind, and like all habits, it is open to change when circumstances become different’ (Entwistle & McCune, 2009, p. 37). As a result, frequent exercise can build the capacity to self-regulate mindful attention and help students sustain it (Meiklejohn et al., 2012).

Although mindfulness is a relatively novel concept in contemporary educational psychological research (K. W. Brown, et al., 2007), it is conceptualised as ‘the state of being attentive to and aware of what is taking place in the present’ (K. W. Brown & Ryan, 2003, p. 822), revolving around two principal axes of consciousness: ‘attention and awareness’ (K. W. Brown, et al., 2007, p. 212).

Awareness and attention lie at the threshold of any cognitive, affective, and metacognitive response, because on encountering reality, in the inner or outer worlds, if awareness does not register any stimulation, then attention will not be engaged, hence no cognitive, affective, and metacognitive reaction (K. W. Brown, et al., 2007). Nesbit and Winne (2008) maintain that ‘Like forming sentences in conversation or tying one’s shoes, studying is often on “autopilot” and much of this activity goes unnoticed’ (p. 180). Entwistle and McCune (2009, p. 37) have a similar citation from Langer (1997): ‘Mindlessness … is characterized by an entrapment in old categories; by automatic behavior that precludes attending to new signals; and by action that operates from a single perspective. Being mindless, colloquially speaking, is like being on automatic pilot’ (p. 4). This highlights the importance of avoiding mindlessness in education. Brown, et al. (2007) detail how mindful attention is necessary for effective self-regulated functioning:

‘there is general agreement that a sufficient degree of attention is necessary for effective self-regulation to occur. People need to be attentive to their inner states and behavior to pursue reflectively considered goals, and failing to bring sufficient attention to oneself tends to foster habitual, overlearned, or automatized reactions rather than responses that are self-endorsed and situationally appropriate’ (p. 216).

3.3.9 Mindful engagement with feedback for learning

There is also the controversial issue of the influence of students’ levels of engagement in understanding difficult concepts on their educational empowerment and learning gains. Evans (2013) points out that the ‘evidence of the relationship between student engagement and learning gains within the HE [Higher Education] assessment feedback literature is mixed’ (p. 86). Some learners may choose not to engage with assessment feedback, yet perform well with respectable learning gains at the end of the day (C. Evans, 2013). However, Boud and Molloy (2013a) believe that ‘If the focus of learning is on an appreciation of variation between the standards of work and the work itself, then active and sustained engagement by the learner is needed’ (p. 206). This implies that the mitigation of the ‘autopilot’ influence on feedback use should, likewise, be possible through students’ mindful engagement with feedback, i.e.

involvement in feedback with non-judgmental awareness. Narciss, et al. (2014) emphasise the unique influence of mindfulness, stating that ‘even the most thoroughly designed adaptive feedback strategy can be inefficient if students do not use the feedback content in a mindful way in order to improve their learning’ (p. 57). The mindful reception of feedback, if encouraged, can, therefore, increase the strength of feedback and transfer its positive influence to future performance of learners (Bangert-Drowns, et al., 1991). ‘Another way of expressing this is to say that we need to switch off the automatic pilot and exercise careful manual control of our mental life ...’ (T. Hyland, 2011, p. 83). One conceivable way for feedback use in writing would be to encourage students to pay ‘bare attention’ to mistakes, to try to make sense of them, to learn from their implications in the light of the specified standards, and to make a conscious attempt to apply what is learned to future works, monitoring the gap between the status quo and the desired performance. Evans (2013) reports on three factors important in engaging learners in the feedback process and increasing learning efficiency, based on the National Survey of Student Engagement (NSSE) in the US. In the feedback process, (a) reasonable amount of academic challenge, (b) collaborative learning establishment with a clear participation role assignment and understanding, and (c) student-teacher interaction enhancement, are crucial considerations identified in student feedback engagement.

The strength of feedback has been attributed to the level of student commitment to taking any course of action necessary to gain deeper insights into academic goals, to realise where they stand with respect to those goals, and to understand how to reach the quality expected of them; in brief, sustainable feedback effect requires learners to become the ‘elicitor of knowledge for improvement’ (Boud & Molloy, 2013b, p. 705). Feedback has a consequential effect on learning, the lasting impact of which depends on the approach to learning that feedback encourages (Yorke, 2003). Therefore, the introduction of learners to a new cognitive tool that promotes self-observation, reflective thinking, participation in their own knowledge construction and production should be able to afford new opportunities to guide students to break out of their routine well-beaten rut and encourage the formation of new thinking patterns, new inclination, and ultimately new mental models, thereby

heightening their sensitivity to learning opportunities and academic growth from current to ideal performance. As Entwistle and McCune (2009) observe, ‘students can be expected to differ in their predisposition to learn mindfully and that this tendency may well depend on their need for cognition as well as the sensitivity to context’ (Entwistle & McCune, 2009, p. 37).

3.3.10 Web-based learning and e-feedback

Technology has been defined as ‘any modification of the natural world made to fulfill human needs or desires’ (NRC, 2012, p. 202). In today’s world, one major technological modification seems to have been in the field of hypermedia technologies, including Information and Communication Technology (ICT) (Jacobson, 2008). ICT, particularly the Internet, has not only paved the way for faster and more convenient information access, but has in a way made information increasingly more malleable (Nesbit & Winne, 2008). The greater speed and convenience in accessing information are the benefits of the world being networked together (Tuckman, 2007), constituting the cyberspace. In this virtual world, information malleability is largely owing to a growing number of ICT tools which can render acquiring knowledge and skills more efficient (Nesbit & Winne, 2008). An area where the use of ICT can innovate and provide effective solutions to meet the local needs and demands is education (Duveskog, Sutinen, & Cronje, 2014), providing ‘an important platform for the delivery of educational experiences’ (E. Brown, Cristea, Stewart, & Brailsford, 2005, p. 77), and creating a ‘new learning paradigm’ (Andrade & Bunker, 2011, p. 106). In the literature, technology-based learning has been variously described: cyber education, digital media, e-learning, educational hypermedia, hypermedia-assisted learning (HAL), ICT-based interventions, information and communication technologies (ICT), learning technologies, multimedia learning, online learning, technology-supported/-based/-assisted/-enhanced learning, web-based learning, and web-learning (Jacobson, 2008).

3.3.11 ICT creating a new learning paradigm: e-learning

Horton (2012) succinctly defines e-learning as ‘the use of electronic technologies to create learning experiences’ (p. 1). In recent years, the development and spread of the rapidly evolving field of ICT seems to have

reached a stage to permit the global use of a number of its limitless potentials to aid the process of teaching and learning (Devolder, et al., 2012). Furthermore, ‘web-based learning has now transformed learning from classroom based to learning that is anytime and any place’ (Grimley & Riding, 2009, p. 18). Technology-enhanced infrastructures and learning environments have made the Internet delivery of educational support possible, affording a nascent transformation in the higher education. However, it is work in progress. The trend has started from one aspect of student learning ‘based around simple knowledge-based user models’, moving towards deeper core learning psychology matters (E. Brown, et al., 2005, p. 77). For example, Greener (2010) explains how at higher education institutions in the UK, the use of virtual learning environments (VLEs) initially began mostly as a repository for data to manage and deliver learning materials to learners, ‘ignoring pedagogical and personalised aspects, which are inherent to learning activity’ (Dang, Pan, & Wang, 2011, p. 1). In another instance, Heinrich (2004) introduces the notion of ‘electronic repositories of marked student work’ as a precious collection of previously assessed artefacts for new students to engage with in the formative assessment process (p. 82). While explaining that this approach can boost students’ critical thinking abilities and their understanding of learning outcomes, Heinrich (2004) more narrowly argues ‘One characteristic of teaching is that to a large degree the concepts to be transmitted remain the same from year to year or class to class’ (p. 82), in effect the modern equivalent of the transmission model of teaching and submission model of learning (Jonassen & Land, 2000). This signifies that more work is yet to be done towards more educationally effective use of technology in a context where technological infrastructure is thought to be strong enough to support students’ needs. Sonwalkar (2005) endorses that ‘the introduction of technology is *necessary but not sufficient* to change the paradigm of education’ (p. 2).

3.3.12 Interactive and collaborative tools

As discussed earlier, within constructivist learning theory it is believed that students learn more effectively through living a learning experience and making meaning of that experience. Collaborative learning can enhance the quality and efficacy of such learning experience, which can be best done through electronic media online. Similarly, seen through the sociocultural lens, ‘corrective

feedback is embedded in a collaborative performance where teachers and learners provide jointly owned affordances to solve linguistic problems' (Rassaei, 2014, p. 418).

Interaction and collaboration are two important features of technologically modern learning environments that can take place between two or more Internet users among themselves and/or with course-related contents synchronously (i.e., in under five seconds), semi-synchronously (i.e., time-bound but more than five seconds), and asynchronously (i.e., without any time limit) (Coleman & Levine, 2008): synchronous tools such as 'videoconferencing, analogue telephones and digital mobiles, through voice over IP services, like Skype, to text-based media, such as instant messaging services and chat rooms, and multimedia tools, like webinars and virtual workspaces'; semi-synchronous media namely 'Some asynchronous services, such as forums or multimodal social networking utilities (Facebook and MySpace), may seem synchronous to users who are "always on"'; and synchronous technologies such as 'email, blogs, microblogs, wikis' (James, 2014, p. 559). These technological features have set the scene for the development of 'Learning Management Systems (LMS) such as Blackboard, Moodle, Sakai, ANGEL, Desire2Learn, and eCollege' (Kitsantas, 2013, p. 235).

3.4 Self-Regulated Learning Development and e-Feedback

3.4.1 SRL: A growing area of interest

True to Pintrich's (1994) prediction, the integration of conceptual and procedural types of knowledge with self-regulatory processes is an example of how the field of education has been geared towards evolving the standards of SRL. Online learning environments appear to be amenable to 'supporting the new constructivist way of active and self regulated learning. However, empirical studies have shown contradictory results about the efficiency and effectiveness of learning with hypermedia' (Triantafillou, Pomportsis, & Demetriadis, 2003, p. 88). Despite such contradictions, further into the twenty-first century, the current state of play generally seems to be moving in the same unchanging direction: 'models for self-regulated learning ... complement and extend the goals of information-literacy education' (Nesbit & Winne, 2008, p. 174). Information literacy refers to the way necessary information is sought for, accessed,

evaluated, and used (Timmers & Veldkamp, 2011). Research also hints at a more promising future for SRL with the development of new learning environments: ‘Research on self-regulated learning (SRL) in hypermedia-learning environments is a growing area of interest’ (Taub, Azevedo, Bouchet, & Khosravifar, 2014, p. 356).

Beginning to germinate in the 1980s, the term self-regulated learning (SRL) signifies taking certain steps in the process of knowledge construction, e.g. activating prior knowledge, planning, strategic monitoring, reflecting, evaluating, selecting, judging, help-seeking and ability to adapt and modify all these in keeping with internal and contextual conditions (Azevedo, 2009; Azevedo & Aleven, 2013; Azevedo, et al., 2004; Bannert & Reimann, 2012; Burkett & Azevedo, 2012; Dinsmore, Alexander, & Loughlin, 2008; Taub, et al., 2014). With all these processes at work, worthy of note is how SRL can be conceptualised: ‘Collectively, these processes involve metacognitive monitoring and control, and are sometimes also called self-regulated learning (SRL)’ (Azevedo & Aleven, 2013, p. 2). However, emphasising that these constructs should not be used interchangeably, Dinsmore, Alexander, and Loughlin (2008) have attempted to distinguish between metacognition, self-regulation, and self-regulated learning. They believe that while all these three constructs denote controlling and monitoring, it is the nature of what is being controlled and monitored that can distinguish them from each other. ‘In self-regulation and self-regulated learning, monitoring or control may refer to behavior, cognition, or motivation, while metacognition likely emphasizes monitoring and control of cognition, specifically’ (p. 401).

Comparing the common learning constructs with the aim of identifying future research directions in an approximately thirty-year period, Pintrich (1994) highlights the components ‘to do with students’ knowledge base, their procedural skills, their self-regulation of learning, and their motivation and affect’ (p. 139), concepts which for being fuzzy need to be more clearly and accurately defined in practice. Pintrich’s findings indicate that the elements dealing with individual students’ control of internal and external factors merit more attention, constituting ‘constructs such as will, volition, and self-regulation’ (p. 140). Naturally, the cognitive frameworks of learning do not cater for ‘the issues of affect, motivation, personal responsibility, commitment, and regulation, nor do

they consider the social and cultural context of learning' (Pintrich, 1994, p. 140). That is perhaps owing to modernist view in favour of the separation of body (i.e., affect, feeling, emotion, and subjectivity) and mind (i.e., cognition, thinking, reason, and objectivity), i.e. 'body-mind dualism' (Loseke & Kusenbach, 2008, p. 511). Nevertheless, within the social cognitive, sociocultural, and constructivist theories self-regulation and agency have been adequately accommodated in various learning and studying environments (Martin, 2004), thereby bringing 'the important role of social influences on self-regulatory processes' (Zimmerman & Risemberg, 1997, p. 95) into conceptual frameworks for better understanding of SRL-related issues in new learning environments.

3.4.2 How to successfully develop and execute effective SRL

Given the far-reaching effects of self-regulatory strength, it would be very useful to know how to successfully develop and execute effective SRL. Is it an implicit by-product of certain activities stimulating a strategic scaffolding condition in a particular learning situation, or a rather direct effect of more explicit SRL training and practice? Which scaffolding conditions – adaptive scaffolding or fixed scaffolding (Azevedo, et al., 2005) – can be more effective in helping students become actively self-regulating learning agents? The relevant literature suggests multiple views in response to such questions. To Vermunt and Verloop (1999), teaching encompasses any element that is responsive to the needs of learners, including teaching activities, 'task, instructional materials, in-text teaching devices, computer system, and other regulating elements in the learning environment' (p. 265); such instructional agents can stimulate students to resort to, develop, and modify appropriate thinking strategies and learning styles to manipulate knowledge to fulfill learning functions (Vermunt & Verloop, 1999). Likewise, Nesbit and Winne (2008) believe that the nature of e-design and students' perception of it are crucial in guiding students' development of self-regulation: 'Curriculum authors signal how to learn by features of instructional designs' (p. 177). The works done by Azevedo et al. (2004) investigated the regulatory role of adaptive scaffolding as opposed to SRL training on students' learning in the context of hypermedia. They have advocated 'the design of MetaCognitive tools—adaptive hypermedia environments designed to foster students' self-regulated learning' (pp. 344-345).

Furthermore, sight must not be lost of the mutual transaction between the learner and the external learning sources. The interplay between the teacher's regulatory strategies and students' SRL abilities can have both instructive and obstructive impact on the learning process, depending on the level of congruence and friction arising between the two (Vermunt & Verloop, 1999). Such mutuality naturally involves production and reception of input and feedback (Bangert-Drowns, et al., 1991). The degree of external feedback benefit and its regulatory power depends on the complexity of a given task, the instructor's response time in relation to student performance, as well as whether and to what extent learners possess the capability and willingness to use external feedback properly or to generate their own internal feedback (Bangert-Drowns, et al., 1991). On the theme of the internal-external regulation of student learning, Vermunt and Verloop (1999) report on the importance of determining the performing agent of learning functions, which can be the learner and/or the teacher, from three aspects of cognitive, affective, and metacognitive regulation, which the teacher can capitalise on. Vermunt and Verloop (1999) also have identified three levels of the learning functions control by the teacher: strong, shared, and loose, the interplay of which with students' high, intermediate, and low SRL processing can result in a matrix of congruence, constructive friction, or destructive friction between teaching and learning.

First is 'strong teacher regulation' where the teacher substitutes for students in controlling learning functions. 'In this way, teachers take learning activities out of the students' hands by performing these for them and, in doing so, minimize the need for students to utilize their thinking strategies' (Vermunt & Verloop, 1999, p. 266). The extent to which a strong regulation teaching style assists students in meaning construction needs to be seen in the light of what students are capable of and willing to do, as well as how complex the task is (Bangert-Drowns, et al., 1991).

'Shared regulation' constitutes the second type of teacher regulation strategy, where the teacher – explicitly or implicitly – activates different learning functions in learners and helps them to adopt required cognitive, affective, and metacognitive approaches to hone their skills in use of such strategies to enhance their learning; such collaboration allows students to change their

inefficient learning strategies as they carry out tasks in their educational pursuits (Vermunt & Verloop, 1999). Interdependence in academic performance particularly calls for a carefully balanced ratio of the student retrieval and use of information to the teacher's corrective feedback provision (Bangert-Drowns, et al., 1991).

Maximum use of students' cognitive, affective, and metacognitive processes is made in 'loose teacher regulation' because students themselves actually perform learning functions, in which case 'the teacher assumes that students will employ the right learning and thinking activities on their own initiative when learning ... learners have to motivate themselves, look for similarities ("relating"), monitor performance, self-test their progress' among other regulatory activities (Vermunt & Verloop, 1999, p. 266). They also point out that in more moderate forms of loose teacher control, the teacher might not remain neutral in connection with the way students self-regulate themselves and may react, offering a few helpful suggestions as necessary (Vermunt & Verloop, 1999).

3.4.3 SRL versus autonomy

The Internet potentials can create a more convenient education system that fulfils specific needs of learners (Tuckman, 2007, p. 415), permitting students to make choices for themselves, e.g. in terms of time and space (Sun & Rueda, 2012, p. 191). The concept of autonomy refers to individual choice as well as freedom, and building SRL skills is tantamount to developing the capacity for autonomy as well (Zimmerman & Schunk, 2011, p. 1). Now the question is: 'What skills do learners need to participate fully in the Information Society?' (Nesbit & Winne, 2008, p. 174). The TELE inherent capacity and its presumably fine design, as a learning tool, would be severely restricted when students fail in applying SRL to their learning, e.g. not making a plan of action, using inefficient mindless approaches like copying and pasting materials instead of problem-solving, frivolous messaging and web surfing, not putting their emergent understanding to the test (Azevedo, Moos, Greene, Winters, & Cromley, 2008).

For course designs where students receive support through electronic media, the concept of SRL offers more components, dimensions, and processes than the notion of autonomy: SRL 'consists of descriptive components—cognition,

metacognition, motivation, behavior—as well as processes such as how to approach learning, the use of strategies, managing performance, and evaluating' (Andrade & Bunker, 2011). Vermunt and Verloop (1999) have organised key learning components into three types of cognitive, affective, and metacognitive skills and strategies. These are the components of the SRL model for the traces of which I checked the perceptions of the students in this study to find out the extent to which the e-feedback platform design had tapped into these SRL components during the students' learning with technology. Of course, the boundary between cognitive, affective, and metacognitive self-regulation is not a rigid one, because they are all intertwined (Vermunt & Verloop, 1999) and the scope of SRL is rather expansive covering various types of academic behaviour (Dinsmore, et al., 2008); however, disentangling the three strands of SRL processes needs to be done in order to be able to distill the outstanding features of these constructs, to define the regulatory areas, and subsequently to map them onto the research findings. To examine the role of cognitive, affective, and metacognitive self-regulatory processes students engage in, Vermunt and Verloop (1999) divide them as follows:

Cognitive skills are related to pursuing learning goals, deepening the learning of the subject matter, and knowledge base, including activities such as relating or structuring, analysing, concretising or applying, memorising or rehearsing, processing critically, and selecting. Affective skills are connected with activities to cope with emotions, to produce positive mood, and to escape negative mood through motivating or expecting, concentrating or exerting effort, attributing or judging oneself, appraising, and dealing with emotions. Metacognitive skills are linked to thinking processes which steer the course of study towards desirable learning outcomes by orienting or planning, monitoring or testing or diagnosing, adjusting, evaluating or reflecting activities.

3.5 Principles and Theories of Learning Environment Design

As can be understood from Boud and Molloy's (2013c) feedback definition – 'feedback constitutes a set of practices, framed by purposeful and dual intentions (to improve immediate work and future work), and nestled within conditions favourable for uptake and use' (p. 5) – the existence of an appropriate uptake-and-use environment is essential for feedback to have far-

reaching effects on learners and their learning. This calls for the design and construction of learning platforms which greatly and effectively facilitate collaboration and also ‘reflective knowledge building’ (Nicol, 2013), bringing together the guiding principles of effective feedback and technology-based learning environment design. ‘Instructional design is not rocket science – it’s harder’ (Horton, 2012, p. 4). As can be understood from Horton’s whimsical comment, in the process of identifying and incorporating functional design characteristics to create an effective e-feedback environment, insight is needed into the nuances and subtleties the field outlines, or even fails to outline. In what follows, attempts have been made to review the underlying principles and theories for feedback intervention and environment design, as well as for technology-based feedback environment design and its corrective power for L2 writing.

3.5.1 How to increase the effectiveness of feedback interventions

DeNisi and Kluger (2000), on the basis of their meta-analysis, have introduced a feedback intervention theory. The underlying assumptions in their theory have been: (a) the comparison of feedback with learning objectives can help regulate student behaviour; (b) learning objectives follow the hierarchical order with three different foci of attention at: the *self* level usually associated with strong affective reactions that can interfere with subsequent performance by being a source of distraction, *task* level tied up with the actual performance constituting the desired level that can improve performance, and *task learning* level related to the details of the process, each resulting in a different behaviour; (c) the middle levels of the hierarchy usually receive more attention; (d) given students’ limited cognitive capacity, only brief attention can be devoted to the gap between current and desired performance, highlighted by feedback, which can in turn regulate behaviour, and (e) it is feedback that can change the focus of attention, resulting in a change in behaviour, subject to feedback focal point(s) and student personality. Moreover, they make a useful argument for the effectiveness of both positive and negative feedback when taken at the right level: ‘both positive and negative feedback can lead to performance improvements as long as the focus of attention is at the proper level’ (DeNisi & Kluger, 2000, p. 132).

While Yorke (2003) outlines the characteristics of a supportive formative assessment theory, he explains that the influence of summative assessment, as 'a test of independence' in Vygotskian terms, almost invariably extends throughout the academic life: 'At some point, an academic is very likely to have to switch role from that of supporter of learning to assessor of achievement' (p. 496). In his framework of effective formative assessment theory, he focuses attention on the roles of assessors and students, emphasising the examiner's understanding of (1) the nature as well as scope of knowledge and learning together with its discipline-related assumptions (e.g., constructivism), (2) the students' academic capacity, cognitive growth, and moral development in relation to feedback, (3) appropriate feedback mindset (e.g., considering it at the task-level) and right attitude towards giving and receiving it, (4) interaction with students about the way their academic work is unfolding; (5) students' active pursuit and use of formative feedback (e.g., self- and peer-feedback), and (6) students building on their prior knowledge and acting based on previously developed academic strength (e.g., through interactions in the process).

3.5.2 Instructional principles to facilitate learning

Sims and Sims (1995) introduce a number of factors which need to be taken into account to increase the achievement of the learning outcomes and to positively influence instructional processes, which are as follows: (1) making preparations for setting reasonable educational goals and putting instructional plans into action; (2) ensuring that instruction is lucid and to the point; (3) modelling of the desirable learning outcomes and encouraging students to develop and use particular skills; (4) promoting an interactive learning-teaching process; (5) adopting participatory and active learning approaches; (6) developing student self-efficacy and success expectation and adjusting teaching accordingly; (7) 'ensuring specific, timely, diagnostic, and practical feedback' (p. 5); (8) creating opportunities for students to practice new knowledge to increase retention; (9) offering students multiple learning points to add to and reinforce important academic skills; and (10) making attempts to help students regulate, optimise, and monitor their own learning and identify reliable sources of support.

3.5.3 Technology-based environment design principles

In designing, integrating, and implementing technology, the instructional designer is required to follow certain educational technology principles, as criteria to judge the quality when integrating an educational technological tool. The wide array of recommendations on how to design an educational ICT tool requires certain selection criteria to bear in mind in deciding what design choices to make.

Firstly, to optimise student learning and to support learning outcomes, the technology design choices need to be made in line with the theories of learning and assessment (Dexter, 2007; Gilbert, et al., 2011; Mayer, 2008; Waring & Evans, 2015). This criterion can ensure that students are properly engaged with ICT tool activities that correspond with the way the brain operates to assist human cognition, rather than to randomly expose students to cutting-edge technology (Mayer, 2008). This also aligns with the underlying premise in Dang, Pan, and Wang's (2011) virtual learning environment design who endorse that 'courseware for e-learning should be much more than just a set of online learning materials' (p. 1).

Secondly, an effective technology-based tool needs to add cognitive value to what students do, bringing about positive cognitive changes (Dexter, 2007; Mayer, 2008). That is, students should be engaged in mindful learning activities, rather than just unproductive mindless behaviour, no matter how appealing activities might be. For example, as a principle for a successful learning design, Gee (2008) underlines the importance of students' perception as 'active agents (producers) not just passive recipients (consumers)' (p. 48), somewhat surprising though he does not appear to explain how to prioritise cognitive activity over behavioural activity.

The next criterion is about setting clear target learning outcomes which are to be developed and assessed; the ICT tool needs to enable the teacher to understand and measure the technology-assisted development in students' knowledge or abilities towards those learning goals (Dexter, 2007; Mayer, 2008). Mayer emphasises that the claim that a tool is educational and/or engaging without indicating a set of specific learning objectives would not suffice in supporting students effectively.

The fourth principle is the validity of recommendations; although there are plenty of recommendations for the design and use of ICT tools, care should be taken, when deciding on what works, to choose only the ones arising from the latest relevant research evidence, not those merely from experiences or speculations without compelling evidence (Mayer, 2008).

Another criterion is related to the defining standards and methodological soundness of the research from which the evidence has originated; actually, there is no best methodology to be valid in all circumstances, so ‘a sound methodology is one that is capable of generating data that can be used to answer the question under consideration’ (Mayer, 2008, p. 4).

Given the importance of instructional environments in affecting internal processing in students, with immediate influence on what is learned, the next principle states that if this field of education is to progress with more productive learning theories, approaches to ICT tool establishment need to be theory-grounded, as these are theoretically grounded approaches, not ideological approaches to learning, which can serve as clear and testable propositions to demonstrate how learning works (Mayer, 2008). There is also one principle which requires any research on technology-supported learning to be educationally relevant in authentic formal and/or informal learning settings (Mayer, 2008).

As DeSchryver, Leahy, Koehler, and Wolf (2013) point out ‘affective implications of technology use for teaching and learning’ are important to be considered. Horton (2012) rightly draws attention to ‘the underlying motivation and fundamental skills necessary to propel and validate learning’ (p. 4), pointing out that students’ beliefs and emotions are just as important as their knowledge building and understanding to be considered when designing e-learning tools. He also adds that students tend to value mechanisms that facilitate their academic growth, assisting them with knowledge gaps that are otherwise, in most cases, difficult for them to fill.

3.5.4 ICT learning tool design principles and theories

For functional development of a learning environment and its design to be pedagogically sound, it is necessary to follow research-based principles, to

know very clearly the learning experience that is to be provided, what the specific reason behind the ICT tool creation is, and to remember that always ‘form follows function’ (Dexter, 2007, p. 223; Mayer, 2008). There are certain general principles suggested in the literature to shape the design of effective ICT tools.

Reserving options for students

The first principle states that the design needs to be done in a way that reserves options for students to exercise their own agency and to customise their learning, permitting students with various styles of learning to benefit from a given ICT tool, as not everyone learns in the same way (Gee, 2008). Gee adds that students being the agent of their own learning does not obviate the need for them trying new learning strategies without any fear, for example, of receiving a low score.

‘Different styles of learning work better for different people. People cannot be agents of their own learning if they cannot make decisions about how their learning will work. At the same time, they should be able (and encouraged) to try new styles’ (Gee, 2008, p. 49).

Developing ownership and a new identity in students

Although my study is not directly comparable, I have derived the second principle from combining the two principles of co-design and identity suggested by Gee (2008). He points out that when an ICT tool allows learners to take ownership of their technology-assisted learning experience and of the work they have created in that way, such involvement can bring about engaged participation and a higher level of motivation. The more they value their work, the stronger their commitment to it; therefore, greater depth of investment and learning they can gain. As Gee explains, ‘Deep learning requires an extended commitment and such a commitment is powerfully recruited when people take on a new identity they value and in which they become heavily invested’ (Gee, 2008, p. 49).

Pleasantly frustrating

The next principle Gee (2008) calls upon is that the ICT tool needs to adjust challenges to make a task come across as ‘pleasantly frustrating’ – meaning

'hard but doable' – for the learner and to provide regular feedback to help learners understand, considering their level of competence, whether and where they are on the success path, how much progress they have made over time, and how their effort has paid off (Gee, 2008, pp. 53-54).

Tackling new challenges

The principle coming up next targets the cumulative nature of knowledge and skills which in the design of an ICT tool manifests itself in the form of providing learners with the opportunity to challenge themselves with new problems frequently, different from what they have already practised, to open up their routine knowledge and skills to self-reflection, as a result becoming more effective at tackling new challenges, learning new knowledge and skills (Gee, 2008, p. 55). Bereiter and Scardamalia believe that it is vital to resist complacency about skill development (Bereiter & Scardamalia, 1993).

Reducing the cost of risk taking

The next principle is about the way an ICT tool needs to reduce the cost of risk taking for students, so that temporary failure and trying again become a significant learning opportunity for students, rather than a final judgement (Gee, 2008).

Online activities fitting into a larger meaningful system

The next principle to bear in mind is that learning experience can make much better sense to students when the design of an ICT tool helps them understand that the technology-assisted activities they are engaged with are not disconnected elements, rather they fit into a larger meaningful system of their studies coherently, on the overall path of learning as a whole; in other words, technology tools can become more efficient when they help learners see both the forest and the trees that make up the forest (Gee, 2008). Gee rightly points out how lack of a broader vision of what, in fact, are various components of a bigger system can make them look like isolated parts in education. There is a risk that instead of using individual elements in the system as stepping stones to higher levels of learning and understanding, students can resort to superficial memorisation of meaningless items when they are 'acting in complex systems with no understanding' (p. 60).

e-Feedback environment design principles and theories

Evans (2013) has combined effective feedback and feed-forward design principles into twelve action points as follows. (1) Delivering a programme of study with a workable sequence and variety of assessment activities; (2) Incorporating complete information about assessment in all teaching lessons; (3) Making all the resources accessible to students from the very outset of their studies to empower them with self-regulated learning skills to help them become responsible for their own learning; (4) Spelling out how assessment strands come together in the course of the programme and how they are correlated and indispensable to the purpose; (5) Supplying what students need to fully understand course assessment requirements; (6) Making plain the pattern, frequency and nature of feedback as well as where to look for it, including any technology-based information sources; (7) Creating assessment and feedback opportunities at the early stages of the learning process; (8) Increasing students' awareness of their duties as active participants and what is expected of them when given feedback, with adequate knowledge base to benefit from and handle feedback; (9) Familiarising students with assessment criteria or grading system, allowing students to examine good model samples; (10) Providing purposeful comprehensible feedback as to how each student can make revisions to improve outcomes, highlighting cases that demand urgent attention; (11) Helping students develop abilities to evaluate their own work, measure their progress, and seek help, e.g. through peer support groups; and (12) Enhancing staff understanding of assessment criteria by holding training sessions.

3.5.5 Principles for computer-mediated writing environment design

Though not recently, Sharples (1996) has provided a list of research-based guidelines on how to design a better computer-mediated writing environment. First is the opportunity for interchange between single and collaborative editing and writing tasks. Secondly, the environment needs to be flexible enough to create opportunities for different writing approaches to be able to make choices for themselves 'from hierarchical planning to free drafting' and to be able to move across various composing processes 'from a rough note to a scholarly article' in a mutually supportive and interrelated fashion, for example with the

possibility of switching between the text outline and the full-length text again (p. 104). There is also what Sharples (1996, p. 105) calls ‘interleaving of tasks’, that is suspending, undoing, and resuming the writing task within the environment at any point as needed seamlessly without losing the task flow, like the way the reference management software EndNote functions in the Microsoft Word context. Next is permitting the creation and use of aide-memoires at will, as ‘external representations’, in the process of writing, such as notes, plans, drafts, even related sketches and doodles (p. 105). Sharples (1996) believes that to help the writer to see and shape their concepts, computers have the potential to show, preferably in one view, the development of multiple writing stages from aide-memoires to the emerging linear text or page layout. When attempting to write a text, there are certain constraints or orientations that the writer has to tackle appropriately, constituting another guidelines on Sharples’ (1996) list. They range from handling spelling and grammar mistakes to using acceptable templates and writing standards regarding the form and content. He believes that writers can better deal with such matters, because the computer has the potential to check the text, either automatically or semi-automatically, and make such constraints or orientations explicit in their work in progress.

Another useful feature of computer-assisted writing environment is ‘document evolution’ representing ‘intellectual ownership and investment of effort’; text creation and ownership as such, therefore, leave a trail of drafts and revisions behind, which computers and electronic records make traceable with exact dates, times, and other evolutionary details (Sharples, 1996, p. 108). The next capability of computer-mediated environments, as Sharples (1996) points out, is to relate to natural and well-balanced writing rhythm adjustment in the writer’s cycle of engagement in text creation and reflection on all or parts of the text, ‘forming and transforming ideas, and planning what new material to create and how to organise it’ (p. 108). He then highlights the coordinating role of computer-assisted instruction in helping writing collaborators to exchange emails for text sharing and merging purposes. He explains that collaborative writing stages are iterative and are coordinated in a sequential, parallel, or reciprocal fashion. Finally, he emphasises ‘the interfunctionality of talk and text’: it is essential to incorporate regular informal discussion in the process of composing texts collaboratively, because ‘talk is important for negotiating

intentions, setting constraints, generating ideas and text, and airing conflicts' (p. 109).

3.5.6 Individual student variables impacting e-feedback efficacy

At institutional, classroom, and even personal levels, one of the issues that continues to present an obstacle to learning is the inability to actively manage and consciously control learning coupled with lack of attention to individual learning differences, particularly in higher education (Sims & Sims, 1995).

Individual student variables can cover a wide variety of factors, including – but not limited to – their age, gender, ability, affect, prior knowledge and education, strategies, motivation, intelligence, experience, learning preferences/interests, and habitual or cultural styles; these individual difference constructs can affect their information processing, apprenticeship in learning, perception of task difficulty, and learning performance in general (R. E. Clark & Feldon, 2005; Cristea, 2005; Grimley & Riding, 2009; Zhang, Sternberg, & Rayner, 2012).

From among a variety of identified individual factors, cognitive styles constitute an important element for the consideration of designers and instructors of web-based courses in view of its possible close connection with improving learning outcomes (Triantafillou, et al., 2003), and are 'a better predictor of an individual's success in a particular situation than general intelligence' (Kozhevnikov, 2007, p. 464). Based on Peterson, Rayner, and Armstrong's (2009) e-survey findings, there is a certain consensus of 66% and almost 41% among scholars in the field of styles constructs on the definitions of cognitive and learning styles respectively, as follows:

'Cognitive styles are individual differences in processing that are integrally linked to a person's cognitive system. More specifically, they are a person's preferred way of processing (perceiving, organising and analysing) information using cognitive brain-based mechanisms and structures. They are partly fixed, relatively stable and possibly innate preferences' (p. 520).

'Learning styles are an individual's preferred ways of responding (cognitively and behaviourally) to learning tasks which change depending on the environment or context. Therefore a person's learning style is malleable' (p. 520).

Kozhevnikov (2007) formulates that ‘cognitive styles represent heuristics that individuals use to process information about their environment’ and such heuristic techniques interact at a variety of information perceiving and processing levels, ranging from perceptual and categorising tasks to metacognitive judgements (p. 464). For example, one cognitive styles theory assumes the effectiveness of making choices based on the style characteristics continuum. It ranges from field dependence (FD) to field independence (FI), the implications of which are then explored in the design of learning environments and instructional support systems; those learners with an FD propensity are usually holistic learners who perform better if learning control is from outside providing maximum feedback and guidance, whereas those with an FI inclination are analytical learners who are more comfortable with minimum feedback and direction when they themselves control their own learning (Triantafillou, et al., 2003). Here, as in Evans and Waring (2009), cognitive styles, learning styles, and learning approaches – in the styles profile of any student – are considered together as ‘personal learning styles’ (p. 170).

On the other hand, various multimedia formats make different learning and instructional claims, bringing in a wide array of design factors that have, or do not have, learning and/or motivational effect on individual styles and performances (R. E. Clark & Feldon, 2005). Within the Personal Learning Style (PLS) framework (C. Evans & Waring, 2009), individual students’ learning styles and learning contexts are interrelated; that is, different learning environments exact different learning strategies, because learning styles are believed to be ‘much more responsive to task and situational demands’ than cognitive styles (C. Evans & Waring, 2009, p. 170). Likewise, Triantafillou, Pomportsis, and Demetriadis (2003) report that the success of educational hypermedia in expanding learning capacity and fostering cognitive flexibility is contingent upon the appropriate task as well as environment designs, together with cognitive overload prevention. Grimley and Riding (2009) introduce individual difference variables of ‘cognitive style, working memory efficiency, anxiety, gender, and current knowledge’ and argue that they are closely related to specific Web-based learning designs (p. 1). However, Clark and Feldon (2005) uphold that ‘cognitive and learning styles have not proven to be robust foundations on which to customize instruction to accommodate individual differences,

intelligence, motivational goal orientations, and prior knowledge have demonstrated significant effects' (p. 105).

While it is believed that the more a learning environment can take an individual learner's needs/characteristics into account, the better it can assist him/her in addressing necessary learning demands and identifying learning behaviours to be regulated, an important consideration seems to be the requirements of a given task and their appropriate accommodation in the related delivery or design environment. Learning styles are more likely to be influenced by task, and instructional practices, among other situational factors, highlighting the malleable nature of individual styles (C. Evans & Waring, 2009, 2012). Similarly, Clark and Feldon (2005) state that 'to date researchers in this area have found no evidence that tailoring multimedia instruction to different learning styles results in learning benefits' (p. 9). Additionally, accommodating individual differences leads to increasing task difficulty and hardware sophistication and software complexity to capture more specific information on students' cognitive models and preferences (Cooper, 1993). For example, Azevedo and Aleven (2013) talk about new techniques used 'for analyzing the metacognitive data stream in a moment-by-moment fashion in order for the system to react adaptively to individual students' metacognition' (Azevedo & Aleven, 2013, p. 3). The use of styles instruments without due deliberations of students-teacher discussions can reduce its effectiveness as a learning tool to a mere labelling tool often creating a pejorative sense (Waring & Evans, 2015). Therefore, it can be inferred that instead of matching the method of delivery to individual learning variables, it would be more effective and realistic to modify the design and delivery issues according to the contextual and task requirements, and trust that, with the development of style flexibility, individual learners can adapt themselves subsequently.

In web-based learning contexts, there are a relatively high number of students, with various attributes and learning differences, using a hypermedia system normally without the support of the teacher, who in brick-and-mortar learning environments plays a mediating role to varying degrees (Triantafillou, et al., 2003). As such, in the area of web-based learning and instruction, there are at least two types of attitudes towards making provision for individual student

differences with varying degrees of learning choice and control from teacher-led to student-led processes:

‘One is to accommodate the material and the mode of teaching to the individual characteristics of the student. ... The other approach would be to teach coping strategies ... to enable students to process material that they naturally find difficult’ (Grimley & Riding, 2009, p. 17).

The proponents of the first argument tend to look at Adaptive Hypermedia Systems (AHS) as an ‘ideal way to accommodate a variety of individual differences’, claiming that such systems can update themselves as each user’s learning styles, objectives, needs, and preferences undergo a change (Triantafillou, et al., 2003, p. 88). However, Greener (2010) believes that such a grandiose claim seems too good to be true and that it usually leads to the creation of environments that end up dictating their designs to users with only limited benefits. Horton (2012) similarly warns that in some cases ‘creator’s of e-learning impose their own preferred learning styles on learners for whom these styles are totally unsuited’ (p. 4). Greener (2010) also upholds the view that students’ learning strategies and preferences ‘may differ not just among learners but also for the same learner over time’ plus ‘the varying pedagogic beliefs of teachers’ (p. 255), not to mention task demands and the complex array of individual variables and cognitive styles involved. Kozhevnikov (2007) confirms that the effects of individual differences in cognitive functioning are usually difficult to attribute to certain causes because they are overpowered by other competing causes, ‘such as general abilities and cognitive constraints that all human minds have in common’ (p. 464).

The wide range of students, with many different backgrounds, who pursue their educational studies, use diverse and thriving cognitive styles and each needs learning opportunities with appropriate support and its effective delivery (Andrade & Bunker, 2011). Given such diversity as well as constantly changing learning and instructional factors, research trends in the design of web-learning have turned to ‘adaptive systems’ to enhance ‘online educational environments with personalization’ (Cristea, 2005, p. 6). Therefore, it seems that ‘design and evaluation of adaptive feedback strategies is a challenging task, because so many individual and situational variables can facilitate or hinder the effect of

feedback on learning process' (Narciss, et al., 2014, p. 57). In effect, the static 'one-size-fits-all' provision of support in education does not appear to be a sound productive approach, either (Akbulut & Cardak, 2012, p. 835; E. Brown, et al., 2005). Accordingly, designing adaptive hypermedia-assisted systems 'that can identify the user's interests, preferences and needs and give appropriate guidance throughout the learning process' seems to be an attractive solution (Triantafillou, et al., 2003, p. 88). However, defining the term 'adaptive design' can lead to a context for further discussions. For one thing, Narciss, et al. (2014) argue that adaptation can be implemented both statically and dynamically:

'In the case of static adaptation, feedback settings are adjusted once according to the global task and/or learner characteristics. Dynamic adaptation implies that the decision about feedback settings for the current learning interaction is made on the fly based on varying parameters of the instructional context (knowledge state of the learner, history of interaction, motivational factors, etc.)' (Narciss, et al., 2014, p. 58).

The question which has been debated in the literature is whether it is the machine or the user that plays a mediating dynamic role (Burgos, Tattersall, & Koper, 2007; Narciss, et al., 2014). From Cristea's (2005) perspective, adaptation can be made in each of these three stages: (a) prior to students stepping in the online environment, (b) on entering, or (c) during their interaction with the online facility. Preceding students' entrance, learning resources can be prepared, labelled, and incorporated into the system; next could be the creation of a model representing users' characteristics either statically or dynamically (Cristea, 2005). Of course, the interplay between adaptive instructional strategies and learning processes is both delicate and complex, constituting factors that can bring about 'destructive friction' (Vermunt & Verloop, 1999; Waring & Evans, 2015).

Moreover, in the design of the personalised educational hypermedia, there are two closely related terms of 'adaptivity' and 'adaptability' at work (Akbulut & Cardak, 2012; Burgos, et al., 2007): adaptivity refers to 'the ability to modify e-learning lessons using different parameters and a set of pre-defined rules';

conversely, ‘adaptability is the possibility for learners to personalize an e-learning lesson by themselves’ (Burgos, et al., 2007). Of course, it seems that in case of adaptivity the rules to follow are not sufficiently in place: ‘The ‘rules’ that are used to describe the creation of such a system are not yet standardised, and the criteria that need to be used for pedagogically effective rule-sets are, as yet, poorly understood’ (E. Brown, et al., 2005, p. 77). Consequently, e-learning designers seem to be required to strive for a happy medium: Precise hypermedia-assisted scaffolding and learning agency can empower students to become engaged in the adaptive help-seeking process (Azevedo, et al., 2005), which is reminiscent of an equilibrium to arise in the process of adaptation, which Kozhevnikov (2007) reports Klein (1951) speaking about, that ‘requires balancing inner needs with the outer requirements of the environment’ (p. 465).

In meeting more of an individual student’s learning requirements and their learning styles, adaptive interventions seem to be more academically feasible than those adapted to conveniently pigeonholing learners as belonging to certain cognitive orientations, regardless of its effectiveness in moving towards learning goals and contextual demands. The purpose, therefore, is to design an online system that is able to direct the learning process of each learner through actions triggered by decisions, efforts, and changes s/he makes on the web-based environment (Burgos, et al., 2007), enriched by an integrated developmental approach to cognitive styles training calibrated with requirements of the context in combination with learners’ needs (C. Evans & Waring, 2012; Waring & Evans, 2015). In other words, in such integrated environments, the improvement of other equally important learning skills (e.g., SRL skills) and effective cognitive styles application – in relation to certain learning tasks and activities in a specific context – would become a by-product of the informed choices students make, while benefiting from the web-based design efficiency in scaffolding the main target skills development. By the utilisation of certain facilitative features in the design of the learning milieu, more of the user’s psychological aspects in the learning process can be empowered.

3.5.7 Evidence for e-learning affordances and limitations

Juxtaposing paper-based materials or lectures with technology supported educational work, Whitelock, et al. (2011) mention the superiority of online teaching and learning quality ‘in terms of cost savings or productivity improvements’ (p. 3), but not all findings converge with the cost, time, and support benefits of e-learning (e.g., Childs, Blenkinsopp, Hall, & Walton, 2005). Also worth considering is the extent to which online learning environments, with all collaboration tools, capabilities, and systems, can accommodate different learning styles and approaches which seem to have direct bearings on effective learning (C. Evans & Waring, 2009). Greener (2010) points to the ‘potential plasticity of online learning environments which can accommodate any style or strategy’ (p. 254). Proving their insight of the future and the movement from on-paper to online contexts, Boyle and Hutchison (2009) argue that electronic assessment will be in high demand in the prospective education system, because e-assessment is capable of introducing questions and tasks to assess students on novel constructs both formatively and summatively with a much higher degree of complexity and accuracy. Most certainly, such a substantial change in assessment cannot be without implications for feedback, hence the examination of the various aspects of e-feedback warrants more serious consideration more than ever. Web 2.0 environments and technology-supported learning can create more opportunities for the implementation and provision of e-feedback processes from real time to delayed time (Williams, et al., 2013). They believe that ‘the use of digital learning environments has made it easier to provide continuous, faster, practical feedback compared to f2f contexts’ (p. 129). Furthermore, Whitelock, et al. (2011) report that e-feedback processing can promote deep learning approaches and strategies to learning. Azevedo and Aleven (2013) contend that hypermedia environments ‘will not only help learners acquire deep conceptual knowledge of complex topics, or robust cognitive skill, but will also help them become better learners across domains by allowing them to acquire, internalize, share (with other human and nonhuman agents), and practice key metacognitive and self-regulatory skills’ (p. 2).

Fast technological growth permits L2 learners to have better and easier access to the Internet virtually everywhere, at work, at school, at home among others.

'Technology is at the heart of education now. The question is: how can we best use it to improve teaching and learning?' (Scrivener, 2011, p. 335). If properly accommodated in the L2 learning curriculum, technology can bring significant positive changes to what is usually done traditionally in language classrooms around the world. It is also believed that technology can afford writing classrooms opportunities by introducing innovative ways of increasing learning and managing corrective written feedback to expedite the achievement of learning outcomes (Ken Hyland, 2009, p. 59).

The notion of affordance in education is described as 'an opportunity for learning' which is 'a relational concept' (Larsen-Freeman, 2014, p. 665), emerging when a student interacts with learning materials, tools, and milieux (Lamy & Hampel, 2007). In a learning environment, affordances are the environment characteristics that provide opportunities for action, but normally do not constitute a natural part of the environment; affordances become opportunities only in relation to one's ability to act, referred to as one's 'effectivities', which in fact arise from one's aims and skills in a certain context (Young, et al., 2000, p. 152). This points to the complex interaction among learning milieu, students' perceptions of learning demands, and their adopted learning approaches (Gijbels, Segers, & Struyf, 2008). As Larsen-Freeman (2014) points out, 'An affordance for learning in a complex system is an emergent phenomenon, determined by the perception of the learner in relation to the context, not one autonomous in the context or resident intrinsically in the materials themselves' (p. 665). To exemplify the role of affordances and effectivities, Young, et al. (2000) use the following illustrative example:

'A doorway is passable (affordance) only for an agent with the ability to pass through it (effectivity). Therefore, one person, walking, may detect the affordance of a particular doorway (potential for action), whereas for another, in a wheel chair, such an affordance might not exist because they lack similar effectivities (abilities to act)' (p. 150).

The presence of certain situational dynamics – relationship among contextual components themselves and students – would therefore contribute to the production of certain learner perceptions determining whether learning opportunities are available to students or not (Larsen-Freeman, 2014). Thus, students' interpretation is important because it can influence their approach in meeting learning demands to become surface learners, strategic learners, or

deep learners (Gijbels, et al., 2008). The literature on the topic indicates a number of e-learning affordances and limitations, which can be grouped into five major categories of anonymity, accessibility, collaborative learning, enhancing practice, and personalised practice. These are among the key e-learning affordances contrasted with corresponding limitations, together with noteworthy points found in the literature to address the limitations in each category. An abridged summary of the collected affordances, limitations, and noteworthy factors can be reviewed in the following table (for an unabridged version, see Appendix 7).

Table 4: Affordances, Limitations of e-Learning (Abridged)

e-Learning	Affordances of e-learning	Limitations of e-learning	Noteworthy
Anonymity	Enabling shy and introverted students to become involved in the learning process ‘without peer pressure’ (Brady, Seli, & Rosenthal, 2013, p. 889; Reilly, Gallagher-Lepak, & Killion, 2012).	Concern over ‘the public and somewhat permanent nature of online communication’ (Reilly, et al., 2012, p. 101).	‘Trainers need to provide a safe environment for failure’ (Childs, et al., 2005, p. 27).
Accessibility	The ‘ubiquitous and mobile technology’ making learning opportunities available anywhere at any time (H. Spada et al., 2012, p. 25).	Suitable human and technical infrastructure are required to make the use of technology possible (Nesbit & Winne, 2008).	‘Importance of whole programme being available online, not changing deadlines, and clarity of requirements’ (Scott, et al., 2011, p. 64)
Collaborative learning	‘Bridging between formal and informal contexts to create a unified learning landscape’ (H. Spada, et al., 2012, p. 6).	The ‘time intensive nature of e-learning’ (Childs, et al., 2005, p. 20)	In the design process, collaboration is required ‘between content, pedagogy and technology’ (Childs, et al., 2005, p. 26).
Enhancing practice	‘Contextualised learning’ (H. Spada, et al., 2012, p. 6)	Students may experience ‘computer anxiety’ (Childs, et al., 2005, p. 20).	‘The design should allow for self-pacing (within a module and between modules) and provide interactivity’ (Childs, et al., 2005, p. 27).

Personalised practice	'tracing accurately learners' activity, monitoring their individual characteristics, and generating timely adaptive interventions according to effective pedagogical strategies' (Narciss, et al., 2014, p. 56).	There is 'the importance of the self-regulatory strategy of opportunity control, which is a strategy that can be considered specific to foreign language learning contexts' in technology rich environments (Kormos & Csizér, 2014, p. 294).	'E-learning is about learners managing their own learning' (Childs, et al., 2005, p. 27).
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3.6 Context arising from the literature on the topic

Informing the foundations of the present study, this literature review has helped to convene the well-established principles derived from L2 writing and corrective written feedback, recent trends in pedagogy and assessment, self-regulated learning (SRL), and ICT-enhanced learning environment design. In the process of mapping the relevant concepts to maximise L2 student writers' use of feedback, more questions arose and certain areas appeared warranting further exploration. For example, how can e-feedback on EFL students' works become forward looking and/or pleasantly frustrating to help them? How can student sensitive instructional scaffolding be integrated with e-feedback to lead to student active mindful engagement and risk taking? Would student interaction with indirect correction through coded feedback on both form and content in a non-judgemental online environment be enough to encourage effective SRL on cognitive, affective, and metacognitive levels? What would L2 writers think about electronic formative assessment on their English essay writing abilities at local and global levels? In such a conceptual context, looking for evidence of e-feedback affordances and limitations on a few strands, the literature pointed to, appeared to be a feasible path to contribute to the understanding, design, and implementation of an effective corrective e-feedback system for EFL student writers.

In the next chapter, the methodological considerations of the study are highlighted, together with the research questions that developed out the review of the literature. The methods and the procedures used to be able to reach the research objectives and to find answers to the research questions are also outlined.

4 Chapter Four: Methodology

Organisation of the Chapter: Overview

This present chapter is organised as follows. It starts with the research framework. Then, the research questions are presented, followed by the research methodology. The section after that highlights the research methods and theoretical justification, which leads to key ethical principles. This is followed by the research procedure. The credibility and trustworthiness of the study are discussed next. Finally, the limitation of the study is outlined.

This study pursued three broad aims: (i) to explore affordances and limitations of e-feedback; (ii) to identify EFL learners' perspectives on e-feedback and their individual differences; (iii) to examine the extent to which e-feedback and learning logs support students' self-regulation abilities. The accomplishment of these aims was dependent on choosing an appropriate paradigm. Every research study, based on its particular topic and aims, is normally framed by a certain ontological and epistemological assumptions, upon which other research decisions rest. Every paradigmatic orientation has its own implications, especially in approaching the choice of research methodology, tools and methods, procedures, data analysis, and the credibility and dependability of the findings. The basic principle in choosing a paradigm for a study is therefore 'fitness for purpose' (Cohen, Manion, & Morrison, 2007, p. 3).

4.1 Research Framework

In the words of Oscar Wilde, 'The truth is rarely pure, and never simple' (Ratcliffe, 2010, p. 487). It stands to reason that truths can be viewed from multiple perspectives and through multiple lenses, and any attempt to examine the truth should, in terms of quality, be commensurate with the nature of what is to be studied. Idealistically speaking, research is a quest for knowledge, truth, and meaning (J. D. Brown, 2004). Research groups can only be satisfied they have "a corner on 'truth'" (McLaughlin, 1987, p. 5). Moreover, a researcher should be prepared to adopt the most suitable approach or combination of approaches in quest of answers, because 'the human and social sciences require methods essentially different from those of the natural sciences' (Crotty, 1998, p. 71). More specifically, in the realm of adult L2 learning research, 'a

catholicity of outlook' should be exercised (McLaughlin, 1987, p. 5). This highlights the importance of an appropriate guiding perspective in research, which is closely knitted with the aims of a given study if it is to yield the best view (Thomas, 2009).

This study has set out to portray the values and constraints of e-feedback and how e-feedback can support students' self-regulation abilities from multiple EFL writers' perspectives. Therefore, the central lens was expected to be essentially the one capable of focusing on multiple individual perspectives, and at the same time providing a framework to clearly guide the study at the paradigm, theory and methodology levels and further. The philosophical explanation, which follows, helps to justify my choice of framework and the theories relevant to this.

To move towards the ontological and epistemological paradigms underpinning this research, I initially justify my choice between '*Erklären, explaining*' objective lenses and '*Verstehen, understanding*' subjective lenses, which means making a selection between generalising and individualising research methods to explore natural and social realities (Crotty, 1998, pp. 67-68).

Hard objective tangible knowledge has unchanging principles (Cohen, et al., 2007, p. 7) constituting general natural laws, or 'nomos', as opposed to 'idios' which encompasses individual phenomena (Crotty, 1998, p. 67). The focus of idiographic enquiry is on individual subjective unique aspects of the social world (Cohen, et al., 2007, p. 7; Crotty, 1998, p. 68), the 'relationship between conscious subjects and their objects,' 'between human beings and our world' (Crotty, 1998, p. 79). Similarly, in the context of this study when perspectives on e-feedback and SRL enter the equation, the focus is, in effect, on working with various individual idiosyncrasies in terms of attitudes, meaning systems, preferred cognitive, metacognitive, and affective language learning strategies, learning styles, and self-regulatory habits, among other differences, which would not lend themselves to empirical testing of the scientific nomothetic approach (Crotty, 1998). Thus, treating participants macrosocially (Cohen, et al., 2007) as a natural homogenous group in the positivist paradigm (Yalcinalp & Gulbahar, 2010) was not desirable. Instead, the study of students' perceptions of e-feedback, the development of their EFL writing and SRL skills warranted

the treatment of learners as individuals with an individualising research lens (Crotty, 1998). ‘One of the most glaring gaps in the written CF [corrective feedback] research base to date has been the lack of consideration of individual student differences ...’ (Bitchener & Ferris, 2012, p. 118). It is also equally important to note that the participants and the way they made meaning were not sealed off from the outside environment (Cohen, et al., 2007). Therefore, the interpretive paradigm exposing the multiple perspectives and experiences of the participants as a result of their interactive engagement with the e-feedback environment formed the basis of the research framework in this study, guiding the choice of methods, data analysis, and discussion, among others.

I have, so far, established that to be able to address the research aims contingent upon individual perspectives and the interpretation made of them, an interpretive framework was required in this study. Next, there is a brief discussion of the additional theoretical traditions associated with the interpretive framework, in the area of constructivism and socio-constructivism, informing the study.

4.1.1 Constructivism

Truth can be considered an objective reality that is discovered, as is the case in most scientific research (i.e., positivism); alternatively, truth can be seen as meaning which is constructed as a human (mind) contacts with the outside world, experiencing it (i.e., constructionism). Distinguishing ‘constructivism’ from ‘constructionism’, Crotty (1998) defines constructionism as ‘the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context’ (p. 42). In Crotty’s interpretation of ‘constructionism’, we are introduced to meaning as a whole, externally, in ‘constructivism’ meaning is gradually built up, internally, as we are engaged more and more with the world of meaning (Crotty, 1998, p. 79). In my research study, I *partly* subscribe to this latter theory towards truth, which regards knowledge formation as an internal sense-making process, because this cumulative outlook on understanding the truth holds true of the incremental fashion in which the research participants in this study perceived the electronic corrective feedback effect on their EFL

writing and SRL development. My consent to constructivism is *partial* in view of the fact that, in the constructivist theory as it is, the influence of the interaction with more knowledgeable others does not seem to have been fully taken into account. Except for this, constructivism serves the basis for rationalising the e-feedback process and data collection methods among other aspects of the study.

4.1.2 Social constructivism

As demonstrated in the section above, in the epistemological discussion of the relationship between human beings and the applied social research world, active and direct engagement of subjects with an object, informed by sense-making of the phenomenon and meaning construction, is the essence of constructivism (Crotty, 1998). Now, let's shift the focus to the emphasis on the interaction between the learners and the teacher, as an important complementary dimension of constructivism, which is best captured in the term social constructivism (Pritchard, 2009). Social constructivism is a branch of constructivism, supported by works of the Russian psychologist Lev Vygotsky (Pritchard, 2009; Pritchard & Woppard, 2010). While constructivist theory aims to arrive at conclusions about the structure of the world, social constructivism's attention is on how social interaction leads to greater understanding (Pritchard, 2009, p. 24). That '[f]ull cognitive development requires social interaction' is believed to summarise Vygotsky's idea about the way humans can improve their intellect (Pritchard & Woppard, 2010, p. 35). It signifies that the human learning process calls for and is influenced by an environment, usually culturally and/or linguistically rich, where a person can relate to other people around and grow (Pritchard & Woppard, 2010, p. 35). The role of knowledgeable others to offer support in the context of formal school education can typically be assumed by the teacher, but in this paradigm '[a]ny social interaction with anybody at all may well lead to learning' (Pritchard, 2009, pp. 24-25).

From a social constructivist perspective, growth in the process of learning to perform a task can be regarded at three different stages: total dependence on others for a successful performance; partial independence which shows that learning has not been complete; and total independence which obviates the need for others' assistance (Pritchard & Woppard, 2010). Throughout the four-

month period of online activities, the participants in this study also experienced a similar unfolding path before them. At the beginning, they were heavily dependent on the teacher with a lot of questions to ask; they went through an induction period to become familiar with the online feedback facility, taking steps towards independence.

To be more precise, my study was accordingly established upon the social constructivist theory of knowledge, where for the EFL learners the knowledgeable other was generally I myself as their teacher. In consideration of the ethical sensitivity of such a duality in the roles of the teacher, there is a full discussion in the ‘key ethical principles’ section. In social construction view of knowledge, ‘Students strive to make sense of new input by relating it to their prior knowledge and by collaborating in dialogue with others to coconstruct shared understandings’ (Brophy, 2002, p. x). In this way, social constructivism can be introduced as a more accurate representation of the epistemological stance of this study, within which this study investigated the learners’ perceptions, abilities and feelings in relation to the corrective feedback type, in the form of indirect coded feedback, their teacher provided on their EFL essays in an ICT-enhanced context, yielding a better picture of how students related to their online EFL writing and SRL practice, and how they made sense of it all. In this educational enquiry, the focus was again on individuals, their behaviour, and the meaning they made in their encounter with a phenomenon (Thomas, 2009, p. 71).

The explanation of the interpretive paradigm of my study, together with the related philosophical discussions for choosing that, as well as the constructivist and social constructivist theories, has laid the groundwork for a better understanding of the rationale for my choice of research methodology employed to seek out the answers to the research questions.

4.2 Research Questions

This study, set in EFL writing classes, was an exploration to advance the understanding of the technology integration in corrective feedback provision. It was done through investigating the values and limitations language learners associated with e-feedback when they responded to it, and also through

probing and understanding their reflexive attitudes towards the benefits of e-feedback and learning logs in supporting their EFL writing and self-regulation abilities in the process of learning what the teacher was intending through e-feedback and encouraging learning log writing.

The aims and expectations of the research have evolved into three central research questions which, for the sake of clarity and ease of reference, appear in Table 5.

Table 5: Three Central Research Questions

1	What are the views of EFL student writers on the affordances and limitations of e-feedback?
2	How useful is e-feedback to EFL students in enabling them to reduce (a) their global and (b) their local writing mistakes?
3	How does the use of e-feedback and learning logs support the development of EFL students' self-regulatory skills?

Concise and clear research questions are important in directing not only the researcher, but also the reader through the study. Effective central research questions facilitate making the design choices and the process of targeting the right data by means of proper methods, guiding the data analysis as well as the emerging of the study findings (Creswell, 2012). It is hoped that the answers to the three research questions in the present study, emerging from the students' reflections in the study, will help advance the understanding of feedback on EFL writing, nurturing new ideas and deeper insights for further exploitation and improvement of online L2 writing corrective feedback facilities, among others. It is necessary to inform L2 classroom writing procedures, because the use of ICT has long demanded the attention of L2 writing teachers (Pennington, 2003), with the most fruitful area of study being corrective feedback (Ware & Warschauer, 2006).

4.3 Research Methodology

The methodology should be 'appropriate and understandable so that other researchers could replicate the study if they wished' (Fraenkel, Wallen, & Hyun, 2012, p. 624). Drawing on the pertinent theoretical justification, this section presents an overview of the research process structure and the strategies guiding the methods when approaching the study questions.

To look at multiple individual perspectives on e-feedback and self-regulatory skills, as part of answering the research questions, and in view of the key characteristics of an interpretivist approach to research, it was, therefore, necessary to use the interpretive framework. These qualities were closely related to what I had set out to achieve in my study through the research questions; therefore, the interpretivist paradigm framed my PhD research project. Table 6 depicts five key characteristics of the interpretive approach and the methodological discussion in this study following from them.

Table 6: Interpretive Paradigm Key Qualities Framing the Method Use

Key characteristics of interpretivist paradigm	Methodology discussion following from them
Seeking to understand how people make sense of and interpret socially constructed, negotiated, and shared meanings in their unique and personal ways	The participants worked with e-feedback; individually reflected on their drafting experience by writing learning logs and open-ended questionnaires; sharing the scripts with the teacher only.
Focusing on people's actions and behaviours, as well as their own personal reasons for those actions and behaviours in the local cultural socio-political historical context	The teacher-researcher considered the logs to gain insights into the meanings the learners' notes embodied. He also interviewed the participants so that he could delve deeper into their personal reasons within the context of the study.
Probing to understand how people continually create and recreate their worlds as dynamic meaning systems, which can change over time with experience and contexts	Within the ethical framework, taking particular care in not overstressing the participants, in addition to the two interviews at the end of Term 1 and Term 3, through the learning log entries that the students made during the four terms, I continuously examined their perspectives on the process.
Exploring and investigating the meanings and interpretations that the research participants bring to the research	Through the constant comparative data analysis procedure, I analysed different aspects of the obtained data to provide a more complete understanding of the phenomenon.
Attempting to represent such meanings situated in their own social and cultural contexts	The discussion of the findings all has been within the EFL context of the study.

Based on the socio-constructivist theory, my research aimed to establish the perspectives that the EFL learners constructed when they received e-feedback on their writing as a result of their interaction with this type of feedback in the cyber world, how successfully they translated the perception into reality in scripts they composed, their EFL writing ability and learner self-regulating agency development.

In this way, students' beliefs were reflected in the way they handled their teachers' responses to their writing. Therefore, if educators are aware of what L2 learners think about e-feedback, i.e. their shared meaning, they can make better judgment about what their needs might be and how their students might

act, leading to better harnessing of technology to facilitate error correction in L2 writing.

4.4 Research Methods and Theoretical Justification

This part explains the rationale for each data collection tool employed in this study as well as how the various methods used have been combined, like pieces of a jigsaw puzzle, to build a complete picture of student perspectives.

The introspective nature of the study meant that, in order to explore learners' perceptions and writing performance, the data gathering tools had to encourage learners to self-report on their activities, decisions, attitudes, concerns, 'inner speech' (Zimmerman & Schunk, 2011, p. 4) and private perceptions of e-feedback influences. The instruments had to capture the reflective thinking of the student writers as, over a period of four months, they went through a process of drafting each essay, receiving e-feedback and making use of that to redraft until the teacher decided the essay was acceptable. The selected instruments were electronic unstructured learning logs, electronic structured progress logs, face-to-face one-on-one semi-structured interviews, and emailed open-ended questionnaires. The nature of the study and the development of the key components of it including the research methods will now be discussed, concluding with a summary table explaining the rationale for choosing each data gathering method.

4.4.1 Prototype feedback website design and development

The design of the website, exclusively for this research project, went through several evolutionary stages. The initial plan started partly with the historical hindsight I had achieved in my previous research which took place before the ubiquitous dissemination of the Internet technology. I remember during my first research study back in around the year 2000, I did not even own a personal computer at all, not to mention having access to the Internet. In those less technologically advanced days, I conducted a quantitative study into whether students who received audio-taped feedback benefited more from the feedback they had received or the ones who had received the feedback in the form of minimal marking. In that study, the audio-taped feedback group outperformed

the minimal marking group.

Thus, before the construction of the prototype website, I had a plan about what I wanted the website to be like. I also contrasted my mental preconception of the website with the available literature (e.g., Ferris, 1999; Hartshorn, et al., 2010). However, lack of technical know-how to actually create the website made me seek the expert assistance and advice of two web developers, one for the prototype website (www.ekbataniELT.com) and the other for the current e-feedback website (www.ekbatani.ir) (see Appendix 48).

In the summer of 2010, on the basis of the model informed by literature (Hartshorn, et al., 2010; Ware & Warschauer, 2006) I worked together with a web developer to create a now defunct prototype website, a simple but important early step, (www.ekbataniELT.com). I worked with various classes with different learners on the prototype for about one year, gathering information on design improvement, after which there was no reason to keep my host and domain subscription; therefore, the prototype website is now out of function. This was an initial attempt at making the data collection tool and a technology-enhanced learning environment (TELE). In my research, I needed to create an online environment for L2 writing practice to serve as part of the online data-gathering tool. The first website was, in fact, based on a content management system (CMS) which allowed me the flexibility of managing all the website content from my own computer as the website administrator. In the beginning stages of piloting the first website, I gave e-feedback initially using only 20 marking codes on students' written work. After gaining more experience giving minimalistic e-feedback through the website, I added 18 more symbols to the list. This number in the second website now has reached 38 (see Appendix 46).

The prototype website allowed me to interact asynchronously with all my students in different classes very much like an open forum. All students needed to access the forum was to log in, using their username and password they had made when they registered on the website. They put their work in the designated class online and afterwards received e-feedback from the teacher. In terms of design, the prototype feedback was more like a question and answer forum where all students could see one another's work, practice their

written English and obtain corrective feedback on it. The fact that it was a CMS type of website had limited me, particularly in receiving my students' perceptions in the form of organised learning logs.

4.4.2 Current model feedback website design and development

The prototype website served as a good basis to help me explain my project to another web developer later on for the construction of the current website (www.ekbatani.ir). The first website suffered from some shortcomings. Among the deficiencies of the prototype website was that the students' log section which I had then called 'diary' was visible to all the signed-in users, which did not accommodate students' privacy, so students showed less tendency to use that section at all. Moreover, on the prototype website the students did not have the option to write their perception in both English and Persian; it was all in English, whereas Hall (2008) and de Andrés Martínez (2012) noted that there could be a difference in the tendency of the respondents in composing in English or their mother tongue: 'It could be argued that using the target language as the medium to reflect would be more productive' (de Andrés Martínez, 2012, p. 203). This was carefully taken into account in the second website, giving the learner a very high level of privacy. Nobody was able to read their logs except the user and me as the researcher. The log section has two separate fields: one in English and the other in Persian, the completion of one of which was enough. The current model website offers the possibility to learners to see a record of all their own logs throughout the course in the log archive.

In the website, not only are the logs private, but also the drafts of each student. Unlike the prototype website where all students could see one another's drafts in the forum area within one class and across other classes, the current model website gives restricted access to each user to see their own drafts only in order to protect the individualist nature of L2 writers and L2 writing process which is the characteristic feature of process theories to writing (Ken Hyland, 2003). Although peer reading and review are also key components of the writing process, I found this preferable, because my experience from the piloting of the prototype website proved to me that privacy of drafts was

important to most learners in the context of this study. Another equally important consideration was the quality and honesty of the peer contributions.

The prototype website also did not give students any organised report about their drafts and their states as to whether they had received feedback on each or awaiting feedback. Neither did it give the teacher very much control over the topics on which students composed. In the second website, however, after drafting on a writing topic, the topic automatically disappears from the to-do list of writing topics; instead, a row is added for that topic in each learner's private space online, depicting the starting date of composing on the topic, the feedback state, and the score it receives on the first draft, all in the form of a clear personal report table for each user (see Appendix 48). In this way, students are better able to keep track of their work, gauge their L2 writing, and feel accountable for their improvement.

Another clear improvement on its prototype website is the ease of access to the list of marking codes and their meanings, which can arguably be considered to be the easiest and quickest possible access for students, because it is readily accessible to the learner no matter whether the user scrolls up or down on their scripts. This quick access marking code glossary is available to each student in the form of a convenient small collapsible panel listing marking symbols and what they stand for (see Appendix 46). When any learner feels there is a need for more detailed explanation as to what a marking code means, they can refer to the online 'Codes' tab which includes an alphabetical list of all 38 marking codes, what they stand for, the Persian translation, plus an example for each.

The website offers two levels of password-protected access to databases: one is for the administrator or the teacher with full access and the other is the learner's side with their access restricted to their own space only. The teacher's site includes the following features: the list of all available online classes, times, their starting and finishing dates as well as the student names; all the drafts they have composed categorised according to topics; the feedback screen with editing options to upload marked drafts; reports on the number of topics each student has composed on, drafts, feedback responses, log entries; the possibility to give scores for final drafts; display of recent student activities; managing (editing, adding or removing) options for writing topics, noticeboard

messages, website users, classes and courses; distributing the end-of-the-term progress logs for a certain class.

The learner's area mainly includes four navigation tabs: the 'Your Drafts' tab including the writing screen for every writing topic to upload the related drafts, quick-access marking code menu, an inventory of the learner's drafts together with the status of each, a record of done and to-be-done topics with a score from A plus to C minus for the finished ones; the 'Your Logs' tab comprising the learning log section to compose and upload, the log archive; the 'Codes' tab displays the list of all marking codes with their corresponding descriptions and examples; and the 'Noticeboard' tab where the students can access any announcement and information, such as common mistakes, grammar points, examples of brainstorming ideas, lexical or grammatical collocations, among others.

The learners first went through a 14-day induction period to become familiar with the procedure and the online facility. All participants were shown how to work with various options on the website for revising their writing drafts using the teacher online feedback, and how to use the electronic learning logs and the progress log to report on their experiences and impressions of electronic feedback and learning strategies. The students learned how to use the list of coded symbols (see Appendix 46) to interpret the indirect feedback.

4.4.3 Marking codes

With the guidelines from cognitively meaningful corrective feedback (Hartshorn, et al., 2010) and outcomes-based teaching and learning (OBTL) in mind (Biggs & Tang, 2007), I made the outcomes of writing practice and assessment criteria clear to the L2 learners by developing and introducing a list of 38 common marking codes on the foundation of previous criteria developed for L2 writers (e.g. Ken Hyland, 1990; Maftoon & ZareEkbati, 2005) (see Appendix 46). Not only can the list of marking codes help make the learning outcomes clear to EFL learners, thus increasing their responsibility (Burke & Pieterick, 2010), but it can also be a good reference to remind students of the common mistakes students face in EFL writing.

Emphasising the instructional role of making criterion-referenced rubrics available to students, Burke and Pieterick (2010, p. 56) posit that students access to assessment criteria is a powerful learning tool, necessary for scaffolding learning; ‘... students must come to understand the criteria for success’ (Scott, et al., 2011, p. 162). To align feedback with assessment criteria, and also to make the learning outcomes clear to the students as a step towards encouraging learners to take responsibility for their own learning, I provided a list of 38 marking codes together with what they stand for both in English and Persian plus one example for each. In dealing with every writing revision task, the participants were to refer to the list. The list constituted part of the IELTS writing course intended learning outcomes (ILO’s), which corresponds with what ‘Biggs and others advocate [i.e.] aligning feedback with learning outcomes’ (Burke & Pieterick, 2010, p. 53). Within this framework, the emphasis is on what students do with e-feedback which makes the difference. It required the learners to be active learners and at the same time reflective, good at self-monitoring.

4.4.4 Marking assignments

The idea of giving a score (i.e. A+, A, A-, B, B, B-, C, C, C-) to the first draft began to germinate in the prototype phase of the website where students showed a great interest in receiving a score on their writing as an index to judge their overall performance on each topic. I tend to put their enthusiasm to know their score down to the IELTS washback effect. Therefore, I devised the A to C-scaling in order to simulate the IELTS band scores, albeit without decimals, from 1 to 9. This is just for the information of the students and their self-evaluation, without any institutional or administrative consequences.

Unlike the analytical marking of scripts which is normally under pre-designated headings, the impression marking is rather based on the teacher’s experience which is believed to be as reliable as the analytical marking approach (Wiseman, 1949). Weir (1990) reports Chaplen’s proposition on a certain approach to the marking used ‘by the British Council in the ELTS testing system’ arguing that ‘more reliable results might be obtained from the impression method of marking if the scale employed was one in which each grade was equated with a distinct level of achievement which was closely

described ... It may be described as an impression based banding system' (p. 67). In the marking of the scripts on the website, the scores A+ to C- were given based on the IELTS writing Task 2 band score; therefore, the marking of the assignments were also based on 'an impression based banding system' (Weir, 1990, p. 67).

4.4.5 Electronic unstructured and structured learning logs

As Hyland (2009, p. 181) posits, 'logs are important introspective tools in language research and can provide insights into language use that would otherwise be difficult to obtain.' He also points out that diaries and logs can 'provide access to elements of writing and learning that are otherwise hidden' (*ibid*). Kormos and Csizér (2014) who have used quantitative methods in their studies recommend that reflective diaries for the future studies, because logs and diaries can yield 'more in-depth information on the complex interaction of motivational variables, self-regulatory strategies, and autonomous learning' (Kormos & Csizér, 2014, p. 295).

The learning log entries made by the students comprised two types: structured and unstructured. The reason for the unstructured log choice was twofold: to explore students' perceptions of the e-feedback processes and to foster student learning choice and agency. It is important that the means of data gathering as much as possible reflect the value that is appreciated. If students in the process of learning are to become 'active and volitional' (Molloy & Boud, 2013, p. 21), then opportunities should be provided for them to develop their abilities to make appropriate learning choices that can meet their individual needs and dynamic learning styles, rather than working in a rigidly structured learning environment with a predetermined pattern. That is why in this research, the students' e-feedback activities were supported by a preponderance of reflection time with automatic system-generated reminding messages after the completion of each draft calling for students' electronic log entries.

The unstructured online learning logs were in the form of online diary spaces as a facility on the website for each user, protected by a password. The log contents were accessible to the teacher and the corresponding student only, ensuring privacy from other students. Although there was no fixed sequence,

learners were generally expected to make this type of log entries after each time they revised their drafts using the e-feedback on their writing, expressing their views and feelings. The unstructured log entries contributed towards uncovering student perceptions of the e-feedback processes in the realm of all the three research questions of the study.

It is worth noting that in the related area on the website I briefly made clear what was expected of the students when making their unstructured logs as follows:

'What you need to do is to add your diary write-up here in Persian and/or in English, expressing your views about the new points you have learned, problems you have encountered, improvement you feel you have made since your last diary entry (if applicable), the effectiveness of the feedback you have received, and suggestions you would like to make. Wherever possible, avoid making a general comment; instead, please be as specific as possible in your write-up, preferably with examples and reasons. Please avoid just making a long list. Also, kindly note that when voicing your opinion, "honesty" is very important, so please do not just write something to make me happy, rather write about the reality that as your teacher I cannot immediately see. After all, you have a better realization of your learning experience and of what has or has not really helped you in your writing improvement.'

The second type of log was a structured learning log, which was distributed at the end of each of the four terms and was referred to as the electronic progress log. Structured learning logs were designed to encourage more specificity in students' reflections, a design characteristic that the unstructured log data source did not possess. Once each term the students were required to answer 10 questions about their progress and learning before they were permitted to continue working with the website in the way that they had done previously. About log writing, Hall (2008) warns ELT researchers that '... writing in English possibly affected the quality and quantity of the data ...' (p. 119) in his research, a notion that was later corroborated by de Andrés Martínez (2012) as well. Therefore, I accommodated an L1 (Farsi) and/or L2 (English) language option

in the process of data collection, in an attempt to increase the quality of findings in this study. I designed the 10 structured log questions in relation to the first and second research questions in my study and piloted them, with another exam class in the Institute who had the same e-feedback experience, to ensure their clarity and appropriateness (see Appendix 42).

4.4.6 Face-to-face one-on-one semi-structured interviews

To approach the research participants' experience and thoughts regarding the corrective e-feedback and the log writing process, I decided to use a more interactive mode of encouraging the learners share what the writing feedback process meant to them (Ken Hyland, 2009). To be able to pinpoint the underlying variables related to rather complex issues such as self-regulated learning and autonomous learning, Kormos and Csizér (2014), in addition, propose qualitative interviews through which 'complementary and more in-depth information' can be provided (Kormos & Csizér, 2014, p. 295). Accordingly, interviews were chosen as the second data collection method, in order to permit the participants to discuss their interpretations of the intervention and to voice their opinions (Cohen, et al., 2007). Semi-structured interviews allow for 'combining the structure of a list of issues to be covered together with the freedom to follow up points as necessary' (Thomas, 2009, p. 164). The purpose of the semi-structured interviews was to find answers to Research Questions One and Two, by helping to re-construct the meaning that the students held as a result of working with the online feedback intervention. I conducted the interviews at two points in the study. The first was after Term 1 to capture the students' initial reaction, and the second was towards the end of the course, after Term 3, probing more deeply into their conceptions of online work, e-feedback and their L2 writing abilities. The research aims and the context of the study were the two factors which drove the development of the data gathering methods in my research, including interview questions. Maxwell (2013) points out that 'your methods are the *means* to answering your research questions' (p. 100) and that in quest of finding what is to be understood, both the research questions and the 'actual research situation' (p. 100) influence the choice of methods.

The piloting of the interview questions is an essential feature of a good research study (Silverman, 2010). Given Oppenheim's (1992) useful advice about the importance of 'pilot work' urging that 'we must allow a substantial period of time for the construction, revision and refinement of the questionnaire and any other data-collection techniques' (p. 47), the 14 interview questions were all piloted beforehand with another exam class of mine in the natural setting of the same Institute to ensure their appropriateness, clarity and approximate timing. The EFL learners who participated in the piloting of the interview questions were preparing themselves for the Cambridge Certificate of Proficiency in English (CPE) examination and had the experience of receiving feedback electronically on their writing for the period of a term. Pilot-testing 'your interview guide with people as much like your planned interviewees as possible' offers insight into whether 'the questions work as intended and what revisions you may need to make' (Maxwell, 2013, p. 101). As a result of the pilot work feedback, I made slight alterations to the wording in a few questions to make them clearer. Also, in consideration of the initial number of the interview questions (i.e., 33 questions), I decided to employ another means of data collection (i.e., an open-ended 15-item questionnaire distributed via email) to avoid putting undue strain on the interviewees. Therefore, with the benefit of hindsight, I reduced the number of interview questions from 33 to 18 questions. The first seven interview questions investigated e-feedback affordances and limitations, and the remaining eleven explored L2 learners' perspectives on the value of the e-feedback in the reduction of the local and global mistakes in student essays and students' individual differences (see Appendix 44).

4.4.6.1 *The role of the interviewer*

At all times, I observed the fundamental principles of ethics and an appropriate research interview conduct, such as 'being courteous, and not interjecting personal opinions into the interview' (Creswell, 2012). In this research, I was both the interviewer and the teacher. This dual relationship with the respondents meant that throughout the study I had to be and remain particularly vigilant about the possible role conflict and the ethical code of conduct of research by an insider. For a detailed account of the discussion of power relationship and freedom of the participants to take part in the study, see section 4.5.3 (Key ethical principles, Researcher acting in dual roles).

4.4.7 Emailed open-ended questionnaires

Hyland (2009) introduces questionnaires as a common method to elicit the participants' self-reports 'about [their] actions and attitudes' (p. 145). To be able to capture the meanings the learners associated with the self-regulation skills development in the course of the e-feedback process and log writing (Research Question 3), I used the open-ended questionnaire method to gather student self-report data of the course by moving the 15 questions out of the list of interview questions into an open-ended questionnaire. To avoid overstretching the participants, given the length of the semi-structured interviews, I converted the 15 SRL interview questions into an open-ended questionnaire for a more in-depth exploration of the development of the EFL learners' self-regulatory skills in the e-feedback process (see Appendix 43).

For an additional piloting process I emailed the questionnaire, in Microsoft Word Document format, to one of my exam classes in the Institute, with similar characteristics to the target group of students and with a relatively high language proficiency level. The students were not participating in the research but had used the feedback website in the course of their language studies. On the basis of the five completed questionnaires and their face-to-face feedback to me in the class, I made a slight amendment to the wording of two of the questions on the open-ended SRL questionnaire in the interest of greater clarity.

There were good reasons for the adoption of this means of collecting data on the EFL learners' self-regulatory skills in the e-feedback process. Emailing open-ended questionnaires was a convenient way to keep clear of exceeding the 30-minute agreed time in the language school; they could respond to the open-ended questionnaire at their leisure. Of course, I was aware of the possible risks involved this method of data collection, such as email security concerns, technical glitches, the junk mail filter, or one related to 'low response rates from e-mail and Web-based surveys' (Creswell, 2012, p. 384). To counter such issues as much as possible, I ensured that all the participants were subscribers to well-established email accounts that are famous for their free and secure email service, such as Gmail, or Yahoo. As an extra step for a higher return rate, I sent two gentle reminders to those who had not answered back,

each with the time interval of one month from my previous email message. Fortunately, just above 54% (26 out of the 48) of the respondents completed and returned the questionnaires via email. The SRL questionnaires were sent to the respondents from the four cohorts either near the end or after the end of their four-month course. Therefore, it was an easy and economical way to reach all the participants. On balance, the advantages of designing, piloting, and using emailed SRL open-ended questionnaires outweighed the disadvantages.

This section concludes with a summary of the data collection tools used in the study together with the rationale that resulted in their use (see Table 7).

Table 7: Summary of the Rationale for Choosing Each Method

Ontological and Epistemological Frameworks Guiding the Enquiry	My view on what the nature of knowledge is and what knowledge constitutes: In the educational enquiry, meanings are socially constructed and shared through personal perceptions and experiences of individuals within the socio-cognitive framework. Therefore, knowledge as such can be best understood by exploring how individuals interpret their world and actions in their context.			
Given the nature of the information needed to answer the research questions, the methods to collect qualitative data were:	1	Electronic Unstructured Learning Logs	Rationales for Choosing such Methods	1 Twofold: to encourage learners to reflect upon learning and to collect qualitative data on the impact of e-feedback process
	2	Electronic Structured Progress Logs		2 Twofold: to motivate learners to think about e-feedback process and learning in a controlled way and to collect qualitative data on e-feedback process
	3	Face-to-Face One-on-One Semi-Structured Interviews		3 For in-depth understanding of the learners' perspectives and experience
	4	Emailed Open-Ended Questionnaires		4 To collect qualitative data on the participants' self-regulatory skills development
Participants	Forty-Eight Adult Male EFL Learners Preparing themselves for IELTS			

4.5 Key Ethical Principles

As is the case with any research involving human participants, it is the responsibility of the researcher to value the participants' right to decide voluntarily and intelligently about participation, to adhere to the fundamental principle of respect for and fair treatment of the participants, and to take the necessary measures to protect them from any possible misuse, unnecessary suffering and discomfort (NRES, 2010; Tendolkar, 2011; Thomas, 2009). I therefore took it as my assignment to guarantee appropriate fulfilment of my ethical duty in this study. One of my responsibilities early on was to make sure

that my project complied with the ethical requirements of the University and to obtain the Certificate of Ethical Research Approval from the Graduate School of Education Ethics Committee of the University of Exeter. Therefore, more than three months prior to the commencement of the research data collection, before the start of the IELTS course and any first cohort participant recruitment, by submitting my application to the ethics committee, the PhD research plan went through an external review of the ethical considerations, resulting in the successful achievement of the Certificate (see Appendix 3). The strategies presented in this section demonstrate how I have prioritised the responsible conduct of research throughout this study.

4.5.1 Seeking voluntary informed consent

A necessary principle in the code of ethics is voluntary and informed consent, which was sought from every learner to ensure that the prospective research participants had adequate information about the research and had comprehended what they agreed to (Bell, 2005). In this process, I clarified the research agreements and entitlements, providing sufficient description on a number of factors, including the nature and purpose of the study, the normal-class-versus-research distinction, the type of data which would be collected, data confidentiality, likely benefits, publication of the findings, the researcher's responsibilities, the student's right to refuse participation, and how to contact the researcher if necessary (BERA, 2011; Polit & Beck, 2012; Tendolkar, 2011; Thomas, 2009).

I used the template that the University of Exeter Graduate School of Education offers for consent forms (see Appendix 4). Supplementary to the University consent form in English was another form that I had prepared in Farsi, the potential participants' mother tongue (see Appendix 5). In consideration of the fact that the audience were English language learners and that English was not their L1, to increase comprehension and to empower the audience to ask questions if necessary, and to help the potential participants to make a more informed decision about their participation in the study, I used both English and Farsi to both orally and in writing.

4.5.1.1 *Oral explanation*

The oral explanation of the study and consent form information as a class additionally offered a good opportunity for me to test and enhance the potential participants' comprehension of what the study involved and what their consent entailed. On the other hand, each individual was provided with the University of Exeter Graduate School of Education consent form (see Appendix 4) and a printed information sheet in Persian (see Appendix 5). Presenting the explanation and consent material in writing apart from allowing me to have their consent documented, it had the advantage of giving the learners ample time to review the documents for themselves before signing them.

4.5.1.2 *Graduate School of Education Consent Form*

The Graduate School of Education consent form covered a large part of what I had explained for the audience in Farsi about the fact that the participation was strictly voluntary, and that the participant had the right to withdraw, after consenting, at any stage of the study. Likewise, it was stipulated that the decision to withdraw or not to volunteer would not in any way prevent them from obtaining regular services in a normal customary fashion from the teacher in the class and the Institute, nor would it result in any penalty. By making it clear to participants whom to contact and how in case of having further questions, suggestions, or concerns, the consent form also left the door open for the participants to discuss matters further well after consent. The pledge of confidentiality was also given to keep the information the participants provide private, which in view of its importance has been discussed separately below.

4.5.1.3 *Information sheet*

The information sheet delineated exactly what the study was designed to do, the voluntary nature of the process, what was expected of the students if they agreed to participate, the potential the research process had for the improvement of EFL writing ability and the alternatives available to the participants. Given the importance of the prospective participants' awareness of the expected time commitment, the timeframe within which the learners would be participating in the study in four terms was visually presented at the bottom

of the sheet. I then also installed a large A3 poster of the same timeframe in colour above the whiteboard in front of the class for the participants to see and consider.

4.5.2 Promise of confidentiality

In most qualitative studies, complete anonymity in a sense that no information is made public from the participants whatsoever seems to be very hard to impossible to maintain, because data from participants are gathered on a number of occasions, which should often be traced back and linked to earlier data when looking for patterns; therefore, the researcher would inevitably identify which data belong to which participant; as Polit and Beck point out, ‘in qualitative studies [...] researchers typically become closely involved with participants’; hence, a pledge of confidentiality can be a good substitute for that of total anonymity (2012, p. 162).

Equally worthy of note is what Ethical Guidelines for Educational Research suggest about the way to use information that participants provide:

‘Researchers must recognize the participants’ entitlement to privacy and must accord them their rights to confidentiality and anonymity, unless they or their guardians or responsible others, specifically and willingly waive that right’ (BERA, 2011, p. 7). Therefore, both verbally and on paper through the Graduate School of Education consent form (see Appendix 4), I made it clear to the prospective participants that their identities would not be disclosed, but their perceptions about what constituted the foci of the study would be used and might be reported in the research findings and any related future publications. In such cases, Polit and Beck (2012) recommend that the researcher should ‘... disguise the person’s identity, such as through the use of a fictitious name’ (p. 162), which was adopted in this study as well to avoid identification. Of course, in this process I borne in mind Nolen and Putten’s (2007) warning that ‘the use of pseudonyms and vague descriptors’ might not suffice to ensure confidentiality, because the small size of school community and high degree of familiarity of members with one another can sometimes lead to the strong association of a particular quote with a certain person, thereby easily identifying ‘key players and informants’ in the research (p. 403). In the context of this study, considering a relatively high turnover of students who change every four

months in a big city like Tehran, the time distance between the research administration and the publication of the results, and the number of cohorts involved, I do not regard that concern as relevant.

4.5.2.1 Confidentiality in electronic handling of the data

The piloting of the now-defunct prototype feedback website (www.EkbataniELT.com) brought the crucial realisation that my students would not be willing to write any learning log entries at all if their entries were accessible to all website members. Highlighting the ethical principles in Internet-based research done at schools, Nolen and Putten (2007) emphasise the need for careful handling of information from those being studied at all the stages of online data collection, data processing, data storage, and data transmission to ensure the confidentiality of the student participants. With the benefit of piloting hindsight and the relevant literature, in the construction of the new feedback website (www.ekbatani.ir), I attached the highest level of importance to safeguarding the identity of the prospective users, not only in their learning log sections, but also their drafts. Thus, all user accounts became password protected to prevent any intrusion into privacy. To further protect data security and accessibility, another feature was added to the website so that it automatically logged the user off if for more than a couple of minutes there was inactivity in their private online writing and feedback space.

The concern for privacy can also be seen from the practitioner-researcher duality perspective, as is echoed by BERA (2011): ‘Dual roles may also introduce explicit tensions in areas such as confidentiality and must be addressed accordingly’ (p. 5). I therefore made certain that the students’ classroom performance and their website activities were kept separate from each other, and that I did not embarrass any of the research participants by disclosing any of their website information that I was required to protect. This principle is emphasised by the ethical practice guidelines in human research: ‘Researchers shall safeguard information entrusted to them and not misuse or wrongfully disclose it’ (HREB, 2012, p. 3), especially where the voluntary nature of participation can be affected by any implicit pressure stemming from a relationship beyond the researcher-researched connection. Given its ethical significance and relevance in my research, I have devoted the ethical

discussion in the next section to how the students had maximum academic freedom despite the apparent power differentials, which might seem to have existed in the study.

4.5.3 Researcher acting in dual roles

For each of the four cohorts, the IELTS preparation course commencement was exactly when I approached the prospective participants to inform them about my research study. It was, therefore, the first time I was meeting almost all of the students who were about to initiate the course with me as their teacher. The initiation of the course was the beginning of not only my teacher-student relationship with them, but also researcher-participant with those who willingly agreed to take part in my study.

From the feedback comments I had received earlier on my PhD research proposal, I knew that my dual role would call for my continued ethical vigilance not to exploit the bond throughout the course. In addition, Maclean and Poole (2010) point out that ‘... teachers who act also as scholars of teaching and learning in the practice of their discipline must consider the ethics of their dual roles in situations in which their students are also their subjects of research’ (p. 1); consequently, it was important to anticipate the implications of the potential participants’ realisation that the teacher, conventionally regarded as the authority in the class, was at the same time also conducting his PhD research study on aspects of their language learning abilities.

The power relationship with the potential research participants could naturally subject the study to undue influences on the students, lack of candor in participants’ responses, confidentiality issues, and conflict of interests (HREB, 2012). However, to minimise such adverse impacts attributable to the dual-role research and to reduce ‘the extent to which ... [my] research impinges on others’ (BERA, 2011, p. 5), I considered the major determinants that were highly likely to address the ethical dilemmas, caused by power imbalance between the researcher and the researched. In the next part, I have discussed what the ethical considerations and the possible remedies for curtailment, if not elimination, of the potential threats have been.

4.5.3.1 Minimising undue influences on the students

When a group of students who are in the position of dependence upon their teacher are, at the same time, invited to participate in a research project by the same teacher, the existence of some degrees of pressure when they consent to cooperation cannot be denied (HREB, 2012). Considering the importance of compliance with the ‘ethic of respect for any persons involved in the research’ (BERA, 2011, p. 5) and ‘freedom from coercion’ (Fain, 2009, p. 40), I removed or as much as possible minimised any potential sources of influence over each individual’s voluntary decision to participate or remain in the study.

One crucial step was to apprise the prospective participants of the distinction between the ordinary IELTS preparation course programme and the one intended for the purposes of the research. The participants understood that the only change made to the programme was related to the class practice of the essay writing module, IELTS Writing Task 2. Instead of the traditional paper-based product-oriented treatment of learners’ essays in the classroom, they were expected to do their writing practice in the form of a regular drafting process on 14 writing topics online; with the notable exception of the semi-structured interviews, most of the research data gathering was done online as well, out of the class hours, hence easy access to the Internet was required.

In the explanation of the research process, as much as possible I avoided any use of language that could unduly influence my students’ decision to participate in the study. The IELTS course essentially involved no end-of-the-term testing to judge whether a student would pass or fail, or in any way to serve as a basis for the award of any form of qualification whatsoever. Therefore, the absence of test scores and official assessment throughout the course – I was the teacher of – was tantamount to the absence of any evaluative means of establishing control over the learners, thereby easing tension or any sense of intrusion from that perspective (BERA, 2011). The sole purpose of the IELTS preparation course was learning, familiarity with what to expect in IELTS, and academic English skills improvement for anyone interested, especially those motivated to sit the actual IELTS test outside the Institute in official test centres. Accordingly, the only likely way in which the learners might have felt that their learning would be affected by failure to participate in the study was perhaps the students’ own

motivation to learn and the expected benefits the e-feedback mechanism itself seemed to afford. The alternate method of feedback was the customary classroom practice that was on paper, the exchange of which had the limitation of time and place. Therefore, in the end, it was the participants themselves who weighed the anticipated costs and benefits against the stated study goals, deciding whether to participate.

4.5.3.2 *Candour in participants' responses*

The use of qualitative methodology in order to have '... immediacy, flexibility, authenticity, richness and candour ...' in a research study is necessary, but not enough (Cohen, et al., 2007, p. 149). Further actions are needed to ensure that the obtained responses are the true reflection of the reality without any bias. In this study, participants' honesty and openness in expressing their perceptions were sought in the data collection through one-on-one semi-structured interviews in the Institute, asynchronous electronic unstructured and structured logs, and emailed open-ended questionnaires, as discussed below.

The one-on-one semi-structured interviews held in the Institute constituted one of the primary means of data collection in the study. In every interview, one, two, or three of the participants were arranged to donate approximately 30 minutes of their time outside the class time bracket to individually answer the related questions based on the interview protocol (see Appendix 44) (Creswell, 2007, p. 133). One or two days prior to the interview day, I usually agreed with the participants on the time of the interviews, and we adhered to that unless something unexpected happened and the circumstances were exceptional. These interviews were either about half an hour before or after their class in the Institute to prevent incurring any extra costs for transportation to and away from the Institute for the sake of the study.

Being semi-structured, the interviews provided the participants partial control over the interview process. The teacher-researcher personally interviewed the students; however, as was pointed out earlier, the absence of any formal assessment, or any institutional decisions to be made on the basis of the students' class performance throughout the course, attenuated the dual-role nature of the relationship between the teacher-researcher and the students

(HREB, 2012). As Oppenheim (1992) points out, in view of potential biases, ‘the ethics of conducting interviews are a continual topic of lively controversy’ (p. 66).

Being a professional teacher, I have always been committed to managing my classes according to an ethos of building rapport and trust, whether the class are under study or otherwise. This attitude towards class management has always contributed to a peaceful atmosphere where students can freely discuss issues and share ideas. For the sake of this study also, I tried to create an amenable distraction-free environment to be able to conduct an ethical and fair interview, remaining sensitive towards every participant’s feeling, considering how comfortable under similar interview circumstances I would feel about being a participant in the study.

During the interviews, I was, therefore, careful about relaxing the respondent to remove any possible tension to avoid its consequences such as sudden mental aberration. As the course continued, the students developed awareness of their teacher’s strong commitment to the protection of the confidentiality and privacy of their works and activities. The gradual realisation that their teacher would never share the audiotaped interviews, or any other document helped to make the interview climate as safe and non-threatening as possible to allow the learners to speak their mind. During the induction phase, the participants were also briefed that the study was not to prove or disprove anything to anyone, nor advantaging one group or person over another. Thus, when approached for their views, there did not seem to be any point in withholding any criticism, or in making comments that were merely pleasing me.

The asynchronous electronic learning logs and emailed open-ended questionnaires were the other means of data gathering. The data obtained through the students’ writing electronic learning log entries regularly during the course and emailing back open-ended questionnaires sent to the participants at the end of the course were much easier to analyse, because the participants had already written their perceptions in the digital format. From the ethical point of view, in conjunction with the existence of the pledge of confidentiality for all the data obtained in any method in the study, the research information gleaned through the electronic learning logs and the emailed questionnaires seemed to have two additional advantages over that gained through the interviews. Firstly,

when making online log entries, the learners were in a remotely safe environment without any face-to-face visibility or eye contact, hence feeling less self-consciousness, expressing views with more candour. Suler (2005) believes that invisibility leads to the reduction of inhibition, as is reflected in his comment: 'Even with one's identity known, physical invisibility may create the disinhibition effect' (p. 185).

Immediate counteraction in face-to-face contact is what most interlocutors are habituated to. While natural as a basic characteristic feature in everyday human communication, within a power relation it can be such a distressing experience. In the study data collection, it was an area that I had seriously taken into account, particularly in the interviews, to protect the respondents against. Nevertheless, no matter what precautionary measures are taken to avoid this, the habit seems to be so deeply ingrained in most humans that the resultant inhibition cannot be eliminated, at least in the short run. Its absence constitutes the second merit to presenting views electronically. The online space afforded the respondents a greater degree of freedom of expression, because the anachronous nature of the feedback website system safely removed the possibility of any instantaneous reaction and the ensuing inhibition (Suler, 2005). 'In e-mail, message boards, and blogs, where there are delays in that feedback, free association sets in and bypasses defenses' (Suler, 2005, pp. 185-186). Accordingly, the use of electronic means of data collection was another step towards achieving less bias and more candour in the respondents' comments.

Virtually all steps taken as a part of the research project, from the e-feedback to the interviews and log writing practice, generally contributed to and aligned with the learning objectives of those who had enrolled on the IELTS preparation course. The design of the study was done in a way 'to minimize the impact of ... research on the normal working and workloads of participants' (BERA, 2011, p. 7). For example, to avoid overloading the participants in the interviews, I decided to send the intended questions in the form of open-ended questionnaires by email to have the learners' perspectives on a certain strand of the study. Similarly, in consideration of their workloads outside the class, in order not to overstretch my students, I gave them a one-month time frame for the return of the completed questionnaires via email. This time frame had an added benefit of making the online data gathering through questionnaires

purely ‘non-coercive’ because by the end deadline the IELTS course had already finished (HREB, 2012, p. 4).

4.5.3.3 Resolving conflict of interests

As the number of roles an individual assumes rises, or as the number of stakeholders and their roles increases, naturally the probability of having conflicts of interests is also higher. The same conflict-of-interests scenario seems to hold true of a research study where the investigator has more than one role to perform at the same time, which is reflected in this statement of ethical commitment: ‘Of particular note for dual-role researchers is the fact that informed consent includes the requirement to disclose real, potential or perceived conflicts of interest’ (HREB, 2012, p. 2), so that, in the classroom context, the research demands are not in direct conflict with the expected practice of teaching.

In this study, the conflict of interests was arguably at its lowest level; although in every cohort the researcher-participant relationship paralleled the teacher-student relationship, the teacher’s constant switch from one role to another not only did not lead to any breakdown in trust between the students and the teacher, but also helped the trust to develop. Such minimal intrusion in this research can be attributed to three main factors. Firstly, the class and the research were for the most part conducted in two completely distinct environments: the former in the brick-and-mortar classroom and the latter out of the class in a technologically-enhanced learning environment (TELE), which truly minimised the amount of interference between the two.

Secondly, the teacher’s honouring the moral obligation contributed significantly to maintaining a proper balance in this process. Of the 84 sessions, two class sessions only were devoted to some aspects of the study, for example the participant consent, ethical explanation, participant recruitment, and feedback website introduction. Other than the two sessions, which under the ethical duty I compensated by staying about a quarter more in the subsequent sessions, I did not allow the research proceedings to override the classroom procedures throughout the course.

The third reason why the research interests successfully remained in equilibrium with the students' interests was that by providing regular e-feedback and asking for new drafts and log entries, I was, in effect, acting in the best interests of the students as well, making the whole process instructional. The research supported the language learners to remain intellectually active throughout the course and assisted them to move closer to their academic essay writing goals. In practice, the proper ethical decisions in this research transformed conflict of interests, to a large extent, into alignment of interests.

In terms of computer knowledge and skills, Zyzik and Ortega (2008) put forward the need for addressing the difference between participants known as 'digital divide' to create an atmosphere of equal participation in the study, stating that 'the digital divide is clearly one of the most important ethical challenges posed by the use of technology' (p. 332). Therefore, I ascertained that the website created an equal opportunity for all participants willing to participate in the study. First of all, to make access to the website easy for those using dial-up connections, the web developer and I agreed to maximise the speed with which the web page opens and loads, keeping the number of photos and graphic elements on the web pages to a minimum. Also, to minimise 'digital divide', I held an initial induction which served as a training course to address some probable difficulties students might face when using the website.

In accordance with the ethical principle that 'Where the sponsor acts essentially as a host or facilitator for research, researchers must, out of courtesy, inform them of the work they propose to undertake' (BERA, 2011, p. 9), and to resolve any likely conflicts of interest arising on the part of the Institution where I worked and conducted the study, I notified them, and they agreed to the administration of the study (see Appendix 6).

4.6 Research Procedure

4.6.1 Participants

As in most other qualitative studies, the selection of the participants in this research was 'purposive, meaning that the theoretical purpose of the project, rather than a strict methodological mandate, determines the selection process' (Marvasti, 2004, p. 9). Regarding the purposive sampling, Fraenkel, Wallen,

and Hyun (2012) also echo a similar opinion, stating that ‘Researchers who engage in some form of qualitative research are likely to select a purposive sample [...] that is, they select a sample they feel will yield the best understanding of what they are studying’ (p. 436).

The participants in this research project were adult male, English as a foreign language (EFL) learners, at a language school in Tehran, Iran, participating in a regular four-month five-day-a-week IELTS course classes, which I myself taught. They had passed the Oxford Placement Test (OPT) with a score of 135 or more out of 200 and registered for the IELTS preparation course. The participants were therefore believed to be homogeneous in terms of language ability. A total of 48 students from four classes, constituting the four cohorts in this study enrolled in the IELTS course, voluntarily took part in the study, completing their consent forms which I gave them as the teacher of the course, explaining to them that their participation in the research was completely optional without any academic consequences. For a more detailed account, see section 4.5 (Key ethical principles).

4.6.2 Piloting the website

Both the prototype website and the current model website were piloted to ensure their appropriateness for the purposes of the study. The students’ tendency to revise their work was amazingly different between the prototype and the current model websites. While in the prototype website, after each e-feedback, the classes I used to work with showed more interest to receive a new topic than to revise their work, with the current model website most learners took multiple drafting and writing as a process much more seriously, willingly redrafting their work after every feedback. In the early days of piloting the prototype website, I put the reaction of the students down to their educational attitude, as I used to think that the classes were more product-oriented given their traditional educational background, as pointed out in Chapter Two. However, in my experience with the improved current model website, I came to realise that if the tool were appropriately designed, the students would eagerly appreciate and embrace the process approach to writing.

I started piloting the prototype website with several groups of my EFL students similar to the target group, giving them electronic feedback on their writing. This process revealed some deficiencies of the prototype online feedback tool, and helped me in the construction of the second website (www.Ekbatani.ir). Below there is a list of changes made in the new writing feedback website, based my findings through piloting the prototype website and the literature:

1. To include online spaces for learning journal/log entries for students' self-reflection and for them to ask questions and seek help in different ways (Andrade & Bunker, 2009)
2. To organise all drafts written on a certain topic as well as the related feedback under every writing topic clearly so that they could easily be revisited as a writing rehearsal for the learners (Andrade & Bunker, 2009)
3. To create 'Codes' and 'Noticeboard' tabs which the students could refer to in order to respectively find out more what each of the 38 marking codes meant with the examples, and could see some useful words, expressions, and usage notes, helping them to express their opinions more accurately (Andrade & Bunker, 2009)
4. To provide structured logs for the end of each of term, in addition to the unstructured ones for use during the terms, usually after each feedback as reflective journals and an opportunity for interaction besides face-to-face in-class interactions (Andrade & Bunker, 2009)
5. To provide a deadline for submission of the first drafts at least for the students to avoid procrastination and manage their time better (Andrade & Bunker, 2009)
6. To set up a 14-session induction period so that the students had a chance to find their way around the website and to find out how to find help (Andrade & Bunker, 2009)
7. To individualise the environment where students catalogue their writing drafts.
8. To separate the log area from that of drafts.

9. To have an archive, permitting students to review the details of their thoughts in previous logs, a step towards helping students become more in control of their writing (Andrade & Bunker, 2009).
10. To add a page including the full elaboration of the marking codes used as the assessment criteria.
11. To exert more control over who can access the website writing environment and students' essays.
12. To organise the activities on the environment, students need to receive the writing topics one by one at regular intervals, not all at once; this was done to keep facilitate the step-by-step progression of the writing tasks and the process of interaction which Andrade and Bunker (2009) emphasise.
13. To facilitate the feedback procedure through the creation of a well-organised reporting grid listing the undone writing topics with dates, together with essays written and feedback received, their status, and where applicable the score.

4.6.3 Students' activities on the website

The students had about three days following the teacher's setting of the first topic to place their first draft online. They received feedback using the marking codes online on the draft and were expected to find solutions to their local and global mistakes identified through the codes. All the assignments and feedback were saved with time and date, and kept electronically under each topic for each learner in their own private space on the website, accessible by the student and teacher only. In this drafting process, the students were engaged in an environment designed to nurture a largely deep approach in dealing with their drafts in an attempt to create what Biggs and Tang call 'a positive working atmosphere, so students can make mistakes and learn from them' (2007, p. 25).

The students' perceptions were collected through the electronic learning logs, electronic overall progress logs, face-to-face semi-structured interviews, and the learners' L2 writing scripts online. In the period of four months, the participants were involved in the process of composing essays of at least 250 words on 12

IELTS writing topics, excluding the three introductory scripts in English they wrote during the induction period. The participants' essays on each topic started with the introduction paragraph and an outline of the body paragraphs in order for the students to focus on the content. Then, they received indirect coded e-feedback on their scripts and redrafted their work as many times as the teacher considered appropriate until the teacher decided that the essay outline had the necessary relevant substance to be turned into a full-length five-paragraph essay. From this point on, the multiple drafting and e-feedback continued on the participants' essays until each essay evolved to be acceptable from both meaning and form points of view. On each draft, I finished my online feedback to individual students with a very brief global comment on their performance, e.g. '*Your draft is just an inch away from being fully completed. Well done!*' Depending on the students' learning strategies, in addition to the feedback in the form of the corrective marking codes, it was possible for the learners to receive a little input from me on a need-to-know basis in other ways: informally by approaching me face to face before or after the class time, during online L2 writing through student-initiated queries activities on their drafts or logs, and/or occasionally through brief in-text intervention comments next to the related marking code, when the real need arose, e.g. '*At last, students in university have a penchant for taking new experiences.* [<CR; what about the reference to the original writing topic?]'.

Introducing the concept of 'untreatable errors', Ferris (1999, 2011) reports on the limitation of indirect feedback in addressing L2 writing mistakes, particularly in the areas of L2 where the related language rules are comparatively less clear to L2 student writers. However, she does not entirely rule out the useful effect of indirect corrective feedback 'even in so-called untreatable error categories' (Ferris, 2011, p. 37). It is therefore worth reiterating that the online feedback codes in my study targeted not only local mistakes, but also global ones in students' texts (see Appendix 47).

4.6.4 Data collection step by step

With the benefit of hindsight obtained from the prototype website, and following the principle of 'rework[ing] a developing assignment' (Nicol, 2011) and 'feedback during learning' (Biggs & Tang, 2007, p. 163), which in higher

education is referred to as formative feedback (Scott, et al., 2011, p. 51), the current model website was created. After the completion and piloting of a new website, it was ready for students to start drafting, receiving and acting on electronic writing feedback, writing their perceived views on online learning logs and electronic progress logs.

After explaining the aims of the research and making the procedures clear to all participants both in English orally and in Persian in a written form, the interested participants gave their informed consent and in this way started the first phase of the study, going through an introductory induction period involving 14 orientation sessions in term one to get further familiar with the procedure and the online facility.

Through the induction period, I trained all participants to learn how to work with various options on the website (www.ekbatani.ir) for revising their writing drafts with the help of teacher online feedback, and how to use the electronic learning logs and the Progress Log to report on their experiences and impressions of electronic feedback and learning strategies. The students learned how to use a list of coded symbols to interpret the indirect feedback.

Students began learning and practicing the principles of L2 writing in the classes, alternating between writing and reading for the period of 2 months (in two terms) both online and in class, plus two more months (i.e. two more terms) only online, while dealing with other skills of listening and speaking in the classes.

Following the teacher's first setting of the online writing assignment, the students had three days to place their first draft online on the given topic. After placing their first writing assignments (in the form of a five-paragraph essays) on the website, the learners receive both local and global feedback indirectly (i.e. using marking codes to which students have already been introduced) on their first writing assignment online. All the assignments and teacher's feedback on the assignments were saved with time and date, and kept electronically under each topic for each learner separately in their own private space on the website, accessible by the student working in that space and the teacher only.

Using the electronic feedback, the students made the first revision to their writing assignments. Immediately after every feedback (Hall, 2008), the students were prompted to provide a self-report on their perception of writing feedback and how they make sense of and use feedback, either in Persian and in English depending on their choice, on the electronic learning logs.

Each term was comprised of 21 sessions in the language school. On the 20th session, Progress log was distributed online, which required all students to answer the questions before resuming their online activities. Semi-structured face-to-face interviews with all participants were held at the end of Term 1 and Term 3.

As pointed out earlier, this trend continued throughout the IELTS course over a four-month period. Writing instruction and practice in terms 1 and 3 were in class and feedback online, while terms 2 and 4 were only online. It should be noted that in terms 2 and 4 students continued their class attendance for IELTS listening and speaking skills as essay, e-feedback provision, and multiple drafting continued online.

All together 12 writing assignments were given to students, which – with a minimum of three times drafting – offered students about 24 times the opportunity to express their perceptions of the electronic feedback process and what constitutes quality; learners were expected to revise each writing assignment three times at least. After all, ‘attention needs to be given to assessment feedback design and to enhancing understanding of how students see feedback’ (Scott, et al., 2011, p. 55).

Table 8: Stage 1 in the Research Process

Stage One: Preparation	
A. Creating a prototype e-feedback website	<ul style="list-style-type: none"> • Piloting the prototype website with 20 marking codes • Gathering information on design improvement • Adding more marking codes, reaching a total of 38
B. Developing a new website with all the new changes	<ul style="list-style-type: none"> • Piloting the new website to check its functionality
C. Developing the structured progress log questions	<ul style="list-style-type: none"> • Piloting the structured progress log questions • Modifying the progress log questions on the website
D. Developing the semi-structured interview protocol	<ul style="list-style-type: none"> • Piloting the semi-structured interview protocol
E. Developing the open-ended SRL questionnaire	<ul style="list-style-type: none"> • Piloting the open-ended SRL questionnaire

Table 9: Stage 2 in the Research Process and Time Scale with Students

Stage Two: Data Gathering				
An 84-session IELTS Class				
<ul style="list-style-type: none"> Sampling of IELTS candidates in the natural IELTS class setting Ethical briefing of the prospective research participants Recruiting cohorts of IELTS students Holding a training session to help students learn how to go about the e-feedback and learning log writing on the website A 14-session induction period started 				
Cohort 1	Cohort 2	Cohort 3	Cohort 4	
03 Dec 2011	07 Jan 2012	09 May 2012	13 Jun 2012	
Session	Activity			
3	1st Writing Prompt appeared online (Induction Period: Only the Introduction Paragraph at this stage)			
9	2nd Writing Prompt appeared online (Induction Period: Only the Introduction Paragraph at this stage)			
15	3rd Writing Prompt appeared online			
20	1st round of electronic progress logs available			
21	4th Writing Prompt appeared online			
Interviewing the participants started (1st Time)				
27	5th Writing Prompt appeared online			
33	6th Writing Prompt appeared online			
39	7th Writing Prompt appeared online			
41	2nd round of electronic progress logs available			
45	8th Writing Prompt appeared online			
51	9th Writing Prompt appeared online			
57	10th Writing Prompt appeared online			
62	3rd round of electronic progress logs available			
63	11th Writing Prompt appeared online			
Interviewing the participants started (2nd Time)				
69	12th Writing Prompt appeared online			
75	13th Writing Prompt appeared online			
81	14th Writing Prompt appeared online			
83	4th round of electronic progress logs available			
The end of the IELTS Course				
06 May 2012	10 Jun 2012	19 Sep 2012	23 Oct 2012	
The SRL open-ended questionnaire was emailed to the research participants.				

Table 10: Stage 3 in the Research Process

Stage Three: Data Analysis	
	<ul style="list-style-type: none"> Selective transcription of the audio files started. Entry of the log, interview, and questionnaire data into NVivo started. Thinking about what meta-themes were coming through. Thinking about grouping themes and meta-themes for coherence. Reading the data items sentence by sentence, extracting them selectively from the data texts. Condensing the data into smaller units of meaning, labelling them with

- appropriate codes.
- Through the constant comparative method, the codes were then compared and classified into more general unifying categories and further into key themes.

The emerging themes were examined in line with the three pivotal points constituting the aims in this research, i.e., e-feedback affordances / limitations, learners' perspectives on e-feedback use, and the development of EFL students' self-regulatory skills.

4.6.5 Data analysis: Guiding framework

From among various procedures to triangulating qualitative data analysis, Meijer, Verloop, and Beijaard (2002) have proposed three approaches: (1) an intuitive approach, requiring the investigator's intuition; (2) a procedural approach, entailing step-by-step documentation to increase the transparency and replicability of the procedure; and (3) an intersubjective approach, involving a group of investigators arriving at a consensus on the steps of triangulation.

From these three proposed approaches, I chose the second procedure, because in consideration of doing a PhD research project neither approach one for its capricious nature, nor approach three for its impracticality seemed appropriate. However, the procedural approach not only had the potential to add to the credibility of the study, but it also increased the transparency and replicability for future assessment purposes (see Appendices 7-40).

Within the context of this study, the data needed to explore EFL student perspectives on electronic feedback were obtained through online learning logs not only as a means of data collection in the form of retrospective verbal reporting (Greene & Costa, 2011), but also as a self-regulatory aid for L2 writers (Schmitz, Klug, & Schmidt, 2011). In addition to that, probing students' views about e-feedback meant that my research design had a two-stage interview of the individuals: one towards the end of Term One and the start of Term Two, and the other towards the end of Term Three and the start of Term Four. In order to make interviews suit the participants' time and to avoid constricting them, the questions related to SRL strand of the study were emailed to them in the form of an open-ended questionnaire at the end of the course (i.e., Term Four) and they were requested to respond back via email.

Qualitative data analysis created a better depth of understanding in consideration of having looked at the students' views in various ways; the data were acquired through multiple methods: unstructured and structured electronic logs, semi-structured interviews, and open-ended questionnaires. At first, I used NVivo9 to analyse the unstructured electronic logs. Through this process, quite a few meanings and themes were found. The topic and analytical coding I employed (L. Richards, 2009) yielded a deep insight into EFL writers' perceptions of the affordances and limitations of electronic feedback and learning log writing, portraying the potential of such learning activities to reduce EFL writers' local and global mistakes and to enhance their self-regulated learning skills. I clustered the relevant qualitative data into appropriate themes, as evidence for the EFL writers' perspectives, addressing each sub-question by making its relationship to each of the main research questions clear (L. Richards, 2009).

The triangulation and the data analysis process involved reading the students' unstructured logs, because the unstructured logs were the first outlet for most of the participants to express their perceptions freely, without any pre-set questions, without any face-to-face contact with the teacher, nor any particular need to answer. Therefore, it stood to reason that the online log data reflected minimum inhibition and bias, but maximum candour (Suler, 2005). The analysis of the data consisted of a preliminary formation-of-categories stage, followed by two more refining stages.

When the preliminary categories were established, after an interlude of about a month I returned to the data and emerging themes, modifying them in the two subsequent stages, again with a time space, to refine the analysis and to reconsider the patterns by changing, conflating, disjointing, adding, or dropping ideas. Such intervals of time permitted me every time to stand back for a while, then to arrive at and navigate through the data and the themes with a fresh perspective, 'storing and exploring, reworking and revising those early thoughts and rethinks' (Bazeley, 2007, p. 21).

Similarly, I used NVivo9 to analyse the structured electronic logs separately, setting up new data files, comparing the new themes. In the same way, I used NVivo9 to analyse the questionnaire data with their own separate data file. This

process involved patterning and re-patterning the themes constantly. As for the interview data in the form of transcripts, I did not use NVivo9, because the information amount was more manageable; instead, I approached it more traditionally, using the Word programme by highlighting the emerging themes; by this point the data relationship to the research questions became even clearer. This allowed for a clearer analysis and comparison of themes to answer the research questions. I can say that for the first two major research questions (i.e., RQ1 and RQ2), interviewing was the principal source of data, but for RQ3 the questionnaires. There were also sources of triangulation of the data.

The data analysis sequence was helpful, because the process moved from somewhat uncontrolled to highly controlled sources of data, running the gamut from general themes to potentially useful ones. This allowed me to travel from the general to the particular, creating a good focus for the presentation of my findings.

At the beginning, there were various ideas coming up and the direction and outcome were not as clear and neat as they became nearer to the end where I felt there were few new concepts appearing in students' comments. Initially, there were codes which were not related to answering my RQs, scattered, or they were duplicates. Only after several times analysing, coding, and re-coding the data, performing data analysis afresh (i.e., reanalysis), collapsing the overlapping categories, amalgamating them, making changes to categorical labels, cross-checking and reviewing them, did I realise in which direction the data were taking me, thus becoming more skilful. By that point, the central ideas had begun to mature gradually.

4.7 Credibility and Trustworthiness

Validating the qualitative research findings is usually done through determining the credibility and trustworthiness. Credibility of interpretations in qualitative research corresponds closely to internal validity in quantitative studies (Burns, 1999; Fraenkel, et al., 2012). Fraenkel, Wallen, and Hyun (2012) define credibility as '... the degree of confidence researchers can place in what they have seen or heard' (p. 458). Reliability in qualitative research literature is

referred to by terms such as trustworthiness, dependability, consistency and replicability among others (Cohen, et al., 2007). Since from the qualitative perspective, ‘reality is multilayered’, the concerns of such qualities as credibility and trustworthiness are to indicate the extent to which there is unity in multiplicity ‘of instruments, researchers, perspectives and interpretations’ (Cohen, et al., 2007, p. 149). In this part, I have referred to the procedure I have adopted in this study to establish the credibility and trustworthiness of the findings.

An effective procedure to address the credibility and trustworthiness of the study was the triangulation of information ‘to enhance the internal validity in qualitative studies’ (Meijer, et al., 2002, p. 145), or in the words of Fraenkel and Wallen (2009, p. 422) ‘cross-checking sources of information’ through corroboration from five different instruments – electronic learning logs, electronic overall progress logs, transcripts of face-to-face interviews, students’ actual drafts, and open-ended questionnaires – and relating the data to one another, ‘which can help to establish whether the study assertions are trustworthy (Burns, 1999, p. 163).

The participants have been from four different cohorts (or subgroups). The collection of perceptions from different participants permitted the triangulation of the data sources (Meijer, et al., 2002) or ‘space triangulation’ (Burns, 1999, p. 164). Also, the use of electronic learning logs, electronic overall progress logs, transcripts of face-to-face interviews, students’ actual drafts, and open-ended questionnaires, led to the multi-method triangulation or triangulation by method (Meijer, et al., 2002). In view of the fact that making the log entries and participation in the face-to-face interviews were repeated over the course, in my research, I benefited from ‘time triangulation’ (Burns, 1999, p. 164). Fraenkel, Wallen, and Hyun (2012) also introduce the strategy of interviewing the participants more than once as a means of revealing inconsistencies in what the participants say, stating that ‘consistency over time with regard to what researchers are seeing or hearing is a strong indication of reliability’ (p. 459). Moreover, to further validate the data obtained through logs and interviews, I used students’ draft scores to add depth and richness to the discussion of the findings. After all, the drafts scores served as compelling evidence of progress, adding strength to the internal validity of the findings. The comparison of results,

at a basic level, from a starting point (where full-length essays were composed) and a near-the-end point helped me to identify who in the e-feedback process has made a remarkable improvement and who has not, as well as how such differential outcomes could relate to their perceptions of e-feedback affordances and limitations, what resultant patterns emerged, and perhaps why. This I ascertained within the 17-week time bracket of my PhD project, but my project did not permit me to step out of this time bracket to investigate the e-feedforward effect in the long run, which I have discussed as a limitation in my study. Therefore, in the process of establishing the internal validity, 'triangulation by data type' was used (Miles and Huberman, 1994, as cited in Meijer, et al., 2002, p. 146).

Keeping a record of questions developed, piloted and used for different purposes in the research and making them available for readers can be another contribution to the credibility and trustworthiness of the study, as Fraenkel, Wallen, and Hyun (2012) point out. The list of questions used to serve the aims of the study have been archived (see Appendix 1 and also Appendices 43-45). Similarly, the use of memos in the qualitative research and when analysing the data can enhance the exploratory process 'and maintain quality in the research process' (Birks, Chapman, & Francis, 2008, p. 69), which in this study was done through saving electronic momos on a monthly basis.

Although seeking the advice of a number of participants or a colleague after they have reviewed the interpretation of the emerged themes in the form of member checking is customary as a confirmatory step towards the establishment of the credibility and trustworthiness, in this research self-checking was employed instead, because the study, on the one hand, was an individualistic PhD project and the impracticality of finding a colleague with a reasonably deep insight into what I did as part of my research data analysis, on the other hand, limited any checking of the findings to self-checking on a number of occasions each time, given the time space, with a fresh perspective. Furthermore, three times random sampling of ten percent of the raw data to further check whether I would code them in the same way constituted another credibility and trustworthiness optimisation technique utilised in the study.

A substantial contribution to the methodological validity of this project has been the transparency and therefore replicability (Meijer, et al., 2002), in the light of research tradition, with which the data analysis process in action has been presented. It can serve as ‘an audit trail’ (Macnee & McCabe, 2008, p. 171) which can enhance rigour, demonstrating all the procedure, step by step, in the appendix of the thesis (see Appendices 7-40). In the words of Polit and Beck (2010), ‘Thoroughness in record-keeping helps readers to develop confidence in the data’ (p. 498).

Describing the context of the study from various perspectives was another approach to the study credibility and dependability enrichment. Fraenkel, Wallen, and Hyun (2012) suggest such ‘thick description’ for specifying the characteristics of the context in which the participants expressed their views (p. 459). This method is believed to be effective, especially when the reader wishes to determine the transferability of the findings and, in turn, the quality of the data.

4.8 Limitation of the Study

I have taken the utmost care to use the most suitable design to guide the preferred choice of methods and the best procedure in analyzing the data and conducting this study. However, in the words of Silverman, ‘every way of seeing is also a way of not seeing’ (2010, p. 238); therefore, as in almost all research studies, there are several limitations in this research that should be noted, because they can limit the generalisation of the findings and ‘may place restrictions on the conclusions of the study and their application to other situations’ (Best & Kahn, 2006, p. 39).

First and foremost, what a quantitatively-minded reader would probably be looking for in this study might be null hypotheses, representative random sampling, control of intervening variables, numerical measurement, or statistical analysis among other components typical of objective quantitative studies. However, the fluidity involved in qualitative nature of the present work, seeking and interpreting meaning in individual responses, did not fit such positivist rigidity. The subjectivity of a qualitative enquiry, from a purely quantitative lens, could come across as a limitation. However, let’s not lose sight of the fact that

'Paradigms are lenses that help to sharpen our focus on phenomena of interest, not blinders that limit intellectual curiosity' (Polit & Beck, 2010, p. 18).

To look at the study limitations from the qualitative lens, I have divided the discussion into four categories in relation to the research participants, researcher roles, data collection tools, and research procedure, as presented here.

4.8.1 Research participants

Concerning the gender of the participants, the findings are limited to male adult learners of English. This study uncovered how e-feedback was seen from the perspectives of 48 students from four different IELTS classes, but in only one branch of a language school out of all its branches in Tehran. This was a purposive sample, used frequently used by qualitative researchers; 'that is, they select a sample they feel will yield the best understanding of what they are studying' (Fraenkel, et al., 2012, p. 436). Among the purposive sampling, identified by Fraenkel, Wallen, and Hyun (2012), I used typical purposive sampling, because the four cohorts that experienced the intervention were typical of individuals preparing themselves for IELTS available in the typical exam classes of the Institute.

Another constraining factor is the setting; the participants were in the English as a foreign, rather than second, language (EFL vs. ESL) environment. Harmer (2007) believes that nowadays thanks to technology '... many students of EFL use English in a global context ...', which '... means that our students are in fact part of a global target-language community' (p. 19), concluding that the EFL-ESL distinction seems to be rapidly becoming less clear-cut. While I agree that current technological circumstances are, in a sense, leading the ELT in the direction of World English, there are some concepts in the English language that can be harder for EFL students to understand, analyse and later on evaluate or create, for being more context-bound than others. At present, despite living in the days of the virtual global community, access to World English in some cases might not be enough to enable EFL learners to have the same understanding of context-bound concepts as students engaging with the actual community of target language. For example, among such concepts is the

idea of a gap year, indirectly described in one IELTS writing Task 2 essay prompt (Cambridge ESOL, 2006, p. 53). It can be argued that an ESL learner who has lived the concept can be in a comparatively better position to analyse, evaluate and compose an essay on the concept than an EFL student. Another aspect of the EFL context limiting condition is discussed below.

Along similar lines, in the EFL-ESL discussion, there is motivation for learning or 'students' reason for learning, the drive that makes them study' (Hadfield, 2012a, p. 4). Motivational factors, being seen traditionally as instrumental and integrative, or more recently as multiple selves (Dornyei, 2008), can vary from ESL to EFL contexts. It seems that in an ESL context, the generation and, more importantly, sustenance of language learners' motivation – 'keeping the vision alive' (Hadfield, 2012b) – can be relatively easier, because chances and impact of exposure to English and using language skills functionally in the real-life situation, in comparison with EFL simulated situations, are higher. Therefore, although employing ICT in my study played a pivotal role to help extend the EFL writing practice process beyond the classroom on a well-organised, goal-oriented and regular daily basis, the impact of the EFL setting on the research cannot be denied.

One limiting threat to research validity is the short-lived motivation created as a by-product when the research participants realise that they are part of some important observation or are, in any way, the centre of attention (Cohen, et al., 2007; Fraenkel, et al., 2012). This is the case usually regardless of the intervention having a positive or negative effect for those involved (Fraenkel, et al., 2012). It is commonly referred to as the 'Hawthorne effect', named after the discovery of a similar impact in the analysis of some experiment on the effectiveness of ambient light intensity on the personnel productivity at Hawthorne Works of an American company in the 1920s (Cohen, et al., 2007; Fraenkel, et al., 2012). In the present study, at the very outset, as part of the requirements of the ethical behaviour, I informed the students that e-feedback was part of my PhD research project. As Cohen et al. (2007) point out, 'simply informing students that this is an assessment situation will be enough to disturb their performance – for the better or the worse (either case not being a fair reflection of their usual abilities)' (p. 160).

To overcome such reactivity problems, Berg (1989) and Cohen et al. (2007) believe that remaining in the domain for a considerable period of time can result in the normalisation of the researcher's presence. This was best exemplified in the context of this study, because throughout the 17 weeks of the IELTS course I was not only the course teacher, but also the corrective feedback provider, hence the novelty of the circumstances wearing off, attenuating the effect of the teacher's presence, and ultimately reducing the Hawthorne effect to a great extent. Despite addressing the Hawthorne effect, my dual role as the field worker and the writing teacher, could be seen as influencing the power relation between the researcher and the participants, which is the subject of the discussion next.

4.8.2 Researcher roles

In this study, not only was I the researcher, but I was also the teacher of the course in all four IELTS student cohorts. The existence of a teacher-student relationship along with the researcher-researched relationship added to the power imbalance, introducing a bias that could cloud the findings. To address the power imbalance, Creswell (2012, p. 211) suggests that researchers should '... try to collect data in a way that minimises a power inequality between yourself and participants ...'. While I acknowledge the existence of a certain degree of the unavoidable bias, it was mitigated as much as possible by the essential features of the course plus some corrective measures I took in the data collection processes. On the one hand, the absence of any institutional use, qualification, degree, or evaluation on the basis of the study course and research results must have considerably reduced the bias towards having any particular research outcome. On the other hand, the important step taken to counter the influence of an unequal power relation was the voluntary nature of the research and the informed consent of the respondents. Moreover, at the very beginning of the research I clearly explained to all the participating students that in their responses throughout the course in any form, i.e. log entries, interviews, or open-ended questionnaires, their aim should be to reflect the reality with candour, not to reply to make and/or keep me happy in any way. Hall (2008) in his diary study similarly cautions how, when making diary entries, students' goal might change to one of pleasing the reader. He classifies such respondents as 'non-professional informants' (p. 119). Early in the study,

therefore, the learners actually realised that there was no favouring or undermining any person, group, institute, school, or organisation whatsoever, hence no point in any tokenistic practice of pleasing the teacher in their comments.

The findings could have been of higher validity if there had been more than one researcher in the setting. In other words, the effect of researcher bias could have been further curbed through ‘investigator triangulation’ (Burns, 1999, p. 164). Nevertheless, this academic project was limited in terms of the number of researchers, because it was meant to be undertaken by one researcher for the sake of the educational qualification and assessment, for the award of a PhD degree. Also, there was the impracticality of finding a colleague with a reasonably deep insight into what was going on as part of the research data analysis. On balance, to make up for this limitation and to enhance the validity of the findings, I gathered the data through more than three different data-gathering tools, replacing member checking with self-checking on a number of occasions with a fresh perspective, yielding the same themes. Additionally, on a number of occasions, at a distance of time, sampling a proportion of the raw data was done to check whether I would code the data set in the same way.

4.8.3 Data collection tools

The overall quality of data obtained depends upon qualitative research methods and any special condition in that regard needs to be acknowledged because ‘... it seems crucial that the influences and difficulties within the data are made explicit’ (Hall, 2008, p. 120). This study had its own limited number of data collection tools.

In this research, the participants made two types of learning log entries: structured and unstructured. This was designed to help offset the probable limitation stemming from lack of focus in the records of the students’ perceptions caused by unstructured logs. In effect, the structured and unstructured logs compensated for each other’s shortcomings.

There were two sets of semi-structured interviews: one set after Term 1 (a quarter through the course) and the other after Term 3 (three quarters through

the course). In consideration of the administrative limitations such as other time commitments on the part of the students, the availability of only one interviewer who was I myself as the researcher, and the c.30-minute length of each interview on average, the teacher-researcher conducted the semi-structured interviews with the participants one by one over a period of time, rather than scheduling all the interviews at around one point in time.

To avoid overstressing the participants, given the length of the semi-structured interviews on e-feedback affordances and limitations as well as local and global mistakes, I employed an open-ended questionnaire for a more in-depth exploration of the development of the EFL learners' self-regulatory skills in the e-feedback process. It is probably worth mentioning that after sending out the 48 SRL open-ended questionnaires to the participants' email addresses, 26 completed questionnaires were returned, achieving an approximately 54% return rate, as opposed to 46% who for unknown reasons did not return the electronic questionnaires.

With the added hindsight after the design and piloting of the prototype website, in the creation of the second website for e-feedback on writing I had a much better insight into the needs of the EFL writers and the feedback website issues. Thus, in the second website (www.ekbatani.ir), within the constraints of the study, I made every effort to make the new website easier to understand and work with for EFL learners, even for those with a dial-up Internet access. However, I do not deny that there is room for the improvement of the online facility to make the EFL writing e-practice a more engaging experience, with perhaps a longer-lasting effect, by involving users in regulating themselves better. For example, there could have been some statistical information made available to both the teacher and the students about common mistakes students have made individually and collectively.

4.8.4 Research procedure

The course type, induction and study periods, as well as the number and type of the essay writing topics, constituted other potential limitations of this enquiry, because the educational context of this study did not give the teacher-researcher any choice over the 84-session length of the IELTS course, which

the Institute offered to students in four 21-session terms. Every cohort therefore went through an overall study period of 17 weeks. The essay writing instruction was adapted for IELTS Writing Task 2, hence an academic genre-based process approach was taken. Within the confined time bracket, I arranged for the students to have a three-week e-feedback induction period with three writing topics to become familiar with the online feedback facility and procedures, plus the actual data collection, which took place over a period of 14 weeks with 12 writing topics.

Once each cohort completed their 17-week IELTS preparation period, the course came to an end, and it was not likely for me to continue to be the teacher of the same group in another course. The students usually either changed classes or went to sit an IELTS test; consequently, it was literally impossible to follow up their EFL writing and/or SRL performance to see how e-feedback fed forward in the long run. Therefore, in view of the constraints of time both on the part of the participants and the researcher, there was not the possibility of doing a follow-up study.

In the next chapter, the research findings and analysis are presented. The answers to the three major research questions driving the study provide interesting insights into the integration of written corrective feedback on L2 writing, ICT, and SRL.

5 Chapter Five: Findings and Analysis

Organisation of the chapter: Overview

In this chapter, I present the findings of my research by considering and summarising the meanings and uses that the EFL writers made of the indirect coded e-feedback processes in a new online learning constructivist environment, with embedded self-regulatory opportunities. The main research questions are answered in the three main sections of this chapter. Each section begins with the research question related to that section, to serve as a reminder of the purpose of the study and to reflect what guided the data collection and analysis processes.

The three main sections of the chapter are:

- 5.1 EFL student writers' perceptions of the affordances and limitations of e-feedback;
- 5.2 Student perceptions of the value of e-feedback in assisting their writing through reducing their global and local writing mistakes; and
- 5.3 Use of e-feedback and learning logs to support the development of student self-regulatory skills.

To illustrate the authentic voice, feelings and perceptions of the participants about their e-feedback experience, I present and describe where relevant with representative uncorrected excerpts from the data to give an accurate depiction of students' views. I refer to the participants using numbers (Thomas, 2009) together with certain abbreviations, e.g., (Student 1, I). The abbreviations indicate the data sources through which the students' perceptions were obtained. The abbreviations employed are as follows:

UL = Unstructured Log, SL = Structured Log, TUL = Translated Unstructured Log, TSL = Translated Structured Log, I = Interview, TI = Translated Interview, OQ = Open-ended Questionnaires, and TOQ = Translated Open-ended Questionnaires.

There were 48 students in this study. All of them participated in at least one semi-structured interview and completed at least one electronic learning log

entry. Of the 48 open-ended questionnaires emailed to the students after the completion of the course, 26 (54%) were returned. The findings appear in the identified sections in relation to each research question.

5.1 Perceptions of e-Feedback Affordances and Limitations

In addressing my first research question: ‘What are the views of EFL student writers on the affordances and limitations of e-feedback?’ I explored the use learners made of the e-feedback, their perceptions of the affordances (5.1.1), limitations (5.1.2), and relevance (5.1.3) of the e-feedback design and processes including the nature of the assessment task.

5.1.1 Perceived affordances of e-feedback design

Using the findings from the semi-structured interviews, the structured and unstructured log entries, and the questionnaires to focus on the L2 writers’ perception of the online feedback tool affordances, I was able to identify seven main themes accounting for what the students regarded as the benefits of e-feedback, as described below.

1. Flexibility in use
2. Fast turnaround time
3. Encouraging thinking to find answers
4. Motivating and empowering
5. Overcoming fear of writing
6. Growing confidence in English learning
7. Noticing mistakes and focusing on writing specifics

Flexibility in use

One of the categories which 15 of the 48 (31%) students readily acknowledged to be a useful quality of e-feedback was its **flexibility** in terms of allowing them more autonomy to work on their drafts freely in their own desirable time and place, as they wished (also see Appendix 9).

Table 11: References to Flexibility in Data Sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>‘Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience’ (Student 1, UL).</i>	5

Interviews	<i>'... the advantages of these feedbacks is like ... having a teacher online. You can just imagine you have a doctor online with you, anywhere, any time, you can talk with your doctor and get some advice; it's like this'</i> (Student 3, I)	3
Questionnaires	<i>'To be able to keep in touch in everywhere, anytime ...'</i> (Student 4, OQ).	8
Total		15 (31%)

Unparalleled flexibility and increased accessibility can improve students' tendency to go over their mistakes more frequently in order not to forget the lessons they learn from their mistakes, as reflected in this quote: '*we can review our problems at any time that we want*' (Student 25, I). This seems to be a clear advantage of e-feedback over traditional methods of giving feedback. Teachers are all too familiar with traditional scenarios where students' drafts together with the feedback are sometimes misplaced, lost, or totally ignored. However, the permanency of the text which e-feedback affords has not only removed any room for such excuses, but has made it possible for students to access and to refer back to their drafts any time and anywhere they prefer.

Fast turnaround time

Linked to ease of access was the appreciation of speed and fast turnaround, explicitly mentioned by 15 of the 48 students (31%) (also see Appendix 10).

Table 12: References to Fast Turnaround Time in Data Sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'e-Feedback is very useful, because it helps me understand my mistakes and benefit from repeated revision opportunities before forgetting the content and the state of mind in which I created the essay'</i> (Student 32, TUL).	4
Interviews	<i>'Actually, it was such great that at the day I write something, half an hour next, I found the answer and the feedbacks, and it make me more powerful and it have some interesting aids which improved me to go further'</i> (Student 38, I).	2
Questionnaires	<i>'What is really interesting for me is instant feedback'</i> (Student 45, OQ).	9
Total		15 (31%)

The students' comments highlight the importance of speed in assisting students in their learning. Immediacy makes feedback engaging and relevant to written work undertaken in a particular point in time. It seems that students have a time-sensitive emotional bond or curiosity associated with every piece of writing they create, whose strength and lifespan gradually start wearing off from the time they deliver their work. For that curiosity to be sustained, students need to realise that their teacher has responded to their text. Therefore, the sooner after submission the feedback is delivered, the higher the value attached to the feedback by students, thereby improving learning. The value of the time factor in feedback delivery is also evident in this quote: '*I think you get the feedback soon and you can remember what did you write on your essay and because of this, you can learn*' (Student 44, I). This does raise the issue of manageability on the part of the teacher, especially with a high number of students, which requires a mutual agreement between the teacher and students on a certain response time frame and acknowledgement in the lecturer workloads of the amount of time that is needed to provide effective feedback. Students being aware of the amount of time a lecturer is allocated to give feedback is important along with clarity of expectations and clear time frames which need to be shared and agreed between the lecturer and students; otherwise, it can result in frustration, as this remark from a high-performing student indicates: '*I got upset whenever I could not see any feedback for a week because I'll lose the track of essay*' (Student 8, UL).

Encouraging thinking to find answers

Twenty-two student responses out of the 48 (48%) referred to the development of thinking as a result of working with the e-feedback website, reflecting on their composing strategies to improve the related skills and learning from their past writing mistakes (see also Appendix 11).

Table 13: References to Reflective Thinking in Data Sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'About e learning, I have to say I really enjoy it because you can see your errors and mistakes as soon as possible, and you can think about them. I think it is the most important advantages of elearning'</i> (Student 45, UL).	21
Questionnaires	<i>'when my teacher point out my mistakes indirectly, I must think about it deeply to find the suitable answer. By this way I hardly forget those mistakes that I had made before'</i> (Student 34, OQ).	5
Total		23 (48%)

Many of the learners' responses indicate that the e-feedback tool encouraged students to independently think about their mistakes, to study further to find out more to address their writing problems, and to consider various correction possibilities. The e-feedback tool facilitated the students to modify their output not only through the use of marking codes, but also through employing the process approach as well as learning logs. Such learning activities and higher order thinking is evident in student feedback: '*I think self-editing method is a perfect way to thrive our ability to write better, because we have to think and create rather than memorise things*' (Student 8, UL). Furthermore, the extensive availability of online feedback for students to use as and when they were able supported students' learning as noted by students, e.g.: '*... when it is on paper you're in the class; maybe you cannot say everything, or you cannot ask all the questions that you have, but in e-form or electronic form, it is better because you're alone at home and you're reading them, and you understand everything and your mistakes ...*' (Student 34, I). It seems that in L2 writing practice they find the individuality that the e-feedback platform offers helpful. In the process of L2 essay writing, deep thinking about mistakes can play a key role in bridging the gap between what students think should be correct and what is, in fact, appropriate, as demonstrated in this statement: '*Personally, I think In the help of e-learning I am in a process of learning deeply, as I should always think about my mistakes deeply and find the differences between what I had regarded as correct points or structures and what feedbak tell me are right*' (Student 42, UL). For Student 19, the indirect learning procedure both in terms of correction and delivery constituted the major value of the e-feedback platform: '*Feedbacks are useful for me maybe because [of] its way. It is indirect. Indirect in learning and indirect as send and receive system for those how are shy. Indirect method can help me to learn by myself I mean I think after every mistake. And after a while I can solve the problem*' (Student 19, SL2).

Motivating and empowering

Twenty-five students (52%) found consistency in writing practice within the e-feedback environment as having a **motivating and empowering** effect on their L2 writing ability. Consistency in practice – referring to regular writing practice with clear and persistent procedures – was discussed by Student 42: '*..., as I need to work on my essay persistently, it has made me more powerful than*

before since practice is one of the most important key to success' (Student 41, UL) (see also Appendix 12).

Table 14: References to Motivating and Empowering in Data Sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I can find out how good or bad my essay is ... If it is good I will be happy, and if it is not good I try to revise it and I am sure I would be much happier after that, because I know I have learned something new, in parallel I have lessened my mistakes' (Student 42, UL).</i>	22
Interviews	<i>'it make me more powerful and it have some interesting aids which improved me to go further' (Student 38, I).</i>	6
Questionnaires	<i>'Being equipped with a website in which I can write regularly and receive feedback shortly is the most striking feature of online writing. This way, I feel my whole learning process is supervised, and more importantly, your round-the clock supervision create a feeling of emotional support' (Student 1, OQ).</i>	5
Total		25 (52%)

Working with the e-feedback tool, just over half of the students found the e-feedback learning setting a safe but responsive environment which makes tracing their writing development possible at their convenience. The students reported that expending more effort and seeing this evidenced in improvement in essay writing abilities had a cumulative effect in providing a satisfying sense of progress leading to greater interest and energy in learning and a reason for writing more, as illustrated in the following quote:

'I am amazed at the improvement I have made, furthermore, the degree to which I feel comfortable with English at the moment is incomparable with any other times' ... 'taking account of the great impacts of your feedback on my writing, I should say never have I made such satisfying progress in such a short time' ... 'Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and

more importantly, do all these at my convenience' ... 'when I decide to work on my drafts, whatever the task, I try to do it with gusto and also be committed to the framework you have designed, because now I can see its wonderful effects, although cumulative' (Student 1, UL).

The students used the e-feedback for regular practice, which both challenged and affirmed their writing knowledge and abilities: '*Regular practicing and to be patient helps me to achieving it [writing goal] sooner than I expect*' (Student 40, OQ). Systematic and consistent feedback is believed to be important in decreasing the number of errors (Lalande, 1982). Thinking through mistakes and increased practice rate were also visible in the comments: '*There are some factors that can affect writing such as encourage me to practices more because when you see e-feedback you have to think about your mistake*' (Student 29, OQ). In the same vein, the cumulative effect of learning surrounding the theme of 'practice' was also evident, as shown in this excerpt:

'In my opinion the new material in feedback will be added to our previous knowledge by practicing and see these new materials several times. I try to monitor my learning by writing new drafts each week and practicing on weekends' (Student 46, UL).

The recursive e-feedback process demonstrates to L2 writers that they are capable of learning to write better, motivating students to learn and promoting their writing skills. The literature also lends support the notion that motivated students and more successful L2 learners (Dixon, et al., 2012). A similar but more detailed point is made by Schunk and Usher's (2011) who state that 'As students work on tasks, they note progress toward their learning goals. Such progress indicators convey to them that they are capable of performing well and enhance their self-efficacy for continued learning' (p. 283). The following comments represent how the students have felt as a result of e-feedback: '*I am indeed happy of my learning progress' ... 'I feel my writing engine has been fired'* (Student 3, UL), or '*What is obvious is that the benefits of the feedback are gained step by step and on a continuous basis*' (Student 7, TUL). On the subject of motivation and learning technologies, Jones and Issroff (2005) highlight the crucial role of feedback in motivating students to engage with the

tasks. In the same vein, they refer to the need for the existence of a reasonable degree of challenge in tasks.

Overcoming fear of writing

Connected to the theme of motivation and empowerment was the value of e-feedback in helping **students to overcome their fear of writing** (see also Appendix 13).

Table 15: References to Overcoming Fear of Writing in Data Sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I have now found the courage to express my opinions without any fear or doubt'</i> (Student 43, TUL).	7
Interviews	Please see Student 26 below	1
Questionnaires	<i>'The speed and privacy are the most valuable things for me. I can access to my scores and response and do homework in home without distractions and worry'</i> (Student 19, OQ).	2
Total		10 (21%)

A significant perceived benefit of the technology-assisted corrective feedback according to the students was to be its potential for informing without disappointing: '*Feedbacks were great especially beside telling me my weaknesses it did not kill my hope of getting better*' (Student 10, OQ). Losing fear through learning in the class and practicing online was mentioned by Student 26 in his interview:

'In the past, because I didn't know how to write, and how to manage my writing, I was a little bit scared of writing, because I didn't know from where should I start, and where should I finish it. ... When I learned many things from your class, and then I worked online, and practiced on those things online, I learned a lot of thing, and through practicing online, this moment of scaredness decreased a lot, decreased' (Student 26, I).

Likewise, 19 out of the 48 students (40%) in their logs referred to losing their fear of writing and becoming more self-confident when using the e-feedback website. This can partly be due to freedom that the e-feedback process allowed L2 writers, which enabled them to make choices in a non-threatening advisory – not evaluative – environment. An example was when a student, who had completed his eighth writing topic, explained how the writing website helped his learning by allaying fear of making mistakes that in a traditional writing assessment setting he would have probably been inhibited by:

'topic8: e-feedback can be creative, because one needs to use their own initiative and create s.th which can be right or wrong; however, there would be no judgment at all and everyone can make several mistakes until they learn how to come with correct structures. Thus, this process can master them in those structure' (Student 8, UL).

Also, the data garnered from this student through another data source (i.e., the open-ended questionnaire) confirmed the same perception that on grounds of the e-feedback system configuration, which did not punish mistakes, the student felt less inhibited and more able to improve his work gradually:

'The fact that this method is totally supportive itself; therefore, everyone can write with more courage and less worry about their mistakes, because this system is not punitive at all and every kind of errors is acceptable. As a result, making mistake more and more, we get mastered in what we toil' (Student 8, OQ).

This highlights the powerful effect of the learning environment on student behavioural reactions and as a result learning outcomes. That the e-feedback did not punish learners' writing mistakes subconsciously assisted the students to shift their focus from performance (i.e., establishing an I-am-intelligent self-image) to learning and mastery (i.e., every-mistake-is-a-renewal-of-my-learning-zest perception) where there is no room to worry about failure (Dweck, 2006).

Another reason for overcoming writing inhibition could be the existence of electronic learning logs as part of the online corrective feedback tool offering opportunities for students to interact with feedback, especially while their writing was still taking shape. Although the students themselves did not directly

comment on the value of being able to ask questions of the online feedback, it is notable from their actions that the e-feedback design did enable the possibility to freely ask questions, express concerns, or seek advice, as evidenced by six out of the 48 (i.e., 12.5%), led to certain forms of questioning, the most dominant of which were: asking for clarification, for example: '*sorry but i do not understand the meaning of MISSING in your feed back. please explain*' (Student 11, UL), or asking for advice, for instance: '*But i have some problems. I think, that i weak in vocabulary and dictation. What should i do*' (Student 12, UL).

There seemed to be a connection between the quality of the students' questions and the quality of their writing. While the concerns of less skillful L2 writers were on more basic subjects, it was important to more skillful writers to gain more control over writing style and to learn more about developmental procedures to write more effectively, as explained by this more able L2 writer: '*I would like to realize for example how you can judge that some words should be changed by their synonyms. Is it something that you have earned by experience or there is a specific way to arrange words?*' (Student 42, UL).

It could therefore be argued that the design was able to accommodate difference by enabling learners to work at their own specific level within the online learning environment. The one-to-one format of e-feedback, between the teacher and individual learners, means that it can be attuned to each student's needs. There is an argument that rather than designing e-learning environments that are designed for specific learners, they should be plastic enough so that they can accommodate different learners through careful design. In case of the present study, the e-feedback platform provided an appropriate environment where the teacher was able to fine-tune his assistance based on the needs of each individual.

Growing confidence in English learning

Altered self-perception from self-doubt into self-confidence was evident in the log entries of 19 out of the 48 students (40%); this change process seemed to have led to growing self-confidence in composing essays, highlighting the

facilitative role of e-feedback for other aspects of language learning (see also Appendix 14):

'This sort of feedback really helped me in progress. While you little by little correct a writing and guide students how to deal with their mistakes, it allows the students learn new structures and it also make them more self-confident' (Student 41, OQ).

Table 16: Ref. to Growing Confidence in English Learning in Data (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'The most important positive point that I feel now is my self confidence in writing despite I know that I have a long way [to go]' (Student 4, UL).</i>	4
Questionnaires	<i>'It was very useful. Not only it gave me new ideas for writing, but also it gave me self confidence in writing, as I could learn a lot of new vocabularies and the style of writing. After this course, I write my letters and official works easier than past' (Student 5, OQ).</i>	6
Total		10 (21%)

E-feedback clarity was important in supporting learning and writing improvement. One student stated that '*I felt I am in the real class*': '*When I read the draft order and its instruction written by you, I felt I am in the real class I could follow you well and there was no missing information*' ... '*My writing ability got better during these courses*' (Student 8, UL). The exercise by which the teacher offers a hint, instead of actually correcting students' mistakes, was found to be an effective learning practice, especially because of being on the students' own errors: '*This type of teaching writing gives me a good feeling. Making an indirect reference to the sort of mistake sometimes creates a better learning opportunity*' (Student 33, TUL).

Overcoming self-doubt made most of the learners confident which was closely tied to their ability to generate and integrate their ideas into essays, without losing internal coherence, as one student explains:

'The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent. ... In addition, I have found the ability to make my writing more coherent. From my point of view, this self-confidence is an advantage, because in the past I used to be afraid of writing; I had great difficulty starting and finishing a text' (Student 43, TUL).

By thinking, identifying and correcting problems, the learners believed that they were in the process of expanding their knowledge and developing their L2 writing abilities: *'Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays' (Student 32, UL).*

In tandem with the increase in their courage to write, other aspects of students' English skills were reported to have been positively influenced.

'I feel that i can write more easily than before' ... 'I am really so happy. I feel I can write more confidently, without any fear from how to use words in my sentences. So because of that I want to thank you again and again' ... 'I feel that I can write more easily todays. However, I think there is a long way in front of me' (Student 4, UL).

In the interviews, students talked about the way e-feedback helped them see their improvement in action. They referred to the organisation and order with which their drafts appeared one by one on the website in their own writing space. A common topic was that the writing process had become easier to them. Additionally, they emphasised that after the online work, learning English in general was no more as difficult in their mind as used to be, reflected in the following excerpts: *'also we can learn English' (Student 26, I). 'In my opinion, I think it's very suitable for students who wants to learn English, because it cause to think about their mistakes ... I think food for thought' (Student 6, I).* This meant that writing with alacrity took the place of procrastination:

'I am amazed at the improvement I have made, furthermore, the degree to which I feel comfortable with English at the moment is incomparable

with any other times' ... 'Previously, writing in English used constitute a nightmare eventuating in procrastination of a simple assignment for weeks, but now I can carry them out quite in comfort, and tasks appears to be exhilarating experiences' (Student 1, UL).

Furthermore, one aspect of the students' perception of the e-feedback design value was related to their ability to extend their higher levels of confidence to areas beyond the language school context. Confidence in writing had manifested itself in other aspects of work/life where writing in English had been necessary.

'I want to thank you for your attention and time, then I really find myself more independent in writing than past, as I can write not only good writing, but also my letters in English. Thank you very much indeed' ... 'This system make writing easier than past' ... 'This website helps me to learn new knowledge without experience of a face to face teacher, and so it gives me a good opportunity not only in leaning, but also I think I can write a good essay and letter myself' (Student 5, UL).

They were able to see the connection to other areas of their lives – holistic benefits or authentic nature of study – in that they felt being able to apply what they had been learning in an integrated way elsewhere across different areas of their lives.

Noticing mistakes and focusing on writing specifics

The students' remarks also centred on the theme of noticing their mistakes and/or lack of knowledge (see also Appendix 15).

Table 17: Ref. to Noticing Mistakes and Writing Specifics in Data (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'Thank you very much for your grammatical notes, it was very complete and useful. Specially the notes about qualification and 'cannot'. I have never noticed them' (Student 43, UL).</i>	4
Questionnaires	<i>'As matter of fact, I have to say this method can improve my writing by inform[ing] me about common mistake' (Student 29, OQ).</i>	10
Total		14 (29%)

Reflected in the comments of 14 students out of the 48 (29%), e-feedback processes were useful in helping them to make the most of their drafts and notice the target of corrective feedback. Focusing attention on writing details and what might be normally considered to be ‘redundant grammatical features’ (Schmidt, 1990, p. 129) without overlooking intended meaning constituted a unique learning opportunity for the students. Through the e-feedback, the students’ awareness of their writing processes seemed to have been enhanced:

‘The great advantage of e-feedback is that I can make a copy of my essay and paste it in a Microsoft word file so that I can go through it whenever possible without any need of the Internet. Moreover, I will have the corrected essays of specific topic all together in one file’ (Student 8, OQ).

One aspect of noticing evident in students’ comments was their ability to compare different drafts and to identify which of their problems had persisted, as highlighted in this quote: *‘what I noticed in this draft was that my spelling mistakes are more persistent than others mistakes’* (Student 1, UL).

Paying conscious attention to mistakes, taking them on board, and then making self-initiated repairs when processing their own drafts, has been another important aspect of student noticing and self-assessment. That is, through making the comparison between their version and the target version, e-feedback assisted students to become more aware of their mistakes and monitor their own writing production, as noted by these learners: *‘Thanks to online drafting, i can now notice my faults and try to avoid them. it has become a habit to reread my writings and i am so glad i have made it this far’* (Student 11, UL); *‘I think that’s so important and so useful to students like me to understand their own mistakes and correct them, and understand as soon as possible their mistakes’* (Student 44, I).

To foster their L2 writing abilities, a student has to pay attention to a wide array of points, which is normally more than most students’ expectation. E-feedback can raise student awareness that there is more to learn to further develop greater understanding and use of the English language systems and relevant writing concepts. One student talked about this point positively in this way: *‘I think there are a lot of things that i have to notice. after each revision i have*

seen new interesting mistakes' (Student 18, UL).

Not knowing, forgetting or not paying careful attention to the rules of language can lead to errors/mistakes which e-feedback pinpoints and targets. In this way, it helps students to dredge up their fossilised and intractable errors as well as careless and/or new mistakes. Learners instead can develop a more conscious or explicit knowledge of the language, while not losing attention to meaning, because when working with e-feedback, they are within the framework of their own written texts, as reflected in the following comments:

'I came to realise that there is a series of fossilized mistakes in my mind, for example in the spelling of some words. These mistakes have been repeated so much without correction that they have become fossilised in my mind. However, through e-feedback even my fossilised mistakes are put right' (Student 30, TUL).

To notice and benefit from feedback targets, in addition to receiving effective guidance on their work, students need sufficient time, a suitable environment, and more importantly their own genuine willingness. E-feedback seemed to possess these qualities to assist the students to gain a better insight into one's own mistakes. The following excerpt shows that through e-feedback, the student has realised both his repetition of a certain mistake and his lack of knowledge in a particular grammatical area: *'It appeared that I have some cronical mistakes ...; additionally, I dont know about some words whether they are countable or not' (Student 8, UL).*

Having noticed gaps in their mastery and scrutinising their mistakes, some students made an effort to find a strategy to keep track of and categorise them. The quality of noticing can reflect the level of comprehension (Sachs & Polio, 2007). In the course of the e-feedback processes, the strategies most learners have employed to fill the gaps they noticed in their interlanguage demonstrate a satisfying level of comprehension of the issues in their texts, as indicated in this quote: *'I made a table in Excel and after each feedbach I write the numbers of my mistake in different categories and analyse them, ...' (Student 32, UL).*

Analysis results

Table 18: Analysis results for RQ1: Affordances

RESEARCH QUESTION (1): Perceived Affordances		
Perceived advantages of e-feedback design	-	%
	- Flexibility in use	31%
	- Fast turnaround time	31%
	- Encouraging thinking to find answers	48%
	- Motivating and empowering	52%
	- Overcoming fear of writing	21%
	- Growing confidence in English learning	21%
	- Noticing mistakes and focusing on writing specifics	29%

The table represents the percentages of the students who had a common voice on seven aspects of the e-feedback perceived affordances. From among the identified affordances, with 52% the first place belongs to the notion that electronic feedback was motivating and empowering for EFL student writers. The coded corrective feedback appeared to have triggered thinking and problem solving processes in 48% of the students; solutions should be found to motivate the remaining 52% to think more about errors in their texts. As the table represents, flexibility in use and fast turnaround time each accounted for 31%, which is surprising because it is normally expected that students welcome the comfort and speed ICT can afford, perhaps not when homework become ubiquitously accessible, for some, which calls for better development of SRL skills. At the same time, the figure for noticing mistakes and focusing on writing specifics (29%) was slightly higher than overcoming fear of writing and growing confidence in English learning, each 21%. Overall, the table shows that there were differences in the way the e-feedback procedures were perceived.

5.1.2 Perceived limitations of e-feedback design

It was evident that the e-feedback could not address all the students' learning needs, and the data from some students pointed towards supplementing e-feedback with certain extra activities. Some students also talked about the time demand that the e-feedback procedures placed on the students and teacher. Students' perceptions of the negative aspects of the e-feedback design could be grouped into five key themes:

1. Value of adding face-to-face discussions

2. Value of adding peer feedback to be compared with that of the teacher
3. Value of enhancing e-feedback design with more comments, discussion, and lessons on mistakes
4. Time-consuming nature of undertaking e-feedback
5. Teacher's workload depends on the number of students

Value of adding face-to-face discussions

Some of the students believed that quality feedback requires a blended design incorporating both e-feedback and face-to-face feedback (see also Appendix 16).

Table 19: Ref. to the Value of Face-to-Face Discussions in Data (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	'I think e-feedback beside face-to-face feedback is more efficient' (Student 32, UL).	3
Questionnaires	<i>'Combination of e-feedback and face-to-face feedback can be more effective'</i> (Student 4, OQ).	13
Total		14 (29%)

e-Feedback can empower students by allowing them enough time and cues to think about their writing issues and to check different possibilities to help address their problems in their texts, whereas the face-to-face feedback can have a major complementary influence on their learning, because of extra explanation and more details which a face-to-face feedback session can afford, as noted in this quote:

'Topic 7, Feedback 1: I think e-feedback beside face-to-face feedback is more efficient. Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays. But sometimes face-to-face feedback is useful for extra explanation that is not possible through e-feedback' (Student 32, UL).

One student insisted that only it was in case of feedback on grammar error that

face-to-face feedback was useful: '*It depends on my mistake, if it is about grammar I think it would be better to face-to-face feedback because I can ask my question and get my answer simultaneously. In other cases I prefer to get e-feedback rather than paper feedback because paper feedback consuming time*' (Student 40, OQ). To support their opinion for including face-to-face feedback, two of the students talked about the way points were better etched in their mind and became more memorable when their teacher directly spoke to them about their problems, as reflected in their remarks: '*Combination of these two methods in my point of view can act better and will pierce to my mind*' (Student 4, UL) and '*I personally cannot forget my mistakes, which were said directly to me*' (Student 9, OQ).

Another student emphasised the importance of face-to-face feedback in preventing misunderstanding: '*I prefer e-feedback but in the environment which allow me to have long conversation with my teacher helping me to not misunderstanding some states*' (Student 10, OQ). A similar line of evidence came from a learner who preferred a face-to-face contact in order to discuss writing mistakes pinpointed by e-feedback which were repeated several times and persisted through his drafts: '*Both e-feedback and face-to-face feedback together. Because there is some point that is not clear in e-feedback and it needs to be responded by face-to-face feedback like that things which I have done several times and asked you about your feedbacks in the class*' (Student 32, OQ).

There was also an interesting suggestion about changing the feedback type on the basis of feedback time being between terms or within terms: '*In my opinion, all of them are good. Of course nowadays, e feedback is much better. I think sometimes for example after each term face- to-face feedback is essential*' (Student 30, OQ). In another instance, near the actual writing test, it was suggested that writing on paper and receiving face-to-face feedback would be preferable in order to simulate the real exam condition: '*At the beginning, it was very useful and helped me a lot. It could have benefits new but because of the final weeks and approaching the test, I like have more experience on paper*' (Student 36, OQ).

The possibility for face-to-face quick checks was suggested as a matter of urgency, because, as it was claimed, otherwise learners' energy and enthusiasm could be sapped when waiting for e-feedback to be provided as a matter of course. This point was demonstrated in one student's self-report.

'If I have to choose one, I certainly opt [for] the e-feedback but I think the combination of e-feedback and face-to-face feedback would sounds the best one, because sometimes there are some simple points that through e-feedback system it takes a lot of time to become perfect. For instance, changing some common words for elite and formal one. If you want to ask the teacher can I use this word or does this word sound correct in this structure, it would takes the whole energy and enthusiasm of the student to wait at least one whole day to receive the answer. So my suggestion is about %90 focus on e-feedback and for any further details and suggestions %10 face-to-face feedback' (Student 21, OQ).

To have the best of both worlds, one student suggested support through recording instructional videos. He said that through the e-feedback procedure, the common issues in students' writing could be extracted and presented in the form of separate clips. Here is his suggestion:

'I think the combination of these feedback are better, but I prefer e-feedback and face to face feedback, maybe recording videos and talking about the common mistakes of students can replace the face-to-face feedback. You have prepared really nice templates for you students and use them whenever you think there is a problem in our writings and that temple help us to ameliorate our mistakes. Why not recording a lot of videos about the common mistakes and ask us to watch them?' (Student 45, OQ).

Value of adding peer feedback to be compared with that of the teacher

The student perceptions showed considerable variation on allowing peer feedback to accompany teacher feedback on the web-based platform. Some students suggested that it was necessary; some had mixed feelings about it; and some were against it, as described below. Eleven of the 48 students (23%) suggested that the e-feedback design should be supplemented with feedback from their peers (see also Appendix 17).

Table 20: Reference to Peer Feedback in Data Sets (n=48)

Data Source	Example	Number of Students Mentioning the Theme
Logs	<i>'It could be fantastic, if it became possible to see my classmates' feedback. Because I can learn from their mistakes and beware not to repeat them and also I sooner notice problem that I might face them in the near future'</i> (Student 32, UL).	3
Questionnaires	<i>'In fact, observing others' mistakes and find them is very helpful and help us to keep ourselves away from them'</i> (Student 4, OQ).	9
Total		11 (23%)

Learning from and avoiding their peers' mistakes were mentioned by nine of the 48 students (i.e., 19%). *'I think if I can see my classmates' feedback, I would [be] learning sooner because I can see other mistakes which is unknown for me before that and maybe I have these mistake but I didn't know these are false.*

This is good way for me because i can see another writing and thinking about a topic which I write' (Student 40, OQ). One student noted that giving feedback to classmates by spotting errors in their texts can improve the feedback givers' self-confidence in L2 writing: *'Additionally, this ability that you can correct others' mistakes would increase your self-confidence a lot'* (Student 34, OQ).

It was important to four students to see their peers' writing, and they argued that it would be inspiring and a source for new ideas to assist them in their own writing, as represented in the following quote.

'I really would like you to give my essay to my classmates and giving their drafts to me as well. It helps us to get familiar with other ways of thinking. Another important advantage in this method is that we can search and find our classmates mistakes and improve our skill and also we will be more cautious in the future' (Student 4, UL).

A certain level of **ambivalence** about the value of peer feedback was apparent in the views of nine students (19%) (see Appendix 18). Their reservation was mainly connected to their perception of their classmates' knowledge; how seriously the students would be prepared to take the corrective feedback

coming from classmates and how well-organised the process of peer feedback would be, as illustrated in the following quotes. '*Actually if they are knowledgeable, it is worth getting feedback otherwise no. It's just a matter of being knowledgeable*' (Student 28, OQ); '*I think my classmates' feedback can be helpful if we pay more attention to them and find similar points in their feedback about our drafts*' (Student 46, OQ).

Six students described how they would like to give and receive feedback in a number of ways from their peers and teachers:

'if you let us to correct our classmates essays and after that even let us to compare the way we correct our friends mistakes with your way, it can be extremely effective for us. I believe that whenever we can correct our friend mistakes we can take more care of staying away from the same mistakes' (Student 4, UL).

Alternatively, there was the idea of students sending their feedback on their peers' writing to the teacher for consideration and approval, as in '*My classmates' comments might not be correct unless being approved by the teacher. In the same place the brief ideas of my classmates could be helpful to me*' (Student 10, OQ). Being able to see the teacher's feedback on other students' essays may help, e.g. '*if we can see the e-feedback of other student, it may help*' (Student 8, OQ).

Ten students of the 48 (i.e., 21%) indicated that there would be **no point in peer feedback** (see Appendix 19), three of whom argued that time could be better and more efficiently spent than marking other classmates' drafts, as shown in this quote:

'I do value my classmate's feedback, but we should not lose sight of the fact that it can be really time-consuming, hence, this time can be spent on other aspects of English when someone wants to learn it' (Student 41, OQ).

Three students believed that giving feedback to peers would provide them with ready-made ideas to include in their essays, which could distract them from deep thinking at the time of their own essay writing. The following excerpt represents this: '*I really think it is not useful because when I see my classmates*

*writing I don't think deeply for trends and finding or making theories' (Student 19, OQ). Student 19 also said that 'if I saw my friends writing I think it [would] motivate me to compete with my classmates' (Student 19, OQ). In this way, the classroom environment could become one emphasising performance rather than mastery where feedback provision and help seeking would be undermined. Therefore, the creation of a competitive atmosphere with an increase in individuals' desire to prove themselves to others in the class can partly explain why some students regard peer feedback less favourably. Along the same line, another student added that '*I do not like it, because I reason that it can lead to upsetting your classmates and humiliating them'* (Student 45, OQ).*

One student (20) argued that the learners in the class were almost all at the same level of writing ability, which would prevent them from providing other peers with effective feedback. He went on to add that '*it is difficult to give each other feedbacks although for simple mistakes it is worthwhile*' (Student 20, OQ). Similarly, another student claimed that feedback from his classmates would be neither reliable nor comprehensive: '*I think feedback of student for each other can not be reliable as they have their own mistakes and classmate can not correct each other mistakes completely*' (Student 42, UL).

Another student referred to the idiosyncratic nature of some writing mistakes, describing peer feedback as being confusing: '*I don't like to see my other classmates' feedback because I think it make confusing people and everybody have special mistake that for others is not useful*' (Student 29, OQ). Student 8 shared this view, explaining that '*I want to concentrate only on my writing and others' contain different approaches*' (Student 8, OQ).

It is evident from the students' feedback that some students view this option more positively than others. The value of peer feedback on students' learning has been found to be variable. Such initiatives require careful implementation underpinned by inclusive pedagogies which address students' concerns (C. Evans, 2015b).

Value of enhancing e-feedback design with more comments, discussion, and lessons on mistakes

A few students believed that supplementing e-feedback with comments from the teacher would assist them in grasping ideas more effectively and in achieving better understanding of the reasons why an error was really an error. For example, '*so good but i prefer [to] receive more comment from you about my mistake thanks*' (Student 36, UL).

Four of the 48 students (i.e., 8%) felt it was necessary to receive comments more than what the marking codes pointed them towards. It was argued that in this way special meaningful learning moments would be created for them where important points about their mistakes would stick in their mind, as can be seen in the following excerpt.

'Sometime I need to discuss why some parts of my writing are incorrect, to realize the key points' ... 'the positive effect of feedback is clear in my writing but in some especial cases I cant understand what is wrong with some mistakes which are pointed out in feedback, so that I only follow your recommends and correct them without getting the point comepletely. Thanks a lot' (Student 42, UL).

The need for supplementing e-feedback was noted particularly about grammar and vocabulary mistakes: '*would you please in some cases as I saw some times, offer a better word or chunk in the sentence. to clarify it more, I should say It is not sufficient just to tell students their grammatical mistakes*' (Student 4, UL) or '*I wish I had less grammatical mistakes in later writings. I think there are more grammatical points to know than meets the eye. Please focus on grammar more than befor if you do agree. I have to be familiar at least with my mistakes*' (Student 18, UL). One student described how he would like to extend his useful experience with e-feedback on his drafts onto his learning logs as well, requesting the teacher's corrective feedback on his log entries too: '*I want to ask you if it is possible for you, correct my logs writing. I mean that wring a log in English can help my ability to write formal letter and if you say me the major mistakes of my log it can help me more than anything else. Thanks a lot*' (Student 4, UL).

To make the online writing practice more fruitful and to extend learning even onto the e-feedback platform, one student towards the end of the four-month period described the need for offering key writing lessons on the website along

with corrective e-feedback on students' scripts: '*E-feedback has a great value, but nowadays I think I need more improvement in my writing and it seems to be reasonable if e-feedback contains some skills or key points about writing, because e-feedback has a deep effect on me*' (Student 42, UL).

Time-consuming nature of undertaking e-feedback

Becoming accustomed to the marking codes, reflecting upon errors, making revisions, and the desire to write well all require students to spend sustained amount of time on the e-feedback platform, particularly when revision involves covering a lot of ground and/or studying more to be able to make appropriate changes, as indicated by 21 of the 48 students (44%) (see Appendix 20).

Table 21: Ref. to Time-Consuming Nature of e-Feedback in Data (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I cannot find a proper rephrase for my word which will take me too long to find them'</i> (Student 11, UL).	9
Questionnaires	<i>'It takes a lot of time to go through the web page and correct mistakes, but I never postpone it'</i> (Student 8, OQ).	17
Total		21 (44%)

The concern about the time needed to complete tasks drove some students to go back to their assignments. The good side is that with persistence, and more conscious effort to finish in record time while knowing that it is worth the effort, the process gradually becomes more familiar, and as a result the speed also builds up. This extract represents the opinion of most students.

'Although it takes my time very much, I try to write regularly. The reason that it takes time is because I want to write very well and this leads me to get tired but I think it worth it. Some times when I see the feedbacks I have received are too much I just postpone it to later. For me still writing in online website is a difficult task although it becomes much easier than

before and I think by practicing more I become more comfortable with it'
(Student 20, OQ).

A student attributes devoting more time to online assignments to his lack of computer skills:

'Since I am not very good at computer and typing, I am afraid the amount of time e-feedback consumes, compared to paper-based activities, is the only downside. I usually take a quick look at your feedback and leave it and again come back and try to follow your instructions and guidance.

Since your tips are present in my mind throughout the time the activity is adjourned, the next time I can manage my draft much easier' (Student 1, OQ).

Student 34 noted that the amount of time was dependent on how demanding a writing topic was. Ferris (1999, 2011) aver that the power of self-correction depends on the point along the continuum of treatability an error falls for an individual learner, as the following quote represents: *'it takes time because in some points I should check the grammar with my notes. If I know my weak points or if it was about carelessness, immediately I post a new draft. Totally it depends on the situation'* (Student 19, OQ). It seems that the perceived value of the task decreases when the number of untreatable mistakes in drafts increases, thereby delaying work. Procrastination was also noticeable in a few comments. For example, Student 33 explains how – daunted by the number of errors flagged up in his draft – he intentionally defers the revision task to another time, justifying it by saying that better results would come later with more time and energy, allowing for less guilt (Farrington, 2012):

'My reaction to e-feedback on different occasions is different. When the number of mistakes is high, I usually take a quick look over the mistakes and then I postpone the revision and correction process to another occasion when I have more time and energy. However, whenever the number of mistakes is not high, I usually embark on correction as soon as I see them. One reason could be that I look at my engagement in the correction process as learning. And when the number of mistakes is high, it means my learning takes more time, so I postpone it to an occasion when I have time and energy' (Student 33, TUL).

Another student pointed out that in view of his other commitments he could not spend as much time as he desired for his writing: '*I really enjoy participating this writing activity. I wish I had more time and I would be able to write more*' (Student 21, UL).

The process of writing and its development is complex (Boekaerts & Rozendaal, 2007) and addressing this complexity requires the expenditure of a great deal of time, as 44% of the students affirm. Much of this finding is corroborated by other studies in the literature. For example, in the context of providing corrective feedback on L2 speaking, Ellis (2009) encourages self-correction although 'such an approach is time-consuming' (Ellis, 2009, p. 8). Similarly, as one of the requirements of successful optimal L2 learning, Dixon et al. (2012) refer to sufficient time allocation in their findings.

Teacher's workload depends on the number of students

One student made a sympathetic comment regarding the teacher's workload in the provision of e-feedback for students in different classes: '*My only concern about this feedback method is that the pressure and load of work on the teacher, which in the long run can reduce his/her efficiency*' (Student 7, TUL).

Interestingly, Poehner and Lantolf (2013) issue a similar warning about the development of learner abilities through collaborative processes of dynamic assessment which avoids the one-size-fits-all format. They argue that discovering individual students' learning potential through an interactive one-to-one format is 'labor intensive and may not be feasible in all contexts' (Poehner & Lantolf, 2013, p. 325). Probing L2 writers' works individually and permitting their interaction with their feedback, the writing platform can be demanding for the writing teacher where large essay writing classes are involved.

Analysis results

Table 22: Analysis results for RQ1: Limitations

RESEARCH QUESTION (1): Perceived Limitations		
Perceived disadvantages of e-feedback design	- Value of adding face-to-face discussions	29%
	- Value of adding peer feedback to be compared with that of the teacher	23%
	- Value of enhancing e-feedback design with more comments, discussion, and lessons on mistakes	8%
	- Time-consuming nature of undertaking e-feedback	44%
	- Teacher's workload depends on the number of students	2%

The table depicts the percentages of the students who had similar attitudes towards the e-feedback limitations. Generally, it is apparent that the students referred to the e-feedback limitations at varying rates, running the whole gamut

from the highest proportion of 44%, pointing to the time-consuming nature of undertaking e-feedback, to the lowest figure of only 2%, expressing concern for the teacher's workload in relation to the number of students. With a little higher figure of 8% came the suggestion for improvement through providing more comments, discussion opportunities, and lessons on mistakes in the Web-based learning environment. As can be seen from the table, with 29% those asking for face-to-face discussions came in the second place, followed closely by 23% of the students who advocated a peer feedback addition to the feedback website. Overall, diverse and dynamic needs and abilities of the learners seem to have resulted in various voices of the students.

5.1.3 Perceived relevance of the assessment tasks and online practice to the students' studies and future use

The themes arising from the data indicated that the e-feedback procedures were directly connected to their future performance, cognitively and affectively. The students' views on the authenticity and relevance of their e-feedback website practice to their future need could therefore be categorised into two major themes:

1. Value of e-feedback in relation to IELTS writing test (Cognitive link)
2. Can-do attitude and self-efficacy development (Affective link)

Value of e-feedback in relation to IELTS writing test

The data revealed that 12 of the 48 students perceived their online corrective feedback practice was cognitively connected to the essay writing requirements of the English proficiency test, i.e., IELTS, they were planning to sit (see Appendix 21).

Table 23: Ref. to the Relevance of the e-feedback to IELTS in Data (n=48)

Data Sources	Example	Number of Students Mentioning the Theme
Logs	<i>'Using your website has its own advantages such as increasing writing speed. It is also easy to correct our mistakes'</i> (Student 46, UL).	12
Total		12 (25%)

The students confirmed that the e-feedback they received on their drafts was of great value for their principal purpose, and that the writing activities they engaged in were in most aspects similar to essays they would ultimately be expected to produce in either Academic and General Training Modules of IELTS Writing Task 2. Based on the revised IELTS Writing Task 2 criteria that Shaw and Weir (2007) provide for both Modules, 'Task Response, Coherence and Cohesion, Lexical Resource, [and] Grammatical Range and Accuracy' (p. 163) are the areas which human raters use to assess the writing performances of IELTS candidates. These were exactly among the areas which students mentioned in their comments, e.g. '*The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent. ... In addition, I have found the ability to make my writing more coherent*' (Student 43, TUL).

There was a comment about supplementing e-feedback with real exam essay timing: '*I think we need to write essay with timing to help us improve our writing ability for real examination*' (Student 8, UL). This can create new affordances such as accommodating writing fluency improvement on e-feedback platform, but at the same time strict exam timing can be limiting. The online writing platform did not test students' writing under the exam time pressure of 40 minutes, because it is believed that a time limit can undermine student learning, especially early on in the practice stage. The pressure to finish the task quickly can prevent students from reflecting on learning points and from checking resources and other possibilities. In the words of Ferris (2011), 'the lack of linguistic accuracy ... results when students have to produce written texts under stress ... and under time pressure' (p. 138).

Another point about the perceived relevance of e-feedback practice worth noting is that working in the technology-enhanced learning environment limited students' experience of on-paper assessment to the four end-of-the term in-class tests of writing. Despite the existence of skills transfer from their online experience to their on-paper assessment, the online vis-à-vis on-paper difference can affect the students' perceived relevance of e-feedback practice, as reflected in this quote: '*it has been my first experience of trying it on paper for which in the future I should try to consider the parameter of time*' (Student 33, TUL). Therefore, it is recommended to talk with students about this.

Student 42 explained that he took the course in the hope of developing his abilities to be able to score at least 7.0 out of 9.0 in IELTS Writing. Initially, as he explained, he did not know how he was going to do that. Later on, he commented that compared to the beginning of the course, his independent self-editing abilities had decidedly developed. His progress increased his self-confidence to a level that enabled him to do what Bitchener (2008, p. 105) calls ‘hypothesis testing’; that is ‘*most of mistakes that you point them out to me are those that I write deliberately as, I am in doubt whether those are right or not so that I can look forward to your feedback and learn deeply from it, because I think by this way I will hardly forget these valuable information and points*’ (Student 42, UL).

The students’ perceptions of their feedback website process show that they have become aware of their problem areas with respect to English essay writing, i.e., holes in their interlanguage. Stated otherwise, in terms of skill and mastery described by Dispenza (2007), they moved from the level of unconsciously unskilled and reached the stage of consciously unskilled, if not the higher levels of consciously skilled or unconsciously skilled, which is a success in its own right as far as the IELTS writing preparation is concerned. To maximise effectiveness in a language proficiency exam like IELTS, in addition to the need for the development of L2 skills and abilities, it is also important for students to become familiar with essential test-taking strategies, e.g. reading the essay writing prompts carefully, understanding the exam task requirements, and fully addressing the task parts, which the e-feedback tool also made possible: ‘*In the real IELTS test, I should not jump to conclusions about the topic. Instead, I should step by step follow the writing process*’ (Student 30, TUL). Avoiding tautology and verbosity in their essays; ‘*I used to make use of longer sentences and words. Now, [I learned that] it does not make a favourable impression on the examiner, leaving a negative impact on my writing*’ (Student 30, TUL).

Can-do attitude and self-efficacy development

The data also showed that 18 of the 48 students (38%) perceived their online feedback process as helpful in developing a higher level of L2 writing self-efficacy. It is an affective credit resulting in the formation of a better can-do

attitude in relation to their future writing performance in their IELTS (see Appendix 22).

Table 24: Ref. to Can-Do Attitude Development in Data (n=48)

Data Sources	Example	Number of Students Mentioning the Theme
Logs	<i>'Feedbacks help me a lot in spelling' ... 'I am becoming more confident about my writing style'</i> (Student 9, UL).	18
Total		18 (38%)

Developing a firm belief that it is possible to have good L2 knowledge through sustained effort and practice was also visible in students' comments, e.g. '*I have understood that to have a good command of English is conceivable; however, to maintain it is another story, this goal cannot be attained unless we have persistent practices, which your website plays host to it*' (Student 1, UL). Or 'I really feel that I can write better, thank you so much I hope I can reach my aims' (Student 4, UL). Such perceptions themselves make a positive deposit to student mental L2 writing credit, which is vital in examinations where such thoughts are usually re-awakened. The contribution of self-efficacy can improve outcomes.

Analysis results

Table 25: Analysis results for RQ1: Relevance

RESEARCH QUESTION (1): Perceived Relevance (without overlap 50%)		
Perceived relevance of the assessment tasks and online practice to the students' studies and future use	- Value of e-feedback in relation to IELTS writing test	25%
	- Can-do attitude and self-efficacy development	38%

From the table, it can clearly be seen that 38% of the students perceived the e-feedback initiative as being relevant to their IELTS exam writing Task 2 preparation practice, with the expression of their can-do optimism, exuding high self-efficacy in dealing with the writing demands of the proficiency exam. In the

same way, 25% valued the e-feedback process for paving the way for a better performance at the IELTS writing test. Overall, the perceived relevance of the online tasks and feedback support was established by exactly 50% of the students, which is an important student-environment mediator on Evans' (2013) feedback landscape.

5.2 Student Perceptions of e-Feedback Value in Assisting Writing through Reducing Local and Global Writing Mistakes

In this section the second research question is addressed: 'How useful is e-feedback to EFL students in enabling them to reduce (a) their local and (b) their global writing mistakes?' The answer is presented in two main categories of the L2 writers' views on the value of e-feedback in reducing (5.2.1) their local (i.e., grammar, vocabulary, and writing mechanics) mistakes and (5.2.2) their global (i.e., content, idea development, and organisation) mistakes.

This section explores the L2 learners' perceptions of the usefulness of the electronic feedback activities in eliminating their local and global mistakes. While in the context of L2 writing the distinction between local and global writing mistakes is open to a wide variety of interpretations, in this study local writing mistakes are considered to refer to the 'local issues of grammar, vocabulary, or mechanics' and global ones referring to the 'global issues of content / ideas / organization' (Bitchener & Ferris, 2012, p. 77). Similar to Bitchener and Ferris' distinctions of the local and global aspects of writing, Montgomery and Baker (2007) identify local and global matters as being 'local (i.e., spelling, grammar, and punctuation) and global (i.e., ideas, content, and organization) issues' (p. 83).

The meta-themes, themes and sub-themes arising from the range of methods used with students (i.e., open-ended questionnaires; semi-structured interviews; structured and unstructured log entries) are summarised in the table below.

	Themes	Sub-Themes	Section	RQs
1	Value of e-feedback in reducing local writing mistakes	1. Spelling 2. Grammar 3. Punctuation 4. Vocabulary	5.2.1	2 a
2	Value of e-feedback in reducing global writing mistakes	1. Content 2. Developing ideas 3. Essay organisation	5.3.2	2 b

5.2.1 Value of e-feedback in reducing their local (i.e., grammar, vocabulary, and writing mechanics) mistakes

Writing mechanics: Spelling skill improvement

Twenty students out of 48 (42%) valued self-correction, which the e-feedback cued, for its contribution to the reduction of their spelling mistakes (see also Appendix 23).

Table 26: References to spelling improvements in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'It helps me to improve some problems to do with grammar and spelling. It also helps us think'</i> (Student 8, UL).	3
Interviews	<i>'Spelling yes, of course. I do care more, or I do pay attention more to my spelling, these days'</i> (Student 3, I).	18
Total		20 (42%)

Students perceived that within the Institute greater emphasis had been placed on speaking rather than writing skills: *'Actually, when I ... most of the time we speak English. When we try to write something in English, it makes my spelling more powerful'* (Student 38, I). Therefore, the improvement in spelling performance was partly attributed to the higher volume and consistency of writing practice which the learners experienced: *'Some of my dictation mistakes,*

yes, ... it is solved, because in the past, I didn't try to write or type in English' (Student 26, I). Curiously enough, another student implicitly talked about the transfer of his literacy skills from Persian to English:

'Yes, somehow, because I don't have any spelling mistakes in the three past writing online. [Is it because you are good at spelling, or you consult dictionary, or what?] I think I am good at spelling; because also, in Farsi, I am good' (Student 46, I).

Furthermore, another perception was that the self-editing feature of the e-feedback had a sensitising effect '*Spelling yes, of course. I do care more, or I do pay attention more to my spelling, these days*' (Student 3, I), drawing the students' attention to the orthographic aspect of their writing: '*I try to be careful about some mistakes*' (Student 18, I), particularly '*about some words that I had problems in them*' (Student 25, I). Heavy reliance on the assistance of spell-checking tools on word processing software programmes, like Microsoft Word, was identified as a reason why practice on the e-feedback environment without such tools was effective: '*My spelling has improved noticeably, especially when you want students not to use Word Office since it corrects their mistakes, and instead to use Word Pad, not to be corrected without their intention*' (Student 1, I). In the same vein, another student explained how as his dictionary use and looking up words with difficult spelling regularly had a positive influence on his spelling skills:

'I think every time I want to write a word a specific word that it's very difficult or challenging in spelling for me, I go search in dictionary and if I write wrong one, you gave me a feedback and I search in dictionary correct form of ... [Do you learn from your mistakes?] Yes, very much' (Student 6, I).

This also resonates with Beech's (2004) finding, with primary school L1 children of course, who discovered that 'Self-rated frequency of dictionary use correlated significantly with spelling skill' (Beech, 2004, p. 19). In the name of focusing on the main task when writing, especially when using spell-checking tools perfunctorily, it appeared that language learners sacrificed tremendous learning moments; the following quotes are cases in point: '*I found out that each time I*

write an essay very fast and quick it might seems fluent, but I have to pay more attention to spelling too' (Student 3, UL).

'... with the Word Program and computer -- you know -- it corrects us automatically, or show us the dictation the spelling problem that we have, but as you said that we use the NotePad, it doesn't let us to know where we have mistakes for dictation or spelling, and in this form we learn which word ... how should we – I mean – write in a good spelling form, because I myself refer to the dictionary in order to find out how the spelling is' ... 'it oblige us to check the words, especially with the dictionary and it cause that we refer to the dictionary several times, and then we check the spelling and then write the correct form, because we know that if we won't, the teacher will correct us and it's not good – you know – that we have a lot of mistakes in our text' (Student 34, I).

In yielding higher spelling gains, three learners' perceptions were that handwriting was superior to computer keyboard in helping him learn to spell: '*when I am writing in pencil on paper I think I don't usually make mistakes'* (Student 41, I), or '*And about spelling, you know, when I type my writing, it is not strange when you face a lot of misspelling, but whenever I write, I think, my misspelling are very few and little. I am quite good with words ...'* (Student 41, I). Similarly, in teaching spelling within L1 orthographic improvement, Bosman, van Huygevoort, and Verhoeven (2006) argue that 'The discussion regarding the question whether handwriting is more beneficial than the use of the computer keyboard is undecided' (p. 342), the effectiveness of which in itself merits more research in the L2 context as well.

Grammar improvement

The themes emerging from the data about the perceived value of the e-feedback procedures in enhancing English grammar are presented here in four sections: (i) grammar and greater awareness of grammar structure use, (ii) higher motivation to learn and use new grammar, (iii) the need for regular practice for grammar improvement, and (iv) Value of e-feedback in enabling greater self-awareness of grammar errors.

Grammar and greater awareness of grammar structure use

Twenty-nine students out of 48 (60%), reported that self-correction through the e-feedback environment had a beneficial effect on their use of English and that they had benefited grammatically (see Appendix 24).

Table 27: References to grammar improvement in data sets (n=45)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I should be careful about matching subject and verb'</i> (Student 14, UL).	19
Interviews	<i>'Yes, this part is more useful for me ... your feedback. ... most of the time you highlight the mistakes and I think about it. After I think about this repetition, it makes me better at grammar'</i> (Student 46, I).	18
Questionnaires	<i>'I believe that e-feedback really inspires you to choose a better word or collocation or try to find out a better grammar usage'</i> (Student 45, OQ).	5
Total		29 (60%)

The e-feedback processes were found useful in assisting the students to develop greater awareness of the nature of their mistakes and how the grammar structure should be used to compensate. For example, one student noted that the e-feedback helped him know where the mistakes are and how to make writing more effective: *'I didn't know grammar well and now when I am writing and your feedbacks especially help us to know the mistakes, especially grammar or spells, that which parts we make mistakes'* (Student 26, I). In another instance, understanding how to use some grammar structures and finding out answers to grammar issues were commented on: *'I had many problems with my Grammar and after getting feedback I understood how we should use some -- I mean -- structures in English sentences'* (Student 34, I).

Some students referred to more specific instances to exemplify how the e-feedback had helped them gain greater control over English grammar: how to qualify sentences (Students 5, 21, 46, UL), countable or uncountable nouns (Students 1 and 8, I, UL), prepositions (Student 5, 13, UL), subject and verb agreement (Student 1, I), subordinating conjunctions (Student 34, I), article 'the'

(Student 14, UL), infinitive of purpose (Student 46, UL), and collocations (Student 3, UL).

Higher motivation to learn and use new or challenging grammar structures

Of the 48 students, 13 (27%) talked about their higher motivation to learn and use new or challenging grammar structures while working online. It shows that for them the e-learning device was perceived to be a suitable and encouraging learning environment to take risks and experiment with grammar in their drafts as a step towards a more effective communication and writing improvement.

Table 28: Ref. to higher motivation to learn and use new grammar in data

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'Try to include new structures on which you have worked in the class as much as possible in order to make them functional'</i> (Student 42, UL).	9
Interviews	<i>'Yes, because I had many problems with my Grammar and after getting feedback I understood how we should use some -- I mean -- structures in English sentences'</i> (Student 34, I).	2
Questionnaires	<i>'I believe that e-feedback really inspires you to choose a better word or collocation or try to find out a better grammar usage'</i> (Student 45, OQ).	2
Total		13 (27%)

Since the students in this research were involved in a blended mode of learning, online drafting and feedback practice made it possible for them to apply in their e-drafts what they had learned from the face-to-face contact in the writing class: '*I tried to use better words and chunks which you have taught us during last month*' (Student 4, UL), and '*I feel that I can apply more technical, more complicated and also more beautiful chunks and collocations in my essay*' (Student 41, UL). An added support for student learning was perceived to be students' engagement with their own online drafts which constituted a meaningful context to assist them in using and studying L2 grammar: '*I learned propositions of some verbs and making participle clause of results. Also, I*

learned how we can develop sentences' (Student 5, UL) and '*Use of active or passive of verbs are important*' (Student 12, UL).

On the same theme, the learners reported that they felt motivated and considered it important to try to include as much as possible the new grammar structures presented and practised in the class in order to make them fully functional:

'I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays' (Student 42, UL).

Such student attitudes signal that the learners' judgement about their own role has undergone a positive change, from holding the teacher solely responsible for their writing improvement, i.e. 'a transmission view towards feedback' (Nicol, 2010, p. 502), to shouldering more of their own learning responsibility, i.e. 'active constructors of feedback information' (*ibid*, p. 503).

The self-report from another learner indicated that his regular practical encounters in his drafts with the new grammatical structures helped him become accustomed to employing new structures among others: '*It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures*' (Student 41, OQ).

The perception of another student was that the e-feedback not only helped him appreciate the value of grammar in L2 writing, but it also brought him a lot of self-confidence in better grammar use:

'As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence. This improvement is more evident in the use of punctuation signs and grammar. Certainly with more practice, I will be able to see similar improvement in other areas of writing' (Student 11, TUL).

Similarly, speaking about the influence of the e-feedback tool, Student 3 talked about how for him the effect transcended well beyond the writing skill itself: ‘Yes, ... *not only in my writing, but also in my speaking I think it has a good effect.* ...’ (Student 3, I).

Need for regular practice for grammar improvement

Seven (15%) of the 48 students believed that more improvement with grammar depended on their more practice, hard work and perseverance: ‘*Grammar, it’s getting better too, but it is not well; I should practice more to become more professional*’ (Student 46, I).

Table 29: Ref. to the need for regular practice for grammar improvement

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>‘I’ve used some of phrases from the one you gave us at class, just in case to get more dominant on these kind of sentences. i hope you dont mind’</i> (Student 11, UL).	3
Interviews	<i>‘Grammar, it’s getting better too, but it is not well; I should practice more to become more professional’</i> (Student 46, I).	4
Total		7 (15%)

Another student acknowledged that for his grammar skills to develop he had to redouble his efforts: ‘*My English Grammar really is weak right now, but in this method if I work hard I think my Grammar will be improved, but not right now ...’* (Student 14, I). One student perceived the improvement in the area of grammar through the e-feedback to be a long learning process:

‘You know ... the grammatical points ... this type ... I mean the feedback system is really very useful, but ... it obviously takes so much time. I think gradually my grammatical errors will decrease’ (Student 21, I).

Such evidence corroborates the potential of e-feedback to stimulate personal effort: ‘*I believe that e-feedback really inspires you to choose a better word or collocation or try to find out a better grammar usage*’ (Student 45, OQ).

Value of e-feedback in enabling greater self-awareness of grammar errors

Twelve students (25%) of 48 who talked about feeling empowered to detect, think and avoid making similar grammar mistakes in their future drafts, explicitly endorsing the e-feedback as a forward-looking L2 writing solution for themselves.

Table 30: Ref. to value in enabling self-awareness of grammar errors

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'Today I learned about using the articles which I did not pay attention to them before'</i> (Student 34, UL).	6
Interviews	<i>'English grammar ... yes, the same. I pay more attention to them in my writing. At first, or [the] two first topics, I made some mistakes, but then I tried to avoid them'</i> (Student 3, I).	6
Questionnaires	<i>'I learnt a lot of new grammars as well as words. When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning'</i> (Student 5, OQ).	1
Total		12 (25%)

These students felt that they had developed a more sensitised sense of their mistakes and would therefore pay more attention to certain grammar structures: '*I should be careful about matching subject and verb*' (Student 14, UL), or '*English grammar ... yes, the same. I pay more attention to them in my writing. At first, or [the] two first topics, I made some mistakes, but then I tried to avoid them*' (Student 3, I). It seems that the e-feedback succeeded in prompting the students to act on the feedback they received and to realise that to further develop their L2 writing abilities, a reasonable degree of conscious effort, control and time were necessary: '*... I try to correct myself, because I don't want to escape away from problems in my writing*' (Student 18, I); '*When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning*' (Student 5, OQ).

Considering ways to decrease the number of his grammar errors, another student talked about learning from the discovery of a chronic case regarding the use of ‘articles’, which – as he pointed out – prior to the e-feedback activities was a blind spot for him: *‘Today I learned about using the articles which I did not pay attention to them before’* (Student 34, UL). Students 5 and 1 also reported similar experiences regarding prepositions and the words that at first sight seemed to be synonymous but with different collocation applications, as illustrated in the following extracts: *‘I will try to use v[e]rbs and words with correct Preposition.’* (Student 5, UL).

‘Hello, in this draft I learned that I must be more aware that some words, although accurate in terms of their meaning, do not collocate with some other words, for example maladjusted couples. Thank you very much for your guidance’ (Student 1, UL).

Such student analyses of their own work point to the notion that the e-feedback has the potential to enable students to take into account feedback on their previous writing progress, and in turn feeding this understanding forward to focus on areas deserving more effort to develop their work, as is also visible in the following extract:

‘Yes, this part is more useful for me … your feedback. … most of the time you highlight the mistakes and I think about it. After I think about this repetition, it makes me better at grammar’ (Student 46, I).

Writing mechanics: Punctuation improvement

Two themes constituted the students’ perceptions regarding the benefits of e-feedback in the area of English punctuation improvement: (i) understanding correct use of English punctuation, and (ii) understanding the importance of punctuation.

Understanding and use of English punctuation

Fifty-eight percent of the students (28 of 48) believed that the e-feedback design had a positive learning influence on their understanding and use of English punctuation (see Appendix 25).

Table 31: Ref. to enhancements in punctuation use in all data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I think I have had improvement in correct use of punctuations'</i> (Student 3, UL).	14
Interviews	<i>'Punctuation, yes of course a lot. You know, I was really in difficulties with punctuations and through this system I think I now know what punctuations are at all and how I can use it'</i> (Student 21, I).	22
Questionnaires	<i>'Of course it improve, improve in great way. I could feel it that I use some punctuation, big letter or other rules for writing which I never [noticed] ... them before, although I have a lot of problems and I am not perfect'</i> (Student 36, OQ).	1
Total		29 (60%)

Twenty-nine of 48 (60%) students reported that prior to their online practice, they did not know much about the punctuation. In view of not knowing where to use the punctuation signs and where not, they had a lot of mistakes with English punctuation. For example, one student about his situation before the e-feedback activities noted:

'Even I didn't know that why we should put this punctuation here; what does it mean, you know. But now at least I know where should I put – I mean – the full stop, where should I put the comma, or where should I put the – I mean – question mark, or something like that' (Student 34, I).

Similarly, Students 21 and 44 reflected upon the then-and-now differences in their surprising remarks: *'You know, I was really in difficulties with punctuations and through this system I think I now know what punctuations are at all and how I can use it'* (Student 21, I) and *'I didn't know at all anything about Punctuation sign in English essays, or writing at all, but now I can. I learned a lot of things in this way'* (Student 44, I). Hard to imagine it could be that the students with a relatively high English proficiency level might have problems with English punctuation, before coming across such comments: *'... you know, at first experience, I didn't have got a clue about Punctuation, but after two months I*

have learnt a lot about Punctuation' (Student 41, I). These perceptions are key pointers to Hirvela, Nussbaum, and Pierson's (2012) contention that 'Though students must learn how to punctuate in English, and often have trouble doing so, and teachers must spend at least a little time teaching it, punctuation somehow manages to fly below the radar screen' (p. 12). The e-feedback tool appeared to have served as a sobering wake-up call to the students, but also the teacher, signaling the need for the more effective treatment of punctuation mistakes in the corrective feedback.

Nevertheless, it transpired that as time went by and they wrote more drafts online and received more feedback, the students began to feel that they were able to use punctuation signs, capital letters and other rules of writing mechanics in their drafts, which were previously largely ignored: '*Of course it improve, improve in great way. I could feel it that I use some punctuation, big letter or other rules for writing which I never [noticed] ... them before*' (Student 36, OQ).

The students' perception of their punctuation improvement also implies a link between the enhancement of their grammar, and punctuation skills when working with the e-feedback tool:

'As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence. This improvement is more evident in the use of punctuation signs and grammar' (Student 11, TUL).

Student 5 comments revealed a shift in his/her perceived ease to use English punctuation: The first pertinent comment: '*The most worst error was about paying no attention to use punctuations that I will try not to repeat them*' (Student 5, UL), brimmed with determination to be more careful in the future drafts; the second comment related to punctuation: '*I learned using conjunction and punctuations correctly*' (Student 5, UL), suggesting a connection between progress in grammar and punctuation. This also resonates with Jones, Myhill, and Bailey's (2013) belief that 'Effective punctuation is underpinned by grammatical understanding and the teaching helped the students to make

connections between the two' (p. 1243), which the e-feedback processes transpired to have fostered.

The students commonly mentioned that the feedback website assisted them in using appropriate punctuation symbols more easily and effectively in their drafts, as this quote represents: '*your webpage help me to use punctuation symbols more effectively*' (Student 1, I). There were also self-reports about reducing the number of punctuation mistakes, like: '*I have less punctuation mistakes than before but ... am going to decrease them more*' (Student 46, UL). The actual punctuation marks that the students commonly referred to were commas, semicolons and spacing: '*Of course ... Definitely, this part I had lots of problems with this part and now I have learned somehow to use semi-colon, comma, or ...*' (Student 41, I), '*Yes, very much. I didn't know that when we use semi-colon; I didn't know where we should use a comma*' (Student 25, I), and '*I learned, I should put a blank after dot*' ... '*When ever we used of coma we should put a blank after that*' ... '*Before especially word in introduction of essay we should put coma*' (Student 14, UL).

The perceptions of the learners indicated that the electronic feedback was particularly helpful in highlighting the places in drafts where they did not follow the correct punctuation: '*this is necessary to use punctuation, because of that and your feedback shows the parts which we didn't follow it*' (Student 26, I). Interestingly, Student 34 spoke about how working with the e-feedback had enabled him to notice writing mechanics in English reading materials that he came across. He believed that such printed texts in well-established magazines and journals could be a good model for learning and reinforcing appropriate English punctuation use in consideration of having been edited before:

'... when we read a text that we know that it is edits before, and some editors edited it before, we try to pay attention to that text, to that article, in order to learn from that article. And maybe before there was not so attention for me – I mean – in the articles, but now I pay attention that why it brings the quotation mark here, why there is a full stop, why there is a – I mean – when paragraph finishes, why should give a space between the two – I mean – lines with the other paragraph. Something like that, yeah' (Student 34, I).

Role of the e-feedback and understanding punctuation the importance of punctuation

Fourteen out of 48 students (i.e., 29%) voiced their opinions about the way the e-feedback emphasised the importance of English punctuation and practically helped them recognise its importance: 'That was not so important to me before, but when you have advised and I saw your feedback, ... I see that oh ... they are very important' (Student 38, I) and 'Very important and very practical for me ...' (Student 12, I). The improvement in their English punctuation knowledge and experience through the e-feedback was also evidenced in their judgements: 'In the first term, I just got what punctuation is. I should put comma; after that I should put a blank; after that write any word I want' (Student 14, I) and 'I have to say I found what is the meaning of punctuation at this method' (Student 3, I).

Table 32: Ref. to understanding the importance of punctuation (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization'</i> (Student 18, UL).	5
Interviews	<i>'That's that's the first one. I mean above all, I would say punctuation, because it is very ... I mean ... it is the most detailed things in writing and in no place such as your website you can pay attention to it'</i> (Student 48, I).	9
Total		14 (29%)

Fundamental to the urge the learners felt to go back to the teacher's feedback, think about and correct pinpointed punctuation mistakes, among others, appeared to be the ongoing dialogic nature of the e-feedback, which the students in their perceptions highlighted as the practicality and effectiveness of online punctuation learning, resulting in their more active engagement with the electronic corrective feedback than paper feedback:

'Of course, your website. [Can you tell me why the website helped you?] Because you highlight the mistakes – you know – it encourages us to go for them ... it's like an encouragement ... it likes a bait, I think. It shows that there is something wrong and we should go for ... to correct it. [And do you think if it were on a piece of paper – paper and pencil – I could give you punctuation signs as clearly? I mean, ... give you clues about punctuation signs as clearly?] No, on your website, because you highlight the mistakes, it is very ... [What about on paper, if I wanted to do that on paper?] I think it is not as practical as your website' (Student 41, I).

The greater value of e-feedback compared to tradition feedback was noted by Student 33: *'I believe this online feedback approach is more efficient than classroom work in terms of practicing punctuation and writing styles'* (Student 33, UL). Contrasting the e-feedback with the more traditional ways, Student 48 suggested that the electronic feedback better fitted the purpose of eradicating punctuation errors, because it served as a magnifying glass to make tiny punctuation errors in drafts large enough to come to the attention of the students: *'it is the most detailed things in writing and in no place such as your website you can pay attention to it'* (Student 48, I).

Applying his understanding of punctuation on his drafts, overcoming his past unfavourable habits, and welcoming more feedback constituted how the e-feedback helped Student 9 increase his accuracy in punctuation use: *'want to share my improvement with you, I am not used to using punctuation well and this program sure helps me a lot' ... 'Thank you for warning me about possession apostrophe'* (Student 9, UL). Another learner commented on his higher concentration on their punctuation mistakes via the electronic feedback approach: *'In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization'* (Student 18, UL).

Ability to learn and use new words

Sixteen out of 48 (i.e., 33%) students found the e-feedback activities influential in increasing their ability to learn and use new words in their drafts, as the

following quote represents: '*I feel I can use more different vocabularies in my essay*' (Student 41, UL). Moreover, the nature of practice on the e-feedback platform was in a way that it encouraged the learners to place new words into the context of their drafts; this feature was perceived by eight of 48 (i.e., 17%) to help them to focus on word meanings, as their comments revealed: '*Hello, your suggestion that I should change the verb 'modify', made me aware of the importance of the semantic load of words*' (Student 1, UL); '*Also, i learned, how to used new words with proper meaning, instead of long sentence*' (Student 12, UL); and '*using the suitable word in suitable place was latest point that I got it*' (Student 13, UL) (See also Appendix 26).

Table 33: References to enhanced vocabulary use in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	'I learnt a lot of new grammars, ideas as well as words' (Student 5, OQ).	16
Questionnaires	'I feel I can use more different vocabularies in my essay' (Student 41, UL).	1
Total		16 (33%)

Along with more attention to lexical meaning, there were reports of improvement in the learners' ability to paraphrase their ideas in their essays: '*I am very enthusiastic about my improvement. And I learned some paraphrases for the word 'especially'* (Student 9, UL). The students' perceptions also showed that the e-feedback placed a higher level of responsibility on the learners to look for sources of support with appropriate paraphrases: '*I reviewed new phrases that had been written in noticebored on your website. the comments help me to think about finding new words and paraphrasing that it was really useful*' (Student 5, UL).

Inasmuch as there are limitations on the number of appropriate resources the writing teacher can offer or introduce in accordance with each students' individual needs, finding and using appropriate resources to support their L2 writing practice to reach their learning goals seem to constitute a major part of student agency. The remarks of the five students out of the 48 indicated that in addition to the electronic source of feedback, they had found and used other

sources of supports to overcome their lexical constraints, as can be seen in these excerpts: '*I found out that I am not using words meticulously, so I decide to use words diligently and consult with dictionary*' (Student 45, UL). In the same vein, there were similar perceptions that spotting a lexical problem, searching to find a solution, and subsequently receiving feedback on that again for was a learning activity that would additionally facilitate its future recall, developing their scope of vocabulary:

'When I see [UBW] [i.e., Use a Better Word], I go and look for a better word in the dictionary, preferably a formal and academic one. If I use the word correctly, I learn it and it stays in my mind better and for a longer period of time' (Students 30, TUL)

and

'when I learn a new word from New Scientist I try to use it in my essay and it immensely helps me to memorize that word. In addition, I search dictionary in order to find suitable words for my essay and this helps me to widen my vocabulary as well' (Student 42, UL).

In the area of paraphrasing, there were three students out of 48 (i.e., 6%) who experienced difficulties; for example, one talked about spending a long time finding an appropriate paraphrase: '*I cannot find a proper rephrase for my word which will take me too long to find them*' (Student 11, UL).

Analysis results

Table 34: Analysis results for RQ2: Local Mistakes

RESEARCH QUESTION (2): Perceived Value of e-Feedback in Reducing Local Mistakes		
Value of e-feedback in reducing their local (i.e., grammar, vocabulary, and writing mechanics) mistakes	- Writing mechanics: Spelling skill improvement	42%
	- Grammar improvement	• Grammar and greater awareness of grammar structure use
		• Higher motivation to learn and use new grammar
		• Need for regular practice for grammar improvement
		• Value of e-feedback in enabling greater self-awareness of grammar errors
	- Writing mechanics: Punctuation improvement	• Understanding correct use of English punctuation
		• Understanding the importance of punctuation
	- Ability to learn and use new words	33%

The table reveals the percentages of the students who expressed a common voice on the perceived usefulness of the e-feedback processes in helping them to reduce their local writing errors. By far the largest proportion of the students stated that the e-feedback website assisted them in the process of developing greater awareness of grammar structure use as well as a better understanding of English punctuation use, with a staggering 60% each. It is remarkable because there is a lot of controversy, in the literature, surrounding the benefits of corrective written feedback for L2 student writers (e.g., Truscott, 1996). At 42%, the second most commonly voiced component of local mistakes belonged to the improvement in student spelling skills. It is noticeable that the ability to learn and use new words, with 33%, was perceived to be the third most valuable benefit of the e-feedback procedure. From the table it is clear that three themes of understanding the importance of punctuation, higher motivation to learn and use new grammar, and value of e-feedback in enabling self-awareness of grammar mistakes were represented by 29%, 27%, and 25% of the students, respectively. Only 15 percent of the students made reference to the need for regular practice for grammar improvement via the e-feedback website.

5.2.2 Value of e-feedback in reducing students' global (i.e., content, idea development, and organisation) mistakes

Content: Finding blueprints

The students' self-reports of their own perceptions of the usefulness of the e-feedback activities in enhancing students' ability to find blueprints revealed three general reactions: one significant group of comments demonstrated the electronic feedback potential in bridging the gap between the previous and desired performance in finding blueprints in response to writing topics through brainstorming ideas. The lukewarm responses constituted the second group. The third group indicated that e-feedback was not helpful in helping students develop the learners' ability to find proper ideas in answer to given writing topics. In what follows, the related claims echoing the views of the students, respectively, in each category are presented in three sections: (i) Useful for finding ideas (i.e., blueprints) in response to writing topics, (ii) student

ambivalence concerning their ability to find suitable blueprints, and (iii) difficulties in finding ideas (i.e., blueprints) (see Appendix 27).

Useful for finding ideas (i.e., blueprints) in response to writing topics

Twenty of 48 students (42%) found the e-feedback design useful in improving their ability to look for appropriate responses to the given writing tasks.

Table 35: Ref. to e-feedback developing students' ability to find blueprints

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	'I feel more comfortable with creating blueprints and statements' (Student 41, UL).	6
Interviews	'During your class, I've learned how to Brainstorm and switch off my inner critic and come to as many subjects as I can and through your webpage, these activities are much more organised and now I can Brainstorm very well' (Student 1, I).	13
Questionnaires	'It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures' (Student 41, OQ).	3
Total		20 (42%)

In applying the guidelines to find suitable ideas addressing a writing topic, the e-feedback platform served as a nurturing environment for that purpose, because the students had the opportunity to develop their abilities by putting the classroom brainstorming lessons into practice, creating and choosing more appropriate blueprints, as shown in these excerpts: 'It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures' (Student 41, OQ).

'During your class, I've learned how to Brainstorm and switch off my inner critic and come to as many subjects as I can and through your webpage, these activities are much more organised and now I can Brainstorm very well' (Student 1, I).

The students praised the e-feedback for enhancing their capacity for creating blueprints with ease: '*I feel more comfortable with creating blueprints and statements*' (Student 41, UL), and '*I found my BP's easily and quickly*' (Student 2, TUL). Students 6, 25 and 44 also observed that with several opportunities of practicing, they began to feel the positive practice effect in what they composed: *when you do something more and more, automatically it improved and you can do that easily*' (Student 44, I). Interestingly, one student explained how through the e-feedback process he used his own initiative to gradually develop his own special way of finding ideas to save time: '*You know, I think, you told us about some techniques to Brainstorming, but personally – I think – for me it is suitable to [do] Brainstorming in another way. ...*' (Student 18, I).

Student 5's comments were related to the teacher's online feedback on his blueprints and its positive influence on the accuracy of the subsequent revisions of his ideas: '*In this draft, I learned how I should think about new and difficult topics, and I could revise my blue prints in better way after your revising*' (Student 5, UL). Similarly, Student 12 explained how the e-feedback helped him understand the importance of finding independent blueprints: '*It is necessary that each blue print be independent*' (Student 12, UL). Curiously enough, there was a report on the positive influence of the electronic feedback process on a student's writing ability in Persian, too: '*Actually, it make my Persian writings more powerful than I thought. I know ... how to write in Persian*' (Student 38, I).

There were two students who explained that although they were able to find good ideas it took them a lot of time: '*I do a good Brainstorming, but I have problem with timing. It takes a lot of time*' (Student 9, I), and '*I spent more than three hours for brain storming, writing... I dont know weather [sic] it is normal or not I am worry just because of this issue, thanks again*' (Student 4, UL). Another student believed that finding good ideas to write on a certain topic was more dependent on learners' experiences in life and their general knowledge: '*The first role is your experiences in your life and your attitude, your experiences*' (Student 41, I).

Student ambivalence concerning their ability to find suitable blueprints

Although not frequent, there were also self-reports of perceptions by seven of 48 students (15%) denoting that they were not really confident about their ability to follow the guidelines to reach suitable ideas responding to a writing topic.

Table 36: Ref. to student ambivalence concerning blueprints in data (n=48)

Data Sources	Example	Number of Students Mentioning the Theme
Interviews	<i>'In some topics yes, but in some topics, I cannot think of everything at all. Some topics are very hard'</i> (Student 9, I).	7
Total		7 (15%)

Students 9, 12, 18, and 46 stated that their perceived ability to find ideas varied depending on the topic, as reflected in their comments: ‘In some topics yes, but in some topics, I cannot think of everything at all. Some topics are very hard’ (Student 9, I).

‘I get better, but it is related to the subject that we choose. Some of them is very hard for me; I actually say about this. And some of them are very easy for me, some of them. But yes in totally the view I can say it is very good’ (Student 12, I).

Student 3 voiced his ambivalence about the improvement of his ability to search out for appropriate answers to use in his drafts; however, he also mentioned that in consideration of exerting a time control on the process of pinpointing his blueprints writing, the e-feedback helped him to try to find ideas more quickly:

‘Brainstorming ... I don’t know. But maybe yes, because of the ... you know ... it has a certain time you have to complete it in a certain time, it would help to Brainstorming ... it is like a limitation for thinking and you need to Brainstorm very quickly ...’ (Student 3, I).

Difficulties in finding ideas (i.e., blueprints)

Six students out of 48 (13%) perceived difficulties in collecting appropriate blueprints to respond to the given writing topic.

Table 37: References to difficulties in finding ideas in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I think I have seriouse problem with finding different Blueprints. The hardest part is due to finding indipendent ones which should be devided into two different mini supports. Help me please'</i> (Student 10, UL).	1
Interviews	<i>'I have still a lot of problems with Brainstorming ...'</i> (Student 41, I).	5
Total		6 (13%)

Students 3, 14, 23, 41, and 47 attributed their lack of sufficient power to their own effort: 'I have problem with Brainstorming. Yes, I still have problem with it. I don't know ... it needs more effort' (Student 23, I). Another student saw the criteria in selecting proper blueprints as a hurdle: 'I think I have seriouse problem with finding different Blueprints. The hardest part is due to finding indipendent ones which should be devided into two different mini supports. Help me please' (Student 10, UL). Student 41 had difficulty in creating ideas:

'I have got this real problem with writing when I came up ... when I come up with a new topic, it is really difficult to me to, you know, to create ideas, to create Brainstorming' (Student 41, I).

Another learner identified his own habit of being fussy and self-critical about blueprints as the main cause of the problem:

'Brainstorming, I still have problem about this. For example, you give a subject and we should think about it, finding some Blueprints. Sometimes, I can't find good Blueprints. I find some Blueprints but, in my own idea, I think these are not so good Blueprints ...' (Student 46, I).

Developing ideas in a writing draft

The students' self-reports of their own perceptions of the e-feedback effect on their global writing ability to develop ideas in a draft comprised two broad categories: (i) developing ideas into topic sentences, developers, and supports, and (ii) ability to improve coherence, as presented in this section.

Developing ideas into topic sentences, developers, and supports

Twenty of the 48 students (42%) indicated that the e-feedback practice was helpful in enhancing their ability to develop ideas in their writing, and raising their awareness of reasoning involved, overseeing its management (see Appendix 28).

Table 38: References to developing themes in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'Also, I learned how we can develop sentences'</i> (Student 5, UL).	6
Interviews	<i>'I can improve my ability of this part of the writing. Very good for me, because at first I didn't know how to start or how to finish the writing, but at now I can find. I know what I have to do'</i> (Student 12, I).	14
Questionnaires	<i>'I think I had a huge improvement so that I am now able to think about a topic systematically, i.e. I know how to choose BPs' and supports to develop an idea'</i> (Student 3, OQ).	5
Total		20 (42%)

Similarly, the electronic feedback activities were perceived by the students to have provided the necessary practice opportunity to help them take increasing control of tackling and applying the class lessons: '*Topic 8: I found it interesting and I could developed it well by using effective structures mentioned in class and previous online feedback*' ... '*I manage my essays based on a draft outline every time*' (Student 8, UL). There was also evidence of the learners regulating aspects of L2 writing through proactively applying newly formed information, for example by using the knowledge of new vocabulary and grammar structures recently acquired in order to generate, express, and develop ideas in their writing:

'I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more

professional words, structure and also produce some contents for my essays' (Student 42, UL).

In the same vein, the e-feedback practice supported the students to become directors of their own drafts by enabling them to assess the effective use of appropriate writing components, for example vocabulary and grammar, and learning from their previous mistakes: '*I think with this system I can manage better the ingredient of the writing; I mean that what words I am using and the structures and avoiding just repetitive structures*' (Student 21, I); and '*Also, I learned how we can develop sentences' ... 'In this draft (9-1), I learned how to develop and revise a sentence*' (Student 5, UL).

The electronic feedback proved to be clear and detailed enough to gradually scaffold the students' understanding of the appropriate underlying writing structures and templates in a meaningful way to regulate the development of ideas: '*the expert help I received from you made my thesis statement more meaningful' ... 'based on your clear and detailed e feedback, we are provided with a structure that we just need to develop the basic points (topic sentences, developers,...)*' (Student 1, UL). Thus, stimulating the students to reflect on their performance in relation to the writing targets and to make sense of their drafting activities, the e-feedback processes seemed to have guided them to actively construct their knowledge of the underlying essay writing structure and to logically develop their ideas to respond to writing prompts, moving from topic sentences, through developers, and to supports: '*By selection [of] 3 blueprints and developed them in the paragraph. And then each paragraph should have 2 developer[s] and supporters. This is a very perfect way to manage and develop idea*' (Student 30, OQ), and '*I didn't know about the concept of developers and supporters. That helps me a lot*' (Student 25, I).

'... Content exactly, because before that I wrote not properly; I mixed the text with each other. But now when I know that we have three Blueprints and I should speak in each paragraph about one of the Blueprints, it helps me a lot' (Student 34, I).

Similarly, the interaction of the learners with the e-feedback appeared to have helped them to internalise the steps needed to develop their ideas within their drafts more effectively. Their self-report of their perceptions showed that they were encouraged to think more systematically to develop topic-related ideas by

paying attention to and selecting blueprints, developers, and supports in their drafts: '*I think I had a huge improvement so that I am now able to think about a topic systematically, i.e. I know how to choose BPs' and supports to develop an idea*' (Student 3, OQ), and '*Sometimes, I could not develop the idea, e-feedback helped me a lot to think over it and write better*' (Student 8, OQ).

Moreover, active engagement in the learning process on the e-feedback platform appeared to have assisted the students in making connections and appreciating the relationship between using a methodical approach when drafting and improving the quality of writing: '*Yes, because if we use the rules of writing, we can improve it better*' (Student 44, I). Furthermore, online work seemed to have helped the students to see the accumulating effects of their engagement with drafting tasks. For example, they felt that building up their writing on the basis of an appropriate structure contributed to their ability to expand ideas, supporting the essay development process: '*Yeah, by the structure that we learned and we are using it is a good structure and we can write much better and ... I don't know how to say it ... expand our ideas*' (Student 26, I).

Improved coherence of ideas

Seven out of the 48 (15%) students commented on their improved ability to create and maintain coherence in what they composed (see Appendix 29), e.g., '*I learned how to manage my outline before starting to write. I faced difficulties before, especially when it was two questions to answer ... Now I know about reference to the writing topic*' (Student 9, UL).

Table 39: References to improved coherence of ideas in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'Hello, in this draft I understood how to adhere to coherence through referencin[g] the original writing topic'</i> (Student 1, UL)	6
Questionnaires	<i>'After two or three drafts I learned how to think about a topic systematically. I learned I need a introduction, three BP's to support my statement and also a conclusion'</i> (Student 3, OQ).	1
Total		7 (15%)

Visible in their comments was learning how to take control of mistakes by paying attention not to repeat the past mistakes in order to improve coherence:

'Now I know that we connect topic sentences to the writing topic through adding a short phrase ... A slight reference to the main topic is one of my mistakes in the previous drafts. Now I am trying not to make same mistakes' (Student 46, UL).

A means through which another student benefited from the e-feedback to enhance coherence in his writing was the support he received via the feedback website with ordering and relating ideas in his writing, which as he reported resulted in a boost in his self-confidence as well: *'The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent'* (Student 43, UL).

Student 3 stated that regularly appraising drafts and thinking about writing topics systematically accounted for better coherence in his drafts: *'After two or three drafts I learned how to think about a topic systematically. I learned I need a[n] introduction, three BP's to support my statement and also a conclusion'* (Student 3, OQ). Likewise, there was another report on ease with starting a paragraph: *'I learned how could we start our paragraphs and it was really difficult for me before learning this'* (Student 34, UL). Although comparatively not as frequent as self-reports of coherence enhancement, one student spoke of experiencing difficulties with creating ideal coherence: *'The second writing is very easier than the first one but yet, I found it hard in each paragraph to use proper linkage'* (Student 7, UL).

Ability to organise ideas appropriately

Twenty-five students out of 48 (52%) commented that the e-feedback contributed to the improvement in the organisation of their essays (see also Appendix 30).

Table 40: References to essay organisation improvements in data (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I got important point, my motivator and thesis statement should be in course of my blue prints'</i> (Student 14, UL).	12
Interviews	<i>'... when I am writing online, I am constantly trying – you know – these rules. Exactly – you know – it is a good way to enhance organisation'</i> (Student 30, I).	25
Total		25 (52%)

The students perceived that working with the writing website helped them develop a better understanding of what is meant by organisation in an argumentative essay writing, as is represented in this extract: '*I should say that I did not know anything about writing and its style; however, after this course and writing a lot of essays I have learned how I must think and write*' (Student 5, UL). The positive change in their writing that came as a result of the insight into the concept of organisation was reported to be immediately noticeable: '*I did not Know how I should arrange and organize it. Now I can not compare my feeling with before, because I realy enjoy it and it gives me feeling of creativity. Many thanks*' (Student 42, UL). The writing class gave students the necessary awareness about the existence of an underlying template in what they composed. Then, the e-feedback environment provided the opportunity to do further writing practice:

'It was like exam for us. It was like exam, because I referred to what I learned in the class, because I wrote everything that you said here. And then from that lessons that you taught us I could write on the website. I mean – the website was an exam for me; I could learn from it' (Student 34, I).

It helped them improve the effectiveness of the writing organisation: '*I know what I have to do. I know the skeleton ... you know ... I know the ... what is the structure ... what I have to do*' (Student 3, I). Another focus area in students' comments came along further into the writing course when the students became familiar with more of the generic templates for different writing prompts. It was related to comparing organisational templates with each other: '*I think writing concerning the merits and the demerits would be easier than previous template*' (Student 18, UL). The students sated that as a result of the e-feedback they had become more cautious about organising drafts appropriately, using the correct template, e.g., 'topic four, feedback one After this feedbach I will be cautious in the format of the temp[!]ate' (Student 32, UL). This highlights another important feature of the e-feedback, its capability to encourage the students to compare, make choices, and think about the appropriate templates

to use. This also scaffolded the students' ability to organise thoughts more clearly both in their drafts and in the their mind:

'In third writing i learned how to start a assay and finished it. after introduction i have to three Blue Prints. These Blue Prints have some Activators. And each Activator has some Supports. At last, i have to write Conclusion' (Student 12, UL).

The reflections showed that gradually they also became aware of adapting the writing style for the reader: *'I start to learn how to communicate with my writing to make it more obvious to the readers'* (Student 38, UL).

Analysis results

Table 41: Analysis results for RQ2: Global Mistakes

RESEARCH QUESTION (2): Perceived Value of e-Feedback in Reducing Global Mistakes			
Value of e-feedback in reducing students' global (i.e., content, idea development, and organisation) mistakes	- Content: Finding suitable blueprints	<ul style="list-style-type: none"> e-Feedback developing students' ability to find blueprints 	42%
		<ul style="list-style-type: none"> Student ambivalence concerning their ability to find suitable blueprints 	15%
		<ul style="list-style-type: none"> Difficulties in finding ideas (i.e., blueprints) 	13%
	- Developing ideas in a writing draft	<ul style="list-style-type: none"> Developing ideas into topic sentences, developers, and supports 	42%
		<ul style="list-style-type: none"> Improved coherence of ideas 	15%
	- Ability to organise ideas appropriately		52%

The table highlights the percentages of the students who had a common voice on the e-feedback perceived value in decreasing their global writing mistakes. More than half of the students, 52%, referred to the role of the website in improving their ability to organise ideas appropriately. Finding ideas in the form of blueprints and then developing ideas into topic sentences, developers, and supports each represented the perspectives of 42% of the students. In contrast, 15% and 13% stated that the e-feedback practice had a little or no impact, respectively, on their ability to find suitable ideas in relation to the website essay writing prompts. This clearly is reflective of variation in the way different students perceive the e-feedback affordances. With regard to the coherence of ideas, only 15% perceived the e-tool to be effective.

5.3 Use of e-Feedback and Learning Logs to Support the Development of Student Self-Regulatory Skills

In the final section of this chapter, I report on the analysis of the qualitative findings of students' views and constructed meanings on their perceived self-regulatory capabilities in relation to the third research question: 'How does the use of e-feedback and learning logs support the development of EFL students' self-regulatory skills?' The answer to this question is presented in three categories, and the findings are therefore categorized according to the three components of self-regulated learning behaviour: the students' monitoring and controlling their (5.3.1) cognitive processing activities, (5.3.2) affective learning activities, and (5.3.3) metacognitive regulation activities, as illustrated in Table 42.

Table 42: Overview of meta-themes, themes & sub-themes on RQ 3

Meta-Themes	Themes	Sub-Themes	Sections	RQ
Development of student self-regulatory skills	Cognitive	1. Enhancing EFL writing experience 2. Increased awareness of error patterns 3. Students' strategy use and strategy development	5.3.1	3
	Affective	1. Enhancements in L2 learners' motivation levels to move towards their goals 2. Development of self-efficacy 3. Enhancements in L2 learners' ability to appraise progress as well as to restore and sustain positive feelings	5.3.2	3
	Metacognitive	1. Enhancements in L2 learners' deciding on a plan of action 2. Increased self-monitoring 3. Students' ability to manage change and seek support 4. Learners' ability to reflect holistically	5.3.3	3

In this section, the main aim is to gain better insights into how the students develop agency through the use of cognitive, affective, and metacognitive strategies to become better self-regulated EFL writers as well as how the students' skills at three levels of cognitive, affective and metacognitive can be and/or need to be fostered when working in an online learning environment.

5.3.1 Student cognitive processing activities

This sub-section yields insights into the cognitive actions L2 student writers engaged in while working with the e-feedback platform, and specifically the impact of e-feedback and learning logs on L2 students' writing performance as well as on the self-editing ability of L2 students.

Enhancing EFL writing experience

Table 43: References to enhancing writing performance (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I have understood that to have a good command of English is conceivable; however, to maintain it is another story'</i> (Student 1, UL).	2
Questionnaires	<i>'E-feedback by using process that can help to improve our knowledge gradually'</i> (Student 29, OQ).	17
Total		19 (40%)

Central to the cognitive element of SRL was the theme that indicated the students were becoming aware of recurring L2 writing problems through the e-feedback process, expanding their capacity to actively experiment further with the target language, mentioned by 19 out of 48 learners (40%) (see also Appendix 31).

'As matter of fact, I have to say this method can improve my writing by inform me about common mistake. There are some issues that cannot learn with reading such as writing because it is from our mind so we have to practice and e- feed back is good way to improve our experiences for writing. E-feedback by using process that can help to improve our knowledge gradually' (Student 29, OQ).

The difficulties and demands of revising tasks embedded in the e-feedback platform are reported to have helped them experience a change from a passive learner to an active one in the process, with a decrease in the number of mistakes in their composed essays:

'At first, I did not have a well-organized way for writing. Then, I used my teacher's instruction in the website and little by little I felt some changes. I think Logs really help students. Each student should write about their feelings and learning progress. About me, this method changed me from a passive person to an active one' (Student 19, OQ).

The e-feedback tool involves the teacher on the one side as the co-regulator. This process for L2 students with persistent online practice can become self-regulation over time. In discussing their e-feedback experiences, 19 students out of 48 (i.e., 40%) found that working on their drafts online increased their self-editing skills and enabled them to take more responsibility towards their own writing assessment.

'I try to review my drafts before uploading and I find several mistakes from different sorts. Some of them are very childish and some others belong to upper levels. I have realized the more I review my essay and work online, the more abilities I gain for revising my drafts' (Student 42, OQ).

There was a strong belief among the students that one's own perseverance determines the power of self-editing. The students' self-reports showed that they had developed the ability to see and correct most of their mistakes. E-feedback had the potential to assist students in activating cognition for attainment, but it is through student perseverance that the cognitive level can be sustained and learned information retained, as demonstrated in the following quotes.

'It should also be noted that the amount of effort of the writer himself plays an important role in increasing the efficiency of e-feedback. If a learner does not put his shoulder to the wheel, this approach cannot be of much help to him' (Student 33, TUL).

'The amount of improvement through this procedure is unbelievably understandable even from the first drafts. Of course "practice makes perfect" and the more you work through this method, the more you would gain knowledge' (Student 21, OQ).

Repeated encounters with their mistakes over several drafts led to self-improvement of work; two students argued: ‘After repeating some mistakes (especially childish ones) and marking them highlights by you, as times goes by I have reached the point to keep those mistakes away’ (Student 4, OQ).

Interestingly, one student perceived that he was able to edit his L2 writing not only in the essays he composed for the class, but also in other occasions beyond the course where he needed to write in English he could apply the new points: ‘Now, not only I edit myself in formal conditions and writings, I also edit myself in chats and electronic comments’ (Student 9, OQ).

The strategy of one of the students was to play safe and educationally limiting. He stated that depending on the specific writing issues his approach in dealing with his mistakes was to avoid using anything which could be problematic and instead to use a similar equivalent he was more certain about: ‘Somehow, Honestly speaking I have different strategies toward self-editing. Sometimes I neglect using a specific phrase or grammar, and sometimes I use an alternative for it. It depends on the problem’ (Student 28, OQ).

Increased awareness of error patterns

Another theme related to the cognitive element of SRL was heightened awareness of one’s own predominant error patterns, which was referred to by 10 out of 48 students (i.e., 21%) (see Appendix 32).

Table 44: References to increased awareness of error patterns (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	<i>‘In my opinion e-feedback is more valuable than the others. Because we have enough time to think about our mistakes, we can revise them in a short time and we can go back to these feedback every time we need them’</i> (Student 46, OQ).	10
Total		10 (21%)

In consideration of the feedback website configuration, e.g. the clear organisation of drafts one after another on a given topic, by the time learners

completed several assignments, they were able to see patterns of strengths and weaknesses across their drafts. The following excerpts represent how the e-feedback succeeded in making imperceptible learning process noticeable.

'For me e-feedback is very valuable because I have understood some mistakes I repeatedly made them and now I am aware of them. The system of e-feedback is like that you gradually see signs of improvements in yourself writing after one or two months. When I compare my first writing to the recent ones I can see complete revolution on it' (Student 20, OQ).

'We can have all of our writings in one page paperless. Therefore we can probe our improvements during several comments' (Student 4, OQ).

The e-feedback design made reviewing the problems and solutions possible at any time, which seemed to have been helpful in not only spotting and remembering mistakes, but also in triggering self-initiated forms of revising, finding a solution, and later checking whether problems were addressed properly: *'E-feedback had a lot of good effects on my writing by means of showing me my problems. Therefore, now I know in which part of my weakness I should work and practice' ... 'Learning logs help me record my concerns and after assess them if they were solved or not'* (Student 32, OQ).

Students' strategy use and strategy development

Students' development and use of strategies permeated most of their comments and constituted another theme (see Appendix 33). E-feedback seemed to have influenced the chosen cognitive strategies used to help prevent mistakes occurring in the future. The strategic writing behaviours, reflected in their comments, demonstrated that the students developed and used more process-oriented skills for the activity of multiple-drafting and log-writing. With the proactive selection of and recourse to learning strategies, students can regulate their own learning over time (Schmitz, et al., 2011).

Retention strategies

As part of the e-feedback process, what six of the 48 students (i.e., 13%) chose to do reflects the realisation that in the drafting process not only was attainment of the electronic feedback important, but also retention of the new points: '*I tried to have a clue at every note, and I tried to fix them in my mind to next writing. And in this way, e-feedback was clearly useful*' (Student 13, OQ). It is one thing to receive feedback on drafts, but to maintain the points in mind to apply in the future drafts is quite another, as represented in this quote.

'I have understood that to have a good command of English is conceivable; however, to maintain it is another story, this goal cannot be attained unless we have persistent practices, which your website plays host to' (Student 1, UL).

Table 45: References to retention strategies in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I categorize my current problems to those needing my personal effort to be solved, for instance spelling mistakes, and those that without your guidance cannot be sorted out</i> (Student 1, UL).	6
Total		6 (13%)

Among the strategic behaviour demonstrated by the students was the conscious application of the points learned from the e-feedback, past class lessons, class notes, sample writing models and/or the course reading materials among others; examples of which could be: '*I usually take some notes from different sources and use them in my writing as blueprints such as class practice papers about embedded questions or inversion*' (Student 8, UL) or '*[I] try to include new structures on which you have worked in the class as much as possible in order to make them functional*' (Student 42, UL).

It seems that in the electronic feedback environment, the students made important learning decisions such as using new points acquired recently in their drafts. Incorporating previous feedback in producing a text with an improved style was how another student went about improving his writing: '*I learned from your last feedback that how the order of words can make an essay readable*'

(Student 32, UL). Moreover, the e-feedback tool offered the learners the possibility to check the understanding and language use again: '*feedbacks encourage me to learn an[d] use new words to find out if I can use them correctly*' (Student 42, UL).

The opportunity to apply newly learned materials made one of the students say that the class and website were complementary (Student 42, UL). The e-feedback mechanism gave the students the feeling that they wished to review the materials on the feedback website and their drafts online several times: '*I learned how I should think about new and difficult topics, and I could revise my blue prints in better way*' (Student 5, UL). One student (32) reported that he printed essays to be able to see, review and scrutinise the points. In another instance, it was pointed out that the student had gained the ability to actually guess where the mistakes would be in his draft, hence reviewing drafts before uploading them: '*Actually, these days I review my essays several times before uploading it on your website and interestingly, I can find most of my mistakes and correct them*' (Student 42, UL).

Self-adjusting and self-competing strategies

The learners' introspective account of acting on their own initiatives when writing and addressing their mistakes following from working with e-feedback is also worthy of attention.

Table 46: References to self-adjusting and self-competing strategies

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'It has enabled me to keep my mistakes and find one or sometimes several answers for them and at last choose the best one, which in my opinion is the best. It has enabled me to keep my mind active and think about most possible or probable answers. Best wishes'</i> (Student 42, UL).	6
Questionnaires	<i>'this method has given me an incentive, because after receiving each feedback, I try to reduce the number of my mistakes in the next one. It seems like an enjoyable competition with myself'</i> (Student 34, OQ).	1
Total		7 (14%)

As is shown in Table 46, seven out of 48 students (i.e., 14%) believed that there had been a certain degree of enhancement in their ability to act on their own initiative to detect and correct their own errors. The following excerpts best represents the students' self-concept in this regard:

'Nowadays I have found out that I am able to revise and redress most of my mistakes before providing it to my teacher, but in the past I was dependent on one who can review and point out my mistakes' (Student 42, UL).

'I just try to adjust myself to the system and what I received right now from the system was great. I think e-feedback has its own method to improve someone's English skills. For instance when there is feedback about a wrong sentence it just give you a small clue then you should go through books and search for that mistake. So you will understand your mistake because you yourself have found it' (Student 20, OQ).

At the same time, the desire to surpass themselves and maximise the quality of their writing results seemed to influence the students' decisions about their writing-process strategies, which – in turn – seemed to have led to the development of more realistic self-concepts: '*I should try more to be an independent writer in topics with minimum errors*' (Student 5, UL). Being engaged in the process of competing with themselves meant that they avoided adopting quick-fix strategies; for example, the use of Microsoft Word when composing their drafts: '*I learned that I must not use Word for my writing. So, I will try to use Notepad [which does not have the Microsoft Word spell-checking, formatting and auto-correction facilities]*' (Student 5, UL). Moreover, they detected their own less favourable writing habits which could hinder their progress, for example over-reliance on dictionaries: '*unfortunately I entirely rely on different dictionaries to write and I think that I am not able to write without my dictionaries*' (Student 32, UL).

They tried to offset their weaknesses by increasing their commitment. E-feedback assisted the L2 writers to realise the importance of hard work: '*the topic was so difficult that I must work a lot to develop it*' (Student 5, UL). Tracing the development of their drafts helped the learners understand the value of

careful attention and strong commitment as the keys to L2 writing success. This quote pinpoints it exactly: '*But I know that some of my simple mistakes come from my weak knowledge that need an especial attention and more attempts and some other are because of my carelessness*' (Student 32, UL).

Equally revealing were the comments on the value of writing learning log entries, which documents how logs made imperceptible learning progress more perceptible to the students, promoting their awareness of their writing status, as well noted in this quote: '*To share my feeling and emotion mean that, for example, when you asked me about my inner dialogue [i.e., self-dialogue] and I said what was going on in my mind it made me think about all aspect of my work. Simply, it makes me more aware about what I am doing*' (Student 42, UL).

Comparing and categorising strategies

Comparing and categorising constituted another strategy used by seven of the 48 learners (i.e., 15%), as shown in Table 47.

Table 47: References to comparing and categorizing strategies in data

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I compare every draft with the previous one to find the reason of mistakes. The notebook just help me to remember good structures and paraphrases. Sometimes it includes my mistakes too'</i> (Student 8, UL).	7
Total		7 (15%)

To map out targets for further learning and writing development, some students categorised the problem areas that the e-feedback tool helped them detect: '*Hi After writing six topics, I think my mistakes about prepositions goes down. I have listed all the mistakes about them*' (Student 18, UL). In this way, the e-feedback encouraged the diagnosis of weaknesses, which traditionally fell within the teacher's remit. For example, in the following log extracts, the students demonstrated active weakness diagnosis via comparing and categorising, stating that: '*I compare every draft with the previous one to find the reason of mistakes*' (Student 8, UL).

'As soon as I receive feedback, firstly I review my own draft which I have saved them and compare with the mistakes in the feedback, after that I think about them to find out what has been wrong, in order not to repeat them. ... Since I started e-writing I realize that I can improve myself, because I must think about my mistakes and find one or sometimes several answers for them and at last choose the best one, which in my opinion is the best. It has enabled me to keep my mind active and think about most possible or probable answers. ... Personally, I think In the help of e-learning I am in a process of learning deeply, as I should always think about my mistakes deeply and find the differences between what I had regarded as correct points or structures and what feedback tell me are right' ... 'I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays' (Student 42, UL).

Categorising and tabulation of mistakes can also be seen in these students' comments: *'I made a table in Excel and after each feedback I write the numbers of my mistake in different categories and analyse them, then when I have quality time I respond [to] them'* (Student 32, UL), *'I have divided my mistakes into some groups: grammar and structure mistakes, spelling mistakes, punctuation mistakes, word choice mistakes, and preposition mistakes'* (Student 30, TUL), and:

'I am a bit careless in spelling; however, I am more likely to memorise structures and grammar. Not all of them, but most of them, and the method is simple. The mistakes are all highlighted whenever I come through the web to edit my essay based on e-feedbacks. Therefore, I have the chance to see them for several times during a term. Now that I have more time, I will just transfer them to Microsoft Word and review' (Student 8, UL).

In consideration of the fact that different student L2 writers make different errors on different topics, catering for such a wide array of problems could be a daunting task for any writing teacher. Accordingly, e-feedback prompted students to draw such comparisons and to make classifications on their own, constituting two key advantages of the feedback system. Firstly, it signifies a successful responsibility transfer for the diagnosis of weaknesses to the learners. Secondly, it can be a sign of the students using their own individualised adaptive strategies to control their learning through a meaningful activity, which can reinforce the learners' focus on and control over their own idiosyncratic mistakes.

Help-seeking and help evaluating strategies

Table 48: Ref. to help-seeking and help evaluating strategies in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'... The sources that I use are the Longman dictionary, Treasure Trove and your sample essay, which is really helpful and I have gotten new ideas from it ...'</i> (Student 42, UL).	2
Questionnaires	<i>'Apart from its availability and simplicity, it is very effective as it is online. So there is a possibility to use related online data on the net at the same time, i.e. when I do not have enough information about a subject I search it on the net and read some articles about it to use different ideas'</i> (Student 3, OQ).	21
Total		23 (48%)

Help-seeking and -evaluating behaviour was another strategic outcome of the e-feedback platform with 23 students out of 48 (i.e., 48%) mentioning it in their remarks, as highlighted in Table 48. One characteristic that distinguishes mastery-minded (i.e., growth mindset) from performance-oriented (i.e., fixed mindset) (Dweck, 2006) learners is that when they find their approach ineffective, they then seek assistance on areas they have problems in order to remedy the defects, which in this study was done both socially (such as through the teacher, peers, friends, partners) and non-socially (such as through reference books and other resources).

One interesting example was a student who tended to print all his drafts. One of the reasons he gave was to show the paper to others and seek their advice if needed: '*I print my essays because ... I can show them to other people (one of my colleague graduated in English) and get their advice*' (Student 32, UL).

There were instances, particularly among the students' logs, where they solicited help from the teacher, e.g. '*I still feel weak in writing conclusion. It seems that I did not understand how to write the conclusion correctly. Please kindly help me to write more accurate and more beautiful conclusion.*' (Student 4, UL). Likewise, another student noted that sometimes when working with e-feedback, he felt the need to discuss things with the teacher. He explained that the teacher's advice on his drafts played an important role in assisting him to reduce his mistakes, as reflected in this quote:

'Sometime I need to discuss why some parts of my writing are incorrect, to realize the key points. ... Moreover, your viewpoints open a window ... which is great. As I can find out how good or bad my essay is and I value my essay by reading your opinion about it. If it is good I will be happy, and if it is not good I try to revise it and I am sure I would be much happier after that, because I know I have learned something new, in parallel I have lessened my mistakes' (Student 42, UL).

Help-seeking behaviour of the students was not just restricted to social sources; non-social sources were also mentioned, such as the course reading materials and writing samples, grammar reference books, dictionaries as well as English magazines, as represented in the following excerpt.

'With the help of New Scientist, e-writing has helped me to boost my vocabulary. For example when I learn a new word from New Scientist I try to use it in my essay and it immensely helps me to memorize that word. In addition, I search dictionary in order to find suitable words for my essay and this helps me to widen my vocabulary as well. ...' (Student 42, UL).

Writing refinement strategies

L2 students invoked a wide range of strategies when producing a text. 'There is a great deal of individual variation in students' ability to process teacher

feedback and utilise it for their development as writers' (Ferris, 2011, p. 50). The perceptions from four students out of 48 (i.e., 8%) showed that the students' employment of composing and refinement strategies was influenced by the perceived affordances of e-feedback.

Table 49: References to writing refinement strategies

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I manage my essays based on a draft outline every time'</i> (Student 8, UL).	3
Questionnaires	<i>'... I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen'</i> (Student 9, OQ).	1
Total		4 (8%)

In response to the affordances and demands of the e-feedback setting, the students demonstrated a certain level of preparation to try out ideas. Two students said that to enhance learning they intentionally used new lexical items and advanced grammatical constructions in their drafts to put understanding of their correct use to the test by soliciting feedback from the teacher, as is clear in these quotes:

'However, most of mistakes that you point them out to me are those that I write deliberately as, I am in doubt whether those are right or not so that I can look forward to your feedback and learn deeply from it, because I think by this way I will hardly forget these valuable information and points' (Student 42, UL).

'... I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen' (Student 9, OQ).

Unlike the participants in Wong's (2005) study, although the students knew that the target audience was the teacher himself, they composed for the purpose of writing to learn. In consideration of the absence of electronic feedback in Wong's (2005) study, such risk-taking behaviour in the learners' composing process can be attributable to the impact of e-feedback.

The students also had the opportunity to try new composing behaviours such as planning what to write by building up an outline before writing, incubating ideas:

'I wrote some outlines for myself in Persian before writing essay. ... But what you mentioned is absolutely important to organise mind to write better, so for this time I wrote an outline and I will add the full essay after the correction of the outline. ... I manage my essays based on a draft outline every time' (Student 8, UL).

Willingness to take responsibility for their own learning was also visible in the decisions of some of the students. For example, memorising structures and grammar was another strategy employed by the students: *'I am a bit careless in spelling; however, I am more likely to memorise structures and grammar'* (Student 8, UL). Managing time was also observable: *'My second strategy will be time controlling, I mean I am going to manage time in order to finish my essay in the given time from the next essay'* (Student 4, UL). Another learner mentioned that the perceived existence of two people (i.e., one the student and the other the teacher) at either end of e-feedback spectrum would increase the level of regulation when composing and revising: *'In view of involving two people, at least in my case, e-feedback encourages the learner to assume more responsibility and as a result to increase their level of regulation'* (Student 33, TUL). The presence and attention of the teacher, as the co-regulator, is perceived as a great driving force.

Analysis results

Table 50: Analysis results for RQ3: Cognitive Activities

RESEARCH QUESTION (3): Perceived Value of e-Feedback in Cognitive SRL Development		
Student cognitive processing activities	- Enhancing EFL writing experience	40%
	- Increased awareness of error patterns	21%
	- Students' strategy use and strategy development <ul style="list-style-type: none"> • Retainment strategies • Self-adjusting and self-competing strategies • Comparing and categorising strategies • Help-seeking and help evaluating strategies • Writing refinement strategies 	13%
		14%
		15%
		48%
		8%

The table represents the percentages of the students who had a common voice on the perceived value of the e-feedback for the development of their cognitive

processing activities when drafting online. The most striking feature of the table is how the e-platform activities were perceived to have enabled students' learning strategy use and strategy development. The most popular strategies mentioned were help-seeking and help evaluating strategies with 48%, comparing and categorising strategies with 15%, self-adjusting and self-competing strategies with 14%, retainment strategies with 13%, and finally writing refinement strategies with only 8%. Standing in the second place with 40% was the perceived cognitive affordance of the feedback website in enhancing student EFL writing experience. Increased awareness of error patterns in their essay were mentioned by 21% of the learners.

5.3.2 Student affective learning activities

This sub-section provides insights into the emotional responses L2 student writers deal with while working with the e-feedback platform. Composing in a foreign language is considered to be a demanding situation for most learners, because chances of making mistakes and failing to present ideas clearly, logically and coherently are very high; therefore, students have to manage their emotional and motivational reactions despite uncertainty and difficulty involved.

Enhancements in L2 learners' motivation levels to move towards their goals

The perceptions of 24 students out of the 48 (50%) was that e-feedback design motivated them to persist, increasing the overall number of drafts composed and revised (see Appendix 34). The students' perceived sources of motivation were grouped into five categories: (i) positive affect from direct teacher supervision, (ii) teacher support in assisting students to notice and learn from mistakes, (iii) experiencing a sense of achievement, (iv) students' noticing evidence of improvement, and (v) the effect of the feedback loop in promoting student effort to improve their own writing.

Positive affect from direct teacher supervision

Thirteen students out of 48 (i.e., 27%) reported that they viewed the cues provided by the teacher as good motivators to self-correct, to persevere after

challenge and to increase the amount of time spent on drafts, thinking about addressing mistakes.

'you highlight the mistakes – you know – it encourages us to go for them ... it's like an encouragement ... it likes a bait, I think. It shows that there is something wrong and we should go for ... to correct it'
 (Student 41, I).

Table 51: Ref. to positive affect from direct teacher supervision in data

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more'</i> (Student 11, UL).	3
Interviews	<i>'Self-correcting, and advice you suggested us'</i> (Student 6, I).	2
Questionnaires	<i>'More connection-space between the mentor and the student could make the student more motivated towards their goals'</i> (Student 10, OQ).	9
Total		14 (29%)

The realisation that the teacher carefully read all drafts created a pleasant sense of motivation to continue, strengthening the e-feedback process, as one student commented:

'... when one sees the teacher is also reading the texts, it gives us a very good feeling and energy. It helps to strengthen the process. There is somebody reading. When there is someone reading your work, it gives us more motivation to, at least, think a bit more to see what one is writing, and then of course to repair it' (Student 38, TI).

The perceived direct supervision of the teacher via e-feedback appeared to have the highest motivational effect on the students' drafting process: *'I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more'* (Student 11, UL). The students appreciated the teacher's attention and comments in relation to their drafts, albeit at times critical. For example, Student 14 (OQ) stated that his other

teachers uncritically accepted whatever he wrote. Another student perceived that the teacher's supervision and guidance were beneficial and rewarding: '*The invaluable effects of e-feedback is beyond dispute. It provides students with a continuous learning method fully supervised by their teacher, making the process of learning highly effectual as well as enjoyable*' (Student 1, OQ). In the same vein, more interaction with the feedback and the teacher was seen as an effective source of motivation: '*More connection-space between the mentor and the student could make the student more motivated towards their goals*' (Student 10, OQ). Also, '*this close interaction and very close supervision of my teacher would be really fruitful and very successful, I think*' (Student 41, I).

Another student appreciated the suggestions he received from the teacher on the way forward with his drafts as well as from the class model essays: '*The most valuable aspect of the online support has been the suggestion for more effective sentences and being inspired by the sample writing of other friends*' (Student 22, TOQ).

Teacher support in assisting students to notice and learn from mistakes

Assisting the students in paying conscious attention to their mistakes and learning from mistakes was perceived by 10 out of 48 students (i.e., 21%) to be not only one of the affordances of the e-feedback design, but also helpful in terms of motivation.

Table 52: Ref. to teacher support in assisting students to notice mistakes

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	'As matter of fact, I have to say this method can improve my writing by inform me about common mistake' (Student 29, OQ).	10
Total		10 (21%)

Reducing the number of errors in future drafts was believed to be a great source of motivation, encouraging students to commit themselves to becoming

deeply aware of their own common mistakes and learning from them: '*Figuring [out] your own faults and correcting them without direct clue is attractive to me so I tried to continue doing it and now I can see the improvement in my writing*' (Student 11, OQ). To facilitate his writing improvement and to reinforce his learning, one student explained how he regarded e-feedback as a competition with himself: '*this method has given me an incentive, because after receiving each feedback, I try to reduce the number of my mistakes in the next one. It seems like an enjoyable competition with myself*' (Student 34, OQ).

Experiencing a sense of achievement

Experiencing a sense of achievement, for example, seeing the final draft of one's essay inspired students and helped them to succeed in exercising more agency and affective control in reaction to the possible challenge involved in dealing with their next drafts.

Table 53: References to experiencing a sense of achievement in data

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I have obtained a noticeable level of self-confidence in writing</i> (Student 11, UL).	1
Questionnaires	<i>'The best things that motivate me to practice in this area is when I see my final essay'</i> (Student 32, OQ).	3
Total		4 (8%)

This was evident in the perception of four out of 48 (i.e., 8%) students. For instance, Student 32 expressed how seeing the final draft of his essays made him feel proud of himself, believing that he was really able to write well:

'The best things that motivate me to practice in this area is when I see my final essay which is unbelievable for me that I really wrote them myself and it helps me to be confidante about my abilities; hence, with more practice I can reach to a level that I become able to write an essay in that level in my first attempt' (Student 32, OQ).

For another student, the e-feedback platform was a suitable environment to assist him in reaching his target of being able to write more coherently and cohesively. One of the reasons why he avidly pursued his online drafts was therefore the '*motivation to write more cohesive and coherent essays*' (Student 8, OQ). The quantity of online writing practice was the central idea in another student's perception, which, as he explained, gave him more confidence in the quality of his writing:

'I am very much satisfied and confident with the progress of my writing quality. After this course I feel much more confident about my writing. E-feedbacks obligated me to write more, and that was the key to remove my insecurity about my writing. Because my writing was the weakest part of my English education' (Student 9, OQ).

Students' noticing evidence of improvement

Having found writing a demanding skill, a student explained that to him writing improvement required motivation which he derived from observing improvement in his online drafts and from learning useful points: '*Like other process I have some plan for learning English too. I scheduled learning different English skills for myself. Writing is one of difficult skills in English which needs some motivation to do it. By online writing progress I have involved unconsciously into the writing and I can see by the feedbacks I received my improvement. It is really enjoyable and it teaches us precious points which I can not find it in any book*' (Student 20, UL).

Table 54: Ref. to students' noticing evidence of improvement in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	<i>'I am highly motivated, as I can compare my previous writing with newest one each time, so I can make an assessment for myself'</i> (Student 34, OQ).	4
Total		4 (8%)

Four learners out of 48 (i.e., 8%) had a more pragmatic approach in determining the sources of motivation for them to continue their work towards their goals. They perceived that it was the evidence of improvement that bolstered their motivation. For example, one student stated that his writing score in a high-stakes proficiency test was the proof of the quality of his e-feedback practice: '*After using this method, I took a TOEFL exam and I could gain a reasonable score. Then I realized that it works. So it motivated me towards learning more and more and improved my writing skills*' (Student 3, OQ). Similarly, another stated that:

'When I see improvement I am encouraged to do better job. Because E-feedback is an active procedure I mean when I write something I receive recently feedbacks it never decline the motivation and in this case you know always you have something to do' (Student 20, OQ).

Making comparison between drafts over time made assessment easier and allowed the students to better judge the effect of e-feedback: '*I am highly motivated, as I can compare my previous writing with newest one each time, so I can make an assessment for myself*' (Student 34, OQ); also, '*The only factor which motivates me towards e-feedback is sensing that I have improved deeply during the past 3 months*' (Student 4, OQ).

Effect of the feedback loop in promoting student effort to improve their own writing

It was implied in the reactions of five out of 48 students (i.e., 10%) that they regarded the e-feedback process as a virtuous cycle of drafting practice and writing development:

'I have always tried to develop and improve my strategies in learning English. Online feedback and learning logs really assisted me through different ways. For instance, when you would highlight my mistakes and guide me how to deal with my problems, it made me work harder and correct my mistakes, consequently improving my writings and learning new strategies' (Student 41, OQ).

Table 55: Ref. to the effect of the feedback loop on student effort

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience'</i> (Student 1, UL).	1
Questionnaires	<i>'All the time you feel a force pushes you toward and you should write once more and there is another e-feedback received and this goes on'</i> (Student 21, OQ).	4
Total		5 (10%)

To them, it resembled a motivating cycle of thinking, improving, drafting, receiving new feedback; drafting was seen as a process of constant positive change, by which the students felt they were spurred on: '*More work needs to be done yet*' (Student 22, TOQ), or '*Grammar, it's getting better too, but it is not well; I should practice more to become more professional*' (Student 46, I). The students' self-perceptions showed that through the e-feedback process they compared their abilities in composing various sections of their drafts, which served as a good impetus for further focus and practice, as reflected in the following quote:

'compared to other parts of the essay, I feel that I am weak at writing the conclusion paragraph. I think it is for being my first try and through practice and seeing other examples it will improve' (Student 33, UL).

In the online writing practice, wherever drafting on a writing topic reached an acceptable level, which varied from student to student, a new cycle with a new topic began, helping to build on the learners' previously acquired writing knowledge and skills. Student 21 was of the opinion that it was this very cycle that created a force that pushed him forward in his writing attempts:

'One of the most crucial items through this method is its wonderful motivation which is brought to the student among a huge wave of knowledge and improvement. All the time you feel a force pushes you toward and you should write once more and there is another e-

feedback received and this goes on till you feel there is a miraculous enticing power in this method' (Student 21, OQ).

Likewise, Student 1 explained how he benefited from the opportunity for regular practice that the e-feedback offered, motivating him to add his own effort and to continue drafting further:

'Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience.' ... 'I have also tried to do similar tasks at the same time, for instance outlining the body of two or more tasks' (Student 1, UL).

Working with the e-feedback gradually spawned the growing realisation that effort is the key to being able to learn and use new writing concepts:

'As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence. This improvement is more evident in the use of punctuation signs and grammar. Certainly with more practice, I will be able to see similar improvement in other areas of writing' (Student 11, TUL).

Development of self-efficacy in L2 writing skills

In the words of Pastorelli, et al. (2001), the students' personal beliefs in their own capabilities to meet certain objectives constitute perceived self-efficacy. In fact, self-efficacy is the belief that one is the agent of action and can make things happen. The control of the sense of personal effectiveness and agency is believed to start externally, gradually becoming more personal until one acquires a high level of personal agency following from one's judgement that they have academically become more efficacious. The higher one's perceived self-efficacy, the more likely for them to continue their practice; whether students decide to continue drafting, for example, depends on the sense of perceived self-efficacy. Therefore, self-regulatory attributes such as effort, persistence and achievement depend on self-efficacy (Schmitz, et al., 2011).

Table 56: References to development of self-efficacy in data sets (n=48)

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I feel my writing engine has been fired'</i> (Student 3, UL).	18
Interviews	<i>'... I like sometimes myself whenever I write something correctly, and I say to myself yes I can. One of my sentence was right here. And this is I think the way of this method writing'</i> (Student 14, I).	1
Questionnaires	<i>'On account of my drafts I feel relax that I can achieve my goals'</i> (Student 30, OQ).	16
Total		18 (38%)

Eighteen out of 48 students (i.e. 38%) commented on improvements in their personal capability (see Appendix 35). There was an overall feeling of enhanced self-efficacy coming through in the data on the students' perceptions – about feeling better (Students 4, 12 & 32, OQ), feeling motivated (Student 19, OQ), feeling improvement (Students 10, 29 & 36, OQ), feeling '*a noticeable positive change*' (Student 34, OQ), feeling more comfortable, feeling '*more confident*' (Students 5 & 9, OQ), feeling proud (Student 20, OQ), taking charge of their own learning (Students 28 & 46, OQ), and managing better (Student 8, OQ).

Self-efficacy is impacted by an individual's assessment of their own experiences of success and failure within specific domains and how they attribute the causes of such success and failure. A number of diverse sources (i.e., internal and external sources) seem to impact on self-efficacy, rendering it a multifaceted attribute. The mutual interaction between the concept of self-efficacy and feedback is an important one (Nicol & Macfarlane-Dick, 2006). Students with higher self-efficacy beliefs seem to make a better use of feedback on their performance, which in turn nourishes and sustains their self-efficacy and positive affective responses (Yang & Carless, 2013). There are also stable and fluid elements of self-efficacy over time and space. It is therefore possible to feel more efficacious in some activities and contexts compared to others, and furthermore the state- and trait-like nature of self-efficacy has also been debated (C. Evans, 2015a). One key finding of this research is what aspect(s)

of e-feedback assisted the development of student self-efficacy. For most students, the e-feedback platform was perceived to have fostered ample risk-free opportunities to try out the new language items, to overcome communicative difficulties while practicing the previously mastered processes, and to develop the control of aspects of not only L2 knowledge but also their own writing behaviours in a non-native language. Experimenting with L2 writing techniques and taking reasonable language risks, then understanding the outcomes in the form of e-feedback, had a direct bearing on student writers' greater sense of achievement and higher self-efficacy.

The students' perceptions demonstrated that their appraisals of their capabilities were positively influenced by the e-feedback design. For example, the use of positive self-talk was evident in the comments of the student who stated: '*... I like sometimes myself whenever I write something correctly, and I say to myself yes I can. One of my sentence was right here. And this is I think the way of this method writing*' (Student 14, I). In the construction of self-efficacy beliefs, the students referred to the e-feedback platform providing a basis for meaningful comparison of their writing performance at different stages of their development throughout the course, as reflected in the following extracts:

'It goes without saying that a noticeable positive change has happened and fortunately it continues. A short glance of all my writing will prove this. Admittedly, I am happy with my writing right now, but as I know that there is no end for learning and one can enhance their abilities, I do not think about my happiness, instead I try to redress my mistakes' (Student 34, OQ).

Access to the entire portfolio of drafts with the teacher's feedback enabled comparisons. It was perceived to be a reliable source of supplying students' emotional fuel driving their L2 writing behaviour, resulting in more effective use of coping strategies and higher confidence in their L2 writing abilities.

'In comparison to the first days of program I feel much more confident now. In that time I was afraid of writing an essay. I felt so insecure that I would rather not to write anything at all. But now I easily write everything, everywhere. I have sent some emails of

inquiry to English websites. I can now simply communicate with writing emails to companies. I have not tried writing a real essay for university, but when I get the opportunity, I do not think I will suffer too much' (Student 9, OQ).

The identification of the e-feedback sources that supported students' self-efficacy development, as part of self-regulatory skills in managing learning activities, could be a major contribution to future corrective e-feedback designs in the EFL context.

Enhancements in L2 learners' ability to appraise progress as well as to restore and sustain positive feelings

The corrective feedback served as a source of 'consciousness-raising and input enhancement' (Bitchener & Ferris, 2012, p. 18) which the students had access to in an electronic environment (see Appendix 36). This sub-section aims to provide an analysis of the students' perceptions to determine whether and how the e-feedback activities resulted in a greater willingness on the part of the students to appraise their learning, to direct their efforts towards the online tasks, and to restore and sustain positive feelings. Twenty-nine students out of the 48 (i.e., 60%) had made comments relevant to this discussion, as can be seen in the table below.

Table 57: Ref. to ability to appraise progress and sustain positivity

Data Sources	Examples	Number of Students Mentioning the Theme
Interviews	<i>'When I write a log, I try to find my mistakes in my essays and I think about that and then write it that today teacher I learnt this and this and this. I have to think about that till I could, because without thinking about my mistakes, how can I explain my teacher that I had these mistakes' (Student 34, I).</i>	10
Questionnaires	<i>'Believe me I am keen on to write. I feel exciting and I love to learn by submitting new drafts' (Student 30, OQ).</i>	24
Total		29 (60%)

There was evidence of students' effective strategy use to maintain and restore positive feelings of self-confidence and commitment: '*Since the last exam with the disappointing result i was so upset but coming back to online writing refreshed me and inspired me to continue decisively*' (Student 20, UL). The understanding of the e-feedback design factors that the students implicitly or explicitly considered salient, encouraging them to make and sustain efforts, is of significance.

There were affective factors arising from e-feedback that contributed to the students' self-regulation in the L2 writing domain and consequently better performance. Positive inferences that the students drew from their online drafting were evident in the learners' opinions. Receiving more e-feedback and reducing their writing mistakes constituted a driving force, transparent in the views of seven out of 48 students (i.e., 15%) (Students 5, 9, 21, 28, 29, 30, 40, OQ). The completion of the process of accomplishing the task, receiving the teacher's clear rigorous responses, correcting the mistakes, and ultimately learning more appeared to be the sources of incentive for the learners, as represented in these quotes: '*When I write an article, I [am] eager to see your feedback about my writing and I correct them as soon as I can and I correct it again and again to be complete article*' (Student 40, OQ), or '*I'm in love with online responses. Highlights were clean, clear and to the point. I never confused for the problem they were pointing to*' (Student 28, OQ). It seems that the e-feedback process was a powerful reinforcement to them.

Also, there were three students out of 48 (i.e., 6%) (Students 3, 29, 32, OQ) who reported that they had a real good feeling about having their own private space on the Internet to practice their L2 writing, regarding it as a special privilege, as indicated in this extract: '*I have a good feeling about using website. I think I am special that have the opportunity to use the website. So, it would be like a joy for me to use the website besides the value of learning English*' (Student 3, OQ).

Furthermore, one student referred to the use of one particular e-feedback marking code, [G] standing for 'Great!', which the teacher used to praise any good idea, editing of items or use of language in the students' essays. He explained that when there was a strong reason for praise he found it motivating:

'When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen' (Student 9, OQ).

The use of e-feedback marking codes impacted students' speed of editing and revision of drafts at the beginning and at the end of the course. One student noted that working regularly on his online drafts added to his growing sense of momentum, benefiting from the marking codes:

'At first it was somehow time-consuming for me to get to use the abbreviations which were used to guide the candidates but as time went by I managed to handle over it. Absolutely, as I was approaching to the later topics my speed was remarkably increasing because I was familiar with the process, my tasks, and the total format. So the first actions and the later ones were not the same not only in the matter of spending time, but also were they different in terms of context and format' (Student 21, OQ).

As Oxford (1990) points out, the affective component plays an important role in determining the success or failure in language learning development, adding that 'Negative feelings can stunt progress' (p. 140). A major theme in the present study in the area of affective self-regulation was in relation to emotional responses that were activated, and how the students coped with both positive and negative emotions when developing their online drafting.

Four of the 48 students (i.e., 8%) commented on how through the strategy of encouraging themselves, they gained control over their negative affective states, reducing their anxiety. Displaying a decent level of affective self-control, one student stated that he encouraged himself to remain logical and reasonable, excluding disturbing emotions: '*I try not to include my emotional responses in online feedback and do them reasonably and logically. I suppose prejudice and bias can affect responses while dealing with online feedback or further drafting'* (Student 41, OQ). Similarly, another learner encouraged himself to be serious

about his own mistakes: '*I try to be strict in relation to my mistakes*' (Student 22, TOQ). Oxford (1990) refers to such coping strategies of converging thoughts and energies on tasks in a certain way as 'centering your learning' (p. 138).

The motivational strategy used by another student to turn his negative/ critical? Feelings towards his work into a positive driving force is also worthy of note. He explained that when facing the case of making the same mistake(s) again in his drafts, instead of reacting negatively, he calmed himself down by starting a reassuring self-talk that dealing with mistakes in such practice drafts was better than in the real exam: '*I feel angry when I repeat the same mistakes for several times, but on the other hand I try to control myself and think about this fact: that repeating one mistakes several times in home is better than write a mistake in exam for the first time*' (Student 4, OQ).

In other instances, students' comments demonstrated more delicacy in handling the emotional issues. Regarding the whole electronic feedback process as a hobby was how one student kept himself emotionally on track: '*I have tried to make the whole activity, regardless of its stage, a hobby. So, rarely do I face negative emotions*' (Student 1, OQ). Another acknowledged that, being at the learning stage, he was less hard on himself about making mistakes; nevertheless, he had a good control strategy to gradually eliminate mistakes. He reported that he kept track of his mistakes to monitor his progress, as echoed in the following excerpt:

'I take it easy and I do not worry about my probable mistakes as I know that I am at the stage of learning, but I always try to do my best. Furthermore, I try to hit a record by reducing my mistakes in every next draft. What sometimes worries me is that I may make the same mistake. Actually, when I realize that I have made the same mistake as my previous drafts, I become a bit nervous and wonder why it happened'
(Student 34, OQ).

To foster affective control over learning, one student talked about persistence as his coping strategy. He commented that he was unwilling to give up despite suffering revising hardship. To make adjustments, he tried to remain resolute in working towards his programme goals, as reflected in his views:

'Well, I think you want to know about my feeling, when I saw my e-feedback about my mistakes. Sometimes, it was very difficult for me specially, for some feedback that took a long time for one essay. Anyhow, I tried to understand and took my goals' ... 'I tried to memorize my mistakes and e-feedback about them. Sometimes this was very difficult for me, but I practice to tolerate. At first, writing online took many times, but I never left it. Sometimes, it took two or three hours. But after two month, I felt comfort about it' (Student 12, OQ).

The way one student (20) described his emotions was very interesting. The e-feedback process apparently made him experience a roller coaster of emotions. He reported this experience of fear when contemplating the thought of writing an essay: '*Frightened, When I see the new essays on the website*', to confusion when overwhelmed by feedback: '*Confused, When I am received a lot of feedbacks at the same time(pile of feedbacks)*', to happiness when accomplishing a revision task: '*Happy, When there is no work to do (in this case I think I have done my duty and I should wait for response)*', to disappointment when seeing his avoidable mistakes or the high number of cases to deal with: '*Disappointed, When I make a lot of mistakes or silly mistakes*', to tiredness when finishing an essay: '*Tired, When I finish one essay*', and eventually pride when reaching a complete end on a writing topic, thinking the work was well worth persisting with: '*And finally proud when I see the result and I think it worth tolerate everything to get this stage*' (Student 20, OQ). In reaction to mistakes that were easily avoidable, Student 19 also shared the same affective discomfort, in retrospect, which he compensated by feeling happy and motivated when learning new points:

'Sometimes I feel embarrassment because of some obvious mistakes. I can remember some e-feedback that I didn't get the point and purpose of it until the teacher explained it with some examples in next draft. Often It makes me happy and eager to work' (Student 19, OQ).

There were several mentions of almost similar scenarios of the ups and downs of feelings in other cases where the students found themselves having to overcome affective adversity, of some sort, in order to move ahead in the

course of online drafting. A student commented on the affective ebb and flow he experienced: '*It's nice to me reading my feedbacks and it does not take much time. But as I try to write again without my previous mistakes I get nervous'* (Student 10, OQ). Similar emotional adjustments were reported particularly when there were unresolved prior tasks at hand in the drafting process: '*I become sad when I see a new topic because I did not finish my last topic I could not start a new one, although you told a lot of times that I should start a new one*' (Student 36, OQ).

The criterion-based design of the electronic feedback environment in the present study was essentially a course oriented towards improving students' engagement in their own L2 writing mastery. It was by no means geared to allow learners to compare their performance with that of others, because it is through focusing on one's own mastery in relation to the required standards that one can reach higher levels of self-regulated performance (Burke & Pieterick, 2010) i.e., a more ipsative / self-referenced approach. As a step further in this direction, the e-feedback design was developed in a way that the students could not have access to one another's works so that any form of norm-referenced comparison could be kept to a minimum. However, despite all this, it was surprising that one student expressed his concern about reworking his writing, arguing that revising a draft gave him the impression that he was lagging behind other classmates: '*Most of the time I have slight fear confronting my mistakes and it makes me feel as I am being lagged of my peers when I have to redo the draft*' (Student 10, OQ).

There was also one student who reported his perceptions of how he considered it to be more the teacher's responsibility to correct his mistakes, because he did not regard himself very successful in self-correction with the assistance of e-feedback. His self-perception of his own editing and revising ability was very low. He considered himself less able to handle his mistakes unless the teacher directly proposed the necessary modifications to improve his drafts, as echoed in his reflections:

'I have another feeling: whenever you give feedback about one problem I repeat it again and again I feel I am foolish, it is really bad feel' ... 'When you didn't improve me from C to B and you didn't

'suggest me complicate word and phrase To improve from C to B, I felt I am in same place from first up to now' (Student 14, OQ).

Under such circumstances, at first glance, some writing teachers might argue that it is the learner himself who should bear the ultimate responsibility for controlling his academic achievement through adopting appropriate learning strategies such as 'tolerance of ambiguity' (Oxford, 1990, p. 142). While I agree with the gradual strategy training to meet developmental needs of such learners, I subscribe to Ferris' (2011) idea who points out that L2 student writers at lower proficiency levels benefit more from direct correction of their errors than from indirect corrective feedback, and Student 14 is just a case in point.

For other students with higher proficiency in English, the e-feedback proved to sufficiently incentivise them to assume more responsibility for their own learning by helping them realise that they should not be inhibited by their mistakes, instead they should learn from them, developing a growth mindset, as is reflected in the following disappointment-to-success accounts. They demonstrated their 'perseverance after challenge' ability.

'In my opinion, the hardest part is the first of it, when I am trying to initiate my writing. I deal with a lot of pressure at that point, and I write and erase too many times. Managing the Idea and supports is hard and when it gets mixed up it becomes agitating. But, once it is done, further drafting is much easier and requires no pressure and provides a better opportunity for learning from mistakes. When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen' (Student 9, OQ).

The following quotes depict how the interaction of electronic corrective feedback, marking codes, active knowledge construction, and self-regulation were perceived. These students explained how elements of perceived hopelessness disappeared over time. There were comments on experiencing difficulties in certain aspects of electronic drafting, for example generating ideas in the form of Blueprints, which were then alleviated as they continued their practice:

'For me finding suitable blueprints for a topic is a little bit hard and sometimes I became hopeless but after writing some drafts and revise them, I do not have such a serious problem in finding new ideas' (Student 46, OQ).

Also, overcoming lack of motivation through expending effort, one student explained how he continued and found the indirect coded feedback engaging:

'Well at the beginning I was no[t] so motivated but as I continued I found it an amazing process. Figuring your own faults and correcting them without direct clue is attractive to me so I tried to continue doing it and now I can see the improvement in my writing' (Student 11, OQ).

Another learner pointed out that for him it was not until he conquered his fear and got deeply inspired by the e-feedback environment that he realised achievement of his goals with e-feedback was possible:

'I would be satisfied to achieve my learning goals and definitely e-feedbacks will be pretty helpful, but sometimes I feel nervous because of considering exam environment. But when through e-feedback I realize that my writing wasn't so bad, become motivated again' (Student 43, OQ).

Despite the initial pessimism he perceived at first, Student 19 welcomed the chance to self-correct his drafts, believing that when he developed his ability to self-assess the texts he produced online, in the actual exam also he could do well:

'At first I thought it's a waste of time because the topic we were writing was short in number, but I had a chance to write and correct myself and learn the strategy in similar situations. Now I love to write and get feedback because it helps me in writing, spelling, punctuation and also evaluate my skills from beginning of the course till the end' (Student 19, OQ).

Through appreciating the value of patience to stick to his vision and follow through, plus the excitement and inspiration generated as a result of working online towards goal achievement, another student stated that:

'I am really excited and also inspired by the online feedback to achieve my goals. I believe that patience can play a prominent role in this way. Because at first sight it seems that working online is not as easy as previous ways and can do more harm than good. But if the students are more patient and they follow with the site, they will definitely find it practical, useful and also brilliant' (Student 41, OQ).

With regard to the affective functions of the students, although the students' perceptions do not uniformly provide a consistent pattern, it appeared that those with a firm follow-through were left with a genuine pleasant feeling for what they had accomplished at the end of the drafting process. For example, one student described the best situation during online work as being when he finished work on a topic and received a score: '*... And the best happening is when I could see you wrote this one have been finished or a score for my writing*' (Student 36, OQ). Another found it motivating and therefore felt happy to seek new feedback: '*I become very happy when I see a new feedback, it like a challenge between me and you for making correct my mistake*' (Student 36, OQ). The e-feedback was described to be a lovely way of learning writing in action: '*Now I love to write and get feedback because it helps me in writing, spelling, punctuation and also evaluate my skills from beginning of the course till the end*' (Student 19, OQ).

Analysis results

Table 58: Analysis results for RQ3: Affective Activities

RESEARCH QUESTION (3): Perceived Value of e-Feedback in Affective SRL Development			
Student affective learning activities	<ul style="list-style-type: none"> - Enhancements in L2 learners' motivation level to move towards their goals 	<ul style="list-style-type: none"> • Positive affect from direct teacher supervision 	29%
		<ul style="list-style-type: none"> • Teacher support in assisting students to notice and learn from mistakes 	21%
		<ul style="list-style-type: none"> • Experiencing a sense of achievement 	8%
		<ul style="list-style-type: none"> • Students' noticing evidence of improvement 	8%
		<ul style="list-style-type: none"> • Effect of the feedback loop in promoting student effort to improve their own writing 	10%
	<ul style="list-style-type: none"> - Development of greater self-efficacy in their L2 writing abilities 		38%
	<ul style="list-style-type: none"> - Enhancements in L2 learners' ability to appraise progress as well as to restore and sustain positive feelings 		60%

The table indicates the proportions of the students who had a common voice on the e-feedback perceived affordances in regulating the affective side of their online learning activities. The largest percentage, at 60%, belonged to enhancements in L2 learners' ability to appraise progress, restoring and sustaining positive emotions. Not with very high percentages in consideration of variation in perceptions, but equally important were the sources of motivation which the different students claimed that the e-feedback tool afforded. Starting

from the most frequently stated ones, they were direct teacher supervision with 29%, teacher support in assisting students to notice and learn from mistakes with 21%, the feedback loop in promoting student effort to improve their own writing with 10%, as well as a sense of achievement and noticing evidence of improvement each with 8%. A vital student mediator on Evans' (2013) feedback landscape is self-efficacy, to which 38% of the EFL student writers referred when identifying the affective affordances.

5.3.3 Student metacognitive regulation activities

It has been demonstrated that the learner-centred environments can influence metacognition. In the context of the present study, the question arises as to how the corrective feedback design could influence metacognitive skills of the L2 students. This sub-section offers insights into the metacognitive actions L2 student writers engaged in while working with the e-feedback platform.

Enhancements in L2 learners' deciding on a plan of action

The self-reflective design of the e-feedback engaged the students in the process of revising their drafts and thinking about their writing mistakes, which constituted a rich source of cognitive internalisation of language points.

According to the learners' self-reports, this conscious mental activity assisted 14 students out of 48 (29%) to cultivate their own metacognitive skills by implicitly encouraging them to prepare a learning process and to decide on a plan of action, categorised as (i) becoming more cautious in future writing, and (ii) learning to deal with one's own mistakes (see Appendix 37).

Increased caution in future writing

The self-report data demonstrated that the e-feedback sensitised seven of the 48 students (15%) to the writing differences between the versions they produced and the acceptable L2 criteria, which in turn created an opportunity to reconsider the various aspects of their own L2 writing knowledge: '*In this writing I had some problems in making sentences which I tried to correct them*' (Student 5, UL). This self-insight was useful in making the learners more cautious in their future drafts.

Table 59: References to increased caution in future writing in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'In writing, we must make a reference to the topic that I will try to use it in my next draft'</i> (Student 5, UL).	1
Questionnaires	<i>'By selection 3 blueprints and developed them in the paragraph. And then each paragraph should have 2 developer and supporters. This is a very perfect way to manage and develop idea'</i> (Student 30, OQ).	6
Total		7 (15%)

Dealing with one's own mistakes

The e-feedback seemed to engage seven of the 48 (15%) students metacognitively to deal with their own writing mistakes. *'Although writing an essay in an online writing website takes my time more than i expected, I feel somehow comfortable and I am more precise compare writing on a piece of paper because at first I write it on a paper then when i want tranfer it in to the website I come up with some of my mistakes i had made'* (Student 20, UL). This quote is a telling example of what Martinez (2006) claims: 'Metacognitive thought can support persistence and focus. Students can learn to coach themselves' (p. 699).

Table 60: References to dealing with one's own mistakes in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Logs	<i>'I am more precise compare writing on a piece of paper'</i> (Student 20, UL).	2
Questionnaires	<i>'E-feedback has helped me to make better decisions by informing me with errors and suggesting better alternatives and in some cases by pointing out my mistake, and replacing it with better choice'</i> (Student 9, OQ).	5
Total		7 (15%)

The 'cognitive modelling' which Martinez (2006) speaks about was also visible in the students' comments; of course, not as a corollary of the writing teacher

thinking aloud as was the case with his assertion, but instead as a result of the students, ultimately in the final draft feedback, seeing the teacher's suggestions: '*In this draft, I learned how I should think about new and difficult topics, and I could revise my blue prints in better way after your revising'* (Student 5, UL).

Increased self-monitoring

An integral aspect of successful self-regulated learning is self-monitoring (Schmitz, et al., 2011), which was evident in 15 the 48 (31%) students' perceptions, e.g. '*By reviewing my drafts and my essays I check my progress*' (Student 3, OQ), or '*I think I can control my progress and manage the learning issue by revising all previous e-feedback. ... revising all e-feedback in one page of web page it help to know about mistake and improve my knowledge about this mistake*' (Student 29, OQ) (see Appendix 38).

Table 61: References to increased self-monitoring in writing in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	<i>'The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I saw the compliments of my teacher at the end of his feedback, it was a great morale'</i> (Student 9, OQ).	15
Total		15 (31%)

In the present study, the students' regular self-revising their practice and learning log writing – both unstructured and structured – provided the opportunity for the students to monitor their improvement and record their perceptions on not only their writing progress, but also their learning behaviour and changes throughout the four-month course of online practice. The students comments are quite revealing: '*By attention on my feedback and compare them,*

I can control my progress' (Student 12, OQ), and '*From time to time I review all my draft and logs in order to deal with my mistakes and see how I have improved*' (Student 34, OQ).

As can be seen in the excerpts above, the possibility to review and make comparisons appeared to have provided the learners with the opportunity to self-monitor their work both through observing the immediate outcomes and the way such outcomes related to their previous efforts:

'Logs indicate me observing my progress, at the beginning of the semester I did not have an overview of my learning progress but after a while through logs I wrote my ideas and also emotions about how I feel and how I manage writing and other things then I create an archive for me, and it helped me as a record on website to check it and compare my thought in the past and present time' (Student 19, OQ).

'From time to time I review all my draft and logs in order to deal with my mistakes and see how I have improved. Next to writing an essay, writing logs has helped me a lot, as I describe my opinions by that and it is another useful opportunity to practice writing in English' (Student 34, OQ).

Students' scores on work contributed to their self-control abilities in that these served as indices with which to monitor their own improvement. In the recording of the distance each learner had from his desirable target performance, the final draft scores appeared to be a critical element. The criterion-referenced scores were reported to have assisted the students in self-evaluating themselves, facilitating the identification of their problem areas, enhancing their sense of agency and personal control.

One student stated that his scores helped him to monitor his progress and to be aware of his knowledge gaps: '*I tried not to repeat my mistakes and write correct sentences. And also, I found my progress from the grades that teacher gave to me*' (Student 5, OQ). Another learner talked about the way his scores provided support opportunities for the visualisation of his writing improvement,

triggering the use of regulating strategies and encouraging further knowledge building:

'I can see my progress by e-feedback that you write for me and with scored that I give in my writings. The opportunity that i can see my previous my writings and your feedback really help me for seeing and analysis my writings and mistakes' (Student 40, OQ).

Reference was also made to the gradual creation of an organised personal writing database afforded by e-learning platform. The e-feedback website activities culminated in a valuable personal collection of the students common EFL writing mistakes: *'I guess creating a database of common mistakes in writing is a good aspect of the website helps me to check my previous draft and improve my writing'* (Student 19, OQ). Another student commented on how essential it was for his goal attainment to see his progress in action for himself and track his learning trajectory of over time:

'The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I saw the compliments of my teacher at the end of his feedback, it was a great morale' (Student 9, OQ).

Students' perceptions show that there are metacognitive benefits to creating and keeping portfolios of the students' drafts under each writing topic: *'it help through drawing an overall view of my work'* (Student 11, OQ).

Students' ability to manage change and seek support

The e-feedback design mobilised 29 of the 48 (60%) students towards certain learning outcomes, desirable in the process of independent language learning (see Appendix 39).

Table 62: References to managing change & seeking support in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	<i>'Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent'</i> (Student 46, OQ).	29
Total		29 (60%)

One of the noticeable points in their comments was that the e-feedback constantly encouraged them to step back mentally to observe their drafting and to rework their strategies. One of the students stated that with the wisdom of hindsight, he tried to improve his future drafts:

'I can see my progress by e-feedback that you write for me . . . The opportunity that i can see my previous . . . writings and your feedback really help me for seeing and analysis my writings and mistakes' . . . 'I keep in mind these useful tips and remember them in advance when I want to write the new one' (Student 40, OQ).

This highlights the feed-forward effect of the e-feedback. In another instance, to be able to take the new learning experiences and concepts from the e-feedback device on board, one student reported perceiving the need to devise an on-going plan of action for his own writing: *'I tried to have a constant program to improve my writing ability. I read your feedback, thought about them and tried to learn new things'* (Student 46, OQ). Making changes to their plans was also evident in the student perceptions. For example, one student explained how he sometimes changed the order of attending to the writing topics depending on his personal needs and prioritisation:

'Hitherto, I have done most parts of assignments, although not in the same order you have planned. Sometimes I had a personal preference for a topic which I found myself more interested in, and also because of my exam date which was sooner than the end of our term, I worked on Template 2 before completing the tasks of Template 1' (Student 1, OQ).

At the same time, such self-analyses point to an increase in the level of student agency in learning, with the teacher being only one of the multiple sources of support. On the subject of seeking assistance, the online nature of the e-feedback also seemed to have encouraged the students to refer to other online sources of support for language learning, which was of course quite predictable, as it is argued in the literature that ‘An Internet-based learning environment, ..., allows students to search for educational materials that are supplementary to traditional textbooks or course materials’ (S. W.-Y. Lee & Tsai, 2011, p. 907).

The electronic and online sources of support, which the students reported they had used, ranged from tools which helped them find correct forms, such as the use of electronic dictionaries, translation tools, to the feedback website Noticeboard itself among several other online resources: ‘... *my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website*’ (Student 10, OQ). It appeared that the students’ search for online resources in most cases started from the feedback website itself which was specially designed to assist the learners during writing: ‘*In my opinion the whole process is really worthy, but in particular, I really liked notice board because I can find new ideas, structures and blueprints*’ (Student 41, OQ).

It appeared that the students’ Internet use was more than just for the sake of the verification of orthographic, lexical and grammatical information. They used the Internet as a means of becoming aware of different viewpoints on the subject they intended to compose through reading online materials:

‘*Apart from its availability and simplicity, it is very effective as it is online. So there is a possibility to use related online data on the net at the same time, i.e. when I do not have enough information about a subject I search it on the net and read some articles about it to use different ideas*’ (Student 3, OQ).

Looking for more support was not unique to online resources. There were mentions of benefiting from class supplementary materials (e.g., Terrific Treasure Trove), additional books and dictionary: ‘*Sometimes I go through my handbook such as IELTS grammar in use ..., and make notes of your grammatical advice*’ (Student 43, OQ), or ‘*Treasure Trove and dictionary help*

me a lot' (Student 34, OQ). In addition to the Internet-related sources and the teacher: '*just my stimulated teacher . MR EKBATANI*' (Student 30, OQ), the students identified some other social sources of support as well, such as their partners: '*I sometimes use my wife advice ...*' (Student 3, OQ), parents and friends: '*Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent*' (Student 46, OQ), colleagues at work: '*Two month ago I had a colleague who helped me, yet I do not have any one to help me*' (Student 32, OQ), and even despite the absence of online peer feedback, consulting with classmates to understand his own comparative position: '*I've just checked with other students about their marks and number of drafts to see where am I standing among others*' (Student 11, OQ).

Learners' ability to reflect holistically

Sixteen of the 48 (33%) students' self-reports demonstrated that they reflected upon the final learning outcomes to check how their abilities developed in line with the writing goals established through the programme (see Appendix 40).

Table 63: References to ability to reflect holistically in data sets

Data Sources	Examples	Number of Students Mentioning the Theme
Questionnaires	<i>I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points</i> (Student 46, OQ).	16
Total		16 (33%)

The e-feedback and learning logs were perceived to have been central to the overall writing performance and revising experience, represented here: '*They were useful as I could find my mistakes, comments and the progress which I achieved during the English course*' (Student 5, OQ).

'Sometimes I go back to my log history and it reminds me the days I wanted start the online writing and I can see I become more mature even in writing logs. For instance at the begining it took me a lot of

time to write a log but these days it becomes much easier' (Student 20, UL).

Regarding the advantages of reviewing the log history, one learner explained that: '*By this action I remembered my demands and needs at the beginning of course and I could realize how much I've reached to my purposes*' (Student 11, OQ). Other student perceptions were also indicative of their metacognitive processing and analysis of their learning concerns and progress: '*Almost one time each two weeks, and I can understand how many of my problems that I mentioned there is no longer my concerns*' (Student 32, OQ), or another comment recognised the log writing practice as a useful technique '*for observing my progress and evaluating my power in writing. For me was about my feelings and it shows that I changed my habits and feelings about writing*' (Student 19, OQ). These comments resonate with de Andrés Martínez's (2012) conviction about the reflective transformative power of learning logs and their electronic versions in facilitating 'double loop learning' (p. 202).

Improvement in self-regulated learning can also be seen when the students talked about the way log writing helped them see the positive change in their writing habits and writing power as well as their feelings. The learning logs, in fact, assisted the students in checking how the learning process proceeded. When asked about reviewing the log history, one student explained that '*When I wrote new subjects, I controlled and reviewed them. They were useful as I could find my mistakes, comments and the progress which I achieved during the English course*' (Student 5, OQ). Likewise, Student 46 talked about how tracking his progress via learning logs motivated him: '*I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points*' (Student 46, OQ). This is in line with the contention by Schmitz, et al. (2011) who posited that 'diaries can enhance students' motivation to learn by detecting small daily increments in skill' (p. 256).

As part of reflecting on what happened during the whole online drafting process, the learning log writing process also helped another student think whether or why there was any change in his goals, emotions, or feelings:

'it has not any specific time, but whenever I feel that I need to review them in order to judge I am still in progress or not. Another thing that is useful about logs is the comparison amongst my answers to the logs questions. I compare my answers especially those which are for the same questions. I understand my point of view in the first answer and the last one. I think about them to understand why that change has happened in my goals, emotions or feeling if there are any'

(Student 34, OQ).

Other comments suggested the importance of logs in helping the L2 student writers see how much improvement was made, dwelling upon the usefulness of the online activities: 'sometimes to see my improvements' (Student 43, OQ), helping the students remember the solution(s) in case of repeating a mistake: 'Sometimes I refer back to my log history. I try not to repeat the past mistakes' (Student 22, TOQ).

'I do review my log history, but not regularly. Whenever I face a problem regarding grammar and task organization among other things which I feel I have probably had the same problem earlier, then I try to find my answer in my log history' (Student 1, OQ).

Analysis results

Table 64: Analysis results for RQ3: Metacognitive Activities

RESEARCH QUESTION (3): Perceived Value of e-Feedback in Metacognitive SRL Development			
Student metacognitive regulation activities	- Enhancements in L2 learners' deciding on a plan of action	• Increased caution in future writing • Dealing with one's own mistakes	15% 15%
	- Increased self-monitoring		31%
	- Students' ability to manage change and seek support		60%
	- Learners' ability to reflect holistically		33%

The table illustrates the proportion of the EFL student writers who perceived the metacognitive regulatory affordances of the e-feedback. There was a 60% common voice on the impact of the practice on students' ability to manage change and seek support when composing and using feedback online. Thirty-three percent stated that thanks to the e-feedback, they succeeded in reflecting

holistically on their practice. Increased self-monitoring figure got mentioned by 31%, even though the percentage did not turn out to be as high as expected, which underlines the importance of providing more explicit SRL training. Devising a plan of action for learning is a powerful metacognitive tool, to which only 15% referred, indicating that the e-feedback invoked caution in their future writing, enabling them to deal with their own mistakes.

On balance, the analysis suggests that despite the specific areas of common ground identified, wide variation in student perceptions of the coded corrective e-feedback on their writing drafts is obvious in their views. It is also worth mentioning what the analysis tables did not show. More information seems to be needed to distinguish the participants who were more vociferous in their responses from the less vociferous ones. Despite the presence of students who normally prefer not to say much in order not to expose their lack of learning and language skills, it is the voice of less able students which needs to be heard to be able to provide more effective e-feedback assistance to EFL learners.

Within the related literature framework, the following chapter – Discussion – looks at the findings in terms of their similarities and differences with other comparable research findings. The pedagogical concerns are discussed. Synthesising the meta-themes, the chapter moves towards a reconceptualisation of corrective feedback, technology use, and SRL.

6 Chapter Six: Discussion

Organisation of the Chapter: Overview

This chapter presents the discussion of the overarching themes emerging from the study findings. It indicates the extent to which the findings were supported in the related literature. After an introduction, the chapter begins with the discussion of how to promote adaptive corrective e-feedback. The discussion of a reconceptualised approach to individual differences leads onto the debate about the pedagogical issues of managing the feedback-seekers, feedback-conscious learners, and feedback-passive learners. After this, the key considerations in e-feedback system development are presented. The subject of ICT, as an integrated part of the writing course, is followed by the issues of accessibility and plasticity in e-feedback environments. In the next section, the question of how e-feedback design can facilitate self-regulation is addressed. Finally, enriched feedback in e-corrective learning designs is considered. Throughout this chapter, new theoretical insights are developed, which can contribute to the existing knowledge in ELT, L2 writing response context, and related research and practice.

6.1 Introduction

In the recent years, three major changes in the realm of education seem to be particularly outstanding among others. Firstly, learners' relation to knowledge is transforming from that of a passive receptacle of information to that of an active agent of learning (Entwistle & McCune, 2009; Vermunt & Verloop, 1999). Secondly, teaching, assessment and feedback models have begun to accommodate learning processes and to guide learners' 'self-regulated knowledge construction' and strategic process goal setting (Vermunt & Verloop, 1999, p. 258; Zimmerman & Risemberg, 1997). Thirdly, new learning environments have emerged, especially with the growth and use of the Internet among other ICT tools and innovations (Grimley & Riding, 2009; Kitsantas, 2013). These changes all call for a reconsideration of the value of corrective feedback on EFL writing, and the role of the teacher and students in feedback

exchanges, to be able to increase the effectiveness of corrective feedback in promoting learning.

There are useful lessons to draw from higher education about the power of well-crafted feedback in improving knowledge construction. It has been noted that feedback can contribute to academic success, for example, by increasing the speed and depth of learning, by positively influencing the precision, complexity, and applicability of what is achieved, and by assisting students to reach higher academic standards and their full potential (Hounsell, 2007). The question is how feedback can support EFL writers to create the same effects in the quality of what they produce.

New dynamic properties can come into existence as a result of ICT tools being integrated into instruction and subsequent activities, which Salaberry (2001) believes needs to be 'one of the central components of a research agenda for CALL [computer-assisted language learning] in the years to come' (p. 52). As a step towards ensuring appropriate support, it is therefore important for foreign language educationalists and L2 writing teachers to become more knowledgeable about the affordances and limitations of technology integration, especially in the process of corrective feedback provision, from the perspective of students who are, in fact, important stakeholders in the feedback process: 'Teachers should carefully listen to their students' perceptions and preferences as they consider how to design their own feedback and error treatment strategies' (Ferris, 2011, p. 46).

To help reduce 'one of the most glaring gaps in the written CF research to date' which is the consideration of individual learner variables (Bitchener & Ferris, 2012, p. 118), and address the questions of 'how to make best use of the opportunities afforded by new technology' in the field of writing (Sharples, 1996, p. 113), how individual students perceive the value of indirect teacher correction and log keeping (Bitchener & Ferris, 2012), and how to enhance the effectiveness of written corrective feedback (N. Evans, et al., 2010), the present study embarked on finding the areas in which the e-feedback and web-based L2 writing environment design were perceived to promote, or limit, essay writing pedagogy, as discussed in what follows.

6.2 Promoting Adaptive Corrective e-Feedback

Although most of the students did find the e-learning platform valuable, they used the e-feedback platform at different stages of their writing and SRL development in different ways. It highlights individual differences. Therefore, the importance of e-learning systems to support students to be adaptive in how they use such systems cannot be overstressed in e-feedback design. That is where student agency enters the equation. It is worth noting that this discussion is less about e-learning platforms being adapted to each and every student need, as this in itself would not be possible given that students' needs are varied, subject to change, and that students usually have a learning profile comprising many different learning styles, not just one favoured style (Myhill & Watson, 2011). The discussion is more about the flexibility of e-feedback systems to allow students to use them in different ways.

Students need to transcend beyond their comfort zone in the learning process to improve (Dweck, 2006). Their abilities in the area they wish to improve should thrive dynamically not only during the learning period but also after, rather than remain inert and static (Vermunt & Verloop, 1999). This is the goal for which language classes exist or often claim to exist. To build on the status quo, students need the incremental challenge of tasks and feedback, plus the corresponding support of collaborative performance examination and feedback. This highlights Evans' proposition that feedback should be a 'challenge tool' as well as a 'corrective tool' (2013, p. 72) in line with Vermunt and Verloop's (1999) emphasis on 'teacher-created constructive friction' (p. 274). Determining students' potential for further development by regularly checking how responsive they are to cues provided by the teacher on tasks during formative assessment is underpinned by Vygotsky's (1978) idea of ZPD, which Poehner and Lantolf (2013) refer to as dynamic assessment.

In this research, through the design of a unique e-feedback approach, efforts were made, with the aid of a Web-based tool, to push students out of the comfort zones of their L2 writing and as a result SRL skills, facilitating the proximal-to-actual-development (ZPD to ZAD) transition. Poehner and Lantolf (2013) offer a helpful division of three types of student performances to expect, which I have here adapted for the L2 essay writing practice of this study: (1)

students' initial writing normally representing their current level of performance, (2) students' successful response to the marking codes, indicating their potential for writing growth with assistance, and (3) students' failure to find the correct response despite coded e-feedback assistance, diagnosing obstacles in L2 to overcome for each learner in their next language learning endeavours. This can pave the way for 'outcomes-based learning' (Biggs & Tang, 2007).

6.3 Reconceptualised Approach to Individual Differences

The examination of the L2 learners' perceptions of e-feedback procedures in this study demonstrated that generally most of the participants voiced their satisfaction with the e-feedback collaborative interaction. However, sight must not be lost of the less active research participants. Despite the teacher's impartial support, there were some less involved students preferring to keep a comparatively lower profile both in the research data collection process and in the online writing and feedback activities. The passivity of such students either did not let their voices reach the researcher or did not reveal much of their perceptions in the data collection process. The most informative account from such participants belonged to Student 14, whose interview provided some thought-provoking insight into his difficulties in tackling feedback environment demands.

'Learning online, I think, this is a good way – you know – but do you know what is my exact problem? The process of making – you know – whenever you say this is wrong, this is wrong, this is wrong, it make to me some bad sense – you know – this is bad sense. And after some period of time, I think I am really – you know – someone who isn't clever – you know – I understand. It is my sense. And in this way, I don't like to be online again. [So is it good if I don't give you feedback and you think everything is perfect?] No, no, no. I don't think so, but I want to say we should another thing – you know – [What's your suggestion?] I can remember one of my problem was you always say me you don't use 'to' here, replace it. I replaced with another one. You said please replace it again. I chose another thing. You said replace it and choose another thing. And after three times, I said to myself what should I write here?

'And in this situation, I prefer, I suggest you please suggest us what should we write here. It was my really problem' (Student 14, I).

Along similar lines, Scott, et al. (2014) explained how emotional impact can negatively influence self-regulated skills 'with those [student teachers] not seeking feedback arguing that they needed to protect their sense of self-worth' (p. 77). Accordingly, I realised that merely guiding and facilitating L2 writing is not enough. Added to Biggs and Tang's (2007) 'active knowledge construction' and 'constructive alignment' should be enabling students both cognitively and affectively to move actively towards learning outcomes. It would, for example, be necessary to identify the extent of students' linguistic development. The examination of individual learners' early written products, during dynamic formative assessment, can help identify where along the interlanguage spectrum they stand. This understanding can, in turn, help the teacher to provide adjusted corrective written feedback, through interactive collaboration, which would then be most closely attuned to students' varied individual needs.

To empower individual learners to benefit from feedback, the teacher's adjustment could range from ipsative or 'self-referenced' feedback, for struggling learners, to criterion-related feedback, for more successful learners (Brookhart, 2008, p. 100). Criterion-related feedback compares current performance with expected standards that can be more demanding than self-referenced feedback that compares current performance with previous performance of an individual learner (Brookhart, 2008; Burke & Pieterick, 2010; Scott, et al., 2011). DeNisi and Kluger (2000) have found that interventions that provided comparative information about past performance were more likely to result in performance increases. The e-feedback intervention, in my research, provided for both criterion-related feedback through the marking codes and self-referenced feedback through allocating a separate website writing space to each of the students where the immediate comparison of completed drafts inside each user's portfolio was possible.

The findings of my study revealed an extensive variation among students on the way they perceived e-feedback. This finding very much resonates with and confirms Ferris' (2011) suggestion about the role of 'student preferences and individual differences' (p. 50) on learners' use of L2 writing feedback, partly

explaining the reason why in L2 writing classes some students are relatively high performers and others persistently low to very poor performers with the use of corrective feedback. To address the issue of variation in how students respond to feedback, the literature on the topic considers the possibility of allowing students to choose from feedback varieties. The feasibility of implementing this suggestion can be questioned (Ferris, 2011). The insight gained from this study can help reconceptualise the existing notion by providing the best approach for the context. The e-feedback platform should enable each student to have options as to how to use it, respecting differences in students' cognitive and affective needs as well as L2 and SRL abilities. This quality is what Greener (2010) refers to as plasticity:

'A rigorous qualitative methodology supported a study of students' readiness for online learning, from which one outcome was the simple theoretical idea, that the teacher's approach to design of the online environment may dictate the degree to which the plastic potential of that environment was available to the learner, who could then make their own choices about how to approach learning in that online world' (Greener, 2010, p. 259).

Joughin (2009) describes the way Miller and Parlett (1974) divided a group of honours students at a university into three categories of 'cue-seekers', 'cue-conscious students', and 'cue-deaf students' in terms of their curiosity about their examinations (p. 17). Although these three types of students were originally all top performers, I have slightly changed the wording and extended their use to be able to capture the students' reactions to the e-feedback within the contextual boundaries of this research, classifying them into feedback-seekers, feedback-conscious students, and feedback-passive students. In this process, I was also inspired by the works of Poehner and Lantolf (2013), Evans (2013), and Brookhart (2008).

Drawing a sharp dividing line to separate learners into three groups as such does not seem to be sustainable because naturally change over time and space with humans is inevitable (Dispenza, 2007; Kozhevnikov, Evans, & Kosslyn, 2014). Therefore, it can be understood that it is possible for learners to cross

these conceptual boundaries, depending on the context. In the discussion of communities of practice, Wenger (1998) posits that 'crossing boundaries is a process by which learning is potentially enhanced, and potentially impaired' (p. 140). Therefore, a student from the feedback-passive community, for example, can move to the other communities. A question might arise as to what practices and relations can lead to this movement. Evans (2013) proposes the notion of the feedback landscape to illustrate the mediators involved between feedback givers and receivers in the feedback process. Pertaining to the context of my research study, the following mediating variables across the feedback landscape can be selected: 'ability, personality, previous experiences of learning and schema, motivation, self-efficacy, perceived relevance of the task or support, ability to navigate the learning communities and filter relevant information, beliefs about learning and expectations of the learning environment, cognitive styles or approaches to learning, and their perceived role(s) within the academic learning communities' (p. 98). The other mediators (i.e., gender, culture or ethnicity, social and cultural capital) were not selected because almost all of them were the same for all the students in the present research. From among the teacher-only variables, 'knowledge of student and level of adaptation or affordances' seems to be prior because of the importance of the teacher's sensitivity to students' needs and abilities not only in the nature of the feedback provided to students, but also in designing flexible feedback systems that students can use in different ways.

A description of the three emerging groups of feedback receivers in my research and a discussion of the pedagogical issues of managing each can point to some directions. Despite the grouping of three types of feedback receivers, it is worth noting that by no means is this grouping indicative of the need for designing disparate electronic corrective feedback systems with specific resources for certain group of individuals. The wide variety of approaches to learning and ways of responding to the local dynamics of various learning contexts calls for a more realistic solution. A well-developed e-feedback design, as a flexible system, can help raise the awareness of each student writer of particular directions in which they need to move to be more fruitful for them. Therefore, the following student grouping is not for the e-design purposes at all; instead, this broad-brush classification can heighten teachers'

awareness of how different their students can be in the development of their feedback-processing capabilities and where their students can individually be with respect to their learning alertness levels and ability to help themselves cognitively, affectively, and metacognitively (i.e. the development of their SRL skills). The teacher can, in turn, take steps to attune their feedback to scaffold individual students' performance, maximising their potentials for learning.

6.3.1 Pedagogical issues of managing feedback-seekers

I need to start by explaining briefly the difference between feedback-seekers and students who are caught in the danger of 'learned dependence'. Some students, in the continuous feedback provision process, become more and more reliant on the teacher for deciding what they know and what they do not; in such circumstances, feedback "is interrogated [by students] for what it can tell about the teacher's expectations, and becomes part of a vicious spiralling-in towards 'performance goals'" rather than 'learning goals' (Yorke, 2003, pp. 488-489), giving students 'an unfair advantage in summative assessments' particularly in high-stakes testing activities (Nicol, 2013, p. 38).

In my study, feedback-seekers were students who actively sought every opportunity to find out more about their local and global language errors either from the teacher, when mutually agreed upon, or from other sources. They even requested feedback on their learning logs, they had completed in English. They took more risks in their texts for the sake of better understanding, i.e., Bitchener's (2008) 'hypothesis testing' (p. 105). The e-feedback and learning logs for the students' EFL writing promoted a safe constructivist learning environment which they perceived to be useful in increasing their L2 writing experience; 'linguistic risk-taking builds proficiency' (Andrade & Evans, 2013, p. 107). The feedback-seekers, motivated to take risks with their essays and reflect, reported a decrease in their writing mistakes because of their awareness of their frequent writing mistakes, and the effort they made – intellectually and emotionally – to learn from their past mistakes and eliminate them in their future drafts. The online feedback platform afforded the feedback-seekers the opportunity to develop new strategies and to make comparisons and decisions based on the e-feedback to improve their performance and to fill the gaps in their interlanguage. They incorporated the newly learned language items in their

online drafts. Evidence of students' hypothesis testing was apparent in students' perceptions. In the words of Swain (2000):

‘some errors which appear in learners’ written and spoken production reveal hypotheses held by them about how the target language works. To test a hypothesis, learners need to do something, and one way of doing this is to say or write something’ (p. 100).

The code [G], short for *great*, was a useful signal to offer praise to an individual learner – the feedback-seekers, feedback-conscious students, and feedback-passive students – for any positive aspect of their work. However, this code was mostly perceived by the feedback-seekers to generate self-reinforcement statements and to incentivise more effort. The reason, which a feedback-seeker gave, for its effectiveness was reported to be the perceived candour in the teacher’s use of this marking code for a certain genuinely deserving aspect of writing performance. Burke and Pieterick (2010) highlight that if praise is to work, it needs to be “genuine, specific and usable, rather than acting as a ‘bad blow cushion’ for any criticism that follows” (p. 39).

In comparison with the other two types of feedback users, feedback-seekers had the most developed self-regulatory skills in their learning. They were intellectually motivated students who had strong commitment because they believed that the time spent on the e-feedback was well worth it, thereby growing to be more caring for their drafts. It also resonates with Zimmerman’s (2011) discussion of measures that can help student cycles of learning become a more enduring practice. The students perceived the e-feedback tool to be useful for the identification of the patterns of strengths and weaknesses in their own writing performance, making the normally invisible and inert process behind writing development become more explicit and more active (C. Evans, 2013). The approach of the feedback seekers appeared to be similar to that of a group of students called ‘sharpeners’ by Klein (1951) – as cited in Kozhevnikov, et al., (2014, p. 5) – who noticed both similarities and differences in their learning environment. The ability to accurately identify the differences between actual and desired performance is an asset in feedback users that needs to be cultivated.

A pedagogical issue to remember, particularly with the group of feedback-seekers, is what Vermunt and Verloop (1999) refer to as destructive friction, which occurs when already self-regulated students find themselves in an overbearingly powerful external regulatory environment. Therefore, the writing practitioner needs to be mindful of the level of consciousness individual students have reached in the learning choices they make because the development and sustenance of learning self-awareness is important in students' effective use of the internal and external feedback. As a result, one solution is that L2 writing courseware designers create learning spaces that are equipped with tracking tools not only for students – such as electronic learning logs – to use to nurture their SRL skills, but also for the teacher to be able to monitor the students' use of such empowering features on the learning platform. When there is supervision over the SRL actions students take, L2 learners are more likely to flourish and/or continue to flourish as feedback-seeking 'sharpeners' who are able to correctly identify gaps in their own knowledge and successfully adapt themselves to new learning challenges.

6.3.2 Pedagogical issues of managing feedback-conscious learners

Feedback-conscious learners constituted the second group who were not yet as resourceful as feedback-seekers to be able to find a wide range of learning possibilities and alternative solutions; however, they were not without motivation either. They were ready to confront the gaps in their interlanguage squarely with the teacher's assistance and co-regulation. They relied primarily on the teacher's feedback. However, it is not much of a cause for concern because 'co-regulation becomes self-regulation over time' (Perry & Rahim, 2011, p. 127).

They tended to review their own past texts on which they had received feedback prior to tackling new topics, but maybe noticing more similarities than differences because they at times kept repeating the same mistakes. The behaviour of the feedback-conscious was similar to that of the other group of students referred to as 'levelers' by Klein (1951) – as cited in Kozhevnikov, et al., (2014, p. 5) – who paid more attention to similarities, but exhibited a tendency to ignore differences in their learning environment. In fact, to bridge the achievement gap, L2 student writers need to identify discrepancies between

the status quo and established learning goals. The feedback-conscious in my study used the round-the-clock access opportunity that the e-feedback design provided to view and re-view their drafts on and/or across topics together with mistakes and solutions chronologically. This feature enhanced particularly the feedback-conscious students' understanding of their errors. The students also felt the need to develop and use strategies to avoid repeating the same or similar mistakes in their future drafts, which can be indicative of e-feedback triggering student self-regulatory decisions among feedback-conscious learners; 'strategies for how learners can use this feedback leads to the development of self-regulated writers' (Andrade & Evans, 2013, p. 49). Likewise, Brown (2012) points to the inverse relationship between the explicitness of corrective feedback with the level of autonomy students develop, reporting other studies (e.g., Ferris, 2011) reiterating that 'indirect feedback may have greater potential to help students learn to monitor their writing autonomously' (p. 862).

The feedback website was perceived to make it a suitable companion for the classroom activities. Self-initiated coping strategy in students' detecting and correcting their own errors was also evident in the students' comments. This affordance can be attributed to the reflective quality of the learning log writing process (Myhill & Watson, 2011). Yielding a realistic self-concept to students, the ipsative nature of the platform encouraged each of the students to exert more effort to surpass themselves in the next step. It was inspiring for students to observe how draft by draft the number of errors decreased and improvement came, which was described as a competition with oneself. Forming a basis for comparison in drafts and logs, the e-feedback tool made the diagnosis of weaknesses possible particularly for the feedback-conscious students. The e-feedback procedures gradually transferred the responsibility for the diagnosis of weaknesses to the learners, increasing the learners' control over their own idiosyncratic errors. Meeting one error on repeated occasions sometimes resulted in its retainment.

The e-feedback tool also afforded the feedback-conscious students the possibility of seeking assistance, socially and non-socially, when encountering insurmountable problems in their L2 writing. This resonates with Swain's (2000) findings denoting that students who notice holes in their interlanguage, after

language production, try to ‘fill them by turning to a dictionary or grammar book, by asking their peers or teachers’ (p. 100), among other sources of help. In this way, the e-feedback process opened an upward mobility route for the feedback-conscious learners, so that by effective practice they could cross boundaries to join the community of feedback-seekers.

In spite of the cognitive challenge involved, the interaction with e-feedback helped move the process forward. The teacher critically overseeing different stages of the writing process and the careful reading of all writing were also identified to be a major source of motivation for this group. Accomplishing a task on a topic provided the emotional fuel to drive the cognitive process through the next task, gradually helping students exercise more agency and higher affective control. Following additional personal ambitions was also visible such as improving cohesion and coherence in their writing. The ongoing loop of comparing, reflecting, finding solutions, drafting, and receiving feedback had an inherent motivating quality. Fast feedback spurred the feedback-conscious students on to also work more diligently. Some feedback-conscious students reported e-learning as their preferred learning style for their own personal reasons such as helping them to overcome their shyness or for more technologically-minded ones to go paperless.

One feedback-conscious student admitted circumventing the need to learn from and correct his errors by resorting to some sort of avoidance strategy. Instead of using the e-feedback to learn a new language point, it was used to avoid the problematic language point(s) in the future. It could be diagnosed as a typical reaction for those who have newly come up to the feedback-conscious community. Regardless of the community group, there is always the risk of relapsing to the previous lower level(s) if students reduce their disciplined effort and stop regulating their learning activities.

6.3.3 Pedagogical issues of managing feedback-passive learners

One group of feedback receivers that can cause the most concern for the teacher is the one I call feedback-passive students in view of their inability or reluctance to act on / react to e-feedback. It is important for teachers to distinguish the feedback-passive from able students who may choose not to

engage in any interaction with feedback (C. Evans, 2013), as I will discuss later. Notwithstanding the very low number of the feedback-passive learners who proclaimed their presence like Student 14, I believe assisting this group is one of the main missions of EFL classroom writing teachers and course designers.

Feedback-passive learners approached their drafts less enthusiastically, if they ever decided to write anything. Despite being aware of all the learning options available to them in the feedback landscape, they were poorly self-regulated and therefore, more often than not, failed to access the feedback tool and interact in/with the learning environment. The process of finding a solution to their own writing mistakes appeared too complex for them. That can perhaps explain why they used procrastination frequently to avoid difficult tasks. It seemed that they normally could not tolerate ambiguity and when confronted with the marking codes, in spite of remembering what they stood for from the induction session in the class – to give them the benefit of the doubt – they appeared to have hard time unravelling what an acceptable solution could be. Generally, the problem of the feedback-passive is likely to be of cognitive, affective, and/or metacognitive nature.

One solution the literature delivers in such cases is constructive pedagogy, which means to ‘challenge students to try new ways of learning and thinking’ (Vermunt & Verloop, 1999, p. 271). The question is how this group of students could be challenged to develop their skills. This is where the mediators in the feedback landscape (C. Evans, 2013) are needed more than ever. Among those mediating variables, the feedback-passive students’ L2 ability, previous learning experiences and schema, and self-efficacy would top the list of major factors for writing researchers to remember, particularly with this group. To find the most urgent and important one of these variables, it is worth considering Brookhart’s (2008) advice about students who are reluctant to use feedback: ‘Students who perceive themselves as failures are accustomed to viewing any kind of feedback as confirmation that they are “stupid”’ (p. 106). This line of advice is reminiscent of what Student 14 stated, *‘... whenever you say this is wrong, this is wrong, this is wrong, it make to me some bad sense – you know – this is bad sense. And after some period of time, I think I am really – you know – someone who isn’t clever ...’* (Student 14, I). The remedy Brookhart (2008) suggests is assisting such learners to steadily diminish their negative feelings

and to build up their confidence in their own abilities at first by providing easily digestible ipsative or self-referenced feedback. Making writing improvement even more observable and measurable for the feedback-passive learners, for example, through ‘writing fluency progress charts, error tally sheets, edit and revision logs, and writing portfolios’ can incentivise effort, and therefore, help improve L2 writers’ performance (Andrade & Evans, 2013, p. 71).

Graham, Harris, and Olinghouse (2007) illustrate the importance of encouraging less skilful writers to use the cognitive and affective strategies of skilful writers. Contrasting the outcomes before and after strategy use can help feedback-passive EFL learners to distinguish effective cognitive and affective approaches from ineffective ones, bringing the relationship between effort, adaptativeness, and outcome into a sharper focus. One by-product of a fixed mindset, as opposed to a growth mindset (Dweck, 2006), is that it can thwart the whole corrective feedback process by ruling out the possibility that students can improve.

One definite pedagogical piece of advice to remember in providing corrective e-feedback is that the effectiveness of any cognitive, affective, and metacognitive scaffolding incorporated by the teacher and/or embedded in the design of the e-feedback milieu depends on its gradual removal, as signals of cognitive, affective, and metacognitive maturity in individual students begin to appear.

Azevedo, Cromley, and Seibert (2004) have highlighted the importance of reducing the level of teacher and/or system assistance, with reference to Hogan and Pressley (1997), stating that ‘Scaffolding involves providing assistance to students on a[n] as-needed basis, fading the assistance as their competence increases’ (p. 346).

My research demonstrated that when a new argumentative genre-based template was presented in the essay writing class, despite the evidence of successful cognitive, affective, and metacognitive skills transfer across e-feedback exchanges, drafting, and log writing, the student needs and abilities did not necessarily follow a linear upward novice-to-expert pattern along the writing course in all aspects. In effect, individual students do respond differently. While trait-like beliefs have a longer duration, the state-like beliefs, for one thing, can make students react differently in different contexts (C. Evans, 2015a). This

also points to Evans' (2013) hypothesis that in the feedback landscape between students and feedback environment there are certain mediators – in case of my study for example students' language proficiency, self-efficacy, perceived difficulty of writing templates and/or prompts, ability to filter relevant information in the learning environment, past L2 learning experiences – which function more like a buffer zone for student feedback behaviour. The overriding consideration is that the buffer zone changes across time and space: 'The role, interrelationships, and importance of specific mediators within the buffer zone will vary temporally and spatially' (C. Evans, 2013, p. 97). Upward mobility towards the community of feedback-seekers, therefore, involves the ebbs and flows of cognitive, affective, and metacognitive scaffolding of mediators.

6.4 Key Considerations in e-Feedback System Development

The digital transformation of education and the increasing ubiquity of learning technologies have increased the viability of delivering courses in online or hybrid learning environments (Kitsantas, 2013). Depending on the degree to which electronic learning is blended into the classroom-based instruction, e-learning can bring about certain substantial changes in the learning environment from the actual classroom to the virtual milieu, for example 'the opportunity for on-going assessment of learning performance and the provisions of feedback on progress' (Grimley & Riding, 2009, p. 2). In comparison with actual classroom procedures, with the aid of ICT tools the design of lesson processes may come across as more tangible and therefore easier to manage and deliver (Kitsantas, 2013).

In the face-to-face classroom-based context of instruction, it is not an easy task for the teacher to have oversight of such technicalities helping students to track their own actions, but the e-learning context, with its increasing capabilities to keep and track prior learning history, can create such functional affordances (Akbulut & Cardak, 2012). For example, online learning environments facilitate tracking digital traces left by each student and keeping records of learning changes, as indicators of progress or lack of progress. Additionally, Clark and Feldon (2005) report a multimedia study where the tracking information and tracing support have proved to be crucial particularly for novice students to be

able to navigate the learning journey towards becoming independent learners. Nesbit and Winne (2008) explain the guiding value of such tracking capabilities:

'If learners don't attend to enough of what they do as they learn, they not only are miscalibrated but occupy a weak position for modulating learning "on the fly". When they are challenged by compelling evidence that "something is off track," particulars of what was done while studying are inaccessible. We label this tracking problem. Without accurately tracking study tactics, it is very difficult to make effective repairs. The same is true of knowledge' (Nesbit & Winne, 2008, p. 180).

At the same time, more care needs to be taken in the construction of online courses, because ICT-based interventions ultimately result in shifting the locus of decision-making from the teacher to students (Dang, et al., 2011), which has major implications in actual practice. As Andrade and Bunker (2011) rightly point out, this mode of learning demands certain behavioural changes in key stakeholders to ensure not only that the quality does not dip within an e-learning environment, but also that e-learning design can support sustainable learning in students by inducing desirable effects, e.g. self-regulation, soliciting feedback from multiple sources, critical thinking, active engagement with ideas, self-reflection and productive metacognition. The actual achievement of such goals 'takes deliberate, focused efforts on the part of course designers, instructors, learners, and institutions' (Andrade & Bunker, 2011, p. 108). Therefore, the addition of the prefix 'e-' before learning entails careful proper preparation and examination of the instructional design (Horton, 2012) in relation to several aspects of learning from directly visible to less directly visible ones (Nicol & Macfarlane-Dick, 2006). It is through the awareness of such nuances and subtleties that 'impoverished pedagogies' can turn into 'enriched pedagogies' (Waring & Evans, 2015). According to Brady, Seli, and Rosenthal (2013), the extent of ICT effectiveness depends upon how appropriately it has been designed to incorporate the desirable and effective learning functions to enable students and the teacher to reach learning objectives. Facilitating students' achievement of learning outcomes could be only one of the benefits of well-designed technology-supported learning documented in the literature; other prominent potential advantages are ICT positive impact on 'students' learning approaches' as well as 'collaboration and social feedback', as Kitsantas (2013,

p. 236) reports. Unlike students in more traditional learning milieux, students in technology-supported learning environments can be more interactively involved with the learning materials, reflecting the perceived authenticity and meaningfulness of collaborative web-based educational activities (Grimley & Riding, 2009).

6.5 ICT: An Integrated Part of the Writing Course

Given the intrinsic interactive strengths of modern technological facilities, ‘ICT is an important enabling factor for collaboration’ (James, 2014, p. 564), with the potential to make education more flexible and customisable. This vast potential cannot be fully explored unless certain prerequisites are satisfied at design, practice, and policy levels; for one thing, ICT needs to be deployed more fundamentally, rather than just ‘in an ad-hoc or non-integrated manner’ (Dang, et al., 2011, p. 1). For example, in addition to the careful consideration and integration of module content and learning outcomes based on course syllabi and sequences, the framework of exchanges and the nature of *online* activities, assessment, and feedback need to be firmly embedded in the learning process and unambiguously made clear to students prior to the start of the course (Dang, et al., 2011). Similarly, on the subject of technology integration in the form of interactive distance learning milieux, Abrami, Bernard, Bures, Borokhovski, and Tamim (2011) maintain that ‘Cognitive tools and learning strategies may work best when they are an integral feature of a course’ (p. 99). These lines of evidence indicate that for online assignments to be effective, such e-activities should not be tacked onto other course materials; rather, optimal conditions require more careful and central deployment of e-learning. The same principle holds true for e-feedback: ‘Thinking about feedback needs to occur not as an adjunct to existing fixed tasks, but as a teaching and learning feature of the curriculum as a whole’ (Boud & Molloy, 2013a, p. 204).

Salaberry (2001) emphasises that the technological integration needs to be principle-based. In a review of ICT use in L2 learning exploring aspects of advances in technology exerting influence on second language teaching and learning to varying degrees, he warns that technological bias can overshadow educational consideration, and suggests ‘a principle-oriented approach [that] uses the new technologies only to the extent that they serve a pedagogical

purpose' (Salaberry, 2001, p. 51).

6.6 Evidence-Based Practice, Accessibility, and Plasticity

The pedagogical and formative feedback principles informing the use of technology in the present research study were primarily derived from a range of evidence-based educational and L2 writing methodologies. For example, Evans' proposition that feedback should be a 'challenge tool' as well as a 'corrective tool' (2013, p. 72) in line with Vermunt and Verloop's (1999) emphasis on 'teacher-created constructive friction' (p. 274); Biggs and Tang's 'active knowledge construction' – or 'active teaching method' – and 'outcomes-based learning' – or 'constructive alignment' (2007); the view held by Nicol (2010) that students should be 'active agents in learning', looking for feedback from several sources in addition to the teacher (pp. 502-503), and that the quality of feedback is determined by the quality of the students' interaction with feedback, especially within a dialogic framework; Carless, Salter, Yang, and Lam's emphasis on dialogical approach to providing feedback as an integral thinking tool, given 'limitations of one-way written comments' (2011, p. 396); Nicol and Macfarlane's (2006) suggestion that through appropriate formative assessment and feedback, students can take control of their own learning; Gilbert, Whitelock, and Gale's (2011) argument that in technology-assisted methods it is pedagogy that matters more, with technology merely a medium that can bring convenience; Ibabe and Jauregizar's (2010) attention to the important role of self-assessment and feedback in the learning process, and a growing tendency towards an integrated assessment model that realigns priorities: '*assessment for learning*' should be prioritised over '*assessment of learning*'; Vermunt and Verloop's (1999) evidence that students' SRL ability can be fostered to enable them to use and adapt different learning functions to meet the demands of the task they are expected to apply themselves to; e-assessment feedback, one non-traditional possibility, hailed as an effective way in encouraging 'deeper approaches to and greater self-regulation of learning' in the past 10 years (C. Evans, 2013, p. 85); and 'dynamic written corrective feedback' (p. 84) by Hartshorn et al. (2010). The present study provided the context for all these influences to meet with the useful features inherent in technological tools, giving birth to the e-feedback processes, to be able to explore the EFL student writers' points of views about it.

In employing new technologies, Salaberry (2001) calls attention to how such technologies can make improvements in practicality and efficiency while addressing other educational issues. From the practicality and convenience standpoint, a related theme that emerged from the findings was the students' perception of increased flexibility in terms of time and place that the e-learning system enabled. This also confirms the findings of Childs, et al. (2005) who stated that students prefer 'to access learning opportunities at times and places that best fit in with their lifestyle' (Childs, et al., 2005, p. 22). Moreover, the way in which most of the students perceived and used the corrective feedback website demonstrated that the platform possessed a reasonable level of plasticity (Greener, 2010) to adapt to their developmental needs. Adaptability, in this sense, is unlike the claim of some educational software developers and e-learning designers who state that their software can readily identify learners' cognitive or learning styles and can subsequently match itself with students' styles. Therefore, the terms 'flexibility' and 'plasticity' in the design seem to be clearer than adaptability.

Based on evidence from the findings of my study, the pedagogic opportunities of learning technologies could be used in a number of ways to design a flexible e-feedback platform. Firstly, to be plastic enough, the design needs to make learner-teacher and/or learner-learner types of interaction possible. The latter, in this research, was absent on the Web-based tool and the students' drafts were not viewable to everybody. The teacher-researcher chose to keep it very private to provide strong reassurance that the e-feedback infrastructure is essentially safe and risk free. The protection of students' writing errors from disclosure ruled out the possibility of the learner-learner interaction.

Secondly, it is important for students to have a choice in the process to help increase their sense of perceived autonomy in the feedback landscape. Evans (2013) points out that it is the responsibility of the teacher to ensure that their students are aware of the feedback landscape potentials and to facilitate their navigation of the feedback landscape. For the development of students' capacity to learn and apply knowledge, students need to be empowered to be able to make choices on their own, for the scaffolding of which student-centred

learning milieux seem necessary. To facilitate the empowerment of L2 writing students, one way is their engagement in cognitive, affective, and metacognitive activities that assist them to become more aware of where their shortcomings are. Students need to have the agency and the right to decide how to engage and what to engage in. Agency is here defined as ‘the capability of individual human beings to make choices and to act on these choices in ways that make a difference in their lives’ (Martin, 2004, p. 135). Accordingly, everybody has the volition and choice as to whether they choose to engage.

Non-engagement does not necessarily mean that any given programme is not functional, or that it is a case of a feedback-passive student. Some students may appear that they are not engaging but might be able to do equally well; care needs to be taken not to be judgemental about such students. Generally, lack of engagement in the learning process is not regarded positively. However, a certain degree of caution is called for in the teacher-regulation of such cases, and teachers are advised to beware of destructive friction (Vermunt & Verloop, 1999). Some students know what they need and what they do not need, and consciously choose to self-regulate regardless of teacher prescription. This group (i.e., feedback-seekers) have a highly evolved self-regulatory ability on the teacher-student learning regulation continuum, as suggested by Vermunt and Verloop (1999). The teacher provides the tool in the best possible way and sets it up, helping students become clearly aware of what the learning environment can offer and its potential value, but what the teacher cannot do is to decide at the very end what students would choose to do.

The third point to consider in making the feedback tool flexible is the conception of cognitive complexity of the e-feedback systems. The environment should be managed in a way that it is not too cognitively complex; otherwise, it can be confusing for some students, especially for students who have never had similar experience. This is in order not to put off first-time users, which illustrates the importance of diagnosing where each individual learner’s starting points are, where their problems lie cognitively, affectively, and metacognitively, as well as supporting students to make such diagnoses themselves. The next important factor to reach optimal plasticity is the teacher’s presence as a mediating agent on the platform. The findings of my study showed that some students believed in the necessity of synchronous or asynchronous teacher

presence on the feedback platform in order to provide sufficient interaction to stimulate and support learning in addition to feedback provision. This calls for a lucid exchange and management of expectations between the teacher and learners in advance. Also, equally important is that students need to come to this realisation that the teacher is not the sole source of the feedback available on the feedback landscape (C. Evans, 2013).

Another important consideration is combining web-based feedback with face-to-face L2 instruction, which can offer a rich blend that adds to the flexibility of the feedback website design. Individual differences among students means that while students can sometimes learn successfully with e-feedback cues and sufficient time to reflect upon their writing mistakes, at other times their cognitive functioning also requires direct contact, extra explanation, and more details, or at least when they cannot find any solution in any way. This finding is in line with Childs, Blenkinsopp, Hall, and Walton's (2005) belief that 'E-learning may be more effective as a combination (or blending) with traditional class-room based learning' (p. 21). As the feedback landscape illustrates, students can benefit from both academic and social exchanges in their learning community (C. Evans, 2013).

6.7 How e-Feedback Design can Facilitate Self-Regulation

Lifelong learning is a necessary life skill, the development of which is arguably a sine qua non for the twenty-first century technology-enhanced knowledge-based world, particularly for students. Conceptual understanding and deep learning are directions in which John Biggs, among other educationalists, guides teachers (Entwistle, McCune, & Hounsell, 2002). Eekelen, Boshuizen, and Vermunt (2005) reasonably posit that

‘In order to accomplish meaningful learning (as opposed to rote learning), students are supposed to actively self-regulate their learning processes. Furthermore, students are expected to master lifelong learning skills in order to be able to regulate their own learning once they are working in their fields of expertise’ (p. 447).

The external regulating agent can be the teacher through properly designed technology-based tools/environments ‘by prompting the student to deploy certain key SRL processes during learning’ (Azevedo, et al., 2008, p. 46). In the words of Kitsantas (2013):

‘Although it is important for instructors to know how to prompt students to use different processes of self-regulation with learning technologies within each phase of self-regulation, it is equally important to know how to design the learning environment to support student self-regulation as well as how to assist students to develop self-regulation skills’ (p. 242).

The discussion of learning strategies in ESL/EFL learning and L2 writing is not new (e.g., Silva et al., 2003); however, Andrade and Bunker (2010) and Andrade and Evans (2013) have been among the first L2 researchers to make the connection between the SRL dimensions and English language learning including L2 writing. The SRL components, which they have developed in L2 writing context, are motive, methods of learning, time, physical environment, social environment, and performance. In my study, I explored the students’ perceptions of the self-regulation the e-feedback environment design was able to afford. One common denominator of the studies by Andrade, et al and my study is that in L2 learning a dialogic approach can set the stage for both L2 and SRL development, thereby increasing student attention to various aspects of their production. Productive tasks and interactive feedback, at a level slightly higher than their present level of mastery, are complementary factors to create a condition in which learners are assisted to notice gaps in their mastery (Sachs & Polio, 2007; Schmidt, 1994; Swain, 2000); therefore, language interaction in the form of speaking and/or writing is necessary to be considered in the e-feedback design. This is also expressed well in the ‘output hypothesis’ put forward by Swain’s (2000).

The findings of this research also highlighted the value of context as a direct outcome of the production process. As Andrade and Evans (2013) point out ‘SRL is not supplementary material but is integrated into the teaching and learning of writing skills’ (p. 151). The written product of each of the students, together with the e-feedback process, served as a natural springboard for their L2 and SRL development. This finding is also in line with Schmidt’s (1990)

emphasis on the use of attention focusing device, instead of decontextualised and superficial grammar instruction (Schmidt, 1990). Likewise, Ellis (2009) reiterates that 'CF [Corrective Feedback] needs to be viewed as a contextual rather than as a monolithic phenomenon' (p. 5). Neurobiologically, it is supposed that 'information stored in a richer context of elaborations would be easier to locate in memory because there are more pathways providing access to the information' (Bangert-Drowns, et al., 1991, p. 217).

The added benefit of non-normative contextual feedback practice through technology-based scaffolding in the study was keeping students' attentional focus on the task, rather than the self or self-concept. This is an important affective regulatory factor to be considered in e-feedback design, which has also been documented in the literature (e.g., C. Evans, 2013). DeNisi and Kluger (2000) believe that feedback that allows comparison with target standards and comparison with past performance can be incentivising because the perceived improvement would serve to motivate the recipient to increase efforts further.

Another issue to keep in mind to increase the SRL affordance of the e-feedback environment is ongoing formative assessment opportunities for students, as in the study by Triantafillou, et al. (2003) where formative assessment was 'an integral part of the design methodology' (p. 87). Ellis (2009) suggests starting with an implicit response to notify the student of the existence of an error; if self-correction is not successful, then more direct cues. 'Teachers should be prepared to correct a specific error on several occasions to enable the learner to achieve full self-regulation' (Ellis, 2009, p. 14). In my study, one of the key affordances of e-feedback was perceived to be the ongoing iterative nature of feedback, which L2 students described as serving them to provide, sustain, and even promote motivation to continue working on their L2 writing skills development. In the literature, this finding resonates with Ellis (2009), among others, who explains that 'In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy' (p. 3). One of the key aspects of the online feedback platform was found to be its capacity to affectively support students and to help develop their self-efficacy and, in turn, motivation. Motivation is a way of sustaining effort, engagement, and SRL. In the ELT field,

this quality has essentially been attributed to positive feedback: 'In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning' (Ellis, 2009, p. 3). However, the current investigation revealed that with electronic indirect explicit unfocused feedback the same affective responses could be obtained.

Reflection promotion is an indispensable feature of SRL-enhancing design, as my research also showed. The method used in this study to develop metacognitive monitoring abilities, as well as one of the data collection tools, was electronic learning logs or diaries. In the words of Schmitz, Klug, and Schmidt (2011), 'diaries can enhance students' motivation to learn by detecting small daily increments in skill' (p. 256). Similarly, to increase the impact of feedback, DeNisi and Kluger (2000) suggests that feedback should be accompanied by a strategy to promote reflection and goal setting. Myhill and Watson (2011) explain how writing can help students bring 'thoughts and activities which are normally hidden to the surface of consciousness for visible scrutiny and reflection' (p. 69) and access a wealth of information about their progress which would otherwise be left covert, with reference to Bereiter and Scardamalia's (1982) work. For example, in my study when an L2 student writer made a learning log entry explaining what he did to solve the problem of finding relevant but independent blueprints for his essay, this reflection would help him become more strategic (Myhill & Watson, 2011).

The study also demonstrated that, in addition to the e-feedback procedures, the classroom contact was a useful source for learning and cognitive support. 'E-learning may be more effective as a combination (or blending) with traditional classroom based learning' (Childs, et al., 2005, p. 21).

6.8 Enriched Feedback in e-Corrective Learning Designs

Feedback nature, whether delivering correct responses passively, or pointing to the development path actively, provides a support base that aims to instil a learning culture. It is important that feedback procedures empower students to gradually build the capacity for assuming more responsibility for their educational needs, thereby becoming less dependent on the feedback process.

Despite this, research reports (e.g., Nicol, 2013) show that students, notably those who are academically less skilful, grow much more reliant on the feedback flow to solve their problems. Impoverishing feedback, leaving students forever at the mercy of their teacher's judgement, restricts the process of eliminating their dependence on feedback – need to gradually remove scaffolding.

Impoverishing effects of feedback are often contrasted with empowering / enriching comments which equip students with the ability to identify their weaknesses, to benefit from arising learning opportunities, and to act upon them. Now analysis should be performed to determine under what circumstances feedback can have impoverishing impact. Yorke (2003) instantiates one aspect, stating that if the feedback support received by students during drafting stages overtakes learners' attempt at reflecting on, correcting and recreating their own work, then such impoverishing feedback delivery makes conclusions about the attainment of learning outcomes flawed.

To address the issue of 'learned dependence', Nicol (2011) explains that the way to reduce such dependence in graded assignments involving redrafting is to ensure that 'the student actually does the work and that the teacher does not rewrite the assignment as part of the feedback' (p. 111). Empowering learning environments should be carefully designed to provide specific affordances for encouraging students to think about their mistakes, suggesting resources to help them improve their understanding hence their work, rather than redrafting their work for them (Nicol, 2013). It is students' active engagement in such a process of meaning making that results in sustainable learning; in other words, 'learning is willful, intentional, active, conscious, constructive practice that includes reciprocal intention-action-reflection activities' (Jonassen & Land, 2000, p. v), calibrated by effective feedback.

In the next chapter, the pedagogical and research implications are outlined together with the areas requiring further research. The ways in which the study has contributed to knowledge in the field and my own learning are also discussed. The thesis ends with the study conclusions.

7 Chapter Seven: Implications and Conclusions

Organisation of the Chapter: Overview

This final chapter starts with a brief introduction, followed by the implications for pedagogical practice, design, and research. The future developments of this study are presented next. The areas of contribution to the field are discussed afterwards, followed by the contribution to my own learning. I finally end my PhD thesis with the conclusions of the study.

7.1 Introduction

The purpose of this chapter is to offer a wider understanding of pedagogical and research concerns regarding corrective e-feedback on L2 writing, making suggestions on how future work can build on the findings of the present study to develop research in this area further.

7.2 Implications for Pedagogical Practice, Design & Research

One important implication for L2 writing teachers is that ongoing interactive and individually fine-tuned written corrective feedback plays an indispensable role in L2 writing ability enhancement of students. However, sight must not be lost of the needs and abilities of the three categories of written corrective feedback users identified in this study. In order of priority for the writing teacher, they would be: the feedback-passive, the feedback-conscious, and feedback-seekers. They need to ‘see that short steps of progress are possible in their long, language learning journey’ (Andrade & Evans, 2013, p. 85), but to a varying degree. A wrong mix of student regulation and teacher regulation, in this process, can lead to ‘destructive friction’ (Vermunt & Verloop, 1999, p. 270), which if not attended to would result in what Evans (2013) refers to as ‘feedback gap’ (p. 73). One concern must not be overlooked and that is lack of standardisation when an individualistic and dialogic approach is adopted. Replacing the one-size-fits-all approach with a one-on-one approach means difficulty in assessment of large groups of learners, accreditation, ‘comparison of degrees, and mutually shared knowledge within a society’ (Poehner & Lantolf, 2013; H. Spada, et al., 2012, p. 5). Therefore, corrective e-feedback works better with small groups of learners and the student-teacher ratio should be

reasonable enough to allow interaction and probing student understanding and development.

Another pedagogical implication emerging from this study is the importance of considering the dynamics – proposed by Evans (2013) – mediating the effectiveness of the coded corrective e-feedback, i.e., students' L2 proficiency level, student self-efficacy levels, their approach to learning and filtering relevant information, previous experiences with technology-based learning innovations and L2 writing feedback practice, and perceived affordances of the electronic feedback landscape within their learning context, among other variables. Sensitivity to such internal mediators can assist EFL students in adapting to and functioning in the feedback landscape better, leading to enhanced use of e-feedback and improved learning.

The notion of a website providing plasticity (Greener, 2010) means that designers of learning opportunities should keep in mind that students with a range of learning approaches will be using their websites to enhance their learning. Take the metaphor of a sports club that has various sporting events on offer for its customers to choose from. At the end of the day, people leave the sports club invigorated by the event they were engaged in. Did they all choose one event? The answer is bound to be negative, because there is no accounting for taste in sports. Here, it can be argued that the sports club has afforded the customers the necessary flexibility to use not only the club for different events, but also every single event in the club in different ways. Equally important is the presence of coaches and PE advisers, supervising ready to intervene, to ensure that people, particularly beginners, do not injure themselves and others when doing sports. By the same token, it can be argued that the teachers who wish to design a feedback website for their L2 writing learners should be sensitive about both the plasticity of the feedback platform to allow students to use them in different ways and the nature of the feedback provided to individual learners, especially the less experienced ones. Surely, these are contextually sound theoretical underpinning and pedagogy that drive technological designs.

Adept learners are made, not born (Dweck, 2006). The application of 'enriched cognitive styles pedagogies' (Waring & Evans, 2015) can provide for the self-

management skills sought for in learners. If learning outcomes are to improve, before that learning activities need to improve (Vermunt & Verloop, 1999). If inducing deep learning in students is desirable, the assessment approach should encourage deep learning in the first place (Bryan & Clegg, 2006). One important link between assessment and learning is effective feedback (Brookhart, 2008; C. Evans, 2013; Timmers & Veldkamp, 2011). Adding metacognitive reflection tasks to the L2 writing experience can enable students to generate ongoing metacognitive assessment of their own writing performance. My study findings showed that Hartshorn's et al. (2010) suggested indirect feedback proved effective in triggering problem-solving cognitive processes in EFL learners, and in making and using appropriate marking codes, on the basis of contextual needs and abilities of students. That reminds me of this powerful message: 'teachers hold considerable responsibility in identifying the factors that influence effectiveness in their unique teaching contexts to inform their methodological decisions' (D. Brown, 2012, p. 861).

Identified in the literature were five major categories of e-learning affordances and limitations, i.e. anonymity, accessibility, collaborative learning, enhancing practice, and personalised practice. These considerations are of great importance in the design of corrective e-feedback tool. For example, on the theme of accessibility, despite the rapid technology spread, the 'digital divide' exists, in both high- and low-resource contexts (Hockly, 2014; H. Spada, et al., 2012); sometimes the divide is caused by the contrast between 'effective' and 'ineffective' technology use (Hockly, 2014). To make the e-feedback practice sustainable, another important consideration would be for schools to consider 'dedicated work time for e-learning' (Childs, et al., 2005, p. 20).

With the wisdom of hindsight, here I offer suggestions to create a wider understanding of research concerns regarding e-feedback on L2 writing. Judging from the students' perceptions, it appeared that students had a time-sensitive emotional bond or curiosity associated with every piece of writing they created, whose strength and lifespan gradually started wearing off from the time they posted their drafts on the feedback platform. In the revision process, writing experts usually suggest leaving a written product for a while in order to move from 'subjectivity' over a piece of writing to 'objectivity'. On the other hand,

it can be argued that the same subjectivity can be affectively helpful for student engagement. How can L2 writers' intellectual objectivity be balanced against student emotional investment or curiosity? It can be a good idea to develop for future research on L2 writing and feedback.

The points of views explored in this research belonged to EFL student writers who prior to their participation in this study had never had a similar experience in their L2 learning history. It would be very helpful to replicate the e-feedback research with cyber savvy students for future work. Another important area to focus on for future research could be teachers' reactions to e-feedback, because 'teacher variation is often a crucial design issue in classroom research studies' (Ferris, 2006, p. 82).

Another potentially useful research direction in which to move could be peer e-feedback. In the course of this study, the theme of supplementing the teacher's e-feedback with peer feedback was controversial. Some students think that, to improve their writing, there are better ways of spending time than giving feedback to peers, and that seeing peers' essays before finishing work on the same topic can prevent them from thinking deeply. Seeing peers' works and commenting on their performance can sometimes shift the focus from the task to the self, which is not conducive to mastery. That can be a reason why peer feedback can be counterproductive.

Also, some learners argue that they can write more strongly than some of their classmates and there can be issues about the commitment of peers to providing organised, high-quality, and reliable feedback. After all, students have their own idiosyncratic ways of producing texts. However, it can be inspiring to see how other students write, what their ideas are on essay topics, and how the teacher gives feedback to them. There can be useful lessons to learn from peers' works too, especially if learners could compare feedback they have given to a peer with that from the teacher, or alternatively if students could have the teacher's view on another student's feedback for a peer. These are all avenues for future research. Another area of focus could be students at the lower levels of L2 proficiency. It can contribute to the field if the perceptions of such learners are also examined.

The electronic learning logs (also referred to as diaries in the literature) proved to be an effective highly flexible introspective tool not only as a means of research data collection, but also as a supportive scaffolding tool to nurture student self-regulatory skills (Greene & Costa, 2011; Ken Hyland, 2009; Schmitz, et al., 2011). Students perform a task and by making learning log entries (structured and unstructured), they reflect upon various aspects (e.g., feedback use or SRL strategy use) in their own performance. Writing researchers, depending on their instructional needs, can adapt and structure logs for their own use with their students, e.g. 'evaluation logs' (Andrade & Evans, 2013, p. 120). Another research concern is typing as opposed to writing in longhand; Bosman, van Huygevoort, and Verhoeven (2006) argue that 'The discussion regarding the question whether handwriting is more beneficial than the use of the computer keyboard is undecided' (p. 342), the effectiveness of which, I think, merits more research in the L2 context as well.

Having been inspired by this question: 'Are different types and categories of errors affected differently by error treatment?' (Ferris, 2006, p. 82), I would also like to continue my research, even with the current data I have collected, to see whether different error categories have been affected differently by the e-feedback intervention. It could perhaps be possible by selecting one feedback-seeker, one feedback-conscious student, and one feedback-passive student.

7.3 Future Developments of the Study

To make suggestions on how future work can build on the findings of the present study, I can draw attention to 'affective factors in feedback situations' (F. Hyland, 1998, p. 280), especially with regard to feedback-passive students to investigate further how the process of upward movement can be scaffolded and expedited towards the community of feedback-seekers. How can the mediators in the feedback landscape be harnessed to positively influence this process? How can the corrective feedback procedures become cognitively, affectively, and metacognitively richer to facilitate the upward mobility of feedback-passive L2 writers?

Also, in the future research studies, the SRL components – e.g. motive, methods of learning, time, physical environment, social environment, and performance (Andrade & Evans, 2013) – could be more explicitly instructed,

directed, and supported on the e-feedback platform with the explicit SRL support gradually being reduced, to examine changes in students' SRL behaviours.

To be able to provide evidence of students' L2 writing improvement and learning, in the future a quantitative experimental study could be conducted with a matched control group, receiving traditional written corrective feedback, to see whether and how much progress students who receive e-feedback would make. Writing teachers' perception of the e-feedback tool also matters to a great extent; therefore, in the future study I should conduct a study to seek the opinion of teachers who use this e-feedback tool, as also stated earlier in this chapter. Equally valuable for future studies would be if conducted by an independent researcher who is an EFL writing expert, but not the actual developer of the e-feedback platform for evaluative purposes. In similar future studies, researchers could balance untimed and timed essay writing activities on the writing platform, so that students can both benefit from the relaxed reflection time and become accustomed to the pressure of timed exams.

7.4 Contribution to Knowledge in the Field

In a quest to move the debate about corrective feedback on EFL writing forward and contribute something worthwhile, this qualitative research was undertaken to find out the affordances and limitations of technology-assisted feedback on students' EFL writing. This study also explored students' perception of online corrective feedback effectiveness in reducing their local and global error types, and in enhancing their self-editing power as well as SRL abilities. The in-depth analyses of students' thoughts and perceptions of this intervention not only provided a more detailed picture of how differently e-feedback was perceived, but also made some practical implementation options available to administrators and designers clearer. After all, awareness of the options available to educators is itself a step forward (Truscott, 2010).

The discussion finds itself at the point where the application of ICT is seen to have clear communicative potential to facilitate students' interaction with corrective written feedback to increase their L2 writing efficiency. As a step to help resolve the stalemate in the discussion of L2 grammar feedback efficacy (e.g., Truscott, 1996; Truscott & Hsu, 2008), this study was an attempt to step

back from the heated debate, to explore the latest findings from education at large, and in that regard to seek the perception of the key stakeholders in the feedback process, L2 student writers. The majority of the EFL learners found e-feedback effective in reducing their grammar errors in the multi-drafted writing process online. This finding underlines the significance of student-sensitive e-feedback and of assigning a more central place in the feedback process to creating and sustaining the capacity in students to self-manage the EFL learning demands. The key to the effectiveness of written corrective feedback effect lies in improving the quality of both the feedback itself and the way students interact with and use it (Boud & Molloy, 2013c). It is necessary to move beyond simply marking students' work (Burke & Pieterick, 2010) because the quality of feedback depends more on the quality of the interaction of learners with the teacher's feedback (Nicol, 2011). Aiding such interactions was one key aspect in my study. Therefore, in the context of corrective feedback, unique capabilities of ICT were marshalled to enable the necessary interaction between the agents of teaching and learning, highlighting the powerful role of students in learning.

The overarching aim of this study was to implement e-feedback to support L2 students' writing development and to seek their perspectives on the value of this approach in enhancing their learning. More specifically, the study sought to explore how language learners responded to e-feedback and how they developed agency in the use of cognitive, affective, and metacognitive strategies to become better self-regulated EFL writers. By taking account of individual L2 writer differences, this work was an attempt to narrow the 'glaring gap' (Bitchener & Ferris, 2012) in the area of written corrective feedback research. I believe that my research has a great potential to be developed further; therefore, it is a work in progress. Certainly, special care should be considered in generalising the findings beyond the study context to other language learning populations. However, with this proviso in mind, so far the following areas of contribution to the field of English Language Teaching (ELT) could be suggested. Firstly in providing insights into the learning functions which the e-feedback as well as online learning logs would activate and uphold within the context of EFL essay writing. Secondly, the findings also highlight the environmental and design considerations that should be taken into account for

the activation and sustenance of learning functions in individuals, and thirdly to increase the effectiveness of corrective feedback on L2 writing when delivered electronically. The study findings can enable educators and researchers in the EFL writing context to view the concept of corrective feedback provision on writing in greater detail as a support mechanism for capacity building in L2 students. Also, the study made it possible to explore SRL dimensions within an online EFL writing context, providing further evidence that, with the necessary empowering plasticity, external regulation can foster self-regulation in online EFL essay writing environments.

Technology-enhanced learning environments (TELE) allow for a better management of the ways in which corrective feedback is provided, used, exchanged and monitored (Ware & Warschauer, 2006). This enquiry thus combined the process approach to writing, indirect coded feedback, and ICT to form an e-feedback TELE. The students' experience largely reflected the argument by Hartshorn, et al. (2010) that using coded symbols to show the error type and location to learners in the process of drafting and redrafting, when students know how to interpret the coded symbols, can be a cognitively meaningful feedback method. The coded corrective e-feedback, when applied electronically through the Internet and students' computers, was generally perceived to be not only cognitively engaging (Hartshorn, et al., 2010), but also affectively motivating and metacognitively functional. Qualitatively investigating the application of Hartshorn, et al.'s (2010) approach to L2 writing feedback in an online setting was important because 'students who write with a computer or on paper do not go through the same writing process stages' (Fidaoui, Bahous, & Bacha, 2010). In this way, it has helped to ascertain what aspects of traditional research findings on L2 writing can also hold true of online feedback, as the use of computers to aid the development of second and/or foreign language writing skills has become increasingly popular with advantages such as promoting equal participation opportunity among learners (Liu, Moore, Graham, & Lee, 2003).

Another contribution could be for those who are preparing themselves for the high-stakes international English language proficiency exams, more specifically IELTS. The research also contributed to ELT by confirming that students were able to achieve learning outcomes when receiving e-feedback on the basis of

the principles found in the broader field of education, for example those suggested by Nicol (2011). He recommends that the feedback students receive should possess certain qualities, namely being understandable, selective, specific, timely, contextualised, non-judgmental, balanced, forward looking, and transferable. My research showed that they are also important in EFL writing feedback and instruction.

The study demonstrated that EFL learners' writing and SRL skills improvement occurred in a process over a period of time, requiring the mutual collective responsibility of both the teacher and students (Andrade & Evans, 2013; C. Evans, 2013). In the words of Evans (2013), 'Students need time to make sense of instruction and to incubate and develop self-regulatory skills in order to apply these to new and other learning contexts' (p. 88). It can be understood that it takes time to develop SRL and EFL writing skills, largely because of (a) the exposure needed to at least a source of information so that other-regulation becomes self-regulation, the manifestation of Vygotsky's 'process of support that involves a shift from collaborative inter-mental activity to autonomous intra-mental activity' (Bitchener & Ferris, 2012, p. 18), and (b) the need for adjustment to make SRL nurturing match one's previous level of understanding to benefit from SRL development in keeping with Vermunt and Verloop's (1999) congruence, constructive friction creation and various self-regulating capacities theories. Also demonstrated in the study has been the process view to EFL writing that can further be enhanced by the socio-constructivism which emphasises the 'agentic interaction between learners and their environments and learning context' (Mercer, 2011, p. 427). Through such interactions, feedback can become feed-forward. The findings therefore highlighted the importance of process approach to writing within the socio-constructivism framework, as underpinning theoretical constructs, in shaping e-technologies and learning EFL writing, which can in turn enable policymakers, teachers and researchers to adopt and adjust 21st century technological achievements on the basis of proper evidence-based theoretical constructs.

One final significant contribution of my research is in the characterization of three patterns of student adjustment to coded corrective e-feedback on EFL writing, essentially dividing students into the three groups of the feedback-passive, feedback-conscious, and feedback-seekers. Caution is advised in

allocating patterns of feedback behaviour to students given that these patterns can vary according to context. So actively do individual students – consciously or subconsciously – calibrate their own judgement and make adaptations to their learning strategies in relation to the expected outcomes that any grouping to pedagogically monitor their reaction to feedback appears to be too short-lived to be productive. The identification of the three feedback behaviour patterns therefore only serves to notify writing teachers that students, particularly EFL student writers, bring with them different information-processing capacities to be balanced against the task requirements and their social and physical learning environments. The successful development of such learning capacities depends on the extent of an individual learner's style flexibility development (Kozhevnikov, et al., 2014) and the additional attunement of the teacher's feedback to empower individual learners to identify and foster their level of linguistic and SRL maturity. Drawing attention to the importance of the prioritisation of desirable learning outcomes in L2 writing pedagogy to increase the opportunities for students to become feedback-seekers as 'active and volitional' learners (Molloy & Boud, 2013) in a pedagogically enriched learning setting (Waring & Evans, 2015) can also be among contributory effects of this work.

7.5 Contribution to my Own Learning

My extraordinary PhD adventure has helped me greatly to enrich my knowledge and understanding on a wide range of important educational issues, a tremendous asset to a teacher. My perception of pursuing a PhD is that it is a guided discovery, revolving around topics of interest that are to be explored further. The subject of my PhD thesis involved the three main strands of L2 writing feedback, new technologically-advanced learning environments, and self-regulated learning (SRL), each of which for me has been a mine of insight into maximising student learning.

By way of illustration, understanding, and actually feeling, the transformative power of writing, with its metacognitive monitoring influence over effort regulation and strategy development in learning has been a marvel to me. More captivating is to examine the cognitive (student learning / skill) and affective

(student motivation / will) effects of e-feedback over the learn-on-the-go process of writing in the L2 context. The second area contributing to my learning was the means of feedback delivery I had selected in my study, Information and Communication Technology. ICT has increased options in education, allowing students to determine the time and place of their study. Still there can be prearranged live events, e.g. webinars, but study time and place are increasingly coming within the control of learners. I realised that instruction is moving outside the class where it has been formally taking place for thousands of years. The associated implication for teachers in traditional teaching contexts, like me, is to be prepared for planning and construction of effective learning in a new technology-supported environment. I also realised how a simple learning log, with design modification, can become a useful tool to direct different components of SRL to assist the effectiveness of learning experience and skills development, particularly in Technology-Enhanced Learning Environments (TELEs).

In this process, I embraced the remarkable power of qualitative research and the associated methods yielding data with different kinds of qualities and influences. One beautiful instance of my PhD experience was that literally whatever I studied I myself had the first-hand experience of. Having done my PhD from distance, I have experienced pedagogical and functional affordances of distance education, thanks to the technology-based learning environment provided by the great University of Exeter under the supervision of the outstanding world-leading experts of the field of education and ELT. I came across a sentence before my PhD that conceptualised distance learning as ‘moving forward without leaving anything behind’, which in retrospect I believe is truly the case when it is well designed.

Going through peer-reviewed journal articles, books, and conference proceedings, listening to seminars by highly self-regulated scholars in the field of Education on Exeter Learning Environment (ELE), planning the PhD research project, receiving synchronous and asynchronous tutorials and feedback, discussing the unfolding research procedures, academic notions, findings, and theories with my caring PhD supervisors, systematically recoding the incremental steps and development of the research project through rigorous reference-based writing, and clearly demonstrating the interconnection of the

thesis chapters, with deadlines to meet and number of words to watch, all have immensely and indescribably contributed to my learning. I practically experienced Vygotsky's (1978) notion that learning first happens socially and then individually, or phylogenesis precedes ontogenesis. This unique experience has had a reinforcing effect on what I was already passionate about, i.e., learning and learning management.

In my classes, I feel I am becoming a better designer of learning events to determine where the locus of control should be to improve outcomes for students in the L2 learning context. In particular, the factors influencing student feedback use in my IELTS essay writing classes, which originally came to be the personal impetus for my PhD research, are not as much of a mystery to me as they used to be prior to this research. I realised that through a reductionist qualitative approach such mediating dynamics in any given learning context can be deconstructed and better understood.

7.6 Conclusions of the Study

The conclusions of this qualitative research study can be observed from the macro and micro perspectives. From a macro standpoint, the students' perceptions of the e-feedback revealed a complex array of individual variables and cognitive styles in the use of coded corrective e-feedback. Attention or lack of attention to such dimensions can determine the success or failure of the e-feedback procedures. A quick review of the key aspects is important, serving as a reminder. The technology-assisted activities need to be aligned with pedagogical objectives. ICT needs to be informed by effective pedagogy. TELEs or Technology-enhanced learning environments can improve instruction when established on effective pedagogy. TELE for feedback needs to be non-judgemental, and contextualised, proving the opportunity for EFL student writers to transfer their gain to the next writing task. The study findings corroborate Goldstein's (2006) argument that 'we need to look at each student and his or her context individually if we are to give optimal feedback to all students' (p. 203). The e-feedback website plasticity is a requirement in the e-feedback tool design, which refers to flexibility to encourage students to decide how to use the web-based tool. Coded corrective feedback is most useful with a

multi-drafting process approach to writing in the IELTS preparation context, particularly when done comprehensively, rather than selectively, in the form of indirect, explicit, unfocused e-feedback in TELEs. SRL skills are absolutely essential in the absence of the teacher in new Web-based learning environments, because the locus of control moves from outside to inside of EFL students, particularly when the focus is writing, a self-directed activity in its own right. Ipsative feedback first, criterion-referenced next seems to be one good solution for feedback-passive students. Feedback-passive students are not yet ready to use feedback; therefore, early feedback needs to be attuned to such learners' cognitive, affective, and metacognitive needs and abilities, so that the seeds of self-correction can be planted.

At a micro level, the students' perceptions of their experiences of success and failure with the e-feedback on their essays could be attributed into internal and external factors both of which need to be regulated to improve student feedback use. This regulation can certainly benefit from the flexibility that e-learning provides (Childs, et al., 2005). In the corrective written feedback process, it is important to help students to see and understand the differences between their own work and the desirable learning outcomes, for which online tracking tools can play a significant role. This study revealed that generally, among L2 student writers, there are three types of feedback users: feedback-seekers, feedback-conscious students, and feedback-passive students. For them to benefit from e-feedback what Nicol and Macfarlane's (2006) suggest holds true that through appropriate formative assessment and feedback students can take control of their own learning, to which I would like to add the condition that if and only if sensitive feedback adjustment is made. In SRL research in L2 writing, my study echoes Schmitz, et al.'s (2011) contention that 'Diaries have proven useful in research of self-regulated learning' (p. 256). I hope that this study can give L2 writing researchers a good start in examining 'individual student variation in response to error treatment' which merits more attention (Ferris, 2011, p. 50).

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Appendices

Appendix 1 Integrative list of aims & questions with methods

What follows depicts the exact questions asked in each method to elicit meaning for each sub-question to achieve the intended research aims.

Research Aims & Questions:	Interview and Open-Ended Questionnaire Protocol:
I. To explore affordances as well as limitations of e-feedback	Face-to-face semi-structured interview
<ul style="list-style-type: none"> A. How do learners use e-feedback? B. How does the teacher use e-feedback? C. What do students find useful and less useful in the e-feedback process? D. What is their perception of the relevance of the assessment task and online practice to their studies and future use? 	<ul style="list-style-type: none"> 1. Do you think the online electronic feedback system is effective in supporting your learning? In what ways? 2. How do you usually use the online feedback website? 3. Do you have any suggestions about the way the teacher could improve the use of it? 4. What aspect of the electronic feedback have you found most useful? What is the main benefit? 5. What aspects of the electronic feedback do you think are not useful? What is the main limitation? 6. Have you found the online tasks useful in supporting your learning? 7. Can you see the value of the e-feedback and log writing connection with final writing test and for future use?
II. To consider L2 learners' perspectives on using e-feedback and their individual differences	Face-to-face semi-structured interview
<ul style="list-style-type: none"> 1. To what extent does learners' use of feedback match their style(s) of learning and assumptions about learning? 2. How do L2 learners most like to learn? What are their conceptions of learning? Is learning about filling empty vessels or is it about helping understanding via a focus on the learning, i.e. transmitting vs understanding conception? 3. What are L2 writers' views on the impact of e-feedback in reducing L2 learners' local (i.e., spelling, grammar, and punctuation) mistakes? Does e-feedback make a difference? In what ways? What is the evidence base from L2 learners' perspective? What is it about their practice that makes the most difference? How do they know this? 4. What are L2 writer's views on the impact of e-feedback in reducing L2 learners' global (i.e., blueprints, development, and organisation) mistakes? Does e-feedback make a difference? In what ways? What is the evidence base from L2 learners' perspective? What is it about their practice that makes the most difference? How do they know this? 	<ul style="list-style-type: none"> 1. Do you like learning the way you do through the online feedback website? Is it in the way that you usually prefer to learn writing? If not, why not? 2. Has your English spelling improved? In what ways? How do you know this? 3. Has your use of English grammar improved? In what ways? How do you know this? 4. Do you feel any improvement in the appropriate use of punctuation signs in your writing? In what ways? How do you know this? 5. Are you getting better at brainstorming ideas to include in your essay? In what ways? How have you understood this? 6. Is your ability in developing your ideas in your essay improving? In what ways? How have you understood this? 7. Can you organise your essay more clearly now? In what ways? How have you understood this?
III. To investigate how e-feedback can improve L2 learners' writing abilities	Face-to-face semi-structured interview
<ul style="list-style-type: none"> 1. What aspects of student practice can improve through e-feedback? 2. What impact does e-feedback have on the performance of L2 learners when writing ... <ul style="list-style-type: none"> a. subsequent drafts on the same topic? 	<ul style="list-style-type: none"> 1. What can online feedback practice help you to improve? 2. Do you keep repeating the same mistakes in your drafts, draft 3, draft 4, etc.? In what ways? If this is the case, why do you think you keep making the same mistakes? 3. Do you have any repeated mistakes in your

b. on different topics? i.e., Can e-feedback feed forward between drafts and topics?	essays? In what ways? How have you understood this? 4. Have your early drafts been useful in improving the quality of your future drafts? In what ways?
IV. To examine the extent to which e-feedback can support student self-regulation	Open-Ended Questionnaire Protocol
A. Student cognitive processing activities	
1. What impact do e-feedback and learning logs have on L2 learners' writing performance? 2. What impact does e-feedback have on the self-editing ability of L2 learners?	1. How do you feel about the value of e-feedback and learning logs and their effect on your writing? 2. Do you see any improvement in your self-editing power when writing? Do you think you are good at this or not?
B. Student affective learning activities	
1. What impact do e-feedback and learning logs have on L2 learners' motivation levels to move towards their goals? 2. What impact do e-feedback and learning logs have on L2 learners' self-efficacy beliefs? 3. What impact do e-feedback and learning logs have on L2 learners' ability to remain positive and restore positive feelings of self-confidence, commitment and coping with negative emotions? 4. Are they able to take on board the feedback straightaway – does it take time – do they leave it and come back to it? 5. What are L2 learners' immediate reactions and later responses? How similar or different are these? 6. How do individuals process feedback and manage their emotional response? What states do they go through? 7. Is e-feedback less upsetting or more acceptable than face-to-face feedback? 8. To what extent would they like to also see others' postings on the e-learning environment? Would this be a valuable learning tool for them?	1. How motivated are you towards achieving your learning goals when working with e-feedback and writing learning logs? What factors affect this? 2. After all e-feedback work and learning log writing, how do you feel about your writing ability in comparison to when you began working on this programme? 3. How do you manage e-feedback? How do you respond: (i) Does it take time? Do you usually leave it and come back to it later? (ii) Generally, are your first reactions and later responses to e-feedback the same or different? 4. How do you manage your emotional response to e-feedback? What sorts of feelings do you go through when trying to deal with e-feedback and further drafting of work? 5. What type of feedback would you most prefer: e-feedback, paper feedback, or face-to-face feedback? 6. Would you find it useful to see your other classmates' feedback on your drafts on the e-learning environment? Would you value classmates' feedback? If not why not?
C. Student metacognitive regulation activities	
1. What impact do e-feedback and learning logs have on L2 learners' ability to appraise their progress towards their learning goals? 2. What impact do e-feedback and learning logs have on L2 learners' deciding on a plan of action? 3. What impact do e-feedback and learning logs have on L2 learners' ability of self-monitoring whether progress is occurring in the intended direction? 4. What impact do e-feedback and learning logs have on L2 learners' ability to introduce changes to their plans and/or ask for more support? 5. To what extent do they think they are accurate in self-assessing their own work? Do they perceive themselves to be good at this or not? 6. To what extent do they use the facility to go back and review their log history? How is this useful? 7. To what extent do learners prefer e-feedback to other forms of feedback? What form of feedback do they find most valuable? What do they see as the main benefits and limitations of e-feedback? 8. What other sources of support do they rely on heavily?	1. Did e-feedback and learning logs help you to check your progress towards your learning goals? How? 2. How have you tried to develop strategies to develop your online writing activities? Have e-feedback and learning logs helped you to make better decisions? In what ways? 3. How did you control your progress / manage the learning demands of this course? Have e-feedback and learning logs helped you in this process? 4. Do you go back to review your log history? How frequently? In what ways has this been useful to you? 5. Have you tried to seek anyone's advice to help you with your drafts? What other sources of support do you use? 6. What type of support has been the most valuable to you and why? 7. Whose support has been the most valuable and why?

Appendix 2 Subdivisions and methods correspondence

The following table shows the combination of methods used to contribute to the holistic formation of meaning in relation to each sub-question.

Subdivisions	Data Collection Tools			
	Electronic unstructured learning logs RQ1, RQ2, & RQ3	Electronic structured progress logs RQ1 & RQ2	Face-to-face one-on-one semi-structured interviews RQ1 & RQ2	Emailed open-ended questionnaires RQ3 & RQ1 in some cases
1A. What use do learners make of the e-feedback?	✓	✓	✓	✓
1B. What do students find useful and less useful in the e-feedback process?	✓	✓	✓	✓
1C. What is students' perception of the relevance of the assessment task and online practice to their studies and future use?	✓	✓	✓	✓
2A. What are L2 writers' views on the value of e-feedback in reducing L2 learners' local (i.e., grammar, vocabulary, and writing mechanics) mistakes?	✓	✓	✓	
2B. What are L2 writers' views on the value of e-feedback in reducing L2 learners' global (i.e., content, idea development, and organisation) mistakes?	✓	✓	✓	
3Ai. What impact do e-feedback and learning logs have on L2 learners' writing performance?	✓			✓
3Aii. What impact does e-feedback have on the self-editing ability of L2 learners?	✓			✓
3Bi. What impact do e-feedback and learning logs have on L2 learners' motivation levels to move towards their goals?	✓			✓
3Bii. What impact do e-feedback and learning logs have on L2 learners' self-efficacy beliefs?	✓			✓
3Biii. What impact do e-feedback and learning logs have on L2 learners' ability to appraise their progress towards their learning goals?	✓			✓
3Biv. What impact do e-feedback and learning logs have on L2 learners' ability to main and restore positive feelings of self-confidence, commitment and coping with negative emotions?	✓			✓
3Ci. What impact do e-feedback and learning logs have on L2 learners' deciding on a plan of action?	✓			✓

3Cii. What impact do e-feedback and learning logs have on L2 learners' ability of self-monitoring whether progress is occurring in the intended direction?	✓			✓
3Ciii. What impact do e-feedback and learning logs have on L2 learners' ability to introduce changes to their plans and/or ask for more support?	✓			✓
3Civ. What impact do e-feedback and learning logs have on L2 learners' ability to reflect on the whole process?	✓			✓

Appendix 3 Certificate of Ethical Research Approval

Barrett, Jess

From: Evans, Carol
Sent: 26 June 2013 08:44
To: Barrett, Jess
Subject: Alireza ZareEkbatani ethics form
Attachments: Alireza_ZareEkbatani_580034151_EthicalFormAddendum.pdf

Dear Jess

I am just sending through Alireza's ethics form which has been approved. He has changed one instrument for data collection from an interview to an open-ended questionnaire as he was concerned about the use of student time.

Alireza writes

"on the recommendation of my supervisors, given the length of the semi-structured interviews on e-feedback affordances and limitations as well as local and global mistakes and to avoid overstressing the participants in the interviews, an additional SRL data-gathering method (i.e., Open-Ended Questions) was sent to the participants."

Both supervisors (Susan Riley and Carol Evans) were happy with the changes made. I spoke to Nick about this yesterday and he suggested I sent in brief details of the change via you for Nick to approve.

Take care *Apprecd Nick Grans*

Carol

N. Grans.
28/6/13

Dr. Carol Evans
Principal Fellow Higher Education Academy
President of Education, Learning, Styles, Individual differences Network (ELSN)
Associate Professor
College of Social Sciences & International Studies
University of Exeter
Heavitree Road
Exeter
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Room: Baring Court:215
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Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS

You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications/guidelines/> and view the School's statement on the GSE student access on-line documents.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: Alireza Zareekbatani

Your student no: 580034151

Return address for this certificate: Flat #3, No. 5 East Nahid Street, Africa Expressway, Tehran 19157-18844, IRAN.

Degree/Programme of Study: PhD in Education (TESOL)

Project Supervisor(s): Dr. Susan Riley (Supervisor 1) and Dr. Martin Levinson (Research Mentor)

Your email address: az216@exeter.ac.uk and alirezaekbatani@yahoo.com

Anonymity Principle

I hereby certify that I will abide by the details given overleaf and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed: date: 28 August, 2011

NB For Masters dissertations, which are marked blind, this first page must not be included in your work. It can be kept for your records.

Certificate of ethical research approval

Your student no: 580034151

Title of your project: "Technology and L2 writing: EFL student perspectives on electronic feedback using online learning logs"

Brief description of your research project: Research on teachers' responses to L1/L2 writing of students is much more extensive than research on students' reactions to their teachers' feedback. In the area of electronic feedback, perhaps in view of its novelty, research on EFL student perspectives on electronic feedback in the context of L2 writing instruction is even sparser, while it seems to be an important area which merits more attention, given the increasing interest in the use of technology in language teaching. Learners' views about various aspects of new technology use in the way they receive feedback on their scripts can help L2 writing teachers as well as developers of learning management systems among others to make better informed decisions in L2 writing classes. This motivated me to propose the current study in order to gain a deeper insight into the L2 writers' perceptions of electronic feedback.

The purpose of this research is to gain a deeper understanding of students' perceptions of electronic feedback provided by the teacher and the online facility used as well as how these perspectives influence students' L2 writing achievement. The findings of this research can provide an understanding of students' opinion of e-feedback and its usefulness, which would otherwise be very hard or impossible to predict. This can inform the way technology is used in relation to L2 writing feedback to enhance traditional classroom teaching. To accomplish the objectives of this research, I have employed a qualitative approach and through online learning logs and semi-structured interviews will set about data collection.

Give details of the participants in this research (giving ages of any children and/or young people involved): This research will be conducted at ^{Azad} Institute of Science and Technology, Branch number 2, one of the all-male branches of this institute in Tehran, Iran, where students can learn English, among other languages, and prepare themselves for various types of high-stakes English examinations. The research participants ($N=$ about 40) will be male adult learners at higher levels of English proficiency with the Oxford Placement Test (OPT) score of 135 or more (out of 200). This study will take place over a period of approximately 15 weeks, during which students will be asked to write essays online as part of their IELTS preparation course to receive electronic feedback, reflecting on their own learning by writing online learning log entries.

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

- a) **Informed consent:** Where children in schools are involved this includes both headteachers and parents). An example of the consent form(s) must accompany this document. a blank consent form can be downloaded from the GSE student access on-line documents:

Participants will be all adults, so they will be asked to give their own written consent, allowing them to withdraw their consent at any time during the research process with no consequences.

- b) **anonymity and confidentiality**

In this research, I tend to divide ethical considerations into two broad categories of (1) general ethical considerations common to almost all studies, such as informed consent, disclosure of sufficient information to participants, ensuring their comprehension, anonymity among other considerations (referred to in this subheading), and (2) technology-related concerns, such as the idea of "digital divide" among other salient factors.

Page 2 of 4

There are ethical practice principles central to this qualitative study, similar to any other research where there are human participants. Here, I will enumerate principles I am committed to adhere to for the appropriate ethical conduct of my research. These principles include (a) the names and identities of all participants will be protected; (b) under no circumstances will any of the information collected result in the embarrassment or harming of students; (c) learners will be informed of any change which can result in breach of confidentiality; (d) the researcher will ensure that no mental or physical harm will come to any participant; (e) learners will participate willingly and will reserve the right to withdraw from the study at any stage of the research; (f) students will be treated with due respect; (g) participants will be informed of what the study will involve and have the right to express their opinions; (h) the implications of the research findings are carefully taken into account to eliminate any possibility of misuse; (i) throughout the study, the researcher will make every effort to keep the balance between gains and costs for the participants; (k) reserving the right for participants to be sufficiently aware of what is happening in the research.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress: This study will investigate the ideas and reactions of about 40 male adult EFL learners studying in ^{Azad} Institute of Science and Technology, Branch No. 2, in Tehran, Iran. The aim is to elicit students' perception of online writing corrective feedback.

A necessary part of this research was the creation of a website (www.ekbatani.ir) for students to place their L2 writing drafts and receive corrective feedback in the form of error correction codes and some comments. The researcher with the assistance of a web-developer created an online corrective feedback system called 'Ekbatani e-Education: Solution to Increasing your L2 Writing Power' which has been tested and piloted to ensure the success of data collection.

Students with their own specific usernames and passwords which only they themselves choose and know, will log into their separate private writing space on www.ekbatani.ir to go through the process of online drafting and re-drafting. The teacher, as the website administrator, who is the researcher himself will have access to what students write as drafts and logs. The teacher will indicate students' errors electronically employing marking codes plus brief comments where necessary to help the L2 writer improve their writing in the future drafts. The data-gathering tools will therefore be structured electronic diaries and semi-structured face-to-face interviews.

After receiving each online feedback on their drafts, students' are invited to make a diary entry, expressing how easily understandable e-feedback has been to them, what they have found useful, what impact they feel e-feedback has had on eliminating their mistakes, what aspects of their writing they have improved and what they will do in their future drafts. In order to further verify the validity and reliability of research results obtained through logs, the researcher will hold face-to-face interviews twice, once halfway through and another time by the end of the 15-week course period.

Every effort will be made to ensure that the rights of the prospective participants, detailed above, in this study will be well protected from the design to actual implementation and reporting of research findings. In semi-structured interviews, the researcher will be aware of the possible tension learners might feel and its consequences such as sudden mental aberration, so reasonable attempts will be made to make every learner feel comfortable and at ease. To find emerging patterns seen in research results, the researcher will transcribe the relevant interview sections. This qualitative data in the form of the interview transcripts and students' online learning logs will then be uploaded and fed into NVivo 9 for thematic coding and other necessary analyses to extract students' perceptions of electronic feedback.

Since in this study the researcher is also the teacher of the participants, I will ensure that students participate in the study on a voluntary basis without any change in their class performance and/or end-of-term scoring, which is part of the institute's requirement, and that those who opt out of study are by no means disadvantaged in any way, educationally or otherwise. In other words, participation in the research will be completely voluntary.

In my PhD research, I will be paying close attention to the online research codes of conduct as identified by Ortega and Zyzik (2008) in the chapter entitled 'Online interactions and L2 learning: Some ethical challenges for L2 researchers' in a book edited by S. S. Magnan, entitled 'Mediating Discourse Online'. They refer to some key ethical considerations on how to approach research when conducting L2 online studies and/or any other computer-mediated interaction in L2 context. The guidelines comprise: (a)

clarifying the "communicative, social, cognitive, cultural, and educational implications of using computers to learn" (Kern, 2006, as cited in Ortega and Zyzik, 2008); (b) paying attention to "learner agency and teacher responsibility" (*ibid*); (c) addressing the difference between participants in terms of computer knowledge and skills, known as "digital divide"; (d) creating an atmosphere of equal participation.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recoded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

The website (www.ekbatani.ir) to be used as an online tool in this research creates an equal opportunity for all participants who are willing to participate in this study to benefit in several ways. To make access to the website easy for those who might be using dial-up connections, the researcher and web designer agreed to maximize the speed with which the web page opens and loads, through excluding things like photos and too much graphic from the web pages. Also, to minimize "digital divide", there will be an initial training and orientation session to address some probable difficulties students might face. In an attempt to increase "learner agency", there will be semi-structured interviews with participants to make the voice of learners heard. In addition, to help create a safe and comfortable online atmosphere for participating learners to express their thoughts, experience and feelings about the feedback they will receive, all the online learning logs where such comments will be typed and saved are only accessible by the researcher. Nobody else will have access to those private diaries. Also, the same overriding consideration applies to the digitally recorded voice of participants and their transcriptions. The only person listening, transcribing and accessing them will be the researcher. All information after the research process is complete will be deleted.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

I do not anticipate that there will be any exceptional factors that may cause harm to the participants.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's Research Support Office for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: 15th August 2011 until: 15th August 2012

Extended to: 28th October 2012

By (above mentioned supervisor's signature): S.M. Riley, date: 10th August 2011

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

GSE unique approval reference: D1011181

Signed:  date: 16/08/2011

Chair of the School's Ethics Committee

This form is available from <http://education.exeter.ac.uk/students/>

Appendix 4 Participant Consent Form in English



GRADUATE SCHOOL OF EDUCATION

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s):

If you have any concerns about the project that you would like to discuss, please contact:

.....
OR
.....

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 5 Participant Consent Form in Persian

به نام خدا

زبان آموز گرامی،

ضمن تشکر از توجه شما نسبت به شرکت در پژوهه تحقیقات دکتری اینجانب علیرضا زارع اکباتانی، خواهشمند است موارد زیر را با دقت خوانده و در صورت موافقت، آن را امضاء نمایید.

هدف این پژوهه تحقیقاتی تقویت مهارت نوشتاری شما است. شیوه تحقیق به این نحو است که شما پس از پایان هر جلسه درس کلاس Writing، نوشتار خود را بر اساس اصول نگارشی که فرا گرفته اید بر روی رایانه خود در برنامه نوشتاری ساده ای مثل Notepad تایپ نموده و سپس آن را در وب سایت www.ekbatani.ir قرار می دهید. با استفاده از تعداد ۳۸ علامت بازخوردی موجود مبتنی بر اشتباهات رایج نوشتاری، بندۀ ضمن سنجش کیفیت کار نگارشی، در مورد آن به شما بازخورد می دهم. سپس با توجه به علائم اختصاری، شما متن خود را مورد بازبینی و تصحیح قرار می دهید. پس از آن، متن تصحیح شده را برای بار دوم در وب سایت می گذارید. شما ممکن است بسته به میزان اشتباهات تا سه بار و یا بیشتر این روند را تکرار کنید که به درک عمیقتر مطالب کمک می کند.

پس از هر بار دریافت بازخورد، لازم است در مورد اشتباهات نگارشی خود و میزان پیشرفتتان تأمل کنید و بر اساس آن، گزارشی از کار نوشتاری خود تهیه و ارائه نمایید. این روند در طول دوره به مدت چهار ماه که بندۀ در موسسه علوم و فنون در کلاس آمادگی آزمون IELTS در خدمتتان هستم ادامه خواهد یافت.

چنانچه با این شیوه بازخورد بر نگارش خود موافق هستید، لطفاً برگه را امضاء نمایید. در صورت عدم تمايل به شرکت در این تحقیق، برنامه آموزشی دوره که برای آن ثبت نام کرده اید طبق روال معمول موسسه پیش خواهد رفت و کیفیت آن دچار هیچ گونه تغییری نخواهد شد. امضاء شما فقط جهت اطلاع است تا در این مدت تا حد ممکن پایبند توافقمان در شیوه نگارش و تصحیح باشیم و ارزش دیگری ندارد.

با نهایت احترام و تشکر،

اکباتانی
دانشجوی دکتری
رشته آموزش و بهسازی یادگیری

مترجم شهید سرخابی متوجه رسمی زبان انگلیسی قوه قضائیه جمهوری اسلامی ایران
خیابان میرداماد، نبش خیابان شریعتی، پلاک ۱ تلفن: ۲۲۲۲۰۶۴
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Tehran / Iran . Phone : (+98 21) 22224064

شماره ۱۳۹۰۹۸
ردیف دفتر ثبت

جهوی اسلامی ایران
قوه قضائیه - اداره مترجمین رئیسی



OFFICIAL TRANSLATION FROM PERSIAN

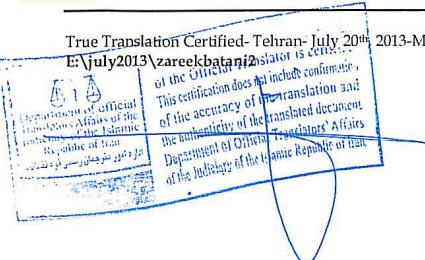
Institute of Science and Technology
Free Zone Organization

Researcher's full name	Alireza Zareekbatani
Program and field of study	Ph.D. in Education
Ph.D. Thesis Title and Purpose of the Study	EFL Learners' Perception of the Value of Electronic Corrective Feedback and Online Learning Log Writing for their English Writing Abilities and Learning Self-Regulation
Ph.D. program start date and the approximate length of the study	From Oct 1 2010 for three up to four years
Research type	This research study is conducted within the <i>Interpretive Paradigm</i> and is of <i>Qualitative Type</i> .
Sampling location	Essay Writing Classes in the IELTS Preparation Course, at <i>Anonymity</i> Institute of Science and Technology, Branch Number 2- Tehran IRAN
Sampling method	Convenience Sampling, on the basis of the number of available language learners in the IELTS Essay Writing Classes, who agree to participate in their research voluntarily, after becoming fully aware of the nature of the study, in compliance with the ethical research principles, protecting their rights to withdraw from the study without any consequence in the learning process.
Research Design	An exploratory case study with the constant comparative data analysis procedure
Research methods	Face-to-Face Individual Semi-Structured Interviews; Electronic Unstructured Learning Logs; Electronic Structured Progress Logs; Open-Ended Questionnaires; Students' Writing Drafts
Academic Publishing from Research Findings	Ph.D. Thesis, International Academic Research Books, Journals Articles, and Conference Presentations
Research Track Record in Research and Journal Article Writing	Conducting Quantitative Research, the journal article entitled "A comparative study of two feedback methods on Iranian EFL learner's writing skill!", published in the Journal of Humanities of Al-Zahra University, Tehran, IRAN, Volume 15- Issue 54, Summer of 2005; Accessible on Scientific Information Database of Academic Center for Education, Culture and Research- on www.sid.ir/en

Signed and sealed:

Azadeh Ardakani
Education and Research Deputy
Anonymity Institute of Science and Technology

True Translation Certified- Tehran- July 20th 2013-M
E: July2013\zareekbatani@inator is certi



Appendix 7 Affordances, and limitations of e-learning

Anonymity		
Affordances of e-learning	Limitations of e-learning	Noteworthy
<p>1. Not undermining a student's self-worth through direct comparison with other students, when working with the feedback device, called clickers (Brady, et al., 2013)</p> <p>2. The 'conformity effect' occurring when students wait for cues from other students probably with higher academic standing in the class can be eliminated by clickers (Brady, et al., 2013, p. 885).</p> <p>3. Enabling shy and introverted students to become involved in the learning process 'without peer pressure' (Brady, et al., 2013, p. 889; Reilly, et al., 2012).</p> <p>4. Resulting in 'more honest and authentic feedback' (Brady, et al., 2013, p. 897).</p>	<p>1. Fear of personal data misuse, e.g. a student's learning record (H. Spada, et al., 2012)</p> <p>2. Concern over 'the public and somewhat permanent nature of online communication' (Reilly, et al., 2012, p. 101).</p> <p>3. 'The sense of permanence with online communications caused students in many cases to respond in a slower, more deliberate way' (Reilly, et al., 2012, p. 101).</p>	<p>1. Using the best data security measures and practices together with the necessary data literacy skills training (H. Spada, et al., 2012).</p> <p>1. 'Trainers need to provide a safe environment for failure' (Childs, et al., 2005, p. 27).</p> <p>2. Mistakes can become a rich source of learning 'in a nonjudgemental atmosphere' (Childs, et al., 2005, p. 27).</p> <p>3. Effectiveness of feedback depends on the students' levels of attention when dealing with it: <i>the self level</i> can result in a strong inhibitory effect; <i>the task level</i> is linked with the actual performance; and <i>the task learning level</i> concerns the details of the process. The best level for the focus of attention is at the task level (DeNisi & Kluger, 2000) supported by the indirect nature of online feedback, especially when the teacher keeps each students' mistakes private.</p> <p>4. 'Study participants identified that anonymity in online courses can lead to more in-depth sharing</p>

		of information and more involvement from introverted learners' (Reilly, et al., 2012, p. 104).
Accessibility		
Affordances of e-learning	Limitations of e-learning	Noteworthy
<p>1. The 'ubiquitous and mobile technology' making learning opportunities available anywhere at any time (H. Spada, et al., 2012, p. 25).</p> <p>2. 'Electronic access to assessments gives students and their advisors immediate feedback necessary for monitoring performance across competencies' (Dannefer & Prayson, 2013, p. 655).</p>	<p>1. Despite the rapid technology spread, the 'digital divide' exists, in both high- and low-resource contexts (Hockly, 2014; H. Spada, et al., 2012); sometimes the divide is caused by the contrast between 'effective' and 'ineffective' technology use (Hockly, 2014).</p> <p>2. Suitable human and technical infrastructure are required to make the use of technology possible (Nesbit & Winne, 2008).</p> <p>3. Heavy tuition and other potential costs 'could cause inequitable access for those who lacked the necessary money' (Childs, et al., 2005, p. 25).</p> <p>4. Frequent access to a computer is necessary for every student both at home and school (Nesbit & Winne, 2008).</p> <p>5. 'Potentially more expensive than providing one laptop per student is the constant and extensive technical support required to install software, maintain</p>	<p>1. 'The solution for learners is cheap or free courses and materials although paying upfront may make the learner become more involved in the outcome of the programme' (Childs, et al., 2005, p. 25).</p> <p>2. Poorly designed e-learning solutions should be replaced by 'user friendly packages' (Childs, et al., 2005, p. 20).</p> <p>3. 'Importance of whole programme being available online, not changing deadlines, and clarity of requirements' (Scott, et al., 2011, p. 64)</p> <p>4. Easy and reliable access to comfortable technological devices is necessary for both teachers and students (Childs, et al., 2005).</p> <p>5. Constant technical monitoring is required for technology-assisted learning environments and when the need arises, 'technological problems need to be solved quickly' (Childs, et al., 2005, p. 25).</p> <p>6. There are certain</p>

	<p>servers and networks, supply printers, and help users resolve technical difficulties. There are also costs in maintaining and enhancing the software students use' (Nesbit & Winne, 2008, p. 179).</p>	<p>information-based literacies which if students know, they can be better able to handle the flood of information: 'search literacy', 'tagging literacy', 'information literacy' and evaluating sources, 'filtering literacy' to avoid information overload, and 'attention literacy' (Hockly, 2012, p. 109).</p> <p>7. To ensure that students already possess the relevant information-based literacies, those in charge can require students to either pass a preparatory course, or show evidence of having attained the necessary e-learning skills (Childs, et al., 2005).</p> <p>8. 'Pragmatically, technical support costs cannot be offloaded onto the more technically knowledgeable teachers, and must be accounted for as the program is planned' (Nesbit & Winne, 2008, p. 179).</p> <p>9. When students are to pay for the learning technologies, 'then sufficient materials need to be provided to justify them' (Childs, et al., 2005, p. 25).</p>
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Collaborative Learning

Affordances of e-learning	Limitations of e-learning	Noteworthy
1. Promoting collaborative learning (S.-C. Lee & Ching, 2014; H. Spada, et al., 2012)	1. The 'time intensive nature of e-learning' (Childs, et al., 2005, p. 20)	1. It is necessary for school to consider 'dedicated work time for e-learning' (Childs, et al.,

2. 'Bridging between formal and informal contexts to create a unified learning landscape' (H. Spada, et al., 2012, p. 6).	<p>2. In e-learning, there seems to be the 'need for a component of face-to-face' contact (Childs, et al., 2005, p. 20), because 'lack of connection can result in feelings of loneliness and reduced motivation to learn' (Reilly, et al., 2012, p. 101).</p> <p>3. 'Lack of trainers' time for evaluating course software or developing materials is another barrier' (Childs, et al., 2005, p. 25).</p> <p>4. 'Difficulty with writing skills, the need to communicate exclusively in writing without the benefit of verbal clarification, was mentioned as having an impact on some students' confidence' (Reilly, et al., 2012, p. 103).</p>	<p>2005, p. 20).</p> <p>2. In the design process, collaboration is required 'between content, pedagogy and technology' (Childs, et al., 2005, p. 26).</p> <p>3. 'Trainers and learners should share responsibility for the quality of the learning process' (Childs, et al., 2005, p. 27).</p> <p>4. 'A blended approach mixing person-to-person contact with IT methods, seems the most preferred' (Childs, et al., 2005, p. 27).</p> <p>5. Guidance on e-tool use, requirements clarification, and possibility to ask questions, are important in the e-learning process 'e.g. being clear about assignments and timelines, providing wrap-around guides and support materials' (Childs, et al., 2005, p. 27).</p> <p>6. It is essential that teachers' 'explicit expectations and specifics about course content [are] highlighted' (Reilly, et al., 2012, p. 104).</p> <p>7. In case of providing formative feedback, 'setting the climate for feedback' in terms of turnaround times and quality is vital (Scott, et al., 2011, p. 64).</p> <p>8. Meaningful and</p>
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		<p>structured dialogue between the teacher and students is necessary through ‘different types of media to communicate, check on progress, encourage, and give feedback such as e-mail, chat rooms, and web pages’ (Andrade & Bunker, 2011, p. 112).</p> <p>9. ‘Ways for online learners to increase immediacy include formal and informal discussion boards, email, course chat features, social networks (wikis or Twitter), and telephone contacts.’ (Reilly, et al., 2012, p. 104).</p> <p>10. ‘Students felt telephone calls, though lacking important visual cues, fostered online relationships’ (Reilly, et al., 2012, p. 103).</p> <p>11. ‘Multiple synchronous discussions, using a text-based “chat” feature, can help identify commonalities and encourage collegial relationships among classmates’ (Reilly, et al., 2012, p. 104).</p> <p>12. Belonging to an online academic ‘community can help learners feel connected through interaction and shared goals’ (Reilly, et al., 2012, p. 101).</p>
Enhancing Practice		
Affordances of e-learning	Limitations of e-learning	Noteworthy

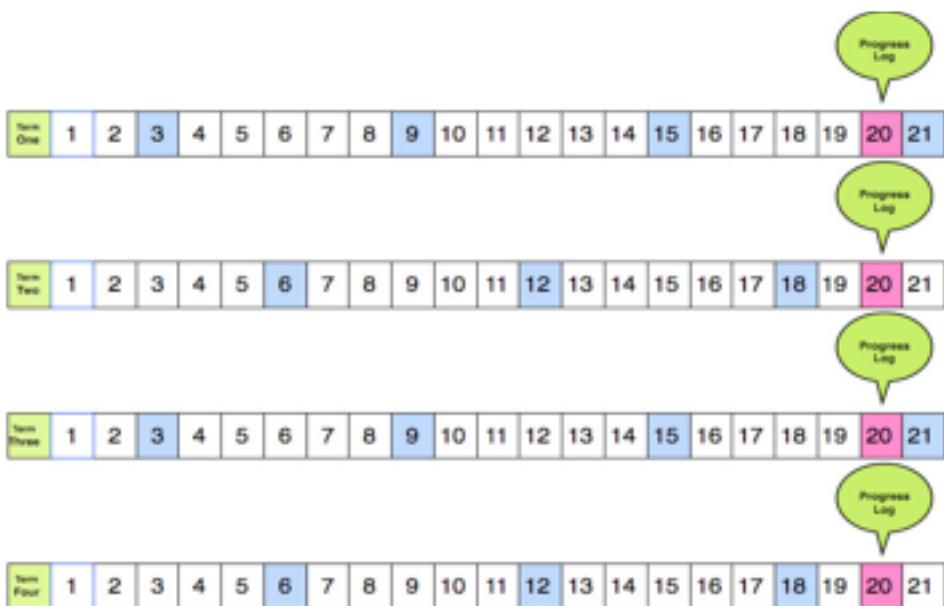
<p>1. Can 'improve practices of formal education' (H. Spada, et al., 2012, p. 6).</p> <p>2. Emotional and motivational advantages: 'Increasing student motivation to learn and to engage the disengaged' (H. Spada, et al., 2012, p. 6).</p> <p>3. 'Contextualised learning' (H. Spada, et al., 2012, p. 6)</p> <p>4. Individualisation versus standardization of learning profiles (H. Spada, et al., 2012)</p>	<p>1. Lack of standardisation, i.e. difficulty in assessment, accreditation, 'comparison of degrees, and mutually shared knowledge within a society' (H. Spada, et al., 2012, p. 5).</p> <p>2. Students may experience 'computer anxiety' (Childs, et al., 2005, p. 20).</p> <p>3. Success with the independent use of modern learning technology needs an efficient approach to locating and using learning resources, different from the traditional self-regulatory strategies of satiation control and time management (Kormos & Csizér, 2014).</p> <p>4. Immediate adoption might not be in line with approved policy of practice in certain schools (H. Spada, et al., 2012).</p> <p>5. Any change to the existing method and the established pattern of conduct can face resistance of teachers who are sceptical of the benefits of the new systems of practice (Childs, et al., 2005).</p>	<p>1. To allow for ease of comparison e-learning results should remain compatible with traditional outcomes; hence, implications for policy: 'National accreditation and national standards and guidelines are needed to support e-learning' (Childs, et al., 2005, p. 30).</p> <p>2. 'The design should allow for self-pacing (within a module and between modules) and provide interactivity' (Childs, et al., 2005, p. 27).</p> <p>3. It is necessary for e-learning 'to be integrated into the curriculum' (Childs, et al., 2005, p. 26).</p> <p>4. Overcoming technological obstacles needs support and restoring students' confidence (Childs, et al., 2005).</p> <p>5. 'Instructors need to recognize the emotional processes that students experience in online courses and design strategies to buffer the negative affective experiences that can impair learning' (Reilly, et al., 2012, p. 104).</p> <p>6. It is very effective to provide students with performance feedback and models to illustrate what is considered good practice (Childs, et al., 2005).</p> <p>7. Teachers should be</p>
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		<p>ready ‘for role change, from one of dispensing knowledge to one of guidance and support’ (Childs, et al., 2005, p. 27).</p> <p>8. The more alignment between technological artefacts, given tasks, and students’ motives, the more likely it would be that affordances lead students to desired learning outcomes (Lamy & Hampel, 2007).</p> <p>9. ‘A “Tips on Surviving an Online Course” discussion is a strategy that allows experienced students, as well as the instructor, to offer suggestions to newer students’ (Reilly, et al., 2012, p. 104).</p>
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Personalised practice		
Affordances of e-learning	Limitations of e-learning	Noteworthy
<p>1. There are advantages to ‘personalized learning environments’ (H. Spada, et al., 2012, p. 5).</p> <p>2. Educational technologies involve the construction of learning environments where individual and situational factors are taken into account, ‘capable of tracing accurately learners’ activity, monitoring their individual characteristics, and generating timely adaptive interventions according to effective pedagogical strategies’ (Narciss, et al., 2014, p. 56).</p>	<p>1. There is ‘the importance of the self-regulatory strategy of opportunity control, which is a strategy that can be considered specific to foreign language learning contexts’ in technology rich environments (Kormos & Csizér, 2014, p. 294).</p>	<p>1. ‘Flexibility for learners needs to be built into the programme and trainers must be flexible to adapt to the needs of learners’ (Childs, et al., 2005, p. 27).</p> <p>2. One way to achieve flexibility is that ‘Content can be divided into small learning ‘chunks’ [or learning objects] which are flexible, recyclable and deliverable in a variety of formats’ (Childs, et al., 2005, p. 27).</p> <p>3. ‘E-learning programmes must be flexible – in programme structure, module scheduling, study</p>

	<p>methods, access to support and facilities – and user-centred. Blended teaching is the preferred approach' (Childs, et al., 2005, p. 30).</p> <p>4. 'E-learning should be based on principles of evidence, standards of care, academic freedom and respect for copyright rules' (Childs, et al., 2005, p. 27).</p> <p>5. 'E-learning must be learner-centric' (Childs, et al., 2005, p. 27).</p> <p>6. 'E-learning is about learners managing their own learning' (Childs, et al., 2005, p. 27).</p> <p>7. Important skills for students to possess on TELEs could be the use of metacognitive strategies and prioritisation, by means of which students become able to identify necessary skills in relation to a task, create a plan of action and opportunities for personal reflection and monitoring of the process, seek help and advice, and summarise feedback comments (Andrade & Bunker, 2011).</p> <p>8. Success with educational technologies requires 'self-discipline and acceptance of personal responsibility' (Reilly, et al., 2012, p. 102).</p>
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Appendix 8 Overview of the four-term course



Appendix 9 Flexibility in use

(From NVivo9, UL)

- ‘*Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience.’ ... ‘I have also tried to do similar tasks at the same time, for instance outlining the body of two or more tasks’ (Student 1, UL).*
- ‘*the fact that we can spend time at home writing essay*’ (Student 8, UL).
- ‘*Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays*’ (Student 32, UL).
- ‘*it helps teacher give them to students whenever they want without any limitation*’ (Student 42, UL).
- ‘*Checking my drafts has now become more of a habit to me; if I am at work and if I have a lot of mistakes, I would rather postpone the revision to some other time, so that I could have enough time to think. Otherwise, I immediately start to revise my work*’ (Student 7, TUL).

(From Questionnaires)

Accessibility (x5)

- ‘*Apart from its availability and simplicity, it is very effective as it is online. So there is a possibility to use related online data on the net at the same time, i.e. when I do not have enough information about a subject I search it on the net and read some articles about it to use different ideas*’ (Student 3, OQ).
- ‘*In my opinion, by working online we can save our time and it is easy to write and revise our writing. I think in these days, we should change ourselves in accordance with the new technology*’ (Student 46, OQ).
- ‘*To be able to keep in touch in everywhere, anytime...*’ (Student 4, OQ).
- ‘*First of all, I enjoyed a very good teacher whenever I liked*’ (Student 5, OQ).
- ‘*Usage of this method is a lot but the most of these is that it is online and whenever that I want I can write and see my feedback whether holiday or not. Because in some time we aren’t in good mood for writing and with online writing in every time that we want we can write*’ (Student 40, OQ).

- ‘The speed and privacy are the most valuable things for me. I can access to my scores and response and do homework in home without distractions and worry’ (Student 19, OQ).

Much more flexible

- ‘considering lack of time and that face to face feedback cannot be wherever and whenever I want, e-feedback is much more preferable, as it is much more flexible. I mean I can review my essay during a day even at night or later, depending on how I am busy’ (Student 34, OQ).

No need for the teacher or the learner to actually meet.

- ‘In my experience, e-feedback is better than the other ways. Because, in this method students and teacher can do their duty on virtual area without any necessary to connect to each other in a real place’ (Student 12, OQ).

Well-organised, easy to access and active

- ‘All of them are useful. But I think face to face feedbacks have some weak points like you will forget after time passes. Also one of disadvantages about paper feedbacks is you throw it away and at the time that you need it is difficult to find . But e-feedback is organized, easy access and active procedure. In this case I find e-feedback more useful’ (Student 20, OQ).

- ‘In my opinion e-feedback is more valuable than the others. Because we have enough time to think about our mistakes, we can revise them in a short time and we can go back to these feedback every time we need them’ (Student 46, OQ).

Appendix 10 Fast turnaround time

From NVivo9, UL

- 'I do appreciate your incredible accuracy and speed on giving me feedback on the website' (Student 41, UL).*
- 'e-Feedback is very useful, because it helps me understand my mistakes and benefit from repeated revision opportunities before forgetting the content and the state of mind in which I created the essay. I must pay more attention to grammatical points and the construction of the phrases I use' (Student 32, TUL).*
- 'I try to revise my essay as soon as you check it for me and telling me the mistakes because I am of the opinion that to learn the points of one subject I am not allowed to put any gap between the process of finishing my essay'* (Student 4, UL).

From Questionnaires:

Time and self-management ($\times 4$)

- 'In my opinion, by working online we can save our time and it is easy to write and revise our writing. I think in these days, we should change ourselves in accordance with the new technology' (Student 46, OQ).*
- 'Personally, having the contact with teacher was very pleasing experience for me. All the time you are concerned about time schedule and tasks you should do. This fact that makes you to be in contact with English pushes you toward success' (Student 21, OQ).*
- 'Time managing: because by the time I'm writing I consider myself in exam environment and manage it in a best way I can' (Student 43, OQ).*
- 'I can manage my time and do not worry about my other works, It is one of the most valuable function of it. To mention another useful facet I want to say that when my teacher point out my mistakes indirectly, I must think about it deeply to find the suitable answer. By this way I hardly forget those mistakes that I had made before' (Student 34, OQ).*

Speed and Instant feedback

- 'The speed and privacy are the most valuable things for me. I can access to my scores and response and do homework in home without distractions and worry' (Student 19, OQ).*
- 'What is really interesting for me is instant feedback, as I explained before' (Student 45, OQ).*

Fast, accessible, and effective

- 'Definitely e-feedback. Because it is quick, effective and almost available round the clock.' (Student 3, OQ).*
- 'When I write an article, I eager to see your feedback about my writing and I correct them as soon as I can and I correct it again and again to be complete article' (Student 40, OQ).*

Fast, accessible, and printable

- 'I prefer electronic feedback, because it is faster and more easily accessible. It also permits me to print' (Student 22, TOQ).*
- 'Translated Log 3, After experiencing two writing topics, I can say that I consider this system of writing better than other systems. Among its advantages*

is its fast turnaround times. I believe this online feedback approach is more efficient than classroom work in terms of practicing punctuation and writing styles. It should also be noted that the amount of effort of the writer himself plays an important role in increasing the efficiency of e-feedback. If a learner does not put his shoulder to the wheel, this approach cannot be of much help to him' (Student 33, TUL).

Appendix 11 Encouraging thinking to find answers

From NVivo9, UL

- ‘Hello, looking at your feedback, I became cognizant that I must be more careful about the complementary patterns of verbs, namely the verb “allot” in this draft. Thank you very much’ ... ‘Hello, in this draft I could finally find a way to express my view when there is not an exact view point adverb available’ (Student 1, UL).
- ‘At this step I found that I have to pay more attention to topic then I can choose more appropriate BPs’ (Student 3, UL).
- ‘I think this method is less time consuming compared to paper one, also it inspire us to think and create.’ ... ‘I think self-editing method is a perfect way to thrive our ability to write better, because we have to think and create rather than memorise things’ (Student 8, UL).
- ‘Today, I learned how to manage my outline before starting to write. I faced difficulties before, especially when it was two questions to answer’ (Student 9, UL).
- ‘about responding i should say that every time it take less than before and i try my best not to leave it but some times when my mind stuck in some sentences the best answer is to leave it aside for half an hour and try again and mostly the second time responses are better and they come to my mind faster than first time’ (Student 11, UL).
- ‘In fourth writing I had less mistake in compare to previous. But this time, I spent two hours for understanding for what I have to do. Specially about activators and supports. Indisputable reading is important like writing. In addition, memorizing some influence chunks is necessarily’ (Student 12, UL).
- ‘using preposition on suitabale position is one of my findings after your comments’ (Student 13, UL).
- ‘With exampels, i learned clearly what is the motivators and these statement’ (Student 14, UL).
- ‘Generally, I archive all past drafts in my laptop and after finishing each assignment I will read them to find out my mistakes and improvements’ (Student 16, UL).
- ‘In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization. I think after some revising, i can make a good personal model to write’ (Student 18, UL).
- ‘I learned to use qualification sentences in my writig in order to decrease the certainty of claims’ (Student 21, UL).
- ‘in my first writing i understand that i have a serious problem with punctuation and i would try to get ride or this problem. And also how should i arrange sentences’, (Student 23, UL).
- ‘I need to pay attention in countable and uncountable nouns and also writing my sentences more readable’ ... ‘After this programm I no longer think that every things I am writing are ... full of mistakes. And it helps ne write more easily than before. unfortunately I entirely rely on different dictionaries to write and I think that I am not able to write without my dictionaries’ ... ‘I have reviewed my logs two or three times. ... They can be useful to remind me what were my problems and they still exist or not’ ... ‘Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays’ (Student 32, UL).

- 'As much as I go with your lessons in the class and the website, I realize how technical and delicate writing skill is' (Student 41, UL).
- 'As soon as I receive feedback, firstly I review my own draft which I have saved them and compare with the mistakes in the feedback, after that I think about them to find out what has been wrong, in order not to repeat them. My first reaction (when I get a feedback) is the same as when I correct my mistakes. Sometime I need to discuss why some parts of my writing are incorrect, to realize the key points. Thanks a lot' ... 'The whole e-feedback is really helpful and priceless because it makes me think about my mistakes and sometimes study more in order to find new suitable vocab and structure and elevate my skills. Moreover, your viewpoints open a window towards your feelings which is great. As I can find out how good or bad my essay is and I value my essay by reading your opinion about it. If it is good I will be happy, and if it is not good I try to revise it and I am sure I would be much happier after that, because I know I have learned something new, in parallel I have lessened my mistakes' ... 'I said logs have given me new insight. Well, I want to give you an example: when I am writing an essay I try to concentrate on the topic and do my best. As the progress of learning happens imperceptibly, most people can not realize how much they have learned and progressed since they have started a course, but people around can judge much much better, for example when I talk to my family about my knowledge in English and tell them that I feel I do not know anything about English and there are a lot of things and skills to be learned, they laugh and remind me about my past, when I wished I could speak English and explain my emotions in that way. That is right, as I am inside of the room I can not realize what is happening around. Back to the positive aspects of logs, nowadays when you ask me some questions about this course, it is exactly like this that you are making me leave the room and realize how everything is, then I come back with more knowledge and information and even a better judgement about myself. For instance when you wanted me to say "whether e-feedback has have any effects on my power of writing or not" I thought about it carefully and compare my previous abilities with latest one and considered my improvement. If you did not ask me that question, I would not have thought about it' (Student 42, UL).
- 'About e learning, I have to say I really enjoy it because you can see your errors and mistakes as soon as possible, and you can think about them. I think it is the most important advantages of elearning' (Student 45, UL).
- 'Thinking about my mistakes and trying to correct them without help, makes me feel more independent than before' (Student 46, UL).
- 'This type of teaching writing gives me a good feeling. Making an indirect reference to the sort of mistake sometimes creates a better learning opportunity' (Student 33, TUL).
- 'Translated Log 7: When I see [UBW] (i.e., Use a Better Word), I go and look for a better word in the dictionary, preferably a formal and academic one. If I use the word correctly, I learn it and it stays in my mind better and for a longer period of time' (Student 30, TUL).
- 'I reviewed new phrases that had been written in noticebored on your website. the comments help me to think about finding new words and paraphrasing that it was really useful' (Student 5, UL).

Encouraging deep thinking

- 'I can manage my time and do not worry about my other works, It is one of the most valuable function of it. To mention another useful facet I want to say that when my teacher point out my mistakes indirectly, I must think about it'

deeply to find the suitable answer. By this way I hardly forget those mistakes that I had made before’ (Student 34, OQ).

I have enough time to think.

- ‘*In my opinion e-feedback is more valuable than the others. Because we have enough time to think about our mistakes, we can revise them in a short time and we can go back to these feedback every time we need them*’ (Student 46, OQ).
- ‘*Online feedback. Because of time I have to think about my mistake*’ (Student 14, OQ).
- ‘*e-feedback, because its response is so fast and the way you respond it make me think and search for the correct word or format*’ (Student 11, OQ).

Appendix 12 Motivating and empowering

From NVivo9, UL

- 'This helped me to follow my work continuously and successfully' ... 'I completed the rd topic and wrote a complete essay. It took time, but it was rewarding' (Student 8, UL).*
- 'Second point is this G word that you use in your feedback is very motivating' ... 'I am becoming more confident about my writing style. The newest lesson I learned from feedbacks, was referring to topic INSIDE the topic sentence. I am very enthusiastic about my improvement. And I learned some paraphrases for the word especially' (Student 9, UL).*
- 'when i find what to write is satisfying' ... 'A lot of thanks to you! I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more. Finally, I have to tell you that since the day I came to this class, my learning style has fundamentally changed and I have obtained a noticeable level of self-confidence in writing. I don't know how I can thank you for your efforts' (Student 11, UL).*
- 'Hi after writing five topic i am a little faster, so i am satisfied' (Student 18, UL). 'i understand that how much chunks can make an essay beautiful and easy to write. i would try to use more chunks' (Student 23, UL).*
- 'Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays' ... 'Also I confess that your words of encouragement have a deep influence on me and motivate me to do my best' (Student 32, UL).*
- 'The whole e-feedback is really helpful and priceless because it makes me think about my mistakes and sometimes study more in order to find new suitable vocabs and structure and elevate my skills. Moreover, your viewpoints open a window towards your feelings which is great. As I can find out how good or bad my essay is and I value my essay by reading your opinion about it. If it is good I will be happy, and if it is not good I try to revise it and I am sure I would be much happier after that, because I know I have learned something new, in parallel I have lessened my mistakes' ... 'I mostly feel happy when I deal with e feedback especially when I can find my new mistakes and correct them' ... 'I do believe that more than 70 percent of my improvement in writing skills belongs to e-feedback as I can consider my mistakes and correct myself' (Student 42, UL).*
- 'I am amazed at the improvement I have made, furthermore, the degree to which I feel comfortable with English at the moment is incomparable with any other times' (Student 1, UL).*
- 'I am indeed happy of my learning progress' (Student 3, UL).*
- 'this method in my point of view can help us to understand our mistakes more than before, and furthermore, preventing us from repeating it again' ... 'I feel that i can write more easily than before' ... 'I really feel that I can write better, thank you so much I hope I can reach my aims ASAP' (Student 4, UL).*
- 'Firstly, I want to thank you for your attention and time, then I really find myself more independent in writing than past, as I can write not only good writing, but also my letters in English. Thank you very much indeed' (Student 5, UL).*
- 'Also, i learned, how to use new words with proper meaning, instead of long sentence' (Student 12, UL).*
- 'I start to learn how to communicate with my writing to make it more obvious to the readers' (Student 38, UL).*

- ‘As much as I go with your lessons in the class and the website, I realize how technical and delicate writing skill is’ (Student 41, UL).
- ‘Tnx for your help to push me concentrate on details. I have to confess that your method is really helpful and effective’ (Student 43, UL) ... ‘The e-feedback system has given me a special power to order and relate ideas in my writing’ (Student 43, TUL).
- ‘I think that as time passes you encourage students to think more, activating their mind, which is very interesting for me’ (Student 7, UL).
- ‘Translated Log 12: One issue is that to be able to reach the word limit of 250 words [in IELTS writing task 2], instead of using concise and precise words and chunks, I used to make use of longer sentences and words. Now, [I learned that] it does not make a favourable impression on the examiner, leaving a negative impact on my writing. Accordingly, instead of writing “It can be concluded from the above-mentioned ...”, I simply write “In conclusion, ...”’ (Student 30, TUL).
- ‘This type of teaching writing gives me a good feeling’ (Student 33, TUL).
- ‘using preposition on suitabale position is one of my findings after your comments’ ... ‘using the suitable word in suitable place was latest point that I got it’ (Student 13, UL).
- ‘so far, I think this course has a very influential effect on my writing’ (Student 16, UL).
- ‘I really pleased about learning and writing electronic becaues in this way i see my improvement and decrease my wasting time. Thank you’ (Student 40, UL).
- ‘I think I am moving toward my goals faster than before using the structure you had taught us but still I should practice more’ (Student 46, UL).

From Questionnaires

Teacher's care and attention (^{×4})

- ‘First of all, I enjoyed a very good teacher whenever I liked. Secondly, I learnt a lot of new grammars, ideas as well as words. When I tried to correct my mistakes, I could learn more and effectively due to self-revising. Finally, I learnt a lot of expressions as my teacher wrote on my drafts’ (Student 5, OQ).
- ‘The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I saw the compliments of my teacher at the end of his feedback, it was a great morale’ (Student 9, OQ).
- ‘Personally, having the contact with teacher was very pleasing experience for me. All the time you are concerned about time schedule and tasks you should do. This fact that makes you to be in contact with English pushes you toward success’ (Student 21, OQ).
- ‘For me the effort you put to give us feedback on time is very precious and I am wondering how you do this job despite I know you are so busy’ (Student 20, OQ).

Consistent practice:

Regular supervision and practice, a source of emotional support

- ‘The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I

saw the compliments of my teacher at the end of his feedback, it was a great morale' (Student 9, OQ).

'Being equipped with a website in which I can write regularly and receive feedback shortly is the most striking feature of online writing. This way, I feel my whole learning process is supervised, and more importantly, your round-the-clock supervision create a feeling of emotional support' (Student 1, OQ).

'I see a good future for myself in achieving my goal because when I thinking for correcting my mistakes that you mentioned them and correcting them, it helps me to remember my mistakes and would not use them in other my writing. Regular practicing and to be patient helps me to achieving it sooner than I expect' (Student 40, OQ).

'Revising weekly compassionate, detailed, and accurate; I like it every time' (Student 36, OQ).

'Every one is perfect. I love this method' (Student 30, OQ).

Appendix 13 Overcoming fear of writing

From NVivo9, UL

- ‘Previously, writing in English used constitute a nightmare eventuating in procrastination of a simple assignment for weeks, but now I can carry them out quite in comfort, and tasks appears to be exhilarating experiences’ ... ‘more effectively and with consummate ease’ (Student 1, UL).
- ‘I am really so happy. I feel I can write more confidently, without any fear from how to use words in my sentences’ (Student 4, UL).
- ‘This system make writing easier than past’ (Student 5, UL).
- ‘i was afraid that my metaphor was not proper. but you encouraged me’ (Student 11, UL).
- ‘I have now found the courage to express my opinions without any fear or doubt’ (Student 43, TUL).
- ‘However, most of mistakes that you point them out to me are those that I write deliberately as, I am in doubt whether those are right or not so that I can look forward to your feedback and learn deeply from it, because I think by this way I will hardly forget these valuable information and points’ (Student 42, UL).
- ‘More than 2 years that I did not study English. when I started again, I was so happy but a little afraid because of my English. Now I decided that I continue till my English to be perfect’ (Student 15, UL).

From Questionnaires

Non-threatening environment to try to improve EFL writing

- ‘Try and error. In my perspective of training methods I believe in trying and trying and not being afraid of mistakes’ (Student 10, OQ).

Privacy: Without distractions and worry

- ‘The speed and privacy are the most valuable things for me. I can access to my scores and response and do homework in home without distractions and worry’ (Student 19, OQ).

Appendix 14 Growing confidence in English learning

From NVivo9, UL

- ‘The most important positive point that I feel now is my self confidence in writing despite I know that I have a long way [to go]’ (Student 4, UL).
- ‘I think there are several key points to my improvement, first and the most important one is giving self confident to me, because nowadays I feel absolutely relaxed when I want to write an essay. Secondly, as I need to work on my essay persistently, it has made me more powerful than before since practice is one of the most important key to success’ (Student 42, UL).
- ‘As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence’ ... ‘Finally, I have to tell you that since the day I came to this class, my learning style has fundamentally changed and I have obtained a noticeable level of self-confidence in writing’ (Student 11, TUL).
- ‘The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent’ (Student 43, TUL).
- ‘I [am] really pleased about learning and writing electronic because in this way i see my improvement and decrease my wasting time. Thank you’ (Student 40, UL).
- ‘I feel I can use more different vocabularies in my assay’ (Student 41, UL).
- ‘Everyday expanding our outline and change it to a full length essay become easier for me’ (Student 46, UL).

More Feedback; Amount of Feedback

- ‘With the prodigious amount of knowlege you have shared with the students, your persuasive attitude as well as your emotional support, I firmly believe that everything is already available for the students to push back their frontiers of English’ (Student 1, UL).
- ‘also I recieve a lot of new ideas and feedbacks from you after every writing which help me a lot’ (Student 5, UL).
- ‘I can get enough through e-feedbacks and try to correct my mistakes’ (Student 8, UL).
- ‘I think there are a lot of things that i have to notice. after each revision i have seen new interesting mistakes’ (Student 18, UL).

Feeling of Receiving Individual Attention from the Teacher

- ‘first at all I should state that you are the first teacher that really encourage me to be active. When I see your seriousness about our activities- especially in writing when I see you do care about my mistakes- I cannot avoid to doing my homeworks: It is the firs time that I am doing my homeworks’ (Student 17, UL).
- ‘I really became astonished when I saw your thorough and precise attentionn to my writing. This attention absolutely will intensify my motivationn to write other topics. thank you so much’ (Student 21, UL).
- ‘of course it is useful and forces me to study with intrest. I feel, my learning is important to my teacher and it is very important to me. many thanks’ (Student 39, UL).
- ‘A lot of thanks for your kindness and attention to your students which in my opinion, is one of the most significant feature of students' improvement’ (Student 42, UL).

‘In view of involving two people, at least in my case, e-feedback encourages the learner to assume more responsibility and as a result to increase their level of regulation’ (Student 33, TUL).

‘I am very glad to have been given this opportunity to write my drafts, which are then, line by line, checked by a teacher with a high level of precision and detail. I have never had such an opportunity. I hope to be able to make the best of this opportunity’ (Student 40, UL).

Creativity development

‘TOPIC 8: I think learning to use better words and structures to qualify essays and thinking how to them is the most important influence of e-learning. It can make us creative’ (Student 8, UL).

‘I really enjoy it and it gives me feeling of creativity’ (Student 42, UL).

Gradual development

‘I think the most valuable of online e-feedback is learning gradually writing with more effective way. This cannot happen in paper feedback because in e-feedback any one should think about the mistake’ (Student 29, OQ).

Improvement in writing is a gradual process, which e-feedback accommodates very well.

‘I really prefer e-feedback because I can see my entire mistake in one page for several e-feedbacks. As matter of fact, I have to say in e-feedback we have enough space to make notes for helping people for improving writing as well as possible. The most important merits of e-feedback is helping learner to know all mistake gradually’ (Student 29, OQ).

Gives me self-confidence

‘It was very useful. Not only it gave me new ideas for writing, but also it gave me self confidence in writing, as I could learn a lot of new vocabularies and the style of writing. After this course, I write my letters and official works easier than past’ (Student 5, OQ).

‘I am very much satisfied and confident with the progress of my writing quality. After this course I feel much more confident about my writing. E-feedbacks obligated me to write more, and that was the key to remove my insecurity about my writing. Because my writing was the weakest part of my English education’ (Student 9, OQ).

‘I strongly believe that it does work in order to improve not only my writing, but also all of my skills plus practical vocabulary and grammar. On the other hand, e-feedback gives me enough self-confidence to write efficiently. For example, I know how I treat to the topics and expanding my idea well’ (Student 30, OQ).

Matches my preferred learning style, because of my shyness

‘I myself prefer electronic feedback as I mentioned in previous questions I mean because of my shyness or maybe I think I can save them as an instruction for future problems. For example each topic we finish in the website creates a shortcut in writing for me. I save all the notes and corrections and keep them for future cases’ (Student 19, OQ).

Source of both practical guidance and moral support

‘The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I saw the compliments of my teacher at the end of his feedback, it was a great morale’ (Student 9, OQ).

Appendix 15 Noticing mistakes & focusing on specifics

- ‘In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization’ ... ‘Hi I think there are a lot of things that i have to notice. after each revision i have seen new interesting mistakes especially punctuations’ (Student 18, UL).
- ‘in my first writing i understand that i have a serious problem with punctuation and i would try to get ride or this problem’ (Student 23, UL).
- ‘I have reviewed my logs two or three times. They can be useful to remind me what were my problems and they still exist or not’ ... ‘I print my essays because of following reason: 1)I become able to carry them wherever that I want and work on them like bus, taxi, ... 2)It increases my concentration and I can scrutinize them easily 3)... I become able to draw line on my mistakes instead erase them and therefore I always remember what were my mistakes. 4)I can show them to other people (one of my colleague graduated in English) and get their advice.’ (Student 32, UL).
- ‘Thank you very much for your grammatical notes, it was very complete and useful. Specially the notes about qualification and ‘cannot’. I have never noticed them’ (Student 43, UL).

From Questionnaire

- E-feedback helped me understand my problems and revisit my old drafts several times.
 - ‘In my opinion, feedback is the most valuable to me. Because, I can find my mistakes’ (Student 12, OQ).
 - ‘E-Feedback. I reviewed my old feedback very often. Especially when I didn’t have enough time to write a new essay, I revised my old feedback to ensure that I completely understood my problem and make sure that the same problem won’t happen again’ (Student 28, OQ).
- Finding out my mistakes to make sentences more effective
 - ‘The most valuable aspect of the online support has been the suggestion for more effective sentences and being inspired by the sample writing of other friends’ (Student 22, TOQ).
 - ‘At first I didn’t believe it is mistake, but little by little I got how many problem I had And I didn’t know’ (Student 14, OQ).
 - ‘As matter of fact, I have to say this method can improve my writing by inform[ing] me about common mistake’ (Student 29, OQ).
 - ‘In my opinion, this method is very helpful because each student could realize his defects through feed backs and revise them as fast as possible. Through older methods, the students were just asked to write on an specific topic without any feedback or just a comment by a teacher that your writing was good or bad or they valued them just by a letter, A, B etc. Of the most pivotal aspects of this method is paying sufficient amount of attention to the punctuation, which I really improved in this area’ (Student 21, OQ).
 - ‘I feel happy about both value of this useful method and my learning development so far, as I do believe that a lot of changes have happened in my performance. In addition, this method has given me an incentive, because after

recieving each feedback, I try to reduce the number of my mistakes in the next one. It seems like an enjoyable competition with myself (Student 34, OQ).

'Sometimes my teacher give me an incentive by using positive description which it helps me to remain highly motivated. Furthermore, when my teacher point out my mistake an show me that my essay is full of mistakes I become happy as I realize that someone reliable is helping me and I am encouraged to redress my mistakes' (Student 34, OQ).

'Well at the beginning I was no so motivated but as I continued I found it an amazing process. Figuring your own faults and correcting them without direct clue is attractive to me so I tried to continue doing it and now I can see the improvement in my writing' (Student 11, OQ).

'I think e-feedback is efficient for me, because I always prefer learning by myself or just listening to the teacher. In my case maybe because of shyness it works and it is amazing because I can find the right answer through my mistakes and this process amuses me a lot' (Student 19, OQ).

Appendix 16 Value of adding face-to-face discussions

Theme: a combination of e-feedback and face-to-face is the best	
'Combination of e-feedback and face-to-face feedback can be more effective' (Student 4, OQ).	
'I think all of them can be useful and it depends on the way that students use them. I personally would prefer e-feedback and face-to-face feedback, although the more effect of face-to-face feedback is undeniable' (Student 41, OQ).	
Extra explanation; To be convinced through discussion	'I prefer face-to-face feedback; however, e-feedbacks are very useful due to have a good teacher who tries to teach new subjects and corrects your mistakes regularly. The second important factor is related to time saving that using e-learning would bring it' (Student 5, OQ).
	'Topic 7, Feedback 1: I think e-feedback beside face-to-face feedback is more efficient. Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays. But sometimes face-to-face feedback is useful for extra explanation that is not possible through e-feedback' (Student 32, UL).
	'All of them was effective, but my prefer is face-to-face feedback and then e-feedback. Because at face-to-face feedback, I can get more details about my problems' (Student 13, OQ).
Etched in their mind and therefore unforgettable	'I would rather face-to-face feedback. Although e-feedback has a more reputation than paper ones, as a result of discussion nothing can convince me but a face-to-face feedback' (Student 28, OQ).
	'I like to receive my mistakes on the net like now, and discuss them face to face. Combination of these two methods in my point of view can act better and will pierce to my mind. thanks a lot' (Student 4, UL).
	'My priority is face-to-face feedback. I prefer someone telling my mistakes to me. It has nothing less than teaching. It makes it unforgettable, and is easier to understand. I personally cannot forget my mistakes, which were said directly to me. And my second priority is e-feedback, because it is much more challenging than paper feedback. I do not attempt to fix my mistakes in paper feedback. I just watch them and toss them in my bag' (Student 9, OQ).
Addressing mistakes several times repeated	'Both e-feedback and face-to-face feedback together. Because there is some point that is not clear in e-feedback and it needs to be responded by face-to-face feedback like that things which I have done several times and asked you about your feedbacks in the class' (Student 32, OQ).

Near the written test, face-to-face feedback on paper can be a good experience:	<p><i>'At the beginning, it was very useful and helped me a lot. It could have benefits new but because of the final weeks and approaching the test, I like have more experience on paper'</i> (Student 36, OQ).</p> <p><i>'i think writting on paper is better in this level due to [the fact that in the exam] we should work with paper and pen well not keyboard'</i> (Student 36, UL).</p>
Prevents misunderstanding	<p><i>'I prefer e-feedback but in the environment which allow me to have long conversation with my teacher helping me to not misunderstanding some states'</i> (Student 10, OQ).</p>
Urgent quick checks before sapping the learner's energy and enthusiasm	<p><i>'If I have to choose one, I certainly opt the e-feedback but I think the combination of e-feedback and face-to-face feedback would sounds the best one, because sometimes there are some simple points that through e-feedback system it takes a lot of time to become perfect. For instance, changing some common words for elite and formal one. If you want to ask the teacher can I use this word or does this word sound correct in this structure, it would takes the e whole energy and enthusiasm of the student to wait at least one whole day to receive the answer. So my suggestion is about %90 focus on e-feedback and for any further details and suggestions %10 face-to-face feedback'</i> (Student 21, OQ).</p>
Face-to-face just between terms, otherwise e-feedback	<p><i>'In my opinion, all of them are good. Of course nowadays , e feedback is much better. I think sometimes for example after each term face- to-face feedback is essential'</i> (Student 30, OQ).</p>
Support through instructional video	<p><i>'I think the combination of these feedback are better, but I prefer e-feedback and face to face feedback, maybe recording videos and talking about the common mistakes of students can replace the face-to-face feedback. You have prepared really nice templates for you students and use them whenever you think there is a problem in our writings and that template help us to ameliorate our mistakes. Why not recording a lot of videos about the common mistakes and ask us to watch them?'</i> (Student 45, OQ).</p>
It depends on the type of mistakes: On grammatical problems → Face-to-face	<p><i>'It depends on my mistake, if it is about grammar I think it would be better to face-to-face feedback because I can ask my question and get my answer simultaneously. In other cases I prefer to get e-feedback rather than paper feedback because paper feedback consuming time'</i> (Student 40, OQ).</p>
Computer literacy	<p><i>'To me, it is more convenient to deal with paper feed-back, because I am not erudite when it comes to computing'</i> (Student 1, OQ).</p>

Appendix 17 Benefits of peer feedback in data sets

Themes related to the benefits of supplementing e-feedback with peer feedback

Theme: E-feedback being supplemented with peer feedback	
(9) Learning from other students' mistakes, preventing me from making my peer's mistake(s) in the future	<p>'I think it [peer feedback] would help us a lot. We can find new common mistakes and the ways to correct them. Moreover, it will give us new ideas and may be it encourages students to write more, giving them new energy and competences' (Student 5, OQ).</p> <p>'In fact, observing others' mistakes and find them is very helpful and help us to keep ourselves away from them' (Student 4, OQ).</p> <p>'I think if I can see my classmates' feedback, I would learning sooner because I can see other mistakes which is unknown for me before that and maybe I have these mistake but I didn't know these are false. This is good way for me because i can see another writing and thinking about a topic which I write' (Student 40, OQ).</p> <p>'It can be useful, because I can learn many things through the others mistakes' (Student 43, OQ).</p> <p>'it should be regarded as a practice not anymore. As I might make mistakes in classmates writing and mislead them. However, It is a very enjoyable trial if I try to value my classmates essays. Furthermore, I can understand what the most common mistakes amongst students are and work on it more. Additionally, this ability that you can correct others' mistakes would increase your self-confidence a lot' (Student 34, OQ).</p> <p>'It could be fantastic, if it became possible to see my classmates' feedback. Because I can learn from their mistakes and beware not to repeat them and also I sooner notice problem that I might face them in the near future' (Student 32, UL).</p> <p>'It sounds great to take a look at other student's feedback but personally, I think it would be better if we have a list of the most common errors in student writing about a particular topic' (Student 42, UL).</p> <p>'I think, it is very useful when I can see my other classmates' feedback on my drafts. Because, by this way, I can learn more' (Student 12, OQ).</p> <p>'Of course it could have a lot of benefits for all of us and I think it could be very useful' (Student 36, OQ).</p>

<p>(4)</p> <p>Can be inspiring, providing new ideas</p>	<p><i>'I think it would help us a lot. We can find new common mistakes and the ways to correct them. Moreover, it will give us new ideas and may be it encourages students to write more, giving them new energy and competences'</i> (Student 5, OQ).</p> <p><i>'Yes, cause some times when I am stuck in my writing or I do not have any ideas, it will help me and I find it inspiring'</i> (Student 11, OQ).</p> <p><i>'I really would like you to give my essay to my classmates and giving their drafts to me as well. It helps us to get familiar with other ways of thinking. Another important advantage in this method is that we can search and find our classmates mistakes and improve our skill and also we will be more cautious in the future'</i> (Student 4, UL).</p> <p><i>'everyone has his own view, and it's could be useful. My classmate tips sometimes is exactly what I need. You sometimes talks complicated, but they don't'</i> (Student 14, OQ).</p>
<p>(1)</p> <p>Finding and correcting others' mistakes can boost my self-confidence // Just as a practice, as it can be misleading</p>	<p><i>'it should be regarded as a practice not anymore. As I might make mistakes in classmates writing and mislead them. However, It is a very enjoyable trial if I try to value my classmates essays. Furthermore, I can understand what the most common mistakes amongst students are and work on it more. Additionally, this ability that you can correct others' mistakes would increase your self-confidence a lot'</i> (Student 34, OQ).</p>

Appendix 18 Student ambivalence about peer feedback

Those students who were ambivalent about supplementing e-feedback with peer feedback

Depends how knowledgeable they are	<p>'Actually if they are knowledgeable, it is worth getting feedback otherwise no. It's just a matter of being knowledgeable' (Student 28, OQ).</p>
Depends how seriously we are ready to take their feedback	<p>'I think my classmates' feedback can be helpful if we pay more attention to them and find similar points in their feedback about our drafts' (Student 46, OQ).</p>
But needs careful organisation	<p>'Although I think it is a very good idea to provide students with some examples at first, I do not find it useful. Because it would bring some lack of interest in writing, due to confidence and personal affair. It will make a great competition, but a lot of ideas will become repetitive. If others ideas are not visible to me, the instructor will make sure that it is my own idea. I would value my classmate's feedback and will try to imitate the positive parts. I have not tried such e-learning environment, but I think it will be educating if not unorganized' (Student 9, OQ).</p>
Ss mark and then compare with the teacher's marking	<p>'if you let us to correct our classmates essays and after that even let us to compare the way we correct our friends mistakes with your way, it can be extremely effective for us. I believe that whenever we can correct our friend mistakes we can take more care of staying away from the same mistakes' (Student 4, UL).</p>
Ss mark and send it for the teacher to evaluate it	<p>'Another useful thing that we can do is that student review their classmates writing and send the teacher feedback for each writing experimentally, then the teacher can make an assessment of everyone's progress' (Student 42, UL).</p> <p>'My classmates' comments might not be correct unless being approved by the teacher. In the same place the brief ideas of my classmates could be helpful to me' (Student 10, OQ).</p> <p>'It could be a good idea if the useful parts are selected by the teacher' (Student 22, TOQ).</p>
Being able to see the teacher's feedback on other students' essays may help.	<p>'I think it would be beneficial to our improvement if we could see our fellow students' feedback, and also your feedback on their tasks' (Student 1, OQ).</p> <p>'If by classmates' feedback it is understood that everyone can edit the others' essays, it has no point; however, if we can see the e-feedback of other student, it may help. But I would rather not do it, because I want to concentrate only on my writing and others' contain different approaches' (Student 8, OQ).</p>

Appendix 19

Drawbacks of peer feedback in data

Themes related to the [drawbacks](#) of supplementing e-feedback with peer feedback

We are almost all at the same level of writing ability	<i>'Whoever can give me feedback it will be useful for me but I expect receive effective feedbacks from them. Because we are almost in the same stage it is difficult to give each other feedbacks although for simple mistakes it is worthwhile'</i> (Student 20, OQ).
Can be confusing given the idiosyncratic nature of some mistakes	<i>'I don't like to see my other classmates' feedback because I think it make confusing people and everybody have special mistake that for others is not useful'</i> (Student 29, OQ).
Can be distracting me from deep thinking ✓	<i>'actually I think it doesn't work. Because I think it would be difficult to concentrate on different ideas simultaneously'</i> (Student 3, OQ). <i>'I really think it is not useful because when I see my classmates writing I don't think deeply for trends and finding or making theories. Without anything I can imagine and create subjects and topics for my writings'</i> (Student 19, OQ). <i>'To be honest, I would rather not get any feedback from others owing to the less competency and the skill of them. It can distract me' ... 'Actually, I would rather a perfect and valuable edition on my essay rather than non-professional ones' ... 'It is the first time for them attending IELTS class; however, I am not professional at IELTS not to pay attention to others. But, in my conversation with them, I could not find any plus points considering writing essays, except two of them who found outlining absolutely rewarding and they mentioned me. But I myself already reached the point'</i> (Student 8, UL).
Better to concentrate on one's own work	<i>'If by classmates' feedback it is understood that everyone can edit the others' essays, it has no point; however, if we can see the e-feedback of other student, it may help. But I would rather not do it, because I want to concentrate only on my writing and others' contain different approaches'</i> (Student 8, OQ).
Create a	<i>'if I saw my friends writing I think it motivate me to compete with</i>

<p>competitive atmosphere</p> <p>✓</p>	<p><i>my classmates' (Student 19, OQ).</i></p> <p><i>'I do not like it, because I reason that it can lead to upsetting your classmates and humiliating them' (Student 45, OQ).</i></p>
<p>Time can be better and more efficiently spent</p> <p>✓</p>	<p><i>'I do value my classmate's feedback, but we should not lose sight of the fact that it can be really time-consuming, hence, this time can be spent on other aspects of English when someone wants to learn it' (Student 41, OQ).</i></p> <p><i>'But just maybe because we don't have enough time in order to examine them' (Student 30, OQ).</i></p> <p><i>'I, personally don't care about the other classmates' writings because if I want to spend time to read something I have better ways to gain more knowledge through reading the recently published articles of prestigious magazines like NATURE, TIMES etc' (Student 21, OQ).</i></p>
<p>Peer Feedback</p> <p>Neither Reliable Nor Comprehensive</p>	<p><i>'I think feedback of student for each other can not be reliable as they have their own mistakes and classmate can not correct each other mistakes completely' (Student 42, UL).</i></p>

Appendix 20 Under-taking e-feedback time consuming

'Actually for me it takes times and sometimes I'm worried about that and come back to complete them' (Student 43, OQ).

'It really depends on my mistakes, but usually I need a time for consideration and making revision' (Student 45, OQ).

'I am always looking forward to see my drafts after your correction so I do it for the first time that I see, but sometimes because of some of my mistakes I should study more and then write again' (Student 30, OQ).

'Sometimes, I try to correct my mistakes, especially grammatical errors, at the time I receive feedback, and in the case that it needs time to think or fundamental edit , I leave it and after I write modified version, I come back and upload it into website' (Student 3, OQ).

'At first it was somehow time-consuming for me to get to use the abbreviations which were used to guide the candidates but as time went by I managed to handle over it. Absolutely, as I was approaching to the later topics my speed was remarkably increasing because I was familiar with the process, my tasks, and the total format. So the first actions and the later ones were not the same not only in the matter of spending time, but also were they different in terms of context and format' (Student 21, OQ).

'At first, it takes more than an hour to write but step by step I reduce this time and at the end of the term I am able to write in half an hour' (Student 46, OQ).

'I tried to memorize my mistakes and e-feedback about them. Sometimes this was very difficult for me, but I practice to tolerate. At first, writing online took many times, but I never left it. Sometimes, it took two or three hours. But after two month, I felt comfort about it' (Student 12, OQ).

'Although it takes my time very much, I try to write regularly. The reason that it takes time is because I want to write very well and this leads me to get tired but I think it worth it. Some times when I see the feedbacks I have received are too much I just postpone it to later. For me still writing in online website is a difficult task although it becomes much easier than before and I think by practicing more I become more comfortable with it' (Student 20, OQ).

'It takes a lot of time to go through the web page and correct mistakes, but I never postpone it' (Student 8, OQ).

'It takes me some hours. Because at first I try to just read your comments and think about them' ... 'Then in the second times I try to correct my mistakes' ... 'Finally I like to read my essay several times and try to use better words and sentences' (Student 4, OQ).

'it takes time and I try not to leave it for later but unfortunately it happens most of the times' (Student 11, OQ).

'Since I am not very good at computer and typing, I am afraid the amount of time e-feedback consumes, compared to paper-based activities, is the only downside. I usually take a quick look at your feedback and leave it and again come back and try to follow your instructions and guidance. Since your tips are present in my mind throughout the time the activity is adjourned, the next time I can manage my draft much easier' (Student 1, OQ).

'It takes time but depending on how difficult the topic is. As soon as I receive feedback I try to revise my work because I am interested in learning in this way. moreover, I think if I review it immediately I will be able to memorize my mistake. They are the same because I carefully think about them and hardly I change my opinions' (Student 34, OQ).

'It takes many times for me especially when I need to revise some part of English for the sake of responding your feedback like revising countable/uncountable nouns, etc. and therefore usually I have to leave it and come back it later. My reaction during this period of time (3 months) has not changed, and I just think to revise my mistake and send you the best response' (Student 32, OQ).

'It takes a lot of time to go through the web page and correct mistakes, but I never postpone it' (Student 8, OQ).

'it takes time because in some points I should check the grammar with my notes. If I know my weak points or if it was about carelessness, immediately I post a new draft. Totally it depends on the situation and in most samples I spend a few minutes for revising and reading it again and correct it but usually my reactions are the same' (Student 19, OQ).

'To me it was really time consuming. I took a lot of time to manage all pieces of feedback' (Student 28, OQ).

'My problem is about time of revising, it takes a lot of time to think about your comments, and I do not know, if it makes difficulty in my exam or I will improve after doing more exercises' (Student 5, UL).

'This revise was very hard for me and take plenty of time and energy, although I use the dictionary and all other my staff but at the end I was not really satisfy with it, especially due to the conclusion' (Student 7, UL).

'I completed the rd topic and wrote a complete essay. It took time, but it was rewarding. Still I ran out of time' (Student 8, UL).

'When I write something always I have hesitation on whether is it grammatically correct or not. And I should check anything twice and it takes time' (Student 10, UL).

'I cannot find a proper rephrase for my word which will take me too long to find them' (Student 11, UL).

'In fourth writing I had less mistake in compare to previous. But this time, I spent two hours for understanding for what I have to do. Specially about activators and supports. Indisputable reading is important like writing. In addition, memorizing some influence chunks is necessarily' (Student 12, UL).

'I think to reach mark seven in writing is not possible for me at least in near future. I am very slow in outlining and writing. Is it possible to decrease paragraphs from three to two? I have seen some examples of writing that they have got high marks' (Student 18, UL).

'I really enjoy participating this writing activity. I wish I had more time and I would be able to write more' (Student 21, UL).

'My reaction to e-feedback on different occasions is different. When the number of mistakes is high, I usually take a quick look over the mistakes and then I postpone the revision and correction process to another occasion when I have more time and energy. However, whenever the number of mistakes is not high, I usually embark on correction as soon as I see them. One reason could be that I look at my engagement in the correction process as learning. And when the

number of mistakes is high, it means my learning takes more time, so I postpone it to an occasion when I have time and energy' (Student 33, TUL).

'It should also be noted that the amount of effort of the writer himself plays an important role in increasing the efficiency of e-feedback. If a learner does not put his shoulder to the wheel, this approach cannot be of much help to him' (Student 33, TUL).

'In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization. I think after some revising, i can make a good personal model to write' (Student 18, UL).

'I feel happy to get seven as a mark for my full length essay but I do not exactly know how I should increase my mark and additionally I do not know what my mark would be in a real exam conditions' ... 'Comparing to the beginning of this course, my power of editing myself assure me that I have earned some valuable skills in this area, but I know there is a long way to reach that point which I consider' ... 'Nowadays I have found out that I am able to revise and redress most of my mistakes before providing it to my teacher, but in the past I was dependent on one who can review and point out my mistakes. Actually, these days I review my essays several times before uploading it on your website and interestingly, I can find most of my mistakes and correct them. However, most of mistakes that you point them out to me are those that I write deliberately as, I am in doubt whether those are right or not so that I can look forward to your feedback and learn deeply from it, because I think by this way I will hardly forget these valuable information and points' (Student 42, UL).

'Although I have still some problem in finding good blueprints, I really feel my improvement in writing essays ... Using your website has its own advantages such as increasing writing speed. It is also easy to correct our mistakes' (Student 46, UL).

'When I see [UBW] (i.e., Use a Better Word), I go and look for a better word in the dictionary, preferably a formal and academic one. If I use the word correctly, I learn it and it stays in my mind better and for a longer period of time' ... 'One issue is that to be able to reach the word limit of 250 words [in IELTS writing task 2], instead of using concise and precise words and chunks, I used to make use of longer sentences and words. Now, [I learned that] it does not make a favourable impression on the examiner, leaving a negative impact on my writing. Accordingly, instead of writing "It can be concluded from the above-mentioned ... ", I simply write "In conclusion, ...".' (Student 30, TUL).

'The problems I have at present about writing are related to the scope of vocabulary and arranging words correctly next to one another. In addition, using more advanced words which again goes back to the scope of vocabulary. What I need to do to address these issues is reading more English texts, which can help me both in IELTS reading and in enlarging the scope of my vocabulary. Also, improvement in the area of grammar can help me express ideas more clearly in writing. I would also like to add that considering the amount of time I have invested, I have improved more than my expectation at least in writing' ... 'I tried writing on paper from the beginning to simulate the exam condition. I face a time management problem. It took me one hour and a half just to prepare the outline, which could be in view of the absence of the exam pressure and not having a reason to finish it in a certain time period. Also, it has been my first experience of trying it on paper for which in the future I should try to consider the parameter of time' (Student 33, TUL).

'The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent. ... In addition, I have found the ability to make my writing more coherent' (Student 43, TUL).

Better prepared for what might go wrong in the actual IELTS essay

'But I know that some of my simple mistakes come from my weak knowledge that need an especial attention and more attempts and some other are because of my carelessness' (Student 32, UL).

'In the real IELTS test, I should not jump to conclusions about the topic. Instead, I should step by step follow the writing process' ... 'I came to realise that there is a series of fossilized mistakes in my mind, for example in the spelling of some words. These mistakes have been repeated so much without correction that they have become fossilized in my mind. However, through e-feedback even my fossilized mistakes are put right' ... 'One of the points I have learned is that a way to improve writing is to refer to the samples, and to read books to be able to learn beautiful sentences and appropriate chunks in our own writing' (Student 30, TUL)

*'this is exactly the same mistake I made in my recent IELTS Exam. I really appreciate you for helping me to overcome my weakness in this area' ...
'through e-feedback, and because of having the privilege of working simultaneously on other skills, I have found that some of my problems in writing are analogous to my weaknesses in reading, and sometimes in my speaking'*

(Student 1, UL).

'i am going to take an ielts exam to catch score seven. ... would you please correct my mistakes and proffer me the new idea based on the way to reach this goal as soon as possible.i mean compare me with the level of ielts seven'

(Student 4, UL).

'I thought that I can write a good writing a lone, but after an IELTs exam which I took, I realized that I am not really independent and I need more practice to learn notes which you have learnt to us. I should try more to be an independent writer in topics with minimum errors' (Student 5, UL).

'I think we need to write essay with timing to help us improve our writing ability for real examination' (Student 8, UL).

'Would you mind sending me some examples of a successful writing on first writing task of IELTS' (Student 11, UL).

'I think to reach mark seven in writing is not possible for me at least in near future. I am very slow in outlining and writing. Is it possible to decrease paragraphs from three to two? I have seen some examples of writing that they have got high marks (Student 18, UL).

'e-feedbacks help me to understand what are my problems and let me think about them and sometimes study more, such as participles. And they gradually cause to reduce the numbers of our problem and increase our score' (Student 32, UL).

'I feel happy to get seven as a mark for my full length essay but I do not exactly know how I should increase my mark and additionally I do not know what my mark would be in a real exam conditions' (Student 42, UL).

'One issue is that to be able to reach the word limit of 250 words, instead of using concise and precise words and chunks, I used to make use of longer

'sentences and words. Now, [I learned that] it does not make a favourable impression on the examiner, leaving a negative impact on my writing' (Student 30, TUL).

'I tried writing on paper from the beginning to simulate the exam condition. I face a time management problem' (Student 33, TUL).

Appendix 22

Can-do attitude & self-efficacy development

(For the theme of **Self-efficacy**, also see Appendix 35)

'I have understood that to have a good command of English is conceivable; however, to maintain it is another story, this goal cannot be attained unless we have persistent practices, which your website plays host to it. I would like to express my sincere gratitude for all that you have done' ... 'I try to do it with gusto and also be committed to the framework you have designed, because now I can see its wonderful effects, although cumulative' (Student 1, UL).

'I feel my writing engine has been fired' (Student 3, UL).

'I really feel that I can write better, thank you so much I hope I can reach my aims ASAP' ... 'I am really so happy. I feel I can write more confidently, without any fear from how to use words in my sentences' ... 'I feel that I can write more easily todays. However, I think there is a long way in front of me' (Student 4, UL).

'I can write not only good writing, but also my letters in English. Thank you very much indeed' ... 'These feedbacks not only help me to learn about my mistakes, but also help me to learn new grammars, vocabularies and ideas which are very useful' ... 'I know how I should write a good writing; However, I have some problems about time management in writings' (Student 5, UL).

'I am sure that I can be much better in near future. In addition, thank you for your patient and to the point comment' (Student 7, UL).

'it helped me to overcome some mistakes in relation to the structures' ... 'Topic 8: I found it interesting and I could developed it well by using effective structures mentioned in class and previous online feedback' ... 'everyone can make several mistakes until they learn how to come with correct structures' ... 'I can remember some mistakes of mine' (Student 8, UL).

'Feedbacks help me a lot in spelling' ... 'I am becoming more confident about my writing style' (Student 9, UL).

'Thanks to online drafting, i can now notice my faults and try to avoid them. it has become a habit to reread my writings and i am so glad i have made it this far' ... 'I can manage to relate subjects with each other much better than before and i hope it gets better through my next effort.' (Student 11, UL).

'In fourth writing I had less mistake in compare to previous' (Student 12, UL).

'using preposition on suitabale position is one of my findings after your comments' ...

'using the suitable word in suitable place was latest point that I got it' (Student 13, UL).

'I think after some revising, i can make a good personal model to write' (Student 18, UL).

'i have made less mistake of punctuation' (Student 23, UL).

'Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays' (Student 32, UL).

'Dear respectful teacher; as far as I have understood, students are supposed to gain abilities for correcting their mistakes in order to be able to write in English well. By considering my improvement I do believe that I have been successful till now. Since I started e-writing I realize that I can improve myself, because I must think about my mistakes and find one or sometimes several answers for them and at last choose the best one, which in my opinion is the best. It has enabled me to keep my mistakes and find one or sometimes several answers for them and at last choose the best one, which in my opinion is the best. It has enabled me to keep my mind active and think about most possible or probable answers. Best wishes' (Student 42, UL).

'Although I have still some problem in finding good blueprints, I really feel my improvement in writing essays' ... 'I think I am moving toward my goals faster than before using the structure you had taught us but still I should practice more' (Student 46, UL).

'... through e-feedback even my fossilized mistakes are put right' (Student 30, TUL).

'E-feedback plays a major role in self-reliance' (Student 33, TUL).

'The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent' (Student 43, TUL).

Appendix 23 E-feedback and English spelling

Spelling improvement themes	
emphasis on the speaking skills in the past	'Yes, sure. Actually, when I ... most of the time we speak English. When we try to write something in English, it makes my spelling more powerful' (Student 38, I).
higher volume and consistency of writing practice	'Some of my dictation mistakes, yes, ... it is solved, because in the past, I didn't try to write or type in English' (Student 26, I). 'Yes, sure. Actually, when I ... most of the time we speak English. When we try to write something in English, it makes my spelling more powerful' (Student 38, I). 'Okay, I think, after seven topics, I – you know – I familiar ... I have been familiar with – you know – a structure, a special structure to writing and a lot of words are repetitive, so it helps me to reduce my mistakes ...' (Student 18, I).
transfer of his literacy skills from Persian to English	'Yes, somehow, because I don't have any spelling mistakes in the three past writing online. [Is it because you are good at spelling, or you consult dictionary, or what?] I think I am good at spelling; because also, in Farsi, I am good' (Student 46, I).
a sensitising effect	'Yes, I try to be careful about some mistakes' (Student 18, I). 'Yes, about some words that I had problems in them' (Student 25, I). 'Spelling yes, of course. I do care more, or I do pay attention more to my spelling, these days' (Student 3, I). 'Yes, I can improve it ... I can care more about it' (Student 13, I). 'Yes, for sure ... as I told you yes, because – you know – most of the time [in the past] I couldn't concentrate on the spelling of words. When I am – you know – write online and you give me feedback, I am trying to concentrate on the spelling of each words, for example, even I have spelling, for example, of articles, for example, like A, THE, AN. That's very important, and I really appreciate it' (Student 30, I). 'Spelling ... yes, yes, yes, yes. My Spelling improved due to I should pay attention for writing any words, due to [the fact that] you feedback me which word was wrong and about spelling it was good for me ...' (Student 14, I).
Heavy reliance on the assistance of spell-checking tools	'Yes, definitely. My spelling has improved noticeably, especially when you want students not to use Word Office since it corrects their mistakes, and instead to use Word Pad, not to be corrected without their intention' (Student 1, I). 'Yes, now yeah, because before that I used to use the Word, and with the Word Program and computer -- you know -- it corrects us'

	<p>automatically, or show us the dictation the spelling problem that we have, but as you said that we use the NotePad, it doesn't let us to know where we have mistakes for dictation or spelling, and in this form we learn which word ... how should we – I mean – write in a good spelling form, because I myself refer to the dictionary in order to find out how the spelling is' (Student 34, I). 'But when we want to write on – I mean – NotePad, we have to, it oblige us to check the words, especially with the dictionary and it cause that we refer to the dictionary several times, and then we check the spelling and then write the correct form, because we know that if we won't, the teacher will correct us and it's not good – you know – that we have a lot of mistakes in our text' (Student 34, I+).</p>
Using sources of support, e.g. a dictionary	'Yes, really. I think every time I want to write a word a specific word that it's very difficult or challenging in spelling for me, I go search in dictionary and if I write wrong one, you gave me a feedback and I search in dictionary correct form of ... [Do you learn from your mistakes?] Yes, very much' (Student 6, I).

Positive and negative perceptions about e-feedback and spelling

Spelling Improvement	
Yes	No
<ul style="list-style-type: none"> • 'Some of my dictation mistakes, yes, ... it is solved, because in the past, I didn't try to write or type in English' (Student 26, I). ✓ 	<ul style="list-style-type: none"> • 'Because I check my words before writing in my essay, then I don't face with a lot of spelling errors, but yes two or three spelling errors in every essays, but I don't pay any attention to the spelling errors' (Student 9, I).
<ul style="list-style-type: none"> • 'Yes, somehow, because I don't have any spelling mistakes in the three past writing online. [Is it because you are good at spelling, or you consult dictionary, or what?] I think I am good at spelling; because also, in Farsi, I am good' (Student 46, I). ✓ 	<ul style="list-style-type: none"> • 'when I am writing in pencil on paper I think I don't usually make mistakes' (Student 41, I).
<ul style="list-style-type: none"> • 'Yes, I try to be careful about some mistakes' (Student 18, I). ✓ 	<ul style="list-style-type: none"> • 'For me, because a browser that I am using, I don't know why, but has error detection. That helps me a lot, but still it is different with writing by pencil that is what I found out today' (Student 48, I).
<ul style="list-style-type: none"> • 'Spelling is much better than before' (Student 23, I). 	<ul style="list-style-type: none"> • 'No!' (Student 35, I).

<ul style="list-style-type: none"> • ‘Yes, about some words that I had problems in them’ (Student 25, I). ✓ 	<ul style="list-style-type: none"> • ‘And about spelling, you know, when I type my writing, it is not strange when you face a lot of misspelling, but whenever I write, I think, my misspelling are very few and little. I am quite good with words ...’ (Student 41, I).
<ul style="list-style-type: none"> • ‘Spelling yes, of course. I do care more, or I do pay attention more to my spelling, these days’ (Student 3, I). ✓ 	
<ul style="list-style-type: none"> • ‘Spelling ... yes! It’s I think I am progress in this’ (Student 47, I). 	<ul style="list-style-type: none"> • ‘Yes, I can improve it ... I can care more about it; I can see it ... watch it and I can improve and I can consider that it can be make error ... mistakes in ...’ (Student 13, I). ✓
<ul style="list-style-type: none"> • ‘Yes, my spelling is improved also after this month, during the past term, and I can improve it’ (Student 12, I). 	
<ul style="list-style-type: none"> • ‘Yes, sure. Actually, when I ... most of the time we speak English. When we try to write something in English, it makes my spelling more powerful’ (Student 38, I). ✓ 	
<ul style="list-style-type: none"> • ‘Yes, of course. I am better ... I think ... I am better in spelling during these terms I became better ...’ (Student 3, I). 	
<ul style="list-style-type: none"> • ‘Yes, definitely. My spelling has improved noticeably, especially when you want students not to use Word Office since it corrects their mistakes, and instead to use Word Pad, not to be corrected without their intention’ (Student 1, I). ✓ 	
<ul style="list-style-type: none"> • ‘Yes, for sure ... as I told you yes, because – you know – most of the time [in the past] I couldn’t concentrate on the spelling of words. When I am – you know – write online and you give me feedback, I am trying to concentrate on the spelling of each words, for example, even I have spelling, for example, of articles, for example, like A, THE, AN. That’s very important, and I really appreciate it’ (Student 30, I). ✓ 	
<ul style="list-style-type: none"> • ‘Yes, but a bit. You know ... it takes time ... lots of time to improve to the higher levels’ (Student 21, I). 	
<ul style="list-style-type: none"> • ‘Yes.’ (Student 25, I). 	
<ul style="list-style-type: none"> • ‘... And for spelling I didn’t have such problems, but after I [have been] coming to the class, and starting to learn English more than before it is it becomes better’ (Student 46, I). 	

<p style="color: red;">✓</p> <ul style="list-style-type: none"> • ‘Oh, yes. It helped my spelling, my grammar ... [You are now independent? You can spell most of the words well without mistakes?] I had a lot of problems in many most common words that now I know [Now solved?] Yes, solved’ (Student 9, I).
<ul style="list-style-type: none"> • ‘Yes, really. I think every time I want to write a word a specific word that it’s very difficult or challenging in spelling for me, I go search in dictionary and if I write wrong one, you gave me a feedback and I search in dictionary correct form of ... [Do you learn from your mistakes?] Yes, very much’ (Student 6, I). <p style="color: red;">✓</p>
<ul style="list-style-type: none"> • ‘Yes, now yeah, because before that I used to use the Word, and with the Word Program and computer -- you know -- it corrects us automatically, or show us the dictation the spelling problem that we have, but as you said that we use the NotePad, it doesn’t let us to know where we have mistakes for dictation or spelling, and in this form we learn which word ... how should we – I mean – write in a good spelling form, because I myself refer to the dictionary in order to find out how the spelling is’ (Student 34, I). <p style="color: red;">✓</p>
<ul style="list-style-type: none"> • ‘You know, there are a lot of words and how many of them you can correct for me; I have to work on Spelling – you know – a lot. ... Okay, I think, after seven topics, I – you know – I familiar ... I have been familiar with – you know – a structure, a special structure to writing and a lot of words are repetitive, so it helps me to reduce my mistakes ... ’ (Student 18, I). <p style="color: red;">✓</p>
<ul style="list-style-type: none"> • ‘Spelling ... yes, yes, yes, yes. My Spelling improved due to I should pay attention for writing any words, due to [the fact that] you feedback me which word was wrong and about spelling it was good for me [Whenever I put a symbol for you as [Sp], what do you do?] I, at first, read that word; I write that word in Google Translate. In this situation, Google Translate suggests me the correct form of that. I try to write that correctly, and I erase that write again; erase that write again; at the end of this process, I will write that correctly’ (Student 14, I). <p style="color: red;">✓</p>
<ul style="list-style-type: none"> • ‘... You want to know that the website is effective for Spelling? Yes, effective, ..., because the Spelling is one of the best things that we have to improve our ability in the site, instead of writing on the paper ... ’ (Student 12, I).
<ul style="list-style-type: none"> • ‘Yes, absolutely’ (Student 44, I).
<ul style="list-style-type: none"> • ‘Yeah, yeah. Unfortunately, my spelling was not so good, but these days, especially with the NotePad that you tell us that we should write, because – I think – the Word, I mean the program of Word, makes us so lazy, because it

corrects us, and then we don't think about the writing. But when we want to write on – I mean – NotePad, we have to, it oblige us to check the words, especially with the dictionary and it cause that we refer to the dictionary several times, and then we check the spelling and then write the correct form, because we know that if we won't, the teacher will correct us and it's not good – you know – that we have a lot of mistakes in our text' (Student 34, I+).

✓ 'After that I think that my spelling mistakes have reduced sharply which is a great news for me and it is another positive aspect of e-writing' (Student 42, UL).

'Feedbacks help me a lot in spelling. Today in two drafts I had four spelling corrections, and the good point is I never repeat those spelling mistakes' (Student 9, UL).

'It helps me to improve some problems to do with grammar and spelling. It also helps us think' (Student 8, UL).

Themes arising from Grammar Improvement	
<p>✓</p> <p>- sensitising effect: (6) (i.e., References to value of e-feedback in enabling greater self-awareness of errors)</p> <p>I: 3</p> <p>UL: 1, 5, 14, 32, 34</p> <p>+ Thinking about the grammar structures (4)</p> <p>I: 27, 38, 46</p> <p>UL: 18</p>	<p>'English grammar ... yes, the same. I pay more attention to them in my writing. At first, or [the] two first topics, I made some mistakes, but then I tried to avoid them' (Student 3, I).</p> <p>'I need to pay attention in ... writing my sentences more readable' (Student 32, UL).</p> <p>'I need to pay attention in countable and uncountable nouns' (Student 32, UL).</p> <p>'I will try to pay attention to qualify verbs by modal more than before' (Student 32, UL).</p> <p>'Today I learned about using the articles which I did not pay attention to them before' (Student 34, UL).</p> <p>'I should be careful about matching subject and verb' (Student 14, UL).</p> <p>'Hello, in this draft I learned that I must be more aware that some words, although accurate in terms of their meaning, do not collocate with some other words, for example maladjusted couples. Thank you very much for your guidance' (Student 1, UL).</p> <p>'I will try to use vrbs and words with correct Preposition.' (Student 5, UL).</p> <p>'Yes, this part is more useful for me ... your feedback. ... most of the time you highlight the mistakes and I think about it. After I think about this repetition, it makes me better at grammar' (Student 46, I).</p> <p>'Yes, most of the advantages ... I use sometimes bad times [Tense? Tense of verbs?] yes, but when you put (T) [the marking code for the Verb Tense], I was thinking why ...' (Student 27, I).</p> <p>'Yes. Actually, it's was ... again refers to the writing. When we write something, we more think about how to use the grammar, but when we speak we don't pay lots of attention on this' (Student 38, I).</p> <p>'Hi still I have some problems by using articles'</p> <p>(Student 18, UL).</p> <p>'Absolutely. If you see my writing, you would see, and compare it with my first writing that I put in the website,</p>

	<p><i>'you would see how much difference, you know, how much they are different from each other'</i> (Student 23, I).</p> <p><i>'I learnt a lot of new grammars as well as words. When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning'</i> (Student 5, OQ).</p> <p><i>'Of course, yes, because before these revisings and before these drafts, I made a lot of funny mistakes and now I try to avoid them. ... I try to correct myself, because I don't want to escape away from problems in my writing'</i> (Student 18, I).</p>
✓	<p>- Grammar improves gradually with regular practice (7)</p> <p>UL: 8, 11, 18</p> <p>I: 14, 18, 21, 46</p> <p><i>'Hi After writing six topics, I think my mistakes about prepositions goes down. I have listed all the mistakes about them'</i> (Student 18, UL).</p> <p><i>'I've used some of phrases from the one you gave us at class, just in case to get more dominant on these kind of sentences. i hope you dont mind'</i> (Student 11, UL).</p> <p><i>'Grammar, it's getting better too, but it is not well; I should practice more to become more professional'</i> (Student 46, I).</p> <p><i>'You know ... the grammatical points ... this type ... I mean the feedback system is really very useful, but – as I mentioned for the previous question – it obviously takes so much time. I think gradually my grammatical errors will decrease'</i> (Student 21, I).</p> <p><i>'... I think it doesn't need to know a lot of Grammar to writing, especially this writing related to exam, and after this seven topics, I think I know, not a lot, but I think I know enough Grammars to write if I practice more, practically – you know – use it ...'</i> (Student 18, I).</p> <p><i>'My English Grammar really is weak right now, but in this method if I work hard I think my Grammar will be improved, but not right now ...'</i> (Student 14, I).</p> <p><i>'I am a bit careless in spelling; however, I am more likely to memorise structures and grammar. Not all of them, but most of them, and the method is simple. The mistakes are all highlighted whenever I come through the web to edit my essay based on e-feedbacks. Therefore, I have the chance to see them for several times during a term. Now that I have more time, I will</i></p>

	<p><i>'just transfer them to Microsoft Word and review'</i> (Student 8, UL).</p>
✓ <p>- awareness of how the grammar structure should be used (12)</p> <p>I: 1, 26, 34, 48 OQ: 22 UL: 3, 5, 8, 13, 14, 21, 46</p>	<p><i>'Yes, because I had many problems with my Grammar and after getting feedback I understood how we should use some -- I mean -- structures in English sentences'</i> (Student 34, I).</p> <p><i>'because of this reason I didn't know grammar well and now when I am writing and your feedbacks especially help us to know the mistakes, especially grammar or spells, that which parts we make mistakes'</i> (Student 26, I).</p> <p><i>'Yes, of course it has been some improvement in my grammars. For example, previously I haven't been aware about the usage of countable or uncountable nouns. Sometimes I used to make grammatical mistakes in terms of subject and verb disagreements that I think I am more aware about'</i> (Student 1, I).</p> <p><i>'Yeah, because sometimes even we use many word like although, I wrote sometimes although, and then bring but, but grammatically it's not correct, and you correct me and now I understood that when we use although at the – I mean – beginning of or initially at the sentence, we should not use but, but when we translate it to our own language, we always use but, and it's not correct in English. Or other examples that I had'</i> (Student 34, I+).</p> <p><i>'The most valuable aspect of the online support has been the suggestion for more effective sentences and being inspired by the sample writing of other friends'</i> (Student 22, TOQ).</p> <p><i>'I got, I should put article word 'the' before the word ,which i know'</i> (Student 14, UL).</p> <p><i>'using preposition on suitable position is one of my findings after your comments'</i> (Student 13, UL).</p>

	<p><i>'I dont know about some words whether they are countable or not'</i> (Student 8, UL).</p> <p><i>'I understand the use of infinitive of purpose'</i> (Student 46, UL).</p> <p><i>'Dear Mr. Ekbatani, In this writing (Topic3, draft5), I learned new adjectives and also using punctuations. ... In this draft, I learned how I can qualify the sentences, and also I learned some words and phrase for it'</i> (Student 5, UL).</p> <p><i>'TOPIC 8: I think learning to use better words and structures to qualify essays ... is the most important influence of e-learning. It can make us creative'</i> (Student 8, UL).</p> <p><i>'I learned to use qualification sentences in my writig in order to decrease the certainty of claims'</i> (Student 21, UL).</p> <p><i>'I understand how to qualify a sentence'</i> (Student 46, UL).</p> <p><i>'I learned how to use uniform collocation effectively in my essays'</i> (Student 3, UL).</p> <p><i>'I could learn new chunks as you said in class and in reviewing of my draft'</i> (Student 5, UL).</p> <p><i>'Oh that, very much, because sometimes in your feedback, there is only sign that you encourage us, going and think and find out what that sign shows and sometimes if when you see it is not solved, you bring some alternative in the orange or yellow box. That's helped me a lot when I see wow that was it that you was looking for'</i> (Student 48, I).</p>

<p>✓</p> <p>Motivating Ss to learn and Use New or Challenging Grammar Structures (10)</p> <p>UL: 4, 5, 9, 10, 11, 23, 41, 42</p> <p>OQ: 41, 45</p>	<p><i>I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays'</i> (Student 42, UL).</p> <p><i>I believe that e-feedback really inspires you to choose a better word or collocation or try to find out a better grammar usage'</i> (Student 45, OQ).</p>
<p>✓</p> <p>+ Realising that grammar has a positive effect on writing (4)</p> <p>I: 3, 30</p> <p>UL: 9, 12</p>	<p><i>'It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures'</i> (Student 41, OQ).</p> <p><i>'Thank you about encouraging us to use participle clause'</i> (Student 9, UL).</p> <p><i>'When I write something always I have hesitation on whether is it grammatically correct or not. And I should check anything twice and it takes time'</i> (Student 10, UL).</p> <p><i>'As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence. This improvement is more evident in the use of punctuation signs and grammar. Certainly with more practice, I will be able to see similar improvement in other areas of writing'</i> (Student 11, TUL).</p> <p><i>'I learned propositions of some verbs and making participle clause of results. Also, I learned how we can develop sentences'</i> (Student 5, UL).</p> <p><i>'I feel that I can apply more technical, more complicated and also more beautiful chunks and collocations in my essay'</i> (Student 41, UL).</p> <p><i>'i was afraid that my metaphor was not proper. but you encouraged me'</i> (Student 11, UL).</p> <p><i>'I tried to use better words and chunks which you have taught us during last month'</i> (Student 4, UL).</p> <p><i>'i have tried to use chunks in my writing'</i> (Student 23, UL).</p> <p><i>'Yes, ... not only in my writing, but also in my speaking I think it has a good effect. ... '</i> (Student 3, I).</p> <p><i>'Yes, for sure! You know ... I think one of the base of writing is grammar. And of course, for example, when</i></p>

	<p><i>'you gave me a feedback, and you for example finally after five, six drafts, for example, you have written for me that use these kind of structure, these kind of pattern, these kind of sample sentences, of course it helps me to improve my grammar'</i> (Student 30, I).</p> <p><i>'Use of active or passive of verbs are important'</i> (Student 12, UL).</p> <p><i>'it would be better if you could provide us with some more chunks in your noticeboard'</i> (Student 9, UL).</p>
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✓	<ul style="list-style-type: none"> • <i>'Yes, of course ... it was very useful for my grammar'</i> (Student 9, I).
≈	<ul style="list-style-type: none"> • <i>'it is too difficult to say how [much] improvement ... how [much] progress I have made'</i> (Student 41, I).
✓	<ul style="list-style-type: none"> • <i>'because of this reason I didn't know grammar well and now when I am writing and your feedbacks especially help us to know the mistakes, especially grammar or spells, that which parts we make mistakes'</i> (Student 26, I).
✓	<ul style="list-style-type: none"> • <i>'Yes, this part is more useful for me ... your feedback. ... most of the time you highlight the mistakes and I think about it. After I think about this repetition, it makes me better at grammar'</i> (Student 46, I).
✓	<ul style="list-style-type: none"> • <i>'Of course, yes, because before these revisings and before these drafts, I made a lot of funny mistakes and now I try to avoid them. ... I try to correct myself, because I don't want to escape away from problems in my writing'</i> (Student 18, I).
✓	<ul style="list-style-type: none"> • <i>'Absolutely. If you see my writing, you would see, and compare it with my first writing that I put in the website, you would see how much difference, you know, how much they are different from each other'</i> (Student 23, I).
✓	<ul style="list-style-type: none"> • <i>'Oh that, very much, because sometimes in your feedback, there is only sign that you encourage us, going and think and find out what that sign shows and sometimes if when you see it is not solved, you bring some alternative in the orange or yellow box. That's helped me a lot when I see wow that was it that you was looking for'</i> (Student 48, I).
✓	<ul style="list-style-type: none"> • <i>'Yes, about discourse markers'</i> (Student 25, I).
✓	<ul style="list-style-type: none"> • <i>'English grammar ... yes, the same. I pay more attention to them in my writing. At first, or [the] two first topics, I made some mistakes, but then I tried to avoid them'</i> (Student 3, I).
✓	<ul style="list-style-type: none"> • <i>'Yes, most of the advantages ... I use sometimes bad times [Tense? Tense of verbs?] yes, but when you put (T), I was thinking why ...'</i> (Student 27, I).
✓	<ul style="list-style-type: none"> • <i>'Because of writing I ... ? [Yes.] It was good'</i> (Student 35, I).

✓	<ul style="list-style-type: none"> ‘English grammar ... yes I think sometimes when I write mistake when you gives feedback to me, I think it’s ... [Helps you?] yes, ... helps me to write correct’ (Student 47, I).
✓	<ul style="list-style-type: none"> ‘Yes ... for ... I can ... In preposition, for example, ... [Aha ... It is part of grammar.] ... I can feel it’ (Student 13, I).
≈	<ul style="list-style-type: none"> ‘English grammar ... if I want to compare with another point of this site, I have to say this is less than the another, but yes it’s good for me’ (Student 12, I).
✓	<ul style="list-style-type: none"> ‘Yes. Actually, it’s was ... again refers to the writing. When we write something, we more think about how to use the grammar, but when we speak we don’t pay lots of attention on this’ (Student 38, I).
✓	<ul style="list-style-type: none"> ‘Yes, ... not only in my writing, but also in my speaking I think it has a good effect. ... ’ (Student 3, I).
✓	<ul style="list-style-type: none"> ‘Yes, of course it has been some improvement in my grammars. For example, previously I haven’t been aware about the usage of countable or uncountable nouns. Sometimes I used to make grammatical mistakes in terms of subject and verb disagreements that I think I am more aware about’ (Student 1, I).
✓	<ul style="list-style-type: none"> ‘Yes, for sure! You know ... I think one of the base of writing is grammar. And of course, for example, when you gave me a feedback, and you for example finally after five, six drafts, for example, you have written for me that use these kind of structure, these kind of pattern, these kind of sample sentences, of course it helps me to improve my grammar’ (Student 30, I).
✓ Gradually	<ul style="list-style-type: none"> ‘You know ... the grammatical points ... this type ... I mean the feedback system is really very useful, but – as I mentioned for the previous question – it obviously takes so much time. I think gradually my grammatical errors will decrease’ (Student 21, I).
✓	<ul style="list-style-type: none"> ‘Yes, of course.’ (Student 25, I).
✓	<ul style="list-style-type: none"> ‘Grammar, it’s getting better too, but it is not well; I should practice more to become more professional’ (Student 46, I).
✓	<ul style="list-style-type: none"> ‘... Yes, I do’ (Student 9, I).
≈	<ul style="list-style-type: none"> ‘I don’t think so for me, because only three topic I wrote online and my grammar, I think, basically is not at high level, but I try to work on my grammar via this site’ (Student 6, I).
✓	<ul style="list-style-type: none"> ‘Yes, because I had many problems with my Grammar and after getting feedback I understood how we should use some -- I mean -- structures in English sentences’ (Student 34, I).

✓	<ul style="list-style-type: none"> ‘... I think it doesn’t need to know a lot of Grammar to writing, especially this writing related to exam, and after this seven topics, I think I know, not a lot, but I think I know enough Grammars to write if I practice more, practically – you know – use it ...’ (Student 18, I).
✗	<ul style="list-style-type: none"> ‘My English Grammar really is weak right now, but in this method if I work hard I think my Grammar will be improved, but not right now ...’ (Student 14, I).
≈	‘... Grammar, I have to say in the second step, ...’ (Student 12, I).
✗	<ul style="list-style-type: none"> ‘In fact no, not too much, but for other things, it is so useful’ (Student 44, I).
✓	<ul style="list-style-type: none"> ‘Yeah, because sometimes even we use many word like <u>although</u>, I wrote sometimes <u>although</u>, and then bring <u>but</u>, but grammatically it’s not correct, and you correct me and now I understood that when we use <u>although</u> at the – I mean – beginning of or initially at the sentence, we should not use <u>but</u>, but when we translate it to our own language, we always use <u>but</u>, and it’s not correct in English. Or other examples that I had’ (Student 34, I+).

Themes pertaining to students' perception of the e-feedback and punctuation use	
Know how and where to use 41, 26, 46, 25, 27, 47, 12, 3, 1, 30, 21, 46, 41, 44, 34, 36, 3, 5, 12, 14, 23, 35, 46, 11	<ul style="list-style-type: none"> - 'Of course ... Definitely, this part I had lots of problems with this part and now I have learned somehow to use semi-colon, comma, or ...' (Student 41, I). - 'Yeah, ... in Farsi we don't use them. I don't want to say we don't use them at all, but it's not a important thing in our writing, but as you said in English this is a very important part, especially for taking this exam, this is necessary to use punctuation, because of that and your feedback shows the parts which we didn't follow it' (Student 26, I). - 'At first, I think punctuation is not so important, because we don't use them in Farsi so much, but for example, the space between the punctuation and the words; I didn't think these are so important, but now I know that all of them ... we should use' (Student 46, I). - 'Yes, very much. I didn't know that when we use semi-colon; I didn't know where we should use a comma' (Student 25, I). - 'You mean like semi-colon, comma? Yes!' (Student 27, I). - 'Punctuation yes it's very ... it's very very help me to correct write or write correct' (Student 47, I). - 'Yes, both site and the class is very helpful for me for using the punctuation in my writing ...' (Student 12, I). - 'Yes, I can remember a lot of situations I made mistakes in using punctuations and after feedback I found out about them and I tried to avoid them ... those mistakes I mean, and yes it is really effective' (Student 3, I). - 'Well, definitely ... your webpage help me to use punctuation symbols more effectively, ...' (Student 1, I). - 'Specially, ... yes, exactly, because for example when you are writing – you know – you have to be consider about punctuation, the grammar, the semi-colon, even the – you know – the full stop of the sentences. Yes, yes, for sure.' (Student 30, I). - 'Punctuation, yes of course a lot. You know, I was really in difficulties with punctuations and through this system I think I now know what punctuations are at all and how I can use it' (Student 21, I). - 'Punctuation, yes sure, because after you teach us the

	<p><i>structure of each punctuation mark, now I use them better than before' (Student 46, I).</i></p> <ul style="list-style-type: none"> - <i>'... you know, at first experience, I didn't have got a clue about Punctuation, but after two months I have learnt a lot about Punctuation. [So how independent are you?] I feel more independent nowadays ...' (Student 41, I).</i> - <i>'Yes, I didn't know at all anything about Punctuation sign in English essays, or writing at all, but now I can. I learned a lot of things in this way' (Student 44, I).</i> - <i>To be honest, I didn't know about the punctuation a lot. I had a lot of mistakes with the punctuation. Even I didn't know that why we should put this punctuation here; what does it mean, you know. But now at least I know where should I put – I mean – the full stop, where should I put the comma, or where should I put the – I mean – question mark, or something like that. ... when we try to write correctly, it makes us to maybe pay attention more when we want to read, because when we read a text that we know that it is edits before, and some editors edited it before, we try to pay attention to that text, to that article, in order to learn from that article. And maybe before there was not so attention for me – I mean – in the articles, but now I pay attention that why it brings the quotation mark here, why there is a full stop, why there is a – I mean – when paragraph finishes, why should give a space between the two – I mean – lines with the other paragraph. Something like that, yeah' (Student 34, I).</i> - <i>'Of course it improve, improve in great way. I could feel it that I use some punctuation, big letter or other rules for writing which I never [noticed] ... them before, although I have a lot of problems and I am not perfect' (Student 36, OQ).</i> - <i>'I think I have had improvement in correct use of punctuations' (Student 3, UL).</i> - <i>'The most worst error was about paying no attention to use punctuations that I will try not to repeat them' ... 'I learned using conjunction and punctuations correctly'</i> (Student 5, UL). - <i>'During writing topic two, i learned more that how to use punctuation'</i> (Student 12, UL). - <i>'I learned, I should put a blank after dot' ... 'When ever we used of coma we should put a blank after that' ... 'Before especially word in introduction of essay we should put coma'</i> (Student 14, UL). - <i>'i have made less mistake of punctuation'</i> (Student 23,
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	<p>UL).</p> <ul style="list-style-type: none"> - '<i>I learned about where we should use comma</i>' (Student 35, UL). - '<i>I have less punctuation mistakes than before but i am going to decrease them more</i>' (Student 46, UL). - '<i>As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process, which has brought me a lot of self-confidence. This improvement is more evident in the use of punctuation signs and grammar</i>' (Student 11, TUL). -
Role of the e-feedback + Understood the importance of punctuation 48, 3, 41, 9, 18, 33, 48, 38, 14, 12 + Strong association with writing 47, 30, 34 + Effort effect 46, 42	<ul style="list-style-type: none"> - '<i>That's that's the first one. I mean above all, I would say punctuation, because it is very ... I mean ... it is the most detailed things in writing and in no place such as your website you can pay attention to it</i>' (Student 48, I). - '<i>I have to say I found what is the meaning of punctuation at this method</i>' (Student 3, I). - '<i>Of course, your website. [Can you tell me why the website helped you?] Because you highlight the mistakes – you know – it encourages us to go for them ... it's like an encouragement ... it likes a bait, I think. It shows that there is something wrong and we should go for ... to correct it. [And do you think if it were on a piece of paper – paper and pencil – I could give you punctuation signs as clearly? I mean, ... give you clues about punctuation signs as clearly?] No, on your website, because you highlight the mistakes, it is very ... [What about on paper, if I wanted to do that on paper?] I think it is not as practical as your website. ...</i>' (Student 41, I). - '<i>i want to share my improvement with you, I am not used to using punctuation well and this program sure helps me a lot' ... 'Thank you for warning me about possession apostrophe</i>' (Student 9, UL). - '<i>Dear Mr Ekbatani In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization</i>' (Student 18, UL). - '<i>I believe this online feedback approach is more efficient than classroom work in terms of practicing punctuation and writing styles</i>' (Student 33, UL). - '<i>That's that's the first one. I mean above all, I would say punctuation, because it is very ... I mean ... it is the most detailed things in writing and in no place such as your</i>

	<p><i>website you can pay attention to it'</i> (Student 48, I).</p> <ul style="list-style-type: none"> - <i>'That was not so important to me before, but when you have advised and I saw your feedback, ... I see that oh ... they are very important'</i> (Student 38, I). - <i>'In the first term, I just got what punctuation is. I should put comma; after that I should put a blank; after that write any word I want. I got only this'</i> (Student 14, I). - <i>'... [Punctuation signs?] Maybe going up at the first step. [What do you mean by that?] Very important and very practical for me ...'</i> (Student 12, I). - <i>'Punctuation yes it's very ... it's very very help me to correct write or write correct'</i> (Student 47, I). - <i>'Specially, ... yes, exactly, because for example when you are writing – you know – you have to be consider about punctuation, the grammar, the semi-colon, even the – you know – the full stop of the sentences. Yes, yes, for sure.'</i> (Student 30, I). - <i>'A lot, a lot really, because first I thought that I never could learn the Punctuation. And one of the points, most important points in writing, I think, is – I mean – good Punctuation, and suitable Punctuation that we can use in our essays or our writings. Before starting, I didn't know really how should I use a comma, and especially with a computer because I put every time a space and then used a comma, but now I understood that after writing and when we want to us a comma, we should use it exactly after that word'</i> (Student 34, I). - <i>'I have less punctuation mistakes than before but i am going to decrease them more'</i> (Student 46, UL). - <i>'I do believe that in some special parts of writing such as usage of punctuation I need to study more in order to use them very well'</i> (Student 42, UL).
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Positive and negative perceptions of e-feedback effect on punctuation

✓	• <i>'Exactly! Yes! That was the most useful ... number two most useful advantage of writing'</i> (Student 9, I).
✓	• <i>'Of course ... Definitely, this part I had lots of problems with this part and now I have learned somehow to use semi-colon, comma, or ...'</i> (Student 41, I).
✓	• <i>'Yeah, ... in Farsi we don't use them. I don't want to say we don't use them at all, but it's not a important thing in our</i>

	writing, but as you said in English this is a very important part, especially for taking this exam, this is necessary to use punctuation, because of that and your feedback shows the parts which we didn't follow it' (Student 26, I).
✓	• 'At first, I think punctuation is not so important, because we don't use them in Farsi so much, but for example, the space between the punctuation and the words; I didn't think these are so important, but now I know that all of them ... we should use' (Student 46, I).
✓	• Use of punctuation, yes, again I forgot some punctuations. I know the using of them, but sometimes I forgot, but now I can pay more attention to them.
✓	• 'Punctuation ... yes! They are ... Not as much as spelling, but they are getting more better' (Student 23, I).
✓	• 'That's that's the first one. I mean above all, I would say punctuation, because it is very ... I mean ... it is the most detailed things in writing and in no place such as your website you can pay attention to it' (Student 48, I).
✓	• 'Yes, very much. I didn't know that when we use semi-colon; I didn't know where we should use a comma' (Student 25, I).
✓	• 'I have to say I found what is the meaning of punctuation at this method' (Student 3, I).
✓	• 'You mean like semi-colon, comma? Yes!' (Student 27, I).
✓	• 'Yes, ... yes.' (Student 35, I).
✓	• 'Punctuation yes it's very ... it's very very help me to correct write or write correct' (Student 47, I).
✓	• 'Yes ... yes, I can' (Student 13, I).
✓	• 'Yes, both site and the class is very helpful for me for using the punctuation in my writing ... (Student 12, I).
✓	• 'That was not so important to me before, but when you have advised and I saw your feedback, ... I see that oh ... they are very important' (Student 38, I).
✓	• 'Yes, I can remember a lot of situations I made mistakes in using punctuations and after feedback I found out about them and I tried to avoid them ... those mistakes I mean, and yes it is really effective' (Student 3, I).
✓	• 'Well, definitely ... your webpage help me to use punctuation symbols more effectively, ...' (Student 1, I).
✓	• 'Specially, ... yes, exactly, because for example when you are writing – you know – you have to be consider about punctuation, the grammar, the semi-colon, even the – you know – the full stop of the sentences. Yes, yes, for sure.' (Student 30, I).

✓	<ul style="list-style-type: none"> ‘Punctuation, yes of course a lot. You know, I was really in difficulties with punctuations and through this system I think I now know what punctuations are at all and how I can use it’ (Student 21, I).
✓	<ul style="list-style-type: none"> ‘Yes, of course’ (Student 25, I).
✓	<ul style="list-style-type: none"> ‘Punctuation, yes sure, because after you teach us the structure of each punctuation mark, now I use them better than before’ (Student 46, I).
≈	<ul style="list-style-type: none"> ‘[Punctuation signs?] No, I have a little bit of problem with Punctuation’ (Student 9, I).
✓	<ul style="list-style-type: none"> ‘Yes, very very much. For me very’ (Student 6, I).
✓	<ul style="list-style-type: none"> ‘... you know, at first experience, I didn’t have got a clue about Punctuation, but after two months I have learnt a lot about Punctuation. [So how independent are you?] I feel more independent nowadays ...’ (Student 41, I).
✓	<ul style="list-style-type: none"> Of course, your website. [Can you tell me why the website helped you?] Because you highlight the mistakes – you know – it encourages us to go for them ... it’s like an encouragement ... it likes a bait, I think. It shows that there is something wrong and we should go for ... to correct it. [And do you think if it were on a piece of paper – paper and pencil – I could give you punctuation signs as clearly? I mean, ... give you clues about punctuation signs as clearly?] No, on your website, because you highlight the mistakes, it is very ... [What about on paper, if I wanted to do that on paper?] I think it is not as practical as your website. ...’ (Student 41, I).
✓	<ul style="list-style-type: none"> ‘A lot, a lot really, because first I thought that I never could learn the Punctuation. And one of the points, most important points in writing, I think, is – I mean – good Punctuation, and suitable Punctuation that we can use in our essays or our writings. Before starting, I didn’t know really how should I use a comma, and especially with a computer because I put every time a space and then used a comma, but now I understood that after writing and when we want to us a comma, we should use it exactly after that word’ (Student 34, I).
✓	<ul style="list-style-type: none"> ‘I don’t have any problem with Punctuation, so ... independent ...’ (Student 18, I).
≈	<ul style="list-style-type: none"> ‘In the first term, I just got what punctuation is. I should put comma; after that I should put a blank; after that write any word I want. I got only this’ (Student 14, I).
✓	<ul style="list-style-type: none"> ‘... [Punctuation signs?] Maybe going up at the first step. [What do you mean by that?] Very important and very practical for me

' (Student 12, I).
✓	<ul style="list-style-type: none"> 'Yes, I didn't know at all anything about Punctuation sign in English essays, or writing at all, but now I can. I learned a lot of things in this way' (Student 44, I).
✓	<ul style="list-style-type: none"> '[You mentioned spacing, any other signs?] And dot, or – I don't know – the quotation marks, or – I don't know – the full stop I said, or semi-colon, or – I don't know – many others that, or question mark that when we should put it, it's better that we should sometimes, it doesn't need any question mark, because it's not a question really, but we put it. [And when you compare yourself with the beginning of the term, do you feel any change in your ...?] Yeah, I think these days it is much better. [About punctuation?] Yeah, about the punctuation specially. [In what way it's better; I mean, how you feel it's better? What's the evidence?] To be honest, I didn't know about the punctuation a lot. I had a lot of mistakes with the punctuation. Even I didn't know that why we should put this punctuation here; what does it mean, you know. But now at least I know where should I put – I mean – the full stop, where should I put the comma, or where should I put the – I mean – question mark, or something like that. [Okay, and do you pay more attention to these things when you're reading, or not?] Yeah, because when we try to write correctly, it makes us to maybe pay attention more when we want to read, because when we read a text that we know that it is edits before, and some editors edited it before, we try to pay attention to that text, to that article, in order to learn from that article. And maybe before there was not so attention for me – I mean – in the articles, but now I pay attention that why it brings the quotation mark here, why there is a full stop, why there is a – I mean – when paragraph finishes, why should give a space between the two – I mean – lines with the other paragraph. Something like that, yeah' (Student 34, I+).

Raw data pertaining to the e-feedback and use of punctuation signs
✓ 'Of course it improve, improve in great way. I could feel it that I use some punctuation, big letter or other rules for writing which I never [noticed] ... them before, although I have a lot of problems and I am not perfect' (Student 36, OQ).
✓ 'I have less punctuation mistakes than before but i am going to decrease them more' (Student 46, UL).
✓ 'I think I have had improvement in correct use of punctuations' (Student 3, UL).
✓ 'The most worst error was about paying no attention to use punctuations that I will try not to repeat them' ... 'I learned using conjunction and punctuations correctly' (Student 5, UL).
✓ 'i want to share my improvement with you, I am not used to using punctuation well'

'and this program sure helps me a lot' ... 'Thank you for warning me about possession apostrophe' (Student 9, UL).

✓ 'During writing topic two, i learned more that *how to use punctuation*' (Student 12, UL).

✓ 'I learned, I should put a blank after dot' ... 'When ever we used of coma we should put a blank after that' ... '*Before especially word in introduction of essay we should put coma*' (Student 14, UL).

✓ 'Dear Mr Ebatani *In my opinion your teaching method on the web site is really helpful. That increased my concentration on some common mistakes such as punctuation, and capitalization*' (Student 18, UL).

✓ 'i have made less mistake of punctuation' (Student 23, UL).

'Carelessness to punctuation' (Student 32, UL).

✓ 'I learned about where we should use comma' (Student 35, UL).

✓ 'I do believe that in some special parts of writing such as usage of punctuation I need to *study more in order to use them very well*' (Student 42, UL).

✓ 'I have less punctuation mistakes than before but i am going *to decrease them more*' (Student 46, UL).

✓ '*As time goes by and I write more drafts, I feel that gradually I can see my writing problems during the composing process*, which has brought me a lot of self-confidence. This improvement is *more evident in the use of punctuation signs and grammar*' (Student 11, TUL).

'I have divided my mistakes into some groups: grammar and structure mistakes, spelling mistakes, punctuation mistakes, word choice mistakes, and preposition mistakes' (Student 30, TUL).

✓ 'I believe this online feedback approach is more efficient than classroom work in terms of practicing punctuation and writing styles' (Student 33, UL).

Themes related to vocabulary perceptions as a result of working with the e-feedback	
•• Helping me learn and use new words	<p>Learning new words: 'First of all, I enjoyed a very good teacher whenever I liked. Secondly, I learnt a lot of new grammars, ideas as well as words. When I tried to correct my mistakes, I could learn more and effectively due to self-revising. Finally, I learnt a lot of expressions as my teacher wrote on my drafts' (Student 5, OQ).</p> <p>Helping me to learn new words: 'These feedbacks not only help me to learn about my mistakes, but also help me to learn new grammars, vocabularies and ideas which are very useful' (Student 5, UL).</p> <p>Not only learn new words, but also use them: 'i have tried to to use chunks in my writing' (Student 23, UL).</p> <p>Not only learn new words, but also use them: 'Thank you very much for your feedbacks, today I leaned how could we use better words' (Student 34, UL).</p> <p>Not only learn new words, but also use them: 'Now I know what is the difference between 'Especially' and 'specially' and where it is appropriate to use each one' ... 'I thought 'can't' is correct and I can use it this way until now, but now I know I should use 'cannot' instead' ... 'Thank you very much for your feedbacks, today I leaned how could we use better words' (Student 35, UL).</p> <p>Helped me learn how to use new words: 'I feel I can use more different vocabularies in my essay' (Student 41, UL).</p> <p>---</p>
Placing new words into context helped to focus on meaning	<p>Developing better choice of words: 'E-feedback helps to start writing, and when it continues it helps to improve grammar, choice of words, and coherence in academic essay. It also helps to find mistakes and address them' (Student 33, TUL).</p> <p>Developing better choice of words: 'I tried to use better words and chunks which you have taught us during last month' (Student 4, UL).</p> <p>Developing better choice of words: 'I think learning to use better words' (Student 8, UL).</p> <p>Using better words appropriately: 'using the suitable word in suitable place was latest point that I got it' (Student 13, UL).</p> <p>Developing a better understanding of new words and their meanings: 'Also, i learned, how to used new words with proper meaning, instead of long sentence' (Student 12, UL).</p>

	<p>Developing better awareness of semantic meanings of words: <i>'Hello, your suggestion that I should change the verb modify, made me aware of the importance of the semantic load of words'</i> (Student 1, UL).</p> <p><i>'I am very enthusiastic about my improvement. And I learned some paraphrases for the word 'especially'</i> (Student 9, UL).</p> <p><i>'I reviewed new phrases that had been written in noticebored on your website. the comments help me to think about finding new words and paraphrasing that it was really useful'</i> (Student 5, UL).</p> <p><i>'Topic 11: Actually, I copy and paste the entire essays from the site to the Microsoft Word to review them. I just transfer the edited version done by you. Then, I compare every draft with the previous one to find the reason of mistakes. The notebook just help me to remember good structures and paraphrases. Sometimes it includes my mistakes too'</i> (Student 8, UL).</p> <p>---</p>
Finding and using other relevant sources of support	<p>Encouraging the students to refer to and learn from other sources of support: <i>'The essay activators you offered were really helpful, especially to do with the advantages and the disadvantages'</i> (Student 18, UL).</p> <p>Encouraged the students to learn new words and check their learning by using them; putting class learning into practice; the e-feedback makes the students think about their mistakes more and study more. Using new words recently learned reinforces them in the mind of the student. Developing a wider range of vocabulary. Boosting your vocabulary through benefiting from the dictionary and other sources of support. Using more advanced words.</p> <p>Putting into practice what I have learned via feedback: <i>'feedbacks encourage me to learn an[d] use new words to find out if I can use them correctly' ... 'Actually nowadays I try to use some useful words and structures which I have learnt during two past month in the class' ... 'The whole e-feedback is really helpful and priceless because it makes me think about my mistakes and sometimes study more in order to find new suitable vocabs and structure and elevate my skills' ... 'I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional'</i> ... <i>'What should be cited as the third point is a wider vocabulary that I possess right now. With the help of New Scientist, e-writing has helped me to boost my vocabulary. For example when I learn a new word from New Scientist I try to use it in my essay and it immensely helps me to memorize that word. In addition, I search</i></p>

	<p><i>dictionary in order to find suitable words for my essay and this helps me to widen my vocabulary as well' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays' ... 'Other than new words that I try to find them to use in essay and those words that are suggested by my teacher, I usually try to use the latest points that I have learned from feedback' (Student 42, UL).</i></p> <p><i>Finding out weaknesses and trying to make up for them by redoubling his efforts and using the reference books: 'I found out that I am not using words meticulously, so I decide to use words diligently and consult with dictionary' (Student 45, UL).</i></p> <p><i>Encouraging the student to refer to other sources of support, helping the student to keep it for a longer time in mind: 'When I see [UBW] [i.e., Use a Better Word], I go and look for a better word in the dictionary, preferably a formal and academic one. If I use the word correctly, I learn it and it stays in my mind better and for a longer period of time' (Students 30, TUL).</i></p> <p><i>Receiving precise and accurate feedback: 'Hello, thank you for your precise and accurate feedbacks, i wanted to comment that it would be better if you could provide us with some more chunks in your noticeboard' (Student 9, UL).</i></p>
Paraphrasing Difficulties	<p><i>'I cannot find a proper rephrase for my word which will take me too long to find them' (Student 11, UL).</i></p> <p><i>'Hi I always have had problem with choosing thesaurus [i.e., synonyms and antonyms], especially in outlining, so i have to work more on them' (Student 18, UL).</i></p> <p><i>'The current topic was of a general interest, so I found my BP's easily and quickly. However, my main problem was to find the suitable and advanced words as well as to paraphrase the topic' (Student 2, TUL).</i></p>

Appendix 27 E-feedback and blueprints

Finding Suitable Blueprints	
Developed ability to create and choose more appropriate Blueprints	<p><i>'Yes, absolutely! During your class, I've learned how to Brainstorm and switch off my inner critic and come to as many subjects as I can and through your webpage, these activities are much more organised and now I can Brainstorm very well'</i> (Student 1, I).</p> <p><i>'It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures'</i> (Student 41, OQ).</p> <p><i>'In case of time management, brainstorming and finding suitable blueprints my writing improved dramatically'</i> (Student 28, OQ).</p> <p><i>'At this step I found that I have to pay more attention to topic then I can choose more appropriate BPs'</i> (Student 3, UL).</p> <p><i>'I came up with good blueprints, but I had to correct one of them (2nd one) after writing' ... 'I usually take some notes from different sources and use them in my writing as blueprints such as class practice papers about embedded questions or inversion' ... 'Topic 4: I revised my BPs, I think two of the resembled each other. It was not easy to come up with independent BPs' ... 'But what you mentioned is absolutely important to organise mind to write better, so for this time I wrote an outline and I will add the full essay after the correction of the outline'</i> (Student 8, UL).</p>
Creating Blueprints with Ease	<p><i>'I feel more comfortable with creating blueprints and statements'</i> (Student 41, UL).</p> <p><i>'I found my BP's easily and quickly'</i> (Student 2, TUL).</p> <p><i>'I wrote topic and try to use new word and ideas' ... 'I learned new words and ideas' ... 'I learned using new ideas and also reading the question completely'</i> (Student 5, UL).</p> <p><i>'This is necessary to be to get used to to think about questions and Blueprints and Brainstorms and yeah [Do you feel any improvement?] Yeah, I feel that'</i> (Student 26, I).</p> <p><i>'Sure'</i> (Student 35, I).</p> <p><i>'Yes, for ... with outlining, development and others I can make a good Brainstorming for writing'</i> (Student 13, I).</p> <p><i>'Now, yes, because before the class, or before this method, I didn't know about the Brainstorming. And I didn't know that we should think about what we want to write first. And now I know that first of all, we should think about the topic and Brainstorming and write everything that we can. And then find three Blueprints from our</i></p>

Improvement in finding ideas, and using his own initiative	<p><i>'Brainstorming and then write about those three Blueprints'</i> (Student 34, I).</p> <p><i>'You know, I think, you told us about some techniques to Brainstorming, but personally – I think – for me it is suitable to [do] Brainstorming in another way. [What way?] For example, I have a lot of ... but I try to follow your structure ... but I did it and I benefited ... I used it. You said that after, for example, after five or ten minutes, we have to make an outline. Okay? We have to write three Blueprints. Okay? But last time when I take a writing exam, I thought that I have to write the first one that I am sure about that. Okay? [And in this process?] And in the second paragraph, I could find another Blueprint, and after that I found another. [How could you find it? Why at first time you couldn't?] You know – sometimes it stalls. It's difficult, and your time is limited. You cannot always find some Blueprints, but you know what was the result? [What? So you changed your own strategy?] Yes. The result was I all time I have I couldn't finish the exam in a limited time, but that time I saved 20 minutes – you know. That was very slow, but after this change, I saved 20 minutes. That was very interesting for me, personally ...'</i> (Student 18, I).</p> <p><i>'... You know – everybody without thinking might do something like that, but they don't know how to write something. Maybe I want to write something in Farsi, I go on and write something, the Blueprints come to my mind, and I arrange it without thinking and writing on the paper, but you said how we have to manage it and write it and go to change it in some category that do not overlap ...'</i> (Student 12, I).</p> <p><i>'Yeah, because, to be honest, first I didn't know anything about the writing in English specially, because I didn't know that what does Blueprint means, or why we should think about the things that we want to write about' ... 'Yes, because I didn't know that I should think about some special parts in the text or in – I mean – the essay that we write, because I didn't know that we should think before and write something on a paper, and then we can complete it in the text. I mean, we can write about it, but now I understood that we have Blueprints. First, we should have Brainstorming, and then find some – I mean – Blueprints from our Brainstorming'</i> (Student 34, I).</p> <p><i>'you know – in your plan ... in your rules of our writings, Brainstorming is being better ... much better ... yes'</i> (Student 30, I).</p> <p><i>'I think I had a huge improvement so that I am now able to think about a topic systematically, i.e. I know how to choose BPs' and supports to develop an idea'</i> (Student 3, OQ).</p>
Revising Blueprints in a	'In this draft, I learned how I should think about new and difficult topics, and I could revise my blue prints in better way after your

better way	<i>revising'</i> (Student 5, UL).
Importance of finding independent Blueprints	<i>'It is necessary that each blue print be independent'</i> (Student 12, UL). <i>'Very much ... [Very much? Really?] I don't think about this before. [Really?! It means before this class you had no idea?] I don't have any idea about IELTS and why I must write for the topic. [Now ...?] Now, I know what's happening'</i> (Student 27, I).
Positive influence on Persian too	<i>'Actually, it make my Persian writings more powerful than I thought. I know ... how to write in Persian'</i> (Student 38, I).
With several times practicing there has been improvement; Concepts: Presented in the class and practiced online; Improved thanks to practice	<i>'Yes, because I have repeated this a lot of time [Because of ...?] I have done this a lot of times'</i> (Student 25, I). <i>'Yes, yes, I think the skills of writing which we practice on the class, we can practice at home via site ...'</i> (Student 6, I). <i>'Yes, because when you do something more and more, automatically it improved and you can do that easily'</i> (Student 44, I).
Can find good ideas but takes time	<i>'I do a good Brainstorming, but I have problem with timing. It takes a lot of time'</i> (Student 9, I). <i>'I spent more than three hours for brain storming, writing... I dont know weather it is normal or not I am worry just because of this issue, thanks again'</i> (Student 4, UL).

E-feedback and blueprints: student ambivalence

Student ambivalence about their ability to Find Suitable Blueprints	
Ability to find ideas varies depending on the topic.	<p>'Yes, I get better, but it is related to the subject that we choose. Some of them is very hard for me; I actually say about this. And some of them are very easy for me, some of them. But yes in totally the view I can say it is very good' (Student 12, I).</p> <p>'In some topics yes, but in some topics, I cannot think of everything at all. Some topics are very hard' (Student 9, I).</p> <p>'I have a problem; sometimes yes, sometimes not. [It depends on the topic?] It depends on the topic, yes' (Student 18, I).</p> <p>'Yes. For the several writings that we had before, I think for two of them I had serious problems to find Blueprints. It depends on the topic. Some topics, it is so hard to find good Blueprints. We can find, but because of the ... we should develop them in the paragraph, we need a good Blueprint to ... that can be developed' (Student 46, I).</p>
Yet to practice	'Actually, I cannot say get better because I have just started but I have just found out the structure and how it works. I have just found out that' (Student 48, I).
Helps to try to find ideas more quickly	'Brainstorming ... I don't know. But maybe yes, because of the ... you know ... it has a certain time you have to complete it in a certain time, it would help to Brainstorming ... it is like a limitation for thinking and you need to Brainstorm very quickly ...' (Student 3, I).
Feeling no tangible improvement in this regard	'At least now, I can't feel any difference. Maybe further more during the term I can feel more improvement in this [During the course?] During the course ... yes' (Student 21, I).

E-feedback and blueprints: Difficulties experienced

Difficulties over Finding Suitable Blueprints	
Improvement in Brainstorming depends upon the student effort; It needs more effort; Now I can't do Brainstorming; a little problem I don't know why in Brainstorming	<p>'... In fact, I have a problem. I think it isn't your problem. I should practice very hard. ... If I do your topics very well, if I spend at least one hour everyday, my Brainstorming will improve. ...'</p> <p>(Student 14, I).</p> <p>'Not yet ... I have problem with Brainstorming. Yes, I still have problem with it. I don't know ... it needs more effort' (Student 23, I). 'Exactly, I know what should I do, but my problem is, you know, Brainstorming and Blueprints. If I can do my Blueprints good, I would write very perfect' (Student 23, I).</p> <p>'Brainstorming ... [Can you ... now do you feel you are better at Brainstorming or not?] Actually, in this time I can't do it, but I try to do' (Student 47, I).</p> <p>'To be honest, I have to say ... not yet actually. I have a little problem I don't know why in Brainstorming. And maybe maybe it is related to my criticism. I mean ... my inner critic. I don't know ... maybe it would be better in the future' (Student 3, I).</p> <p>'I have still a lot of problems with Brainstorming ...' (Student 41, I).</p>
Experiencing problems with finding different independent Blueprints	'I think I have serious problem with finding different Blueprints . The hardest part is due to finding independent ones which should be divided into two different mini supports. Help me please' <p>(Student 10, UL).</p>
Difficult to create ideas	<p>'Oh, no ... I have got this real problem with writing when I came up ... when I come up with a new topic, it is really difficult to me to, you know, to create ideas, to create Brainstorming' (Student 41, I).</p> <p>'Exactly, not now ... Yes, if I can write anything, because I don't have any idea about every topic I can't write good, but I try to make idea about topic, but I understand the Organisation ...' (Student 47, I).</p>
Fussy and self-critical about Blueprints	'Brainstorming, I still have problem about this. For example, you give a subject and we should think about it, finding some Blueprints. Sometimes, I can't find good Blueprints. I find some Blueprints but, in my own idea, I think these are not so good Blueprints ...' (Student 46, I).

Brainstorming Improvement
YES
'Yeah, this is another problem that we have especially when there is a deadline for working on something, especially on such an exam like IELTS. This is necessary to be to get used to to think about questions and Blueprints and Brainstorms and yeah [Do you feel any improvement?] Yeah, I feel that' (Student 26, I).
'Very much ... [Very much? Really?] I don't think about this before. [Really?! It means before this class you had no idea?] I don't have any idea about IELTS and why I must write for the topic. [Now ...?] Now, I know [what's happening]' (Student 27, I).
'Sure' (Student 35, I).
'Yes, for ... with outlining, development and others I can make a good Brainstorming for writing' (Student 13, I).
'Yes, I get better, but it is related to the subject that we choose. Some of them is very hard for me; I actually say about this. And some of them are very easy for me, some of them. But yes in totally the view I can say it is very good' (Student 12, I).
'Yes, absolutely! During your class, I've learned how to Brainstorm and switch off my inner critic and come to as many subjects as I can and through your webpage, these activities are much more organised and now I can Brainstorm very well' (Student 1, I).
'Yes, because I have repeated this a lot of time [Because of ...?] I have done this a lot of times [And now the ideas are fresh?] Yes' (Student 25, I).
'Yes, yes, I think the skills of writing which we practice on the class, we can practice at home via site ...' (Student 6, I).
'Now, yes, because before the class, or before this method, I didn't know about the Brainstorming. And I didn't know that we should think about what we want to write first. And now I know that first of all, we should think about the topic and Brainstorming and write everything that we can. And then find three Blueprints from our Brainstorming and then write about those three Blueprints' (Student 34, I).
Using his own initiative! ☺
You know, I think, you told us about some techniques to Brainstorming, but personally – I think – for me it is suitable to [do] Brainstorming in another way. [What way?] For example, I have a lot of ... but I try to follow your structure ... but I did it and I benefited ... I used it. You said that after, for example, after five or ten minutes, we have to make an outline. Okay? We have to write three Blueprints. Okay? But last time when I take a writing exam, I thought that I have to write the first one that I am sure about that. Okay? [And in this process?] And in the second paragraph, I could find another Blueprint, and after that I found another. [How could you find it? Why at first time you couldn't?] You know – sometimes it stalls. It's difficult, and your time is limited. You cannot always find some Blueprints, but you know what was the result? [What? So you changed your own strategy?] Yes. The result was I all time I have I couldn't finish the exam in a limited time, but that time I saved 20 minutes – you know. That was very slow, but after this change, I saved 20 minutes. That was very interesting for me, personally ...' (Student 18, I).
'... You know – everybody without thinking might do something like that, but they don't know how to write something. Maybe I want to write something in Farsi, I go on and write something, the Blueprints come to my mind, and I arrange it without thinking and writing on the paper, but you said how we have to manage it and write it and go to change it in some category that do not overlap ...' (Student 12, I).
'Yes, because when you do something more and more, automatically it improved and you can do that easily' (Student 44, I).
'Yeah, because, to be honest, first I didn't know anything about the writing in English specially, because I didn't know that what does Blueprint means, or why we should think about the things that we want to write about' ... 'Yes, because I didn't know that I should think about some special parts in the text or in – I mean – the essay that we write, because I didn't know that we should think before and write something on a paper, and then we can complete it in the text. I mean, we can write about it, but now I understood that we have Blueprints. First, we should have Brainstorming, and then find some – I mean – Blueprints from our Brainstorming' (Student 34, I+).

Brainstorming Improvement
STUDENT AMBIVALENCE
'In some topics yes, but in some topics, I cannot think of everything at all. Some topics are very hard' (Student 9, I).
'I have a problem; sometimes yes, sometimes not. [It depends on the topic?] It depends on the topic, yes' (Student 18, I).
'Actually, I cannot say get better because I have just started but I have just found out the structure and how it works. I have just found out that' (Student 48, I).
'Not in Brainstorming, but I didn't know about the concept of Blueprints. And I was writing without any organisation' (Student 25, I).
'Brainstorming ... I don't know. But maybe yes, because of the ... you know ... it has a certain time you have to complete it in a certain time, it would help to Brainstorming ... it is like a limitation for thinking and you need to Brainstorm very quickly ...' (Student 3, I).

'Actually, it make my Persian writings more powerful than I thought. I know write ... how to write in Persian' (Student 38, I).

'Brainstorming – you know – ... they have a problems with Brainstormings, but – you know – **in your plan ... in your rules of our writings, Brainstorming is being better ... much better ... yes**' (Student 30, I).

'At least now, I can't feel any difference. Maybe further more during the term I can feel more improvement in this [During the course?] During the course ... yes' (Student 21, I).

'Yes. For the seven writings that we had before, I think for two of them I had serious problems to find Blueprints. It depends on the topic. Some topics, it is so hard to find good Blueprints. We can find, but because of the ... we should develop them in the paragraph, we need a good Blueprint to ... that can be developed' (Student 46, I).

'I do a good Brainstorming, but I have problem with timing. It takes a lot of time' (Student 9, I).

Brainstorming Improvement

NO

'Oh, no ... I have got this real problem with writing when I came up ... when I come up with a new topic, it is really difficult to me to, you know, to create ideas, to create Brainstorming' (Student 41, I).

'Brainstorming, I still have problem about this. For example, you give a subject and we should think about it, finding some Blueprints. Sometimes, I can't find good Blueprints. I find some Blueprints but, in my own idea, I think these are not so good Blueprints ...' (Student 46, I).

'Not yet ... I have problem with Brainstorming. Yes, I still have problem with it. I don't know ... it needs more effort' (Student 23, I).

'Brainstorming ... [Can you ... now do you feel you are better at Brainstorming or not?] Actually, in this time I can't do it, but I try to do' (Student 47, I).

'To be honest, I have to say ... not yet actually. I have a little problem I don't know why in Brainstorming. And maybe maybe it is related to my criticism. I mean ... my inner critic. I don't know ... maybe it would be better in the future' (Student 3, I).

'I have still a lot of problems with Brainstorming ...' (Student 41, I). '[Brainstorming: who is important the teacher, you, or what the website?] The first role is your experiences in your life and your attitude, your experiences [So the student?] Students yes' (Student 41, I).

'... In fact, I have a problem. I think it isn't your problem. I should practice very hard. ... If I do your topics very well, if I spend at least one hour everyday, my Brainstorming will improve. ...' (Student 14, I).

Developing ideas into Topic Sentences, Developers, and Supports	
<p>Developing ideas better; Learning and developing new ideas; Thinking over ideas and writing better; Thinking systematically; choosing Blueprints; developing an idea; Developing ideas more effectively; Developing the basic points; Can develop drafts well; Managing and developing ideas; Ability to develop sentences; Producing content for essays</p>	<p>'In some topics for writing I could not develop my ideas but after the e-feedback about it I could write better' (Student 19, OQ).</p> <p>'First of all, I enjoyed a very good teacher whenever I liked. Secondly, I learnt a lot of new grammars, ideas as well as words. When I tried to correct my mistakes, I could learn more and effectively due to self-revising. Finally, I learnt a lot of expressions as my teacher wrote on my drafts' (Student 5, OQ).</p> <p>'Sometimes, I could not develop the idea, e-feedback helped me a lot to think over it and write better' (Student 8, OQ).</p> <p>'At first, I was not able to manage my time to write and simultaneously develop my idea; however, now I can manage better' (Student 8, OQ).</p> <p>'I think I had a huge improvement so that I am now able to think about a topic systematically, i.e. I know how to choose BPs' and supports to develop an idea' (Student 3, OQ).</p> <p>'the expert help I received from you made my thesis statement more meaningful' ... 'based on your clear and detailed e feedback, we are provided with a structure that we just need to develop the basic points (topic sentences, developers,...)' (Student 1, UL).</p> <p>'Topic 8: I found it interesting and I could developed it well by using effective structures mentioned in class and previous online feedback' ... 'I manage my essays based on a draft outline every time' (Student 8, UL).</p> <p>'By your great teaching. By selection 3 blueprints and developed them in the paragraph. And then each paragraph should have 2 developer and supporters. This is a very perfect way to manage and develop idea' (Student 30, OQ).</p> <p>'Yeah, by the structure that we learned and we are using it is a good structure and we can write much better and ... I don't know how to say it ... expand our ideas' (Student 26, I).</p> <p>'Absolutely ... absolutely! When your Brainstorming was/be good, definitely you can write very well. I was telling to my friends it is very vital ... very important!' (Student 23, I).</p> <p>'Yes, of course. As you said, these structures, you know, makes us to be efficient' (Student 18, I).</p>

'Yes, also I didn't know about the concept of developers and supporters. That helps me a lot' (Student 25, I).

'For sure, I have been trained' (Student 25, I).

'Content ... I think so' (Student 35, I).

'Yes ... yes can be better' (Student 13, I).

'Yes, I can improve my ability of this part of the writing. Very good for me, because at first I didn't know how to start or how to finish the writing, but at now I can find. I know what I have to do' (Student 12, I).

'Yes, exactly, because I know the rule of writing – you know – I know the skeleton of – you know – writing each paragraph, so I have to think about it. When I am choosing Blueprints, I am thinking about the developers and – you know – the specific situation, for example ...' (Student 30, I).

'I think I can ... I am independent, but the problem I had is that we should give a quick reference to the main topic; that was my problem. [Solved now?] Yes, after that' (Student 46, I).

'... Content exactly, because before that I wrote not properly; I mixed the text with each other. But now when I know that we have three Blueprints and I should speak in each paragraph about one of the Blueprints, it helps me a lot' (Student 34, I).

'Yes, that was ... I was satisfied from that exam. ...' (Student 18, I).

'... At the first topic, you said one thing; I talked about another thing. When you feedback to me, at first I know I should correctly, I should clearly understand what is the topic. ...' (Student 14, I).

'... Yes, yes, better than the first time I wrote ...' (Student 12, I).

'Yes, because if we use the rules of writing, we can improve it better' (Student 44, I).

'Yes, during these terms, I learned a lot of chunks and I try to use them to combine them in my writing and it makes my writings more natural and more beautiful' (Student 3, I).

'Yes, two times I was making the same mistake ... just my type of writing was repetitive. I mean, for example, in the Introduction, the first and the second sentence was exactly the same as the last sentence and the Blueprints, so I think with this system I can manage better the ingredient of the writing; I mean that what words I am using and the structures and avoiding just repetitive structures' (Student 21, I).

	<p>'[After finding the Blueprints, can you develop the Content?] If I can find my Blueprints, I think, it can lead to Concept and also Content. [Do you need my help for that: Blueprint to Content?] I need your supervision and your help more for my Blueprints, not my Content ...' (Student 41, I).</p> <p>'Also, I learned how we can develop sentences' ... 'In this draft (9-1), I learned how to develop and revise a sentence' (Student 5, UL).</p> <p>'I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional' ... 'When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays' (Student 42, UL).</p>
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Improvement in Developing Ideas	
	Yes
	'Yeah, by the structure that we learned and we are using it is a good structure and we can write much better and ... I don't know how to say it ... expand our ideas' (Student 26, I).
	'Yes, of course. As you said, these structures, you know, makes us to be efficient' (Student 18, I).
	'Absolutely ... absolutely! When your Brainstorming was/be good, definitely you can write very well. I was telling to my friends it is very vital ... very important!' (Student 23, I).
	'Yes, also I didn't know about the concept of developers and supporters. That helps me a lot' (Student 25, I).
	'Content ... I think so' (Student 35, I).
	'Yes ... yes can be better' (Student 13, I).
	'Yes, I can improve my ability of this part of the writing. Very good for me, because at first I didn't know how to start or how to finish the writing, but at now I can find. I know what I have to do' (Student 12, I).
	'Yes, exactly, because I know the rule of writing – you know – I know the skeleton of – you know – writing each paragraph, so I have to think about it. When I am choosing Blueprints, I am thinking about the developers and – you know – the specific situation, for example ...' (Student 30, I).
	'For sure, I have been trained' (Student 25, I).
	'I think I can ... I am independent, but the problem I had is that we should give a quick reference to the main topic; that was my problem. [Solved now?] Yes, after that' (Student 46, I).
	'... Content exactly, because before that I wrote not properly; I mixed the text with each other. But now when I know that we have three Blueprints and I should speak in each paragraph about one of the Blueprints, it helps me a lot' (Student 34, I).

'Yes, that was ... I was satisfied from that exam. ...' (Student 18, I).

'... At the first topic, you said one thing; I talked about another thing. When you feedback to me, at first I know I should correctly, I should clearly understand what is the topic. ...' (Student 14, I).

'... Yes, yes, better than the first time I wrote ...' (Student 12, I).

'Yes, because if we use the rules of writing, we can improve it better' (Student 44, I).

Improvement in Developing Ideas

STUDENT AMBIVALENCE

'The Body? ... You know if you can come up with the beautiful and prepare suitable Blueprints you can develop them [..., so they are related]. They're inseparable, of course' (Student 41, I).

'in our three past writing, we don't use this ..., for example, Paragraph too much. We have Introduction and outline, and because of that I don't have any idea about it; maybe in the future' (Student 46, I).

'Yes, but not as much as I expected' (Student 48, I).

Yes, but I don't work more. Sorry, I have work ... Can I speak Farsi? [OK.] I mean I have made a lot of progress ... I know what to do, but I haven't worked on it to become more fluent ... [Are you going to practice more?] Yes, if I have time' (Student 27, TI).

'Yes, I ... before that time ... this time I can't write anything about all thing, but I think now ... I use my ability ... not completely ... but I try to' (Student 47, I).

'Yes, ... Actually, I have a still problem developing, so I couldn't answer your question right now ...' (Student 38, I).

'Yes, during these terms, I learned a lot of chunks and I try to use them to combine them in my writing and it makes my writings more natural and more beautiful' (Student 3, I).

'Yes, definitely. But if I have enough time, I will definitely can develop the topics, but my problem is that is in terms of time. Perhaps I should make more practice ... practice more and [To reduce the time?] yes, yes [It means writing in a shorter time?] Yes' (Student 1, I).

Yes, two times I was making the same mistake ... just my type of writing was repetitive. I mean, for example, in the Introduction, the first and the second sentence was exactly the same as the last sentence and the Blueprints, so I think with this system I can manage better the ingredient of the writing; I mean that what words I am using and the structures and avoiding just repetitive structures' (Student 21, I).

[What about with respect to Content? I mean Development of Blueprints.] Sometimes some in Blueprints I cannot develop good, but in most of them I have good developing' (Student 9, I).

[After finding the Blueprints, can you develop the Content?] If I can find my Blueprints, I think, it can lead to Concept and also Content. [Do you need my help for that: Blueprint to Content?] I need your supervision and your help more for my Blueprints, not my Content ...' (Student 41, I).

'Not yet ... [Finding developers, finding supports. Can you find developers and supports easily or ...?] I find them when I am brainstorming on Blueprints [easily or with difficulty?] I said like in some topics very easily, but in some topics not at all' (Student 9, I).

'Today that I am speaking with you, not much, but in future I try to work on developing paragraphs' (Student 6, I).

'To be honest, I have to say not yet. You know ... because totally I am not pleased with my developing ... you know ... [developing of the ideas?] yes. [Okay. May I ask why?] I don't know. Maybe ... [It takes time, or you don't know how to do it?] I think I have a lot of weaknesses in English ... you know ... and as you said it takes time to improve them. You know at this time, I learned, for example, conjunctions ... the definition of conjunctions and it is really useful for my writing. But step by step I think it would be better' (Student 3, I).

Student ambivalence about Ability to Develop ideas	
Good development of ideas depends on finding good Blueprints, which can vary based on the writing topic	<p><i>'The Body? ... You know if you can come up with the beautiful and prepare suitable Blueprints you can develop them [...] , so they are related]. They're inseparable, of course' (Student 41, I).</i></p> <p><i>[What about with respect to Content? I mean Development of Blueprints.] Sometimes some in Blueprints I cannot develop good, but in most of them I have good developing' (Student 9, I).</i></p> <p><i>'[Finding developers, finding supports. Can you find developers and supports easily or ...?] I find them when I am brainstorming on Blueprints [easily or with difficulty?] I said like in some topics very easily, but in some topics not at all' (Student 9, I).</i></p>
In the future; Takes time: it is a gradual process; More effort is needed; Could be better; More work is still to be done; Little by little improving	<p><i>'in our three past writing, we don't use this ..., for example, Paragraph too much. We have Introduction and outline, and because of that I don't have any idea about it; maybe in the future' (Student 46, I).</i></p> <p><i>'Yes, ... Actually, I have a still problem developing, so I couldn't answer your question right now ...' (Student 38, I).</i></p> <p><i>'To be honest, I have to say not yet. You know ... because totally I am not pleased with my developing ... you know ... [developing of the ideas?] yes. [Okay. May I ask why?] I don't know. Maybe ... [It takes time, or you don't know how to do it?] I think I have a lot of weaknesses in English ... you know ... and as you said it takes time to improve them. You know at this time, I learned, for example, conjunctions ... the definition of conjunctions and it is really useful for my writing. But step by step I think it would be better' (Student 3, I).</i></p> <p><i>'Today that I am speaking with you, not much, but in future I try to work on developing paragraphs' (Student 6, I).</i></p> <p><i>'Yes, but not as much as I expected' (Student 48, I).</i></p> <p><i>'Yes, but I don't work more. Sorry, I have work ... Can I speak Farsi? [OK.] I mean I have made a lot of progress ... I know what to do, but I haven't worked on it to become more fluent ... [Are you going to practice more?] Yes, if I have time' (Student</i></p>

	<p>27, TI).</p> <p><i>'Yes, I ... before that time ... this time I can't write anything about all thing, but I think now ... I use my ability ... not completely ... but I try to'</i> (Student 47, I).</p>
Must increase speed of writing; Sometimes speed sacrifices quality	<p><i>'Yes, definitely. But if I have enough time, I will definitely can develop the topics, but my problem is that is in terms of time. Perhaps I should make more practice ... practice more and [To reduce the time?] yes, yes [It means writing in a shorter time?] Yes'</i> (Student 1, I).</p> <p><i>'Sometimes, because I am in hurry to finish the writing in a specific time, I forget some elements in outlining'</i> (Student 18, UL).</p>

Ability to improve coherence	
Ability to improve coherence; Not repeating the past mistakes in order to improve coherence; Able to order and relate ideas in my writing, improving my self-confidence; Thinking about a topic systematically; Can better establish the coherence; Starting a paragraph no more a challenge; Problem with creating ideal coherence;	<p>'Hello, in this draft I understood how to adhere to coherence through referencin[g] the original writing topic' (Student 1, UL).</p> <p>'I learned how I can reference the first sentence of paragraph to the topic' (Student 5, UL).</p> <p>'Now I know that we connect topic sentences to the writing topic through adding a short phrase' ... 'A slight reference to the main topic is one of my mistakes in the previous drafts. Now I am trying not to make same mistakes' (Student 46, UL).</p> <p>'I think I can ... I am independent, but the problem I had is that we should give a quick reference to the main topic; that was my problem. [Solved now?] Yes, after that' (Student 46, I).</p> <p>'The e-feedback system has given me a special power to order and relate ideas in my writing, and in this way, it has positively influenced my self-confidence, to a great extent' (Student 43, UL).</p> <p>'After two or three drafts I learned how to think about a topic systematically. I learned I need a introduction, three BP's to support my statement and also a conclusion' (Student 3, OQ).</p> <p>'I learned how to manage my outline before starting to write. I faced difficulties before, especially when it was two questions to answer' ... 'Now I know about reference to the writing topic' (Student 9, UL).</p> <p>'I learned how could we start our paragraphs and it was really difficult for me before learning this.thanks' (Student 34, UL).</p> <p>'The second writing is very easier than the first one but yet, I found it hard in each paragraph to use proper linkage' (Student 7, UL).</p>

Organising Ideas into Templates	
Understanding and applying what should be featured in an opening paragraph; mistakes regarding organisation and style needs the e-feedback support. E-feedback has definitely affected the way I organise drafts.	<p><i>'In this new topic, I think I could apply and fully absorb what should be featured in an opening paragraph' ... 'I categorize my current problems to those needing my personal effort to be solved, for instance spelling mistakes, and those that without your guidance cannot be sorted out, for example mistakes regarding organization, and style among other things. I use previous feedback dealing with the latter' ... 'E-feedback has definitely affected the way I organize my drafts. That's to say, through the templates we are taught in the class and regular exercises based on your clear and detailed e feedback, we are provided with a structure that we just need to develop the basic points (topic sentences, developers, ...)' (Student 1, UL).</i></p>
Effective organisation, thanks to class and feedback; Thinking; Templates made my writing clearer in my mind; Templates useful in learning how to organise thoughts to write; Understanding the template; Better insights into organisation; Organisation improvement in writing: A positive change; Gradually becoming more confident about the writing style; Thinking about the appropriate templates to use;	<p><i>'I could developed it well by using effective structures mentioned in class and previous online feedback' (Student 8, UL).</i></p> <p><i>'Moreover thinking about the writing template and choosing from different templates made my writing more clear in my mind'</i> (Student 28, OQ).</p> <p><i>'In this draft(Topic8), I could learn how we should write advantages an disadvantages writings' ... 'I should say that I did not know anything about writing and its style; however, after this course and writing a lot of essays I have learned how I must think and write.'</i> (Student 5, UL).</p> <p><i>'In third writing i learned how to start a assay and finished it. after introduction i have to three Blue Prints. These Blue Prints have some Activators. And each Activator has some Supports. At last, i have to write Conclusion'</i> (Student 12, UL).</p> <p><i>'Not in Brainstorming, but I didn't know about the concept of Blueprints. And I was writing without any organisation'</i> (Student 25, I).</p> <p><i>'I got important point, my motivator and thesis statement should be in course of my blue prints'</i> (Student 14, UL).</p> <p><i>'I should admit that althuogh before thish course I was intrested in writing ,I regarded writing an essay as something too boring, because I did not Know how I should arrange and organize it. Now I can not compare my feeling with before, because I realy enjoy it and it gives me feeling of creativity. Many thanks'</i> (Student 42, UL).</p> <p><i>'yes ... yes ... I wrote ... I used to write without any aim [but now it is more organized?] I first think a lot, then I write'</i> (Student 9,</p>

I).

'Yeah, ... because of the things which you said and we are prioritizing it, because of that it is necessary to write everything in its original place and in this way we are organizing our essays ... we are organizing the things which we are writing' (Student 26, I).

'Yes, this part, I think, it's really improved, because you show the structure of the writing, and now I know how to start a Paragraph, each Paragraph, where should we use our Blueprints, and these things are now more clear for me' (Student 46, I).

'Yes, better than past' (Student 18, I).

'Of course, because I know the structure' (Student 48, I).

'Yes, because in the past I didn't know about how to organise my essay' (Student 25, I).

'Yes, of course yes, because of the ... I know what I have to do. I know the skeleton ... you know ... I know the ... what is the structure ... what I have to do' (Student 3, I).

'[In terms of paragraphs? In which paragraph what to write?] Yes, I can, but I must try more' (Student 27, I).

'Yes, absolutely' (Student 35, I).

'Yes, your structure is very nice for writing and I try to do ...' (Student 13, I).

'... yes, yes, ... yes I think after the sixth writing we passed, more and more I can find it better and I can organisation now better than the first that I started in your class' (Student 12, I).

'Yes, really ... I know I have to organise. ... I know that it is really important when I use a sentence at first of the paragraph and at the end, I know how important it is. Before I really don't pay attention to them' (Student 38, I).

'Yes, because ... through these terms and this course I found that we have to think hierarchically, and we have to write in that way also it makes my essay more organized I think' (Student 3, I).

'Yes, for sure, because for example ... how can I say – you know – according to your teaching to us, we have learned that for example each essay has got, for example, Introduction, Body, or Conclusion, and Introduction have to have a – for example – four part, or something like this. This is a kind of – you know – organisation of the essay. And when I am writing online, I am constantly trying – you know – these rules. Exactly – you know – it is a good way to enhance organisation' (Student 30, I).

'Yes, of course because of organising' (Student 25, I).

'The website helped me that my writings now have a format I didn't have a unique format of writing before, and it is [now] very organised ...' (Student 9, I).

'Yes, I think the context of the Body Paragraph, Conclusion, Introduction, and it's very useful for me to write in form and correct structure' (Student 6, I).

[Organisation: It means what should be where; how should you organise your essay, not content or what; decoration] I think I know how to decorate my essay. OK ...' (Student 41, I).

'... When I saw it in the website I could – I mean – use my feedback or I could use my memory that I learned in the class and use it in the website. Without the class, I can say that I cannot write anything [So you learn from the class; next, what happens? What is the role of website?] It was like exam for us. It was like exam, because I referred to what I learned in the class, because I wrote everything that you said here. And then from that lessons that you taught us I could write on the website. I mean – the website was an exam for me; I could learn from it [Did my e-feedback help you?] A lot! [What was the role of e-feedback?] It was a good guide for me. I could understand where I have many mistakes, because before I didn't know even that I have this sentence that I write could be incorrect, but after you correct me I understood how much mistake I had and how can I – I mean – write correctly. I could find the correct – I mean – writing system, ... because it helps me when I see my mistakes in the previous – I mean – text, I understood what should I do now and how should I write now that without any mistake, or at least I can – I mean – decrease my mistakes in the next – I mean – paragraph that I want to write' (Student 34, I).

'... I think, this Organisation that you told us, honestly, I've checked a lot of structures on the Internet, or other places, other papers, but – I think – it's really practical and really experienced, it is related to your experience. I've read a lot of things about giving marks to students. Okay? And I thought that it's really related to giving marks and it helps us. I try to obey that structure ...' (Student 18, I).

'Yes, yes. In fact, I can do this very good' (Student 14, I).

'... [And Organisation?] Organisation also. ...' (Student 12, I).

'Yes, because we have to make many examples for our main phrase, main reason. For example, when we want to write like exactly the rules and essay, we can because of those that we have studies before organisation of essays and paragraphs ...' (Student 44, I).

'I think so. I don't know exactly, but I think so, yeah it's more clear now, because [it's] in order now. It was not in order maybe

	<p><i>'before, but now I know that how I should manage it. That in the first paragraph what we should write, in the second paragraph, in the third one, and in the fourth one, but maybe on that time I didn't know. I wrote different paragraphs, but I didn't know the orders'</i> (Student 34, I).</p> <p><i>'Now I know about reference to the writing topic' ... 'I do not know how to write my own attitude in template two in outlines' ... 'I am becoming more confident about my writing style. The newest lesson I learned from feedbacks, was referring to topic INSIDE the topic sentence. I am very enthusiastic about my improvement' (Student 9, UL).</i></p> <p><i>'I think the topic six was a little difficult and it is better to be written in the form of comparison and contrast template' ... 'I am going to learn more about advantages and disadvantages essays' (Student 3, UL).</i></p> <p><i>'I also had lots of difficulties through my last essay subject and thankfully they were solved by your example so i am thanking you for your concern. Gradually i feel better when i write and I can manage to relate subjects with each other much better than before and i hope it gets better through my next effort'</i> (Student 11, UL).</p>
Comparing organisational templates with each other	<p><i>'Hi I wrote about the advantages and the disadvantages, but i am not sure about third paragraph' ... 'Hi I make outline for ad and dis easier than template one' ... 'Hi The essay activators you offered were really helpful, especially to do with the advantages and the disadvantages' ... 'Hi I think writing concerning the merits and the demerits would be easier than previous template' (Student 18, UL).</i></p>
More cautious about organising drafts well	<p><i>'topic four, feedback one After this feedback I will be cautious in the format of the temp[late]</i> (Student 32, UL).</p>

e-feedback and mastering the related academic genre expected

Acceptable Genre Awareness: Helped the students practice to master the related academic genre expected	
Sticking to the rules of the writing class	<p><i>'I have tried to stick to the rules of writing class. I forced myself to talk about the outline of the blue prints, which I had decided before my completed draft. E-feedback has helped me to make better decisions by informing me with errors and suggesting better alternatives and in some cases by pointing out my mistake, and replacing it with better choice'</i> (Student 9, OQ).</p>
Finding new	<p><i>'With e-feedback, I could find new style of writing, I can decrease</i></p>

styles of writing	<i>'my problems'</i> (Student 13, OQ).
Developing one's own strategy to deal with a task	<i>'At first I use some kind of way for starting paragraph means introduction, after three or four writing I get that one of them is the best for me to begin my writing in that way and I continue this way'</i> (Student 40, OQ).
Usually following the teacher's procedure	<i>'I usually follow my teacher's procedure. I know it is just a good sample for learning but I keep them in mind and use them until the day that I can produce words and structures. I think for me it is like copy and paste and keeping same rules and structures. I wish I could produce strategies, but now I am a learner'</i> (Student 19, OQ).
Attention to the reader and text clarity	<i>'I start to learn how to communicate with my writing to make it more obvious to the readers'</i> (Student 38, UL).
Attention to technicality and delicacy in writing	<i>'As much as I go with your lessons in the class and the website, I realize how technical and delicate writing skill is'</i> (Student 41, UL).
Attention to style	<i>'I am not allowed to use the shortened forms of auxiliary verbs'</i> (Student 14, TUL).
Attention to clarity	<i>'I have to declare my opinions about topic clearly'</i> (Student 12, UL).
Writing in a way that is concise and precise, avoiding verbosity & tautology	<i>'Now, [I learned that] it does not make a favourable impression on the examiner, leaving a negative impact on my writing. Accordingly, instead of writing "It can be concluded from the above-mentioned ...", I simply write "In conclusion, ..."'</i> (Student 30, TUL).

Student ambivalence about their ability to organise ideas into appropriate templates

Student ambivalence about their ability to organise ideas into appropriate templates	
Time is an important factor both to internalise the appropriate templates and to write within the permitted period.	<p><i>'I have learned somehow to ... how to develop. I know the structure, but to use the theories you have told us, it takes time ... I think I have changed a lot [In terms of Organization?] in terms of Organization'</i> (Student 41, I).</p> <p><i>'... as they are not allowed to write an essay unless they are given a ... thumb-up, so through this process students can develop the way they organise their essay, but again my problem is time'</i> (Student 1, I).</p>

Essay Organization Improvement

Essay Organization Improvement
YES
<p><i>'yes ... yes ... I wrote ... I used to write without any aim [but now it is more organized?] I first think a lot, then I write'</i> (Student 9, I).</p>
<p><i>'Yeah, ... because of the things which you said and we are prioritizing it, because of that it is necessary to write everything in its original place and in this way we are organizing our essays ... we are organizing the things which we are writing'</i> (Student 26, I).</p>
<p><i>'Yes, this part, I think, it's really improved, because you show the structure of the writing, and now I know how to start a Paragraph, each Paragraph, where should we use our Blueprints, and these things are now more clear for me'</i> (Student 46, I).</p>
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<p><i>'Of course, because I know the structure'</i> (Student 48, I).</p>
<p><i>'Yes, because in the past I didn't know about how to organise my essay'</i> (Student 25, I).</p>
<p><i>'Yes, of course yes, because of the ... I know what I have to do. I know the skeleton ... you know ... I know the ... what is the structure ... what I have to do'</i> (Student 3, I).</p>
<p><i>'[In terms of paragraphs? In which paragraph what to write?] Yes, I can, but I must try more'</i> (Student 27, I).</p>
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<p><i>'Yes, your structure is very nice for writing and I try to do ...'</i> (Student 13, I).</p>
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<p><i>'Yes, really ... I know I have to organise. ... I know that it is really important when I use a sentence at first of the paragraph and at the end, I know how important it is. Before I really don't pay attention to them'</i> (Student 38, I).</p>
<p><i>'Yes, because ... through these terms and this course I found that we have to think hierarchically, and we have to write in that way also it makes my essay more organized I think'</i> (Student 3, I).</p>
<p><i>'Yes, for sure, because for example ... how can I say – you know – according to your teaching to us, we have learned that for example each essay has got, for example, Introduction, Body, or Conclusion, and Introduction have to have a – for example – four part, or something like this. This is a kind of – you know – organisation of the essay. And when I am writing online, I am constantly trying – you know – these rules. Exactly – you know – it is a good way to enhance organisation'</i> (Student 30, I).</p>
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<p><i>'The website helped me that my writings now have a format I didn't have a unique format of writing before, and it is [now] very organised ...'</i> (Student 9, I).</p>
<p><i>'Yes, I think the context of the Body Paragraph, Conclusion, Introduction, and it's very useful for me to write in form and correct structure'</i> (Student 6, I).</p>
<p><i>'[Organisation: It means what should be where; how should you organise your essay, not content or what; decoration] I think I know how to decorate my essay. OK ...'</i> (Student 41, I).</p>
<p><i>'... When I saw it in the website I could – I mean – use my feedback or I could use my memory that I learned in the class and use it in the website. Without the class, I can say that I cannot write anything [So you learn from the class; next, what happens? What is</i></p>

[the role of website?] It was like exam for us. It was like exam, because I referred to what I learned in the class, because I wrote everything that you said here. And then from that lessons that you taught us I could write on the website. I mean – the website was an exam for me I could learn from it [Did my e-feedback help you?] A lot! [What was the role of e-feedback?] It was a good guide for me. I could understand where I have many mistakes, because before I didn't know even that I have this sentence that I write could be incorrect, but after you correct me I understood how much mistake I had and how can I – I mean – write correctly. I could find the correct – I mean – writing system. [Do you like the way the website shows you -- through drafts -- the way you have developed your work?] Exactly, because it helps me when I see my mistakes in the previous – I mean – text, I understood what should I do now and how should I write now that without any mistake, or at least I can – I mean – decrease my mistakes in the next – I mean – paragraph that I want to write' (Student 34, I).

'... I think, this Organisation that you told us, honestly, I've checked a lot of structures on the Internet, or other places, other papers, but – I think – it's really practical and really experienced, it is related to your experience. I've read a lot of things about giving marks to students. Okay? And I thought that it's really related to giving marks and it helps us. I try to obey that structure ...' (Student 18, I).

'Yes, yes. In fact, I can do this very good' (Student 14, I).

'... [And Organisation?] Organisation also. ...' (Student 12, I).

'Yes, because we have to make many examples for our main phrase, main reason. For example, when we want to write like exactly the rules and essay, we can because of those that we have studies before organisation of essays and paragraphs ...' (Student 44, I).

'I think so. I don't know exactly, but I think so, yeah it's more clear now, because [it's] in order now. It was not in order maybe before, but now I know that how I should manage it. That in the first paragraph what we should write, in the second paragraph, in the third one, and in the fourth one, but maybe on that time I didn't know. I wrote different paragraphs, but I didn't know the orders' (Student 34, I+).

Essay Organization Improvement STUDENT AMBIVALENCE

'I have learned somehow to ... how to develop. I know the structure, but to use the theories you have told us, it takes time ... I think I have changed a lot [In terms of Organization?] in terms of Organization' (Student 41, I).

'Exactly, I know what should I do, but my problem is, you know, Brainstorming and Blueprints. If I can do my Blueprints good, I would write very perfect' (Student 23, I).

'Exactly, not now ... Yes, if I can write anything, because I don't have any idea about every topic I can't write good, but I try to make idea about topic, but I understand the Organisation ...' (Student 47, I).

'... as they are not allowed to write an essay unless they are given a ... thumb-up, so through this process students can develop the way they organise their essay, but again my problem is time' (Student 1, I).

'Yes, of course. But unfortunately the third type of writing I am going to write tomorrow [Third type or the third topic?] The third topic, excuse me, the third version which was a complete essay with developers, support, and after that I want to answer this question, if possible' (Student 21, I).

Appendix 31 Enhancing EFL writing experience

SRL cognitive component

e-Feedback is a good way to improve writing experiences and learning, decreasing the number of mistakes	<p><i>'As matter of fact, I have to say this method can improve my writing by inform me about common mistake. There are some issues that cannot learn with reading such as writing because it is from our mind so we have to practice and e- feed back is good way to improve our experiences for writing. E-feedback by using process that can help to improve our knowledge gradually'</i> (Student 29, OQ).</p> <p><i>'E-feedbacks obligated me to write more, and that was the key to remove my insecurity about my writing. Because my writing was the weakest part of my English education'</i> (Student 9, OQ).</p> <p><i>'The invaluable effects of e-feedback is beyond dispute. It provides students with a continuous learning method fully supervised by their teacher, making the process of learning highly effectual as well as enjoyable'</i> (Student 1, OQ).</p> <p><i>'It was very useful. Not only it gave me new ideas for writing, but also it gave me self confidence in writing, as I could learn a lot of new vocabularies and the style of writing. After this course, I write my letters and official works easier than past'</i> (Student 5, OQ).</p> <p><i>'I personally found this way of teaching quite practical and useful. It really helped me and as far as I am concerned, I learned a lot in this way'</i> (Student 41, OQ).</p> <p><i>'E-feedback by using process that can help to improve our knowledge gradually'</i> (Student 29, OQ).</p> <p><i>'E-feedback was just amazing in terms of solving grammatical as well as spelling mistakes'</i> (Student 8, OQ).</p> <p><i>'I strongly believe that it does work in order to improve not only my writing, but also all of my skills plus practical vocabulary and grammar. On the other hand, e- feedback gives me enough self-confidence to write efficiently. For example, I know how I treat to the topics and expanding my idea well'</i> (Student 30, OQ).</p> <p><i>'I think It helps me to write with more consideration and also think about the other possible collocations, vocabularies and so on'</i> (Student 45, OQ).</p> <p><i>'E-feedback was just amazing in terms of solving grammatical as well as spelling mistakes. Moreover, it helps us to get better understanding of the subject, so it prevents students from distancing from the main topic'</i> (Student 8, OQ).</p> <p><i>'After this course, I write my letters and official works easier than</i></p>
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	<p><i>'past'</i> (Student 5, OQ).</p> <p><i>'In comparison to the first days of program I feel much more confident now. In that time I was afraid of writing an essay. I felt so insecure that I would rather not to write anything at all. But now I easily write everything, everywhere. I have sent some emails of inquiry to English websites. I can now simply communicate with writing emails to companies. I have not tried writing a real essay for university, but when I get the opportunity, I do not think I will suffer too much'</i> (Student 9, OQ).</p> <p><i>'It was very useful'</i> (Student 5, OQ).</p> <p><i>'I personally found this way of teaching quite practical and useful. It really helped me and as far as I am concerned, I learned a lot in this way'</i> (Student 41, OQ).</p>
A change from a passive learner to an active one, thanks to logs and e-feedback	<p><i>'At first, I did not have a well-organized way for writing. Then, I used my teacher's instruction in the website and little by little I felt some changes. I think Logs really help students. Each student should write about their feelings and learning progress. About me, this method changed me from a passive person to an active one'</i> (Student 19, OQ).</p>
A decrease in the number of my mistakes	<p><i>'I feel that my mistakes have decreased'</i> (Student 22, TOQ).</p> <p><i>'At the moment I [k]now many rules that I did not have any ideas about them and [now] can use these due to write better'</i> (Student 11, OQ).</p> <p><i>'It is improved clearly'</i> (Student 13, OQ).</p> <p><i>'When I juxtapose my previous writings with my current writing abilities, I become convinced that I have made a lot of progress and my writing ability has boosted. Of course it is really a hard work to keep it up'</i> (Student 41, OQ).</p> <p><i>'It is improved, in template of writing it is defendly improved'</i> (Student 14, OQ).</p> <p><i>'I am happy because I can write article in any topic and at the present I know how to begin and continue an article Because at that time I don't know how can I write an article'</i> (Student 40, OQ).</p> <p><i>'I think that I managed to get better but as we all are concerned there is no end in learning English. So one could say that any amount of progress could be better, but in my point of view I am totally satisfied and pleased with this method'</i> (Student 21, OQ).</p> <p><i>'before starting this programme I always afraid about my mistake and I try to ask someone to see my writing and inform me about my mistake. Nowadays, I think my writing became improve by doing</i></p>

	<p><i>'practice on the programme'</i> (Student 29, OQ).</p> <p><i>'I think I had a huge improvement so that I am now able to think about a topic systematically, i.e. I know how to choose BPs' and supports to develop an idea'</i> (Student 3, OQ).</p> <p><i>'I try to respond to e-feedbacks after a short pause in order to think about them'</i> (Student 46, OQ).</p>
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SRL Cognitive: The rest of enhancing EFL writing experience (Self-editing skill development)

<p>Self-editing skill development</p> <p>---</p> <p>involving ss: more practice will improve more muscles</p>	<p><i>'In view of involving two people, at least in my case, e-feedback encourages the learner to assume more responsibility and as a result to increase their level of regulation.</i> In other words, even if I have some other tasks to do in a way that language learning is given a lower priority, I again try to set aside some time for English learning practice in the first opportunity, given the teamwork involved' (Student 33, TUL).</p> <p><i>'Translated Log 3, After experiencing two writing topics, I can say that I consider this system of writing better than other systems. Among its advantages is its fast turnaround times. I believe this online feedback approach is more efficient than classroom work in terms of practicing punctuation and writing styles. It should also be noted that the amount of effort of the writer himself plays an important role in increasing the efficiency of e-feedback. If a learner does not put his shoulder to the wheel, this approach cannot be of much help to him'</i> (Student 33, TUL).</p> <p><i>'I have understood that to have a good command of English is conceivable; however, to maintain it is another story, this goal cannot be attained unless we have persistent practices, which your website plays host to it. I would like to express my sincere gratitude for all that you have done'</i> (Student 1, UL).</p> <p><i>'I think that I could gain new knowledge for self-editing with attending to this class; however, I can improve it by doing more exercises. In this case, I am not very satisfied with my progress as I could not gain enough experience to write correctly and I should practice in writing about new subjects regularly'</i> (Student 5, OQ).</p> <p><i>'I could improve my writing, but my lack of time was my problem</i></p>

'and I don't have enough time till I can improve my writing step by step and I need to achieve the end of my writing very soon!' (Student 13, OQ).

'The amount of improvement through this procedure is unbelievably understandable even from the first drafts. Of course "practice makes perfect" and the more you work through this method, the more you would gain knowledge' (Student 21, OQ).

'This process involved me in learning and it is like working out in a gym more practice will improve more muscles. The teachers editing is accurate and noticeable and I learned some new grammar' (Student 19, OQ).

'Of course, it has given me a new insight into what I am learning and It has deeply made me think about my writing before providing it, but I think that if this valuable course was longer I could learn and improve more. However, I think I am quite good at correcting my mistakes. For example, I try to review my drafts before uploading and I find several mistakes from different sorts. Some of them are very childish and some others belong to upper levels. I have realized the more I review my essay and work online, the more abilities I gain for revising my drafts' (Student 42, OQ).

'Of course by receiving feedbacks I become more precisely about writing and therefore try to criticize all writings. I think I am far away on self-editing despite the fact that I can see some improvement in this field in myself. I need to work more' (Student 20, OQ).

'I think everybody that work in this method absolutely agree with this that improvement in self-editing happened, and it directly depends on each person's trying and perseverance' (Student 36, OQ).

'I suppose step by step I improved in self-editing power. At first glance, it seems to be difficult to correct yourself, but when I went with the e-feedback and online site I got more knowledge as well as more confidence' (Student 41, OQ).

'having worked with your Writing Website for several months, somehow I have now been armed with self-assessment needed in writing activities at the level I am studying English' (Student 1, OQ).

'If I would not be considered as a selfish person, I think now I am a person who knows about writing mistakes and structural and grammatical errors in writing. Sometimes I read some essays on the net, and I find their mistakes' (Student 3, OQ).

'At first, I had a lot of mistakes but as the time past I reduce my mistakes and try to revise most of them as I write the drafts. I think I am good at self-editing specially in spelling' (Student 46, OQ).

'I think I get better at this. By myself most of the time, consider

'my last faults and try to not repeat them again' (Student 43, OQ).

'In most cases I can prevent mistakes even in punctuations' (Student 19, OQ).

'In some topics for writing I could not develop my ideas but after the e-feedback about it I could write better' (Student 19, OQ).

'One thing for sure that have influenced my writing is punctuation. Before this e-feedback, I did not use to obey punctuation rules, and most of the times it would cause mass confusion. Now, not only I edit myself in formal conditions and writings, I also edit myself in chats and electronic comments' (Student 9, OQ).

'When I am writing according to the previous drafts I do concentrate on all part of my writing including , using right grammar, perfect chunks, care of punctuation, etc.' (Student 30, OQ).

'Yes, I used anything I learned in my next writing' (Student 14, OQ).

'In my opinion, I can see my improvement on my writing. But one of my big problems is dictation. However, I can solve this problem better than past' (Student 12, OQ).

'I can obviously witness my improvement on self-editing. Although I was not good at self-editing, I can do it well now. Hopefully I get to the point that I could write without mistake' (Student 11, OQ).

'After repeating some mistakes (especially childish ones) and marking them highlights by you, as times goes by I have reached the point to keep those mistakes away' (Student 4, OQ).

'My experience shows me that I can write easy and self confident when I am writing an essay now because I do not repeat my mistake twice or more. Basically, when we write some things our mind try to use correct methods and refer to last memory of them that means if you see feedback and know your mistake our mind try to use this experiences and e-feedback help us to improve this skill' (Student 29, OQ).

'Somehow, Honestly speaking I have different strategies toward self-editing. Sometimes I neglect using a specific phrase or grammar, and sometimes I use an alternative for it. It depends on the problem' (Student 28, OQ).

SRL Cognitive component: seeing patterns of strengths and weaknesses

Possibility to go back and see patterns of strengths and weaknesses	<p><i>'All of them are useful. But I think face to face feedbacks have some weak points like you will forget after time passes. Also one of disadvantages about paper feedbacks is you throw it away and at the time that you need it is difficult to find. But e-feedback is organized, easy access and active procedure. In this case I find e-feedback more useful'</i> (Student 20, OQ).</p> <p><i>'In my opinion e-feedback is more valuable than the others. Because we have enough time to think about our mistakes, we can revise them in a short time and we can go back to these feedback every time we need them'</i> (Student 46, OQ).</p> <p><i>'I believe that this method has good ability to improve my writing skill. Because by this method I can learn immediately about my mistake, then I can correct them for next time'</i> (Student 12, OQ).</p> <p><i>'In my opinion, this method is very helpful because each student could realize his defects through feed backs and revise them as fast as possible. Through older methods, the students were just asked to write on an specific topic without any feedback or just a comment by a teacher that your writing was good or bad or they valued them just by a letter, A, B etc.'</i> (Student 21, OQ).</p> <p><i>'For me e-feedback is very valuable because I have understood some mistakes I repeatedly made them and now I am aware of them. The system of e-feedback is like that you gradually see signs of improvements in yourself writing after one or two months. When I compare my first writing to the recent ones I can see complete revolution on it'</i> (Student 20, OQ).</p> <p><i>'E-feedback had a lot of good effects on my writing by means of showing me my problems. Therefore, now I know in which part of my weakness I should work and practice'</i> (Student 32, OQ).</p> <p><i>'If I wanted to mention one of many precious aspects of this course, I would go for e-feedback. It helped me to review my mistakes at any time. And this accessibility had a lot of impact on my writing'</i> (Student 28, OQ).</p> <p><i>'Well, I think I was really lucky to have this opportunity to use this kind of learning method. It did have effect on my learning progress, especially due to the fact that it was online, so it was available anytime and anywhere. For example once I had gone on a trip, I could easily access to the website and learn essay writing even in a vacation'</i> (Student 3, OQ).</p> <p><i>'Whenever I write my logs, it is another review to that tip I learned'</i> (Student 14, OQ).</p>
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'Learning logs help me record my concerns and after assess them if they were solved or not' (Student 32, OQ).

'It was very nice, specially style of feedback was very clearly, and I could find my problems' (Student 13, OQ).

'We can have all of our writings in one page paperless. Therefore we can probe our improvements during several comments' (Student 4, OQ).

Appendix 33 Students' strategy use & development

Strategy types extracted from the data

Strategy Use	Themes Extracted from the Excerpts
Retention Strategies after Attainment ✓	<p>(A) realizing that not only attainment matters, but also retainment of the new points (S1) ... applying new points learned recently (S5) ... Applying past class lessons and reading materials (e.g. Treasure Trove) (S4) ... Benefiting from sample writing received in the class; applying class lessons and previous online feedback; utilising reading materials (e.g., Modern English); note-taking to be used later in essays (S8) ... finding the courage to use new points learned recently (S42) ... benefiting from reading materials (e.g., Treasure Trove) (S42) ... trying to use new words in the first opportunity (S42) ... class and website are complementary (S42) ...</p> <p>Reviewing the materials on the feedback website (S5) ... reviewing online drafts several times (S8) ... printing essays to carry, review and scrutinise points (S32) ... guess where the mistakes would be ... reviewing drafts before uploading them (S42) ...</p>
Self-Correcting Strategy ✓	<p>(B) creativity self-efficacy; using one's own initiative (S8) ... developing a realistic self-concept (S5) ... Developing positive self-concept (S32) ... positive self-concept about the ability to correct oneself (S42) ... cycle of developing the ability to self-correct (S42) ... an increase in self-editing ability (S42) ... feeling of becoming more independent (S42) ... tolerating ambiguity and trying to find an answer (S42) ... realising what to do from now on to improve further (S42) ... thinking about the solution (S1) ... finding out solutions (S33); spotting weaknesses and addressing them (S42)</p>
Comparing and Categorising Strategy ✓	<p>(C) Detecting and categorising the problem areas (S1) ... categorising and tabulation of mistakes (S32) ... detecting weaknesses (S33) ... saving the drafts and the feedback on his PC for future reference and comparison (S8) ... comparing drafts (S42) ... thinking about mistakes to avoid repeating them (S42) ... keeping my mind active; spotting weaknesses and addressing them (S42)</p>
Commitment Strategy	<p>(D) realising the importance of hard work (S5) ... attention and attempt are keys to success (S32) ... likes logs because can make imperceptible process more perceptible (S42) ... log entries help him become more aware of his writing status (S42)</p>
Help-Seeking and	<p>(E) at times feeling the need to discuss things with the teacher (S42) ... valuing teacher's viewpoints about his works (S42) ... reading New</p>

Evaluation Strategy ✓	Scientist, the weekly magazine (S42) ... using dictionaries (S42) ... asking for others' advice if needed (S32) Also see a few tables ahead on Help-Seeking Strategy
Goal-Oriented Strategy	(F) avoiding quick-fix strategies (e.g., Microsoft Word) (S5) ... finding out if there was over-reliance on dictionaries (S32)
Composing / Writing Refining Strategy ✓	(G) writing style development (S32) ... improvement in structure and content of writing (S42) ... building up an outline before writing (S8)
Time Management Strategy ✓	(I) time-controlling (S4) ... Thinking about the way to budget time (S33)
Self-Regulation Strategy ✓	(H) presence of two people at either end increases the level of regulation when composing and revising (S33)
Risk-Taking Strategy ✓	(J) deliberately taking risks (S42)
Memorising Strategy ✓	(K) memorising structures and grammar (S8)
Self-Competing Strategy	(M) engaging in a competition with oneself (S42)

Cognitive strategies

Students	Themes
Student 1	Detecting and categorising the problem areas and thinking about the solution; realizing that not only attainment matters, but also retainment of

	the new points.
Student 4	Applying past class lessons and reading materials (e.g. Treasure Trove); time-controlling
Student 5	Reviewing the materials on the feedback website; applying new points learned recently; realising the importance of hard work; avoiding quick-fix strategies (e.g., Microsoft Word) ; deciding how to avoid any misunderstanding; <u>developing a realistic self-concept</u>
Student 8	Benefiting from sample writing received in the class; applying class lessons and previous online feedback; utilising reading materials (e.g., Modern English); note-taking to be used later in essays; building up an outline before writing; <u>creativity self-efficacy</u> ; <u>using his own initiatives</u> ; ; reviewing online drafts several times; saving the drafts and the feedback on his PC for future reference and comparison.
Student 32	<u>Developing positive self-concept</u> ; finding out his overly reliance on dictionaries ; <i>how to make an essay readable</i> ; categorising and tabulation of mistakes; attention and attempt are keys to success; teacher's encouragement is inspiring; printing essays to carry, review and scrutinise points, asking for others' advice if needed.
Student 42	Increase in self-confidence; finding the courage to use new points learned recently; ; <u>positive self-concept about the ability to correct oneself</u> ; comparing drafts; thinking about mistakes to avoid repeating them; at times feeling the need to discuss things with the teacher; <u>cycle of developing the ability to self-correct</u> ; can guess where the mistakes would be; benefiting from reading materials (e.g., Treasure Trove); valuing teacher's viewpoints about his works; likes logs because can make imperceptible process more perceptible; <u>an increase in self-editing ability</u> ; <u>feeling of becoming more independent</u> ; reviewing drafts before uploading them; ; class and website are complementary ; <u>tolerating ambiguity and trying to find an answer</u> ; feeling an improvement in the number of words he knows; <i>improvement in structure and content of his writing</i> ; reading New Scientist, the weekly magazine; trying to use new words in the first opportunity he gets; using dictionaries; feeling an improvement in his English speaking ability as a result of writing practice; log entries help him become more aware of his writing status; <u>realising what to do from now on to improve further</u> ; keeping my mind active; spotting weaknesses and addressing them;
Student 33	Thinking about the way to budget time; likes the ideas of coded e-feedback; presence of two people at either end increases the level of regulation when composing and revising; detecting weaknesses; finding out solutions; happy with his improvement; sometimes postpones revision

Strategies students have used

Themes	Excerpts
Detecting and	'what I noticed in this draft was that my spelling mistakes are more

categorising the problem areas and thinking about the solution; realizing that not only attainment matters, but also retainment of the new points.	<p><i>persistent than others mistakes. As improvement in this area does not rely much on guidance and tuition, I think I should make more personal effort in this area. ... I have understood that to have a good command of English is conceivable; however, to maintain it is another story, this goal cannot be attained unless we have persistent practices, which your website plays host to it. ... I categorize my current problems to those needing my personal effort to be solved, for instance spelling mistakes, and those that without your guidance cannot be sorted out, for example mistakes regarding organization, and style among other things. I use previous feedback dealing with the latter. ... Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience. For me, the archive being built this way will undoubtedly be an excellent source of education in the future which will be referred to again and again' (Student 1, UL).</i></p>
Applying past class lessons and reading materials (e.g. Treasure Trove); time-controlling	<p><i>In fist step I tried to use better words and chunks which you have taught us during last month. My second strategy will be time controlling, I mean I am going to manage time in order to finish my essay in the given time from the next essay. I hope I can use your knowledge as well as possible to promote my writing. ... am really so happy. I feel I can write more confidently, without any fear from how to use words in my sentences. So because of that I want to thank you again and again. I think the most important reason for this issue is using beautiful chunks, words and sentences in my essays with the help of Treasure Trove. The more you and I repeat these chunks and paraphrases in the class and essays, the more strong my essays would be. ... ' (Student 4, UL).</i></p>
Reviewing the materials on the feedback website; applying new points learned recently; realizing the importance of hard work; avoiding quick-fix strategies (e.g., Microsoft Word); deciding how to avoid any misunderstanding; developing a realistic self-concept	<p><i>I reviewed new phrases that had been written in noticebored on your website. the comments help me to think a bout finding new words and paraphrasing that it was really useful. ... In this draft, I learned how I should think about new and difficult topics, and I could revise my blue prints in better way after your revising. ... In this writing I had some problems in making sentences which I tried to correct them. ... I wrote topic and try to use new word and ideas. ... the topic was so difficult that I must work a lot to develop it. ... In this draft, I learned that I must not use Word for my writing. So, I will try to use Notepad. ... In this draft (7,2), I learned using new ideas and also reading the question completely. ... I think I was successful in the feedback process, but I should pay more attention to them for learning and applying them correctly. ... I thought that I can write a good writing a lone, but after an IELTs exam which I took, I realized that I am not really independent and I need more practice to learn notes which you have learnt to us. I should try more to be an independent writer in topics with minimum errors' (Student 5, UL).</i></p>
Benefiting from sample writing	<p><i>I came up with good blueprints, but I had to correct one of them (2nd one) after writing. ... Thank you for introducing that beautiful</i></p>

<p>received in the class; applying class lessons and previous online feedback; utilising reading materials (e.g., Modern English); note-taking to be used later in essays; building up an outline before writing; creativity self-efficacy; using his own initiatives; memorizing structures and grammar; reviewing online drafts several times; saving the drafts and the feedback on his PC for future reference and comparison;</p>	<p>web site. your comments were all useful and I try to use them for following essays. ... I tried to use some structure mentioned by my friend, but I did not cheat, because I studied them before. ... I always try to use everything mentioned in the class for my essay, especially those in modern english about embedded questions and inversion. ... I usually take some notes from different sources and use them in my writing as blueprints such as class practice papers about embedded questions or inversion. ... Topic 8: I found it interesting and I could developed it well by using effective structures mentioned in class and previous online feedback. ... I wrote some outlines for myself in Persian before writing essay. ... But what you mentioned is absolutely important to organise mind to write better, so for this time I wrote an outline and I will add the full essay after the correction of the outline. ... I manage my essays based on a draft outline every time ... I just use whatever I learn in the class, especially essay activators ... TOPIC 8: I think learning to use better words and structures to qualify essays and thinking how to them is the most important influence of e-learning. It can make us creative. ... Topic 4: Actually, I spend time to think to come up with good correction for my essays. sometimes, I have to change a sentence completely. for example, in this essay, I used wrong form of Reason/Result, but I didnt know the correct one. Now based on your edition I thought and came with the correct form. ... topic8: e-feedback can be creative, because one needs to use their own initiative and create s.th which can be right or wrong; however, there would be no judgment at all and everyone can make several mistakes until they learn how to come with correct structures. Thus, this process can master them in those structure; for example, in my case, I use to write "in the society" or "finish the high school level" or "after getting their high school diploma", but the correct answer is "in society" and "after finishing high school". ... Topic 9: Actually, I did not have time to review my previous essay, but now I do. When I see my mistakes in one essay, I can memorise them somehow; therefor, for comming essay I will not repeat them. However, it happens in a few cases. My inner dialogues are the same, and I always enjoy seeing my mistakes. ... I am a bit careless in spelling; however, I am more likely to memorise structures and grammar. Not all of them, but most of them, and the method is simple. The mistakes are all highlighted whenever I come through the web to edit my essay based on e-feedbacks. Therefore, I have the chance to see them for several times during a term. Now that I have more time, I will just transfer them to Microsoft Word and review. ... Topic 11: Actually, I copy and paste the entire essays from the site to the Microsoft World to review them. I just transfer the edited version done by you. Then, I compare every draft with the previous one to find the reason of mistakes. The notebook just help me to remember good structures and paraphrases. Sometimes it includes my mistakes too. ... Topic 11: Actually, I read the notebook every week, so I will remember its parts. It has stuck to my mind.' (Student 8, UL).</p>
Developing	'I need to pay attention in countable and uncountable nouns and

<p>positive self-concept; finding out his overly reliance on dictionaries; how to make an essay readable; categorising and tabulation of mistakes; attention and attempt are keys to success; teacher's encouragement is inspiring; printing essays to carry, review and scrutinise points, asking for others' advice if needed;</p>	<p><i>also writing my sentences more readable. ... After this programm I no longer think that every things I am writing are ... and full of mistakes. And it helps ne write more easily than before.</i> <i>unfortunately I entirely rely on different dictionaries to write and I think that I am not able to write without my dictionaries. ... I learned from your last feedback that how the order of words can make an essay readable. I no longer pay attention the degree of probability of modal. ... i. Time that I take in the feedbacks varies from thirty minutes to one hour depend on the number of my mistakes and their complexity. I usually leave the feedbacks after I see and come back later. ii. I made a table in Excel and after each feedbach I write the numbers of my mistake in different categories and analyse them, then when I have quality time I responde them. ... I become really glad especially when successfully I correct my grammatical mistakes and becone angry about my simple mistakes. But I know that some of my simple mistakes come from my weak knowledge that need an especial attention and more attempts and some other are because of my carelessness. Also I confess that your words of encouragement have a deep influence on me and motivate me to do my best. I consider Your feedbacks as a light in my way that show me what is my basic weaknesses that I need to pay attention more than before and In which wat I can use my knowledge. Accordingly, they are not only for correct my mistakes in an essay, they help me in my whole ability in English. ... Through e-feedback, we have enough time to think about our problems and examine different ways to solve them causing to empower both our knowledge and our essays. ... I print my essays because of following reason: 1)I become able to carry them wherever that I want and work on them like bus, taxi, ... 2)It increases my concentration and I can scrutinize them easily 3) I become able to draw line on my mistakes instead erase them and therefore I always remember what were my mistakes. 4)I can show them to other people (one of my colleague graduated in English) and get their advice. ... Topic 7, Draft 2 Actually, loges help me to know what was our disturbance and what is now and it shows how much I improved. e-feedbacks help me to understand what are my problems and let me think about them and sometimes study more, such as participles. And they gradually cause to reduce the numbers of our problem and increase our score. ... Your feedbacks showed me my problems, but after that it is my responsibilities to attempt to solve them that some of them need more study and other need more experience, and also some of them need both of them like my problem in articles' (Student 32, UL).</i></p>
<p>Increase in self-confidence; finding the courage to use new points learned recently; engaging in a competition with</p>	<p><i>'it has have a great effect on my feeling by giving me kind of self confidenc and feedbacks encourage me to learn an use new words to find out if I can use them correctly. Thank you so much. ... Ofcourse it has had a great effect on my thought, because I regarded it as a competition with myself and I try to improve myself in every next task, in addition it has provided me a new sight to writing which I had never feel it before and I enjoy when I realize that I can correct myself. Although you had told us that we</i></p>

oneself; positive self-concept about the ability to correct oneself; comparing drafts; thinking about mistakes to avoid repeating them; at times feeling the need to discuss things with the teacher; cycle of developing the ability to self-correct; can guess where the mistakes would be; benefiting from reading materials (e.g., Treasure Trove); valuing teacher's viewpoints about his works; likes logs because can make imperceptible process more perceptible; an increase in self-editing ability; feeling of becoming more independent; reviewing drafts before uploading them; deliberately taking risks; class and website are complementary; tolerating ambiguity and trying to find an answer; feeling an improvement in the number of words he knows; improvement in structure and content of his writing; reading New Scientist, the

should not try to make you happy, a powerful inner voice says I have to give you a great thanks. ... As soon as I receive feedback, firstly I review my own draft which I have saved them and compare with the mistakes in the feedback, after that I think about them to find out what has been wrong, in order not to repeat them. My first reaction (when I get a feedback) is the same as when I correct my mistakes. Sometime I need to discuss why some parts of my writing are incorrect, to realize the key points. Thanks a lot. ... Another thing that want to say is that nowadays I can correct some of my mistakes before sending you my first draft and after your first feedback I understand those correction that I have done are good and satisfactory, It has happened to me several times. ... i, Actually responding to your feedback does not usually take too much time because I review my draft and think about it before your first feedback and sometimes I can guess what some of my mistakes would be, however as I am not sure I can not correct them until your first feedback. ... I am able to change my direction sometimes but it would be much better if I was able to evaluate myself in order to make a judgement about my progress. ... I study treasure trove which has helped me a lot, but as I am a bit obsessive about using some new structures and vocab I use them sometimes. ... I think I need to learn new strategies to improve my writing skills. I do believe that more than 70 percent of my improvement in writing skills belongs to e-feedback as I can consider my mistakes and correct myself. ... The whole e-feedback is really helpful and priceless because it makes me think about my mistakes and sometimes study more in order to find new suitable vocab and structure and elevate my skills. Moreover, your viewpoints open a window towards your feelings which is great. As I can find out how good or bad my essay is and I value my essay by reading your opinion about it. If it is good I will be happy, and if it is not good I try to revise it and I am sure I would be much happier after that, because I know I have learned something new, in parallel I have lessened my mistakes. ... The sources that I use are the Longman dictionary, treasure trove and your sample essay, which is really helpful and I have gotten new ideas from it, and my knowledge and what I have learned during past two months. ... I said logs have given me new insight. Well, I want to give you an example: when I am writing an essay I try to concentrate on the topic and do my best. As the progress of learning happens imperceptibly, most people can not realize how much they have learned and progressed since they have started a course, but people around can judge much much better, for example when I talk to my family about my knowledge in English and tell them that I feel I do not know anything about English and there are a lot of things and skills to be learned, they laugh and remind me about my past, when I wished I could speak English and explain my emotions in that way. That is right, as I am inside of the room I can not realize what is happening around. Back to the positive aspects of logs, nowadays when you ask me some questions about this course, it is exactly like this that you are making me leave the room and realize how everything is, then I come back with more knowledge and

weekly magazine; trying to use new words in the first opportunity he gets; using dictionaries; feeling an improvement in his English speaking ability as a result of writing practice; log entries help him become more aware of his writing status; realising what to do from now on to improve further; keeping my mind active; spotting weaknesses and addressing them;

information and even a better judgement about myself. For instance when you wanted me to say "whether e-feedback has any effects on my power of writing or not" I thought about it carefully and compare my previous abilities with latest one and considered my improvement. If you did not ask me that question, I would not have thought about it. ... Comparing to the beginning of this course, my power of editing myself assure me that I have earned some valuable skills in this area, but I know there is a long way to reach that point which I consider. ... Nowadays I have found out that I am able to revise and redress most of my mistakes before providing it to my teacher, but in the past I was dependent on one who can review and point out my mistakes. Actually, these days I review my essays several times before uploading it on your website and interestingly, I can find most of my mistakes and correct them. However, most of mistakes that you point them out to me are those that I write deliberately as, I am in doubt whether those are right or not so that I can look forward to your feedback and learn deeply from it, because I think by this way I will hardly forget these valuable information and points. ... both the class and e-feedback are useful and have had a great effect on me. Simply, I mean some information are provided during the class which are really noticeable, but unfortunately I think there are not enough time for them to be practiced, in the other side I should say fortunately your website and e-feedback help me to put the class information and what I learn from e-feedback together. I mean class and website complete each other somehow. ... I usually try to switch off my inner critic and even keep it off until finishing an essay(which is really difficult). However, during reading e-feedback or revising essay, it is necessary to switch on my inner critic in order to make an assessment about both e-feedback and what I have done in essay. ... Here are some more inner dialogue of mine when I revise my essay: What is this?! what does Mr.Ekbatani want to mention by this highlighted part?! It seems to be correct! what is wrong with that?! May be he was very busy and highlighted this part by mistake.Ok! Do not judge too soon, you need to think about it more and more in order to get what Mr.Ekbatani wanted to point out. I wish I could ask him. No! Do not do that! you would better think about it and try to solve the problem by yourself, it is like a puzzle. Do not be afraid, you must learn how to cope with these kinds of questions. Keep your question up until when you are sure that you can not find any answer for that. [which is really interesting and keep my mind and thoughts fresh] ... Why Mr.Ekbatani said don't let your sentence to get long without control with "and"?! I wanted to make a professional sentence. Surly I have used it too much or may be in a unsuitable place, I need to study more about it. ... Oh what a shame! It is exactly the same mistake as what you used to make and Mr. X[one of my previous teacher] had pointed it out to me 1000 times![But dear teacher by this visual profitable method of learning, from that point on, I can say I have almost corrected all my mistakes about relative pronoun, because when I come across relative pronoun even in reading, my attention automatically is

drawn to Topic 3 Draft 3] ... Topic 8 first draft: What is this topic about! why should the students leave education for one year? I can't understand the reason of it. We don't have such recommendation in our country. Oh it's difficult to assess this condition without being involved. Anyway, I should use both my knowledge and imagination in order to come up with some good ideas. I would better use some new words that I have learnt recently, by this way I will hardly forget them. Try to include new structures on which you have worked in the class as much as possible in order to make them functional. ... What should be cited as the third point is a wider vocabulary that I possess right now. With the help of new scientist, e-writing has helped me to boost my vocabulary. For example when I learn a new word from new scientist I try to use it in my essay and it immensely helps me to memorize that word. In addition, I search dictionary in order to find suitable words for my essay and this helps me to widen my vocabulary as well. ... When I started this course surprisingly, I noticed that I am in a great process of development. I realized that I can use more professional words, structure and also produce some contents for my essays. Speaking in English fluently and accurately is really important to me, interestingly, during this course a voice came to my mind and said (when you can say whatever you want in your essay, surely you can transfer what you mean in speaking so you should not be afraid of speaking in English. Admittedly, it is one valuable effect of e-writing about self-confident and specially on my speaking. Furthermore, it has helped me to gain some skills for self-study so I am sure that as time goes by my abilities in English get better and better. To share my feeling and emotion mean that, for example, when you asked me about my inner dialogue and I said what was going on in my mind it made me think about all aspect of my work. Simply, it makes me more aware about what I am doing. ... I said that e-writing has given me some ideas for self-study and I am going to tell you more about it. At least, for me comparison is one of the greatest way in order to realize differences between my previous methods that I used to use, and the latest ones. In the past, I did not know what I should do to improve my writing skills, so that without any specific plans or aim I sometimes studied new words, sometime grammatical points or structures, but after online writing I understood that I should orient my attention towards special parts in English including discourse marker, essay activator, and some professional structure in English. Finally, I want to say that although finishing of this valuable course is an upsetting news for me, I am happy to be able to follow this track which surely will lead me to my goals. ... Dear respectful teacher; as far as I have understood, students are supposed to gain abilities for correcting their mistakes in order to be able to write in English well. By considering my improvement I do believe that I have been successful till now. Since I started e-writing I realize that I can improve myself, because I must think about my mistakes and find one or sometimes several answers for them and at last choose the best one, which in my opinion is the best. It has enabled me to keep my mind active and think about

	<p><i>most possible or probable answers. ... Personally, I think In the help of e-learning I am in a process of learning deeply, as I should always think about my mistakes deeply and find the differences between what I had regarded as correct points or structures and what feedback tell me are right. However, I do believe that in some special parts of writing such as usage of punctuation I need to study more in order to use them very well. ... Other than new words that I try to find them to use in essay and those words that are suggested by my teacher, I usually try to use the latest points that I have learned from feedback. However, I need to think about a feedback and highlighted parts deeply to understand everything well. After receiving each feedback, I think that it would be better if don't make the same mistakes as previous in first step. then I try to use some plus points that I had already used in my previous essays. ' (Student 42, UL).</i></p>
<p>Thinking about the way to budget your time; likes the ideas of coded e-feedback; presence of two people at either end increases the level of regulation when composing and revising; detecting weaknesses; finding out solutions; happy with his improvement; sometimes postpones revision</p>	<p><i>'Translated Log 1, At present given the gap in my English language learning process, I should redouble my efforts. ... Currently, I am using all my free time slots to study English, which is less than the ideal I expect to devote to my English practice. My ideal has been to devote at least one hour a day to English writing, and at least one hour to reading, which in my view is a useful approach. ... Translated Log 5, This type of teaching writing gives me a good feeling. Making an indirect reference to the sort of mistake sometimes creates a better learning opportunity. And in some other cases, an example clarifying a mistake can teach the writer other writing styles. Examples have twice helped me in composing the motivator sentence. ... In view of involving two people, at least in my case, e-feedback encourages the learner to assume more responsibility and as a result to increase their level of regulation. In other words, even if I have some other tasks to do in a way that language learning is given a lower priority, I again try to set aside some time for English learning practice in the first opportunity, given the teamwork involved. ... Translated Log 7, The problems I have at present about writing are related to the scope of vocabulary and arranging words correctly next to one another. In addition, using more advanced words which again goes back to the scope of vocabulary. What I need to do to address these issues is reading more English texts, which can help me both in IELTS reading and in enlarging the scope of my vocabulary. Also, improvement in the area of grammar can help me express ideas more clearly in writing. I would also like to add that considering the amount of time I have invested, I have improved more than my expectation at least in writing. ... Translated Log 9, Regarding Topic 3, compared to other parts of the essay, I feel that I am weak at writing the conclusion paragraph. I think it is for being my first try and through practice and seeing other examples it will improve. ... Translated Log 11, For Topic 143, I tried writing on paper from the beginning to simulate the exam condition. I face a time management problem. It took me one hour and a half just to prepare the outline, which could be in view of the absence of the exam pressure and not having a reason to finish it in a certain time</i></p>

	<p><i>period. Also, it has been my first experience of trying it on paper for which in the future I should try to consider the parameter of time. ... Translated Log 13, My reaction to e-feedback on different occasions is different. When the number of mistakes is high, I usually take a quick look over the mistakes and then I postpone the revision and correction process to another occasion when I have more time and energy. However, whenever the number of mistakes is not high, I usually embark on correction as soon as I see them. One reason could be that I look at my engagement in the correction process as learning. And when the number of mistakes is high, it means my learning takes more time, so I postpone it to an occasion when I have time and energy' (Student 33, TUL).</i></p>
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Help-seeking strategy

Students' ability to manage change and seek support

(For the theme of **Help Seeking**, also see Appendix 39 Student ability to manage change & seek support)

- Online environment permits access to many other useful online support sources I can search and find

'Apart from its availability and simplicity, it is very effective as it is online. So there is a possibility to use related online data on the net at the same time, i.e. when I do not have enough information about a subject I search it on the net and read some articles about it to use different ideas' (Student 3, OQ).

- Noticeboard [in focus]

'In my opinion the whole process is really worthy, but in particular, I really liked notice board because I can find new ideas, structures and blueprints' (Student 40, OQ).

- Seeking anyone's advice: Yes iii
- Friends who know English very well

'I asked my friend to give his idea about the topic every time there was a new topic on my profile. I would use some of his blue prints' (Student 9, OQ).

'Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent' (Student 46, OQ).

'I have got a friend who is an English teacher. Whenever I face a problem with English I go to him and he assists me with problems. He also recommends me some sources like

'books or files and so on which are really useful' (Student 41, OQ).

'I tried to find answer my questions. If I have a problem at first I ask it from my friends who knows English very well and after that if i can't get my answer I ask it in class from my teacher' (Student 40, OQ).

•• Teacher

'just my stimulated teacher . MR EKBATANI' (Student 30, OQ).

'Almost when I am writing I seek any one to advice me about my writing and help me about this kind of mistake as it possible. I sometimes ask my teacher to revise my writing by paper feedback' (Student 29, OQ).

'Just use the chunks and your suggestions in the class' (Student 4, OQ).

'I tried to find answer my questions. If I have a problem at first I ask it from my friends who knows English very well and after that if i can't get my answer I ask it in class from my teacher' (Student 40, OQ).

•• Parents

'Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent' (Student 46, OQ).

•• Partner

'I sometimes use my wife advice and also I use online data which is available on the net.' (Student 3, OQ).

•• Other classmates to see where I am standing in comparison with them

'I've just checked with other students about their marks and number of drafts to see where am I standing among others' (Student 11, OQ).

• Seeking anyone's advice: Other sources

•• Books

'Unfortunately I have no one to help me on this skill. Then sometimes I use books. But I think writing online and having feedback is more useful' (Student 12, OQ).

'I use samples of "TOEFL ESSAYS" as a source. Although there are a lot of sources in the market, they do not cover all the techniques and details you taught us, but generally speaking reading them can help candidates to some limited levels' (Student 21, OQ).

'Your Writing Website as well as your teaching in the class as a whole is an inexhaustible source of guidance making any further source dispensable. Be that as it may, I occasionally use the sources such as books or websites you recommend to us'

(Student 1, OQ).

Vocabulary books: ‘The other source of support was vocabulary books. They not only boosted my vocabulary, but also gave me some ideas about the topic in their examples in definition of words’ (Student 9, OQ).

Practical English Usage by Michael Swan: ‘In some case I use terrific treasure trove and Michael Swan practical English usage for grammar’ (Student 19, OQ).

•• Class supplementary materials (Terrific Treasure Trove)

‘In some case I use terrific treasure trove and Michael Swan practical English usage for grammar’ (Student 19, OQ).

‘I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot’ (Student 34, OQ).

•• Dictionary

‘As I have done my best I have always tried to not using any sources during I am being wraiting but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website’ (Student 10, OQ).

‘I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot’ (Student 34, OQ).

•• Noticeboard

‘As I have done my best I have always tried to not using any sources during I am being wraiting but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website’ (Student 10, OQ).

‘Just use the chunks and your suggestions in the class’ (Student 4, OQ).

•• Class grammar lessons

‘Sometimes I go through my handbook such as IELTS grammar in use and ..., and make notes of your grammatical advice’ (Student 43, OQ).

•• Google Translator

‘As I have done my best I have always tried to not using any sources during I am being wraiting but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website’ (Student 10, OQ).

•• Online sources

'I sometimes use my wife advice and also I use online data which is available on the net' (Student 3, OQ).

•• Other Websites

'Your Writing Website as well as your teaching in the class as a whole is an inexhaustible source of guidance making any further source dispensable. Be that as it may, I occasionally use the sources such as books or websites you recommend to us' (Student 1, OQ).

• Sources to help me in all language skills

'I know if I want to be a good writer I have to use nice chunks. Right grammar..... so I have been learning English in all skills' (Student 30, OQ).

• Seeking anyone's advice: No

'Unfortunately I have no one to help me on this skill. Then sometimes I use books. But I think writing online and having feedback is more useful' (Student 12, OQ).

'Honesty, No!' (Student 13, OQ).

'No One. No thing' (Student 14, OQ).

'No, Because there was no advice for drafts. Just to consider the short period of time for posting my writing' (Student 28, OQ).

'Sometimes I go through my handbook such as IELTS grammar in use and ..., and make notes of your grammatical advice' (Student 43, OQ).

'No actually I did not try at all. Maybe because I have faith in my teacher. Learning has a process and it should pass by time and it is manage by the teacher and I should not interfere. In some case I use terrific treasure trove and Michael Swan practical English usage for grammar' (Student 19, OQ).

'I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot' (Student 34, OQ).

'Two month ago I had a colleague who helped me, yet I do not have any one to help me' (Student 32, OQ).

'No, no one gave me any advice. I use whatever I learnt in the class' (Student 8, OQ).

Appendix 34 Enhancements in motivation

(Under the meta-theme of Affective Dimension)

Ways in which e-feedback improved motivation

Themes showing sources of motivation	1, 3, 4, 6, 8, 9, 10, 11, 13, 14, 19, 20, 21, 22, 25, 28, 29, 32, 34, 38, 40, 43, 45, 46
1. Teacher's comments	<i>'Also I confess that your words of encouragement have a deep influence on me and motivate me to do my best. I consider Your feedbacks as a light in my way that show me what is my basic weaknesses that I need to pay attention more than before and In which way I can use my knowledge'</i> (Student 32, UL).
2. Seeing the final draft of his essays makes him feel proud of himself, believing that he can really write well.	<i>'The best things that motivate me to practice in this area is when I see my final essay which is unbelievable for me that I really wrote them myself and it helps me to be confidante about my abilities; hence, with more practice I can reach to a level that I become able to write an essay in that level in my first attempt'</i> (Student 32, OQ).
3. Teacher's care and attention towards our essays; other teachers accepted whatever we wrote.	<i>'As a most students openion your hardworking feeling about our feedbacks was our motivate about practice. We had a couple of another teacher for writing, you cannot belive , they approve anything we wrote. But you weren't so. And it was your difrence. we never respect puctuation in wrtitng . it was your another difrence'</i> (Student 14, OQ).
4. The writing results of a high-stakes proficiency test proved the quality of his e-feedback practice.	<i>'After using this method, I took a TOEFL exam and I could gain a reasonable score. Then I realized that it works. So it motivated me towards learning more and more and improved my writing skills'</i> (Student 3, OQ).
5. Cycle of thinking, improving, receiving new feedback	<i>'Every time, I thought how can I improve it based on your feedbacks, and when I reviewed my improved writing, I motivated to receive your new commands'</i> (Student 13, OQ).
6. Seeing improvement; e-feedback process is an active process.	<i>'When I see improvement I am encouraged to do better job. Because E-feedback is an active procedure I mean when I write something I receive recently feedbacks it never decline the motivation and in this case you know always you have something to do'</i> (Student 20, OQ).
7. Matching my goal of writing coherently and cohesively	<i>'My goals were writing in a cohesive and coherent manner, and I think that I could reach this point, but still time management is my long-term goal. The factors are: 1) perfect spelling and grammar feedback 2) motivation to write more cohesive and coherent essays'</i> (Student 8, OQ).
8. His personal affinity for online	<i>'I have a penchant for online activities. Whatever relates to web and technology has a more reputation for me and fortunately, this e-feedback motivated me to work more on my writing'</i>

activities	(Student 28, OQ).
9. e-feedback offers interesting aids	<i>'it make me more powerful and it have some interesting aids which improved me to go further'</i> (Student 38, I). <i>'I have had a very good experience I can say that'</i> (Student 25, I).
10. Self-correcting and the advice you suggested	<i>'I think very, much more than before than I started the class. [And what's the reason?] Self-correcting, and advice you suggested us'</i> (Student 6, I).
11. That our teacher reads our texts is so pleasant and strengthens the whole process.	<i>'At the end, when one sees the level of energy, for example, when one sees the teacher is also reading the texts, it gives us a very good feeling and energy. It helps to strengthen the process. There is somebody reading. When there is someone reading your work, it gives us more motivation to, at least, think a bit more to see what one is writing, and then of course to repair it'</i> (Student 38, TI).
12. Gave me more confidence in my writing which came from the volumes of online writing practice. 13. “[G]” incentivising effort 14. Instant feedback inspires hard work; Motivates me to write more, to improve and that's the key 15. More interaction with the feedback and the teacher is motivating. 9, 20, 40, 41, 45, 10	<i>'I am very much satisfied and confident with the progress of my writing quality. After this course I feel much more confident about my writing. E-feedbacks obligated me to write more, and that was the key to remove my insecurity about my writing. Because my writing was the weakest part of my English education'</i> (Student 9, OQ). <i>'When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen'</i> (Student 9, OQ). <i>'When I write for the first time and wait for your feedback and after see it I try to correct it as soon as possible if my mistakes are about grammar, I have to learn that grammar and it takes time for writing the correct essay'</i> (Student 40, OQ). <i>'I was really motivated and the instant corrections inspired me to work harder'</i> (Student 45, OQ). <i>'About the value of e-feedback, it is crystal clear that that is really of help, especially an instant e-feedback motivates you to revise your essay sooner and try to make it better'</i> (Student 45, OQ). <i>'Absolutely it is useful and helped me to try more with lesser mistakes'</i> (Student 10, OQ). <i>'More connection-space between the mentor and the student could make the student more motivated towards their goals'</i> (Student 10, OQ). <i>'I can see improvement in my writing compare to the first time I wrote in online website but there is far away to achieve what i expect.I hope i can set out to work harder on online writing to</i>

	<p>'reach my targets' (Student 20, UL).</p> <p>'... this close interaction and very close supervision of my teacher would be really fruitful and very successful, I think' (Student 41, I).</p>
16. Knowing one's common mistakes	<p>'As matter of fact, I have to say this method can improve my writing by inform me about common mistake' (Student 29, OQ).</p> <p>'In my opinion, this method is very helpful because each student could realize his defects through feed backs and revise them as fast as possible. Through older methods, the students were just asked to write on an specific topic without any feedback or just a comment by a teacher that your writing was good or bad or they valued them just by a letter, A, B etc. Of the most pivotal aspects of this method is paying sufficient amount of attention to the punctuation, which I really improved in this area' (Student 21, OQ).</p>
17. Matches my learning or cognitive style, as it is a way to overcome my shyness.	<p>'I think e-feedback is efficient for me, because I always prefer learning by myself or just listening to the teacher. In my case maybe because of shyness it works and it is amazing because I can find the right answer through my mistakes and this process amuses me a lot' (Student 19, OQ).</p>
18. It was only when I stepped down from the expectation of writing perfectly first time that I learned to improve my writing.	<p>'At first I just wanted to write my best essay, because the fear of making mistakes I postponed topics and I didn't do that but when I get familiar with the website and the way that we get our results motivates me to write and express my feelings about it in the website' (Student 19, OQ).</p>
19. Amusing to see how I can learn by making mistakes;	<p>'The speed of this method is awesome. I cannot imagine how fast is my teacher, because in paper work it always takes time to have the final and scored paper. I should say that the advantage of this method is making us a thinker. It motivates me as a student to think and think to achieve the right answer' (Student 19, OQ).</p>
29, 19 19, 22	<p>'The website has a part for students' opinions and I can write logs. By writing logs and compare them I can have an overview of myself and manage my schedule. For example, in the middle of the semester I saw my previous feedback and suddenly I found out I have the courage to write something with a standard pattern in a good way' (Student 19, OQ).</p> <p>'Receiving online feedback through the Internet has been very useful for me, but an important point in this approach is that the student should manage all his problems, from accessing the Internet to any probable event in his life, because in case of falling behind the schedule, catching up can be a bit difficult' (Student 22, TOQ).</p>
21. Turnaround	'As I mentioned you have a motivation to accomplish your

<p>times much faster, so motivating</p> <p>21, 45</p> <p>22. Teacher's attention</p> <p>23. A virtuous cycle that creates a force that pushes us forward</p> <p>24. Instant feedback motivates you</p>	<p><i>'tasks, so that you can receive the other e-feedback as fast as possible'</i> (Student 21, OQ).</p> <p><i>'I really became astonished when I saw your thorough and precise attentionn to my writing. This attention absolutely will intensify my motivationn to write other topics. thank you so much'</i> (Student 21, UL).</p> <p><i>'One of the most crucial Items through this method is its wonderful motivation which is brought to the student among a huge wave of knowledge and improvement. All the time you feel a force pushes you toward and you should write once more and there is another e-feedback received and this goes on till you feel there is a miraculous enticing power in this method'</i> (Student 21, OQ).</p> <p><i>'About the value of e-feedback, it is crystal clear that that is really of help, especially an instant e-feedback motivates you to revise your essay sooner and try to make it better'</i> (Student 45, OQ).</p>
<p>25. Reducing the number of mistakes in the next draft is a source of motivation. E-feedback means competition with oneself.</p> <p>26. Comparison makes assessment easier.</p> <p>27. Teacher's comments</p> <p>28. I am motivated to redress my mistakes.</p> <p>34</p>	<p><i>'I feel happy about both value of this useful method and my learning development so far, as I do believe that a lot of changes have happened in my performance. In addition, this method has given me an incentive, because after receiving each feedback, I try to reduce the number of my mistakes in the next one. It seems like an enjoyable competition with myself'</i> (Student 34, OQ).</p> <p><i>'I am highly motivated, as I can compare my previous writing with newest one each time, so I can make an assessment for myself'</i> (Student 34, OQ).</p> <p><i>'Sometimes my teacher give me an incentive by using positive description which it helps me to remain highly motivated. Furthermore, when my teacher point out my mistake and show me that my essay is full of mistakes I become happy as I realize that someone reliable is helping me and I am encouraged to redress my mistakes'</i> (Student 34, OQ).</p>
<p>29. Supervision and guidance: Effectual and enjoyable</p> <p>30. Virtuous cycle: Consistent pattern of writing practice is motivating</p>	<p><i>'The invaluable effects of e-feedback is beyond dispute. It provides students with a continuous learning method fully supervised by their teacher, making the process of learning highly effectual as well as enjoyable'</i> (Student 1, OQ).</p> <p><i>'Actually it is really helpful, especially when you are not sure about your writing and need someone to correct your faults and guide you and complimentary e-feedback help you to write in the</i></p>

1, 43 31. Helps me evaluate myself 32. Applying the class and website lessons in action	<p><i>best way' (Student 43, OQ).</i></p> <p><i>'Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience.' ... 'I have also tried to do similar tasks at the same time, for instance outlining the body of two or more tasks' (Student 1, UL).</i></p> <p><i>'I would be satisfied to achieve my learning goals and definitely e-feedbacks will be pretty helpful, but sometimes I feel nervous because of considering exam environment. But when through e-feedback I realize that my writing wasn't so bad, become motivated again' (Student 43, OQ).</i></p> <p><i>'Shortage of time aside, I have always had strong motivation for completing the assignments. My interest in writing has been notably stimulated by the way you yourself apply the teaching materials in your website, in the class etc. with great gusto'</i> (Student 1, OQ).</p>
33. Encouraging higher-order thinking through revising 45, 40	<p><i>'I think It helps me to write with more consideration and also think about the other possible collocations, vocabularies and so on' (Student 45, OQ).</i></p> <p><i>'I think at the present this is the best way for thinking and learning and writing English as I know' (Student 40, OQ).</i></p>
34. Like fuel to engine 35. Teacher's attention 36. a noticeable level of self-confidence in writing 37. Understanding your mistakes 11	<p><i>'e-feedback has been effective for me as a fuel to engine. It kept me going and encourages me during the course' (Student 11, OQ).</i></p> <p><i>'when i find what to write is satisfying' ... 'A lot of thanks to you! I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more. Finally, I have to tell you that since the day I came to this class, my learning style has fundamentally changed and I have obtained a noticeable level of self-confidence in writing. I don't know how I can thank you for your efforts'</i> (Student 11, UL).</p> <p><i>'Well at the beginning I was no so motivated but as I continued I found it an amazing process. Figuring your own faults and correcting them without direct clue is attractive to me so I tried to continue doing it and now I can see the improvement in my writing' (Student 11, OQ).</i></p>
38. Matches my paperless lifestyle 46	<p><i>'In these more technologically advanced days, trying to do our jobs by computer is so valuable. I spend a lot of time working with computer and for me it is more suitable than writing on a paper'</i> (Student 46, OQ).</p>
39. Self-discovery deepens my learning	<p><i>'Personally, I believe it helps us to learn deeply and when you yourself try to find your problem you can remember it better. I</i></p>

and encourages improvement 45	<i>'am not very good at it but I am really trying to improve myself in this part' (Student 45, OQ).</i>
40. Teacher's motivating comments 45	<i>'Instant e-feedback is really important, also motivating comments, as you use them a lot, are very helpful' (Student 45, OQ).</i>
41. Use of marking codes encourages the learner to think 42. That I have improved 4	<i>'Using abbreviation words for commenting on our writing mistakes can help us to think about them more and more, so this can help to draw these points on our mind better' (Student 4, OQ).</i> <i>'The only factor which motivates me towards e-feedback is sensing that I have improved deeply during the past 3 months'</i> (Student 4, OQ).

Categorising Motivational Sources of e-feedback

Themes	Row Numbers
10 Direct supervision of the teacher ✓	TEN 1. Teacher's comments 27. Teacher's comments 22. Teacher's attention 3. Your care and attention towards our essays; other teachers accepted whatever we wrote. 10. Self-correcting and the advice you suggested 11. That our teacher reads our texts is so pleasant and strengthens the whole process. 15. More interaction with the feedback and the teacher is motivating. 29. Supervision and guidance: Effectual and enjoyable 40. Teacher's motivating comments 35. Teacher's attention
7 ✓	SEVEN 9. e-feedback offers interesting aids 13. “[G]” incentivising effort 20. Self-management 31. Helps me evaluate myself 32. Applying the class and website lessons in action 34. Like fuel to engine 18. It was only when I stepped down from the expectation of writing perfectly first time that I learned to improve my writing.
5	FIVE

✓	<p>16. Knowing one's common mistakes 25. Reducing the number of mistakes in the next draft is a source of motivation. E-feedback means competition with oneself. 28. I am motivated to redress my mistakes. 37. Understanding your mistakes 19. Amusing to see how I can learn by making mistakes;</p>
4 ✓	<p>FOUR</p> <p>2. Seeing the final draft of his essays makes him feel proud of himself, believing that he can really write well. 12. Gave me more confidence in my writing which came from the volumes of online writing practice. 17. Matches my learning or cognitive style, as it is a way to overcome my shyness. 36. a noticeable level of self-confidence in writing 7. Matching my goal of writing coherently and cohesively</p>
4 ✓	<p>FOUR</p> <p>42. That I have improved 4. The writing results of a high-stakes proficiency test proved the quality of his e-feedback practice. 6. Seeing improvement; e-feedback process is an active process. 26. Comparison makes assessment easier.</p>
3 ✓	<p>THREE</p> <p>5. Cycle of thinking, improving, receiving new feedback 23. A virtuous cycle that creates a force that pushes us forward 30. Virtuous cycle: Consistent pattern of writing practice is motivating</p>
3 ✓	<p>THREE</p> <p>21. Turnaround times much faster, so motivating 24. Instant feedback motivates you 14. Instant feedback inspires hard work; Motivates me to write more, to improve and that's the key</p>
2 ✓	<p>THREE</p> <p>41. Use of marking codes encourages the learner to think 33. Encouraging higher-order thinking through revising 39. Self-discovery deepens my learning and encourages improvement</p>
2 ✓	<p>TWO</p> <p>8. His personal affinity for online activities 38. Matches my paperless lifestyle</p>

Motivational Sources of e-feedback

e-feedback sources feeding into student higher motivation	Relevant sample extracts
10 Direct supervision of the teacher ✓	<p><i>'Also I confess that your words of encouragement have a deep influence on me and motivate me to do my best. I consider Your feedbacks as a light in my way that show me what is my basic weaknesses that I need to pay attention more than before and In which way I can use my knowledge'</i> (Student 32, UL).</p> <p><i>'Sometimes my teacher give me an incentive by using positive description which it helps me to remain highly motivated. Furthermore, when my teacher point out my mistake an show me that my essay is full of mistakes I become happy as I realize that someone reliable is helping me and I am encouraged to redress my mistakes'</i> (Student 34, OQ).</p> <p><i>'I really became astonished when I saw your thorough and precise attentionn to my writing. This attention absolutely will intensify my motivationn to write other topics. thank you so much'</i> (Student 21, UL).</p> <p><i>'As a most students openion your hardworking feeling about our feedbacks was our motivate about practice. We had a couple of another teacher for writing, you cannot belive , they approve anything we wrote. But you weren't so. And it was your difrence. we never respect puctuation in wrtitng . it was your another difrence'</i> (Student 14, OQ).</p> <p><i>'I think very, much more than before than I started the class. [And what's the reason?] Self-correcting, and advice you suggested us'</i> (Student 6, I).</p> <p><i>'At the end, when one sees the level of energy, for example, when one sees the teacher is also reading the texts, it gives us a very good feeling and energy. It helps to strengthen the process. There is somebody reading. When there is someone reading your work, it gives us more motivation to, at least, think a bit more to see what one is writing, and then of course to repair it'</i> (Student 38, TI).</p> <p><i>'More connection-space between the mentor and the student could make the student more motivated towards their goals'</i> (Student 10, OQ).</p> <p><i>'The invaluable effects of e-feedback is beyond dispute. It provides students with a continuous learning method fully supervised by their teacher, making the process of learning highly effectual as well as enjoyable'</i> (Student 1, OQ).</p> <p><i>'Instant e-feedback is really important, also motivating comments,</i></p>

	<p><i>as you use them a lot, are very helpful' (Student 45, OQ).</i></p> <p><i>'when i find what to write is satisfying' ... 'A lot of thanks to you! I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more.</i></p> <p><i>Finally, I have to tell you that since the day I came to this class, my learning style has fundamentally changed and I have obtained a noticeable level of self-confidence in writing. I don't know how I can thank you for your efforts' (Student 11, UL).</i></p> <p><i>'As I did not have good knowledge in writing skills and its styles, it was really useful for me and also I can gain my IELTS score. I could learn a lot of issues; such as paraphrasing, paragraphing, developing ideas, new vocabulary, which helped me a lot. The most important factor was related to enjoy from a very unique teacher who tried to give good and effective comments to me and other students' (Student 5, OQ).</i></p>
5 Assisting students in paying conscious attention to their mistakes and learning from them ✓	<p><i>'As matter of fact, I have to say this method can improve my writing by inform me about common mistake' (Student 29, OQ).</i></p> <p><i>'In my opinion, this method is very helpful because each student could realize his defects through feed backs and revise them as fast as possible. Through older methods, the students were just asked to write on an specific topic without any feedback or just a comment by a teacher that your writing was good or bad or they valued them just by a letter, A, B etc. Of the most pivotal aspects of this method is paying sufficient amount of attention to the punctuation, which I really improved in this area' (Student 21, OQ).</i></p> <p><i>'I feel happy about both value of this useful method and my learning development so far, as I do believe that a lot of changes have happened in my performance. In addition, this method has given me an incentive, because after receiving each feedback, I try to reduce the number of my mistakes in the next one. It seems like an enjoyable competition with myself' (Student 34, OQ).</i></p> <p><i>'Sometimes my teacher give me an incentive by using positive description which it helps me to remain highly motivated. Furthermore, when my teacher point out my mistake and show me that my essay is full of mistakes I become happy as I realize that someone reliable is helping me and I am encouraged to redress my mistakes' (Student 34, OQ).</i></p> <p><i>'Well at the beginning I was no so motivated but as I continued I found it an amazing process. Figuring your own faults and correcting them without direct clue is attractive to me so I tried to continue doing it and now I can see the improvement in my writing' (Student 11, OQ).</i></p> <p><i>'I think e-feedback is efficient for me, because I always prefer</i></p>

	<p><i>'learning by myself or just listening to the teacher. In my case maybe because of shyness it works and it is amazing because I can find the right answer through my mistakes and this process amuses me a lot'</i> (Student 19, OQ).</p> <p><i>'I attempted to run away from the weight of learning demands of this course. Because my writing was the weakest skill of my English skill, and there was so much to do in a short time. E-feedback helped me with this issue and solved my writing skill problem, but I sacrificed speed to quality. All my writing assignments took half the standard time to get done'</i> (Student 9, OQ).</p>
5 Inspiring a sense of achievement <input checked="" type="checkbox"/>	<p><i>'The best things that motivate me to practice in this area is when I see my final essay which is unbelievable for me that I really wrote them myself and it helps me to be confidante about my abilities; hence, with more practice I can reach to a level that I become able to write an essay in that level in my first attempt'</i> (Student 32, OQ).</p> <p><i>'I am very much satisfied and confident with the progress of my writing quality. After this course I feel much more confident about my writing. E-feedbacks obligated me to write more, and that was the key to remove my insecurity about my writing. Because my writing was the weakest part of my English education'</i> (Student 9, OQ).</p> <p><i>'I think e-feedback is efficient for me, because I always prefer learning by myself or just listening to the teacher. In my case maybe because of shyness it works and it is amazing because I can find the right answer through my mistakes and this process amuses me a lot'</i> (Student 19, OQ).</p> <p><i>'when i find what to write is satisfying' ... 'A lot of thanks to you! I think that the time and attention you have devoted to my learning have motivated me to do my homework and study English more. Finally, I have to tell you that since the day I came to this class, my learning style has fundamentally changed and I have obtained a noticeable level of self-confidence in writing. I don't know how I can thank you for your efforts'</i> (Student 11, UL).</p> <p><i>'My goals were writing in a cohesive and coherent manner, and I think that I could reach this point, but still time management is my long-term goal. The factors are: 1) perfect spelling and grammar feedback 2) motivation to write more cohesive and coherent essays'</i> (Student 8, OQ).</p>
4 Noticing improvement <input checked="" type="checkbox"/>	<p><i>'When I see improvement I am encouraged to do better job. Because E-feedback is an active procedure I mean when I write something I receive recently feedbacks it never decline the motivation and in this case you know always you have something to do'</i> (Student 20, OQ).</p>

	<p><i>'After using this method, I took a TOEFL exam and I could gain a reasonable score. Then I realized that it works. So it motivated me towards learning more and more and improved my writing skills'</i> (Student 3, OQ).</p> <p><i>'I am highly motivated, as I can compare my previous writing with newest one each time, so I can make an assessment for myself'</i> (Student 34, OQ).</p> <p><i>'The only factor which motivates me towards e-feedback is sensing that I have improved deeply during the past 3 months'</i> (Student 4, OQ).</p>
4 Feedback loop encourages the students to expend effort to promote their writing ✓	<p><i>'I see a good future for myself in achieving my goal because when I thinking for correcting my mistakes that you mentioned them and correcting them, it helps me to remember my mistakes and would not use them in other my writing. Regular practicing and to be patient helps me to achieving it sooner than I expect'</i> (Student 40, OQ).</p> <p><i>'Every time, I thought how can I improve it based on your feedbacks, and when I reviewed my improved writing, I motivated to receive your new commands'</i> (Student 13, OQ).</p> <p><i>'One of the most crucial Items through this method is its wonderful motivation which is brought to the student among a huge wave of knowledge and improvement. All the time you feel a force pushes you toward and you should write once more and there is another e-feedback received and this goes on till you feel there is a miraculous enticing power in this method'</i> (Student 21, OQ).</p> <p><i>'Actually it is really helpful, especially when you are not sure about your writing and need someone to correct your faults and guide you and complimentary e-feedback help you to write in the best way'</i> (Student 43, OQ).</p> <p><i>'Online feedback has definitely increased my abilities. With its consistent pattern of education practices, it motivates me to write more drafts, trace my development in topics, and more importantly, do all these at my convenience.' ... 'I have also tried to do similar tasks at the same time, for instance outlining the body of two or more tasks'</i> (Student 1, UL).</p>
3 Instant feedback ✓	<p><i>'When I write for the first time and wait for your feedback and after see it I try to correct it as soon as possible if my mistakes are about grammar, I have to learn that grammar and it takes time for writing the correct essay'</i> (Student 40, OQ).</p> <p><i>'The speed of this method is awesome. I cannot imagine how fast is my teacher, because in paper work it always takes time to have the</i></p>

	<p><i>final and scored paper. I should say that the advantage of this method is making us a thinker. It motivates me as a student to think and think to achieve the right answer' (Student 19, OQ).</i></p> <p><i>'As I mentioned you have a motivation to accomplish your tasks, so that you can receive the other e-feedback as fast as possible' (Student 21, OQ).</i></p> <p><i>'About the value of e-feedback, it is crystal clear that that is really of help, especially an instant e-feedback motivates you to revise your essay sooner and try to make it better' (Student 45, OQ).</i></p>
2 Thinking and self-discovery <i>✓</i>	<p><i>'Using abbreviation words for commenting on our writing mistakes can help us to think about them more and more, so this can help to draw these points on our mind better' (Student 4, OQ).</i></p> <p><i>'I think It helps me to write with more consideration and also think about the other possible collocations, vocabularies and so on' (Student 45, OQ).</i></p> <p><i>'Personally, I believe it helps us to learn deeply and when you yourself try to find your problem you can remember it better. I am not very good at it but I am really trying to improve myself in this part' (Student 45, OQ).</i></p> <p><i>'E-feedback helps me think and revise my mistakes so it is so helpful' (Student 46, OQ).</i></p>
2 Personal affinity for e-learning <i>✓</i>	<p><i>'In these more technologically advanced days, trying to do our jobs by computer is so valuable. I spend a lot of time working with computer and for me it is more suitable than writing on a paper' (Student 46, OQ).</i></p> <p><i>'For me working with computer is excited so while I am writing drafts, I do not become bored' (Student 46, OQ).</i></p> <p><i>'I have a penchant for online activities. Whatever relates to web and technology has a more reputation for me and fortunately, this e-feedback motivated me to work more on my writing' (Student 28, OQ).</i></p>
7 Miscellaneous sources of incentives <i>✓</i>	<p><i>'it make me more powerful and it have some interesting aids which improved me to go further' (Student 38, I).</i></p> <p><i>'I have had a very good experience I can say that' (Student 25, I).</i></p> <p><i>'When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen' (Student 9, OQ).</i></p> <p><i>'The website has a part for students' opinions and I can write logs. By writing logs and compare them I can have an overview of</i></p>

	<p><i>'myself and manage my schedule. For example, in the middle of the semester I saw my previous feedback and suddenly I found out I have the courage to write something with a standard pattern in a good way'</i> (Student 19, OQ).</p> <p><i>'Receiving online feedback through the Internet has been very useful for me, but an important point in this approach is that the student should manage all his problems, from accessing the Internet to any probable event in his life, because in case of falling behind the schedule, catching up can be a bit difficult'</i> (Student 22, TOQ).</p> <p><i>'I would be satisfied to achieve my learning goals and definitely e-feedbacks will be pretty helpful, but sometimes I feel nervous because of considering exam environment. But when through e-feedback I realize that my writing wasn't so bad, become motivated again'</i> (Student 43, OQ).</p> <p><i>'Shortage of time aside, I have always had strong motivation for completing the assignments. My interest in writing has been notably stimulated by the way you yourself apply the teaching materials in your website, in the class etc. with great gusto'</i> (Student 1, OQ).</p> <p><i>'e-feedback has been effective for me as a fuel to engine. It kept me going and encourages me during the course'</i> (Student 11, OQ).</p> <p><i>'At first I just wanted to write my best essay, because the fear of making mistakes I postponed topics and I didn't do that but when I get familiar with the website and the way that we get our results motivates me to write and express my feelings about it in the website'</i> (Student 19, OQ).</p>

Appendix 35 Development of self-efficacy

(Also see Appendix 22 on can-do attitude & self-efficacy development)

	Higher sense of perceived self-efficacy
	<p>'At the risk of sounding self-satisfied, I think my writing ability has been metamorphosed into something I <u>could never imagine earlier</u>' (Student 1, OQ).</p> <p>'It goes without saying that a noticeable positive change has happened and fortunately it continues. A short <u>glance of all my writing</u> will prove this. Admittedly, I am happy with my writing right now, but as I know that there is no end for learning and one can enhance their abilities, I do not think about my happiness, instead I try to <u>redress my mistakes</u>' (Student 34, OQ).</p> <p>'In comparison to the first days of program I feel much more confident now. In that time I <u>was afraid of writing an essay</u>. I felt so <u>insecure</u> that I would rather not to write anything at all. But now I <u>easily write</u> everything, everywhere. I have sent some emails of <u>inquiry</u> to English websites. I <u>can now simply communicate with writing emails</u> to companies. I have not tried writing a real essay for university, but when I get the opportunity, I do not think I will suffer too much' (Student 9, OQ).</p> <p>'I learned many <u>new subjects</u> that changed my writing's skill. It helped me a lot; not only in writing, but also in becoming more confident' (Student 5, OQ).</p> <p>'I have to say this is very good feeling, when I <u>find myself in this situation</u>. Clearly, I can <u>see my improvement on writing</u>' (Student 12, OQ).</p> <p>'Obviously I <u>could feel changes and improvements</u>' (Student 10, OQ).</p> <p>'At first I just wanted to <u>write my best essay</u>, because the <u>fear of making mistakes</u> I <u>postponed topics</u> and I didn't do that but when I <u>get familiar with the website and the way that we get our results motivates me</u> to write and <u>express my feelings</u> about it in the website' (Student 19, OQ).</p> <p>'Of course it improve, improve in great way. I could feel it that I use some punctuation, big letter or other rules for writing which I <u>never mentioned to them before</u>, although I have a lot of problems and I am not perfect' (Student 36, OQ).</p> <p>'I think they are not comparable at all because before that I could not write any things and I did not know that what my essay should includes' (Student 32, OQ).</p> <p>'Moreover thinking about the writing template and choosing from different templates made my writing more clear in my mind'</p>

(Student 28, OQ).

'I feel that I can write more valuable and richly than when I started to come to the class. Especially using the chunks and paraphrases that you have suggested to me during these period was so effective' (Student 4, OQ).

Resource management: *'At first, I was not able to manage my time to write and simultaneously develop my idea; however, now I can manage better'* (Student 8, OQ).

'before starting this programme I always afraid about my mistake and I try to ask someone to see my writing and inform me about my mistake. Nowadays, I think my writing became improve by doing practice on the programme' (Student 29, OQ).

'Absolutely feel of proud and sometimes when I read my final essays after while I couldn't understand it was written by me and in this case I can see improvement' (Student 20, OQ).

'Before that I was depended on dictionary and my parent's help but after e-feedback work I can revise most of my mistakes by thinking about the marking codes you give me' (Student 46, OQ).

✓ • *'On account of my drafts I feel relax that I can achieve my goals'* (Student 30, OQ).

'... I like sometimes myself whenever I write something correctly, and I say to myself yes I can. One of my sentence was right here. And this is I think the way of this method writing' (Student 14, I).

Appendix 36

Enhancement in progress appraisal

(For student **sustaining positive feelings**, see the table after this)

Emerging themes	Ability to appraise their progress
Helps/Makes me think: encouraging mental effort investment 4, 19, 34, 45, 46.	<p>1, 3, 4, 6, 8, 9, 11, 12, 18, 19, 25, 26, 34, 45, 46</p> <p><i>'I should say that the advantage of this method is making us a thinker. It motivates me as a student to think and think to achieve the right answer'</i> (Student 19, OQ).</p> <p><i>'Using abbreviation words for commenting on our writing mistakes can help us to think about them more and more, so this can help to draw these points on our mind better'</i> (Student 4, OQ).</p> <p><i>'I think It helps me to write with more consideration and also think about the other possible collocations, vocabularies and so on'</i> (Student 45, OQ).</p> <p><i>'Personally, I believe it helps us to learn deeply and when you yourself try to find your problem you can remember it better. I am not very good at it but I am really trying to improve myself in this part'</i> (Student 45, OQ).</p> <p><i>'E-feedback helps me think and revise my mistakes so it is so helpful'</i> (Student 46, OQ).</p> <p><i>'I try to do my best when I want to write and try to think about the – I mean – essay and then after thinking I should understand the thing that I want to write and after thinking and imagining every kind of things, aspects of those things that could be in the essay, then I try to write the essay. Most of the time I do this'</i> (Student 34, I).</p> <p>Worthy of my time and attention: <i>'The time and focus I put in my drafts and early responding are the most valuable aspects of online drafting'</i> (Student 11, OQ).</p>
Becoming independent: The e-feedback encouraged the students to find answers to their own questions and do self-correction and to become more	<p><i>Because before that, most of the time, I asked from my parents or my close friends about my problems or mistakes ... because I don't try so much to think about them, but now I see that I try about my mistakes ... to correct my mistakes, and because of that I think I am more independent</i> (Student 46, I).</p> <p><i>'Because of a lot of drafts that I have written and all the time you are not there, and I have to reply to and personally correct them, it helps me to be independent – you know – and</i></p>

<p>comfortable working alone. 46, 18, 12.</p>	<p><i>I have to correct them by reading or searching on the Web, and I think it was helpful, and made me independent'</i> (Student 18, I).</p> <p><i>'At first when I wanted to write, I think I was dependent to you very, because I didn't know how to write. I wrote something before that – you know – but I didn't manage it in the right way. Then, after you came to the class and teach us how to write some kind of topic, I find it, but at first it was not enough for me, because I see and hear something, and we have to practice. I depend on your advice. You feedback some advice to me. After and go on I became more comfortable and less depend on some kind of the writing you taught us; maybe for a new one I depend on you'</i> (Student 12, I).</p>
<p>The e-feedback helped the students to practice to reach the goal of better organisation. Writing in a more organised way 9, 12, 26.</p>	<p><i>'The website helped me that my writings now have a format I didn't have a unique format of writing before, and it is [now] very organised ...'</i> (Student 9, I).</p> <p><i>'At first when I came to your class, before that I wrote something, but I didn't know how to write in a perfect way, or in an academic way, or something like that. Now, I realised how to manage the writing, how to start, going to the body of the writing, using the conclusion, and the consequence of the writing'</i> (Student 12, I).</p> <p><i>'I think what I want to do is very nearer to my teacher's requirements, and it is more academic. What I wanted before was not academic; it was informal'</i> (Student 9, I).</p> <p><i>'In improving of Contents and Blueprints, I think me myself put too much effort in this, but in Organisation and the format of writing my teacher helped me a lot, especially through the website'</i> (Student 9, I).</p> <p><i>'The main facts and the main important parts of writing, for example how to divide our paragraph, the rules of writing, I mean. These are really important. Before coming to the class and doing this course I didn't know them, and now I know how to divide my essay into different paragraphs and how to work on different paragraphs'</i> (Student 26, I).</p>
<p>Log writing itself is a good indicator of progress 1, 34.</p>	<p><i>'Well, I think writing logs itself is a kind of reflecting on writing, especially in recent logs that you ask specific questions, so it's quite necessary to answer them directly. That way, we will automatically reflect on the parts of the text, or for example the tasks we have done'</i> (Student 1, I).</p>

	<p><i>'When I write a log, I try to find my mistakes in my essays and I think about that and then write it that today teacher I learnt this and this and this. I have to think about that till I could, because without thinking about my mistakes, how can I explain my teacher that I had these mistakes'</i> (Student 34, I).</p>
Every feedback comment means reaching certain goals; Following the e-feedback 12, 1.	<p><i>'In each feedback, I got some important goals. Writing these goals on log help me to remind them better. This is the most important factor that I persuade to write my learning goals on log'</i> (Student 12, OQ).</p> <p><i>'I think merely if we follow your guidance and do our homework, it would set a goal for ourselves, because at the end of the course all the templates have been taught and we have sufficient amount of practices on every topic and I would say it's not any independent intention or activity that set a goal for yourself. It's just enough to follow the strategy applied in your webpage and do the homework regularly'</i> (Student 1, I).</p>
Logs help my focus on eliminating my mistakes and upgrading my writing more: Logs increased the students' willingness to invest more mental energy on their weaknesses 34, 1.	<p><i>'when I think about the logs that I want to write, I pay attention to them. I mean – I have to know that what was my mistakes and/or what was my mistake, and when I want to write it, I should know the real mistake that I had'</i> (Student 34, I).</p> <p><i>'For example, if you ask how e-feedback helps you to – for example – use advanced structures and I in the first time I answered you that through looking up your noticeboard or – for example – referring to some vocabulary books, vocabulary texts. I will master in terms of applying advanced structure. The next time again you ask the same question in a different way, so if the strategy is repeated in my mind, it will automatically become my second nature. [The strategy?] Yes, the strategy of referring to your noticeboard, the strategy of applying good sources of lexis, key lexis, or something like this. [All right! Very interesting! It means your response means thinking about a strategy. Then when I ask it a second time, then you – in fact – would think about strategy again.] It'll become deeply rooted in my subconscious. [And you, later on, would use it?] Yes, definitely'</i> (Student 1, I).</p>
The e-feedback environment made comparison possible which in turn led to higher investment of	<p><i>'By reading the last – I mean – essays – I mean – the last feedbacks that I got and I compare it with the first ones' ...</i></p> <p><i>'When I compare, when I compare the last essays with the first ones'</i> (Student 34, I).</p>

<p>effort and mental energy to improve their writing.</p> <p>Through comparison</p> <p>34, 1.</p>	<p><i>'You know, I have printed whatever topics I've completed and sometimes I review them, and I really enjoy the way my writing has improved, and I can see a clear line of linear progress of development in my writing. [You print your final drafts? Very interesting] Yes. Final drafts, yes'</i> (Student 1, I).</p> <p><i>'For example, little by little, I've become aware of the fact that previously I looked towards English learning honestly very childishly. And nowadays, I am cognizant that I should spend more time and energy, and very vigorously, very regularly and – you know – in a way that it's ... until English hasn't become parts of my life, I wouldn't make any improvement in terms of English'</i> (Student 1, I).</p>
<p>Going to simulate the real exam condition;</p> <p>Simulating the real exam condition;</p> <p>practicing whenever and wherever possible</p> <p>6, 26.</p>	<p><i>'... I am going to test myself with real IELTS writing from the next term, and in real situation ... Real atmosphere, yes, simulation'</i> (Student 6, I).</p> <p><i>'In writing terms, that was a little bit difficult to control it, because a lot of informations came in them, and quiet time, little time – for example – some day. That was a little bit difficult to manage to control them, to know how should we understand, how should I write, because when I wanted to write online, I tried to, preferred not to look at my notes, and I tried to put myself in a real situation that I write, but sometimes I forgot that what was the strategy for writing in this part, because of that I planned or I had a plan for myself in order to work on them in the subway – I don't know – learn in the subway, or bus, or taxi'</i> (Student 26, I).</p>
<p>The fewer the mistakes, the closer to the goal</p> <p>34, 1.</p>	<p><i>my goal is to get less mistakes – I mean – the feedback that I get, it shows me that I have less mistakes than before'</i> (Student 34, I).</p> <p><i>'Yes, again I think my previous drafts, looking at my previous drafts, looking at other contents of your website, focusing on your educational materials in your class. I try to apply them when writing a new draft in order to make it a little bit more advanced than my previous drafts'</i> (Student 1, I).</p>
<p>Contributed to personal goal achievement:</p> <p>Reached the goal of writing coherently and cohesively</p> <p>8.</p>	<p><i>'My goals were writing in a cohesive and coherent manner, and I think that I could reach this point, but still time management is my long-term goal. The factors are: 1) perfect spelling and grammar feedback 2) motivation to write more cohesive and coherent essays'</i> (Student 8, OQ).</p>

<p>The e-feedback helped the students to practice to reach the goal of Finding Blueprints and correcting misspelling 26.</p>	<p><i>'Yes, online activities are very helpful and encouraging, especially in terms of finding Blueprints, trying to not make misspelling'</i> (Student 26, I).</p>
<p>The e-feedback helped the students to practice to reach the goal of Using the website with more ease 3.</p>	<p><i>'it needed the force from my teacher, but after a while step by step I could understand that I am going to be kind of professional in writing, you know, I believed myself. After that I was eager to use website and I was more interested; I became more interested'</i> (Student 3, I).</p>
<p>More time spent practicing L2 writing, hence writing more easily. 25.</p>	<p><i>'Without online feedbacks, or online training, it was ... the learning was just limited to the class time, or maybe, for example, 30 minutes at the day when I had a time, but now at all times in day I am thinking about the writing, and whenever I have time I go to the website and see if I have received a feedback, or if I can improve my ... because it is easy, because I always have access to the Internet and computer, it is perfect for me' ... 'In the past, it was so difficult for me, but now I am eager to write. Thank you'</i> (Student 25, I).</p>
<p>The e-feedback helped the students to practice to reach the goal of Less dependence on dictionaries when composing something 46.</p>	<p><i>'Another thing is using dictionary. Before this, when I didn't know a word, most of the time I used dictionaries or online dictionaries to find the word I want, but now I can't say never, but most of the time I don't use dictionary. I try to think and find the word instead of, for example, the word that I can find. [Why is it like this?] Because in the real example, we don't have any dictionary, or there is no one to help us, so we should be independent'</i> (Student 46, I).</p>
<p>Made students feel willing to Paying more attention to various aspects of writing 12.</p>	<p><i>'As I see for my improvement, I can tell you about some points: One of is related to how to manage big sentences, about the grammatical point and using the punctuation and other things, using the right word, for example, maybe before that I use ... at the first topic, I used noun as an adjective. I didn't pay attention to the work of the word. That some words are verbs, maybe in some sentences we have to change them into an adverb and in another sentence we have to change them into an adjective. Now, I pay attention to it. I cannot tell to you that I've improved 100% at this ability, but I can handle it more and more better in the future'</i> (Student 12, I).</p>
<p>The e-feedback helped the students to practice to reach the goal of Self-correction</p>	<p><i>'As you can see at first I was more dependent on my teacher. I wrote an essay and I waited for my teacher for feedback, and I could find my mistakes and try to correct them. But after a while, as I said, I became more professional, as I thought, and you can see through my drafts, I put my draft on</i></p>

3.	<i>the website and after that before you give me feedback I myself took a look at my writing and correct it and put it again. You know ... So it shows that after a while ... after that I became more independent, but still I know I have a lot of problems and mistakes ... and I need these useful and effective feedbacks' (Student 3, I).</i>
Reducing the number of drafts 18.	<i>'As I said, the first topic had just Introduction, not essay, had nine drafts, but now I write essays – five paragraphs – in sometimes five drafts! It's really interesting for me' (Student 18, I).</i>
Regular practice schedule 1.	<i>'I think the practice if it's wanted to be practiced regularly, it's kind of signpost in my daily activities, because when I am obliged to do something at a specific time every night, then my other daily routines will be managed according to that. That's to say, I have made a habit of – for example – be present and be online at the exact time that I have a programme to do my writing' (Student 1, I).</i>

Maintaining positive feelings

Emotional Responses	Maintaining positive feelings; supportive motivational sources
Being able to submit to receive more e-feedback and to reduce mistakes encouraging 30, 21, 29, 9, 28, 5, 40, 34	<p><i>'Believe me I am keen on to write. I feel exciting and I love to learn by submitting new drafts' (Student 30, OQ).</i></p> <p><i>'As I mentioned you have a motivation to accomplish your tasks, so that you can receive the other e-feedback as fast as possible' (Student 21, OQ).</i></p> <p><i>'Firstly, I try to know about mistake of my writing by review writing and then see some codes that are mention on the website to recognize the mistake after that try to correct mistake one by one and finalize them. On the website we have a space for new version of my writing. I am so excited when I see my log and e-feedback' (Student 29, OQ).</i></p> <p><i>'Actually it is exciting to read a feedback and correct mistakes. I always get happy to write an essay with less mistakes' (Student 9, OQ).</i></p> <p><i>Clear. Love it: I'm in love with online responses. Highlights were clean, clear and to the point. I never confused for the problem they were pointing to' (Student 28, OQ).</i></p> <p><i>in touch with the teacher 'It doesn't take time. I really was eager to write my writings quickly, as I wrote new subject or I checked my profile due to reviewing teacher's comments every day. It was very useful because of being in contact with a good teacher and enjoying from his comments' ... 'I was happy about the e-</i></p>

	<p><i>'feedbacks and I tried to learn from them'</i> (Student 5, OQ).</p> <p>Eager to see feedback: '<i>When I write an article, I [am] eager to see your feedback about my writing and I correct them as soon as I can and I correct it again and again to be complete article</i>' (Student 40, OQ).</p> <p>Immediate reaction: '<i>As soon as I receive feedback I try to revise my work because I am interested in learning in this way. moreover, I think if I review it immediately I will be able to memorize my mistake</i>' (Student 34, OQ).</p>
- Regarding it as a special privilege; A good opportunity 3, 29, 32	<p>Happy and eager to work when learning from my mistakes through e-feedback: '<i>I have a good feeling about using website. I think I am special that have the opportunity to use the website. So, it would be like a joy for me to use the website besides the value of learning English</i>' (Student 3, OQ).</p> <p><i>'Firstly, I try to know about mistake of my writing by review writing and then see some codes that are mention on the website to recognize the mistake after that try to correct mistake one by one and finalize them. On the website we have a space for new version of my writing. I am so excited when I see my log and e-feedback'</i> (Student 29, OQ).</p> <p>Remained determined all throughout the feedback process, because it is a good opportunity: '<i>personally, when I choose a purpose after that I do not pay attention what might happen on the way and only try use from all threats and opportunity and your feedback comprising either good point or full of my mistake is an opportunity for me I will try to use it</i>' (Student 32, OQ).</p>
Well-deserved praise motivating	<p>Praise when there is a strong reason for is motivating: '<i>When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen</i>' (Student 9, OQ).</p>
Time solves problems; familiarity is the key	<p><i>'At first it was somehow time-consuming for me to get to use the abbreviations which were used to guide the candidates but as time went by I managed to handle over it. Absolutely, as I was approaching to the later topics my speed was remarkably increasing because I was familiar with the process, my tasks, and the total format. So the first actions and the later ones were not the same not only in the matter of spending time, but also were they different in terms of context and format'</i> (Student 21, OQ).</p>

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Student coping with negative emotions

Emotional Responses	Dealing with negative emotions, restoring positive feelings
Persistence: Tolerated discomfort and never left it ✓	<p><i>'I tried to memorize my mistakes and e-feedback about them. Sometimes this was very difficult for me, but I practice to tolerate. At first, writing online took many times, but I never left it. Sometimes, it took two or three hours. But after two month, I felt comfort about it'</i> (Student 12, OQ).</p> <p>Sometimes difficult for me to revise, I tried to understand the points and to achieve my goals: '<i>Well, I think you want to know about my feeling, when I saw my e-feedback about my mistakes. Sometimes, it was very difficult for me specially, for some feedback that took a long time for one essay. Anyhow, I tried to understand and took my goals</i>' (Student 12, OQ).</p>
Encouraging oneself: Personal decision to remain logical and reasonable ✓	<p>Remained logical and reasonable, excluding emotions: '<i>I try not to include my emotional responses in online feedback and do them reasonably and logically. I suppose prejudice and bias can affect responses while dealing with online feedback or further drafting</i>' (Student 41, OQ).</p>
Encouraging oneself: Personal decision to be strict about mistakes ✓	<p>Strict with myself about mistakes: '<i>I try to be strict in relation to my mistakes</i>' (Student 22, TOQ).</p> <p>My feeling is that I must reduce my mistakes, setting a new record this time // I know I am at the learning stage, so I take it easy while doing my best: '<i>I take it easy and I do not worry about my probable mistakes as I know that I am at the stage of learning, but I always try to do my best. Furthermore, I try to hit a record by reducing my mistakes in every next draft. What sometimes worries me is that I may make the same mistake. Actually, when I realize that I have made the same mistake as my previous drafts, I become a bit nervous and wonder why it happened</i>' (Student 34, OQ).</p>
Regarding it as a hobby ✓	<p>Have adopted e-feedback activities as a hobby, so negative emotions are rare: '<i>I have tried to make the whole activity, regardless of its stage, a hobby. So, rarely do I face negative emotions</i>' (Student 1, OQ).</p>

Nervousness at the beginning ✓	<p>Nervousness at the beginning: 'It's nice to me reading my feedbacks and it does not take much time. But as I try to write again without my previous mistakes I get nervous' (Student 10, OQ).</p>
Frightened ✓	<p>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows: Frightened -> When I see the new essays on the website ...' (Student 20, OQ).</p> <p>Redoing a draft gives me the impression that I am lagging behind: 'Most of the time I have slight fear confronting my mistakes and it makes me feel as I am being lagged of my peers when I have to redo the draft' (Student 10, OQ).</p>
Confused ✓	<p>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows ... Confused -> When I am received a lot of feedbacks at the same time(pile of feedbacks) ...' (Student 20, OQ).</p>
Happy ✓	<p>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows ... Happy -> When there is no work to do (in this case I think I have done my duty and I should wait for response) ...' (Student 20, OQ).</p> <p>Happy to see new feedback // Best situation is when I finish work on a topic and receive a score: 'I become very happy when I see a new feedback, it like a challenge between me and you for making correct my mistake. I become sad when I see a new topic because I did not finish my last topic I could not start a new one, although you told a lot of times that I should start a new one. And the best happening is when I could see you wrote this one have been finished or a score for my writing' (Student 36, OQ).</p>
Disappointed ✓	<p>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows ... Disappointed -> When I make a lot of mistakes or silly mistakes. ...' (Student 20, OQ).</p> <p>I become very happy when I see a new feedback, it like a challenge between me and you for making correct my mistake. I become sad when I see a new topic because I did not finish my last topic I could not start a new one, although you told a lot of times that I should start a new one. And the best happening is when I could see you wrote this one have been finished or a score for my writing' (Student 36, OQ).</p>
Tired	<p>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows ... Tired -> When I</p>

✓	<i>finish one essay ...' (Student 20, OQ).</i>
Proud ✓	<i>A range of feelings: 'Honestly While I write or respond to e-feedback I have different emotions as follows ... And finally proud when I see the result and I think it worth tolerate everything to get this stage' (Student 20, OQ).</i>
Embarrassed ✓	<i>Embarrassed when my mistakes have been very easy to discover, in retrospect:</i> <i>'Sometimes I feel embarrassment because of some obvious mistakes. I can remember some e-feedback that I didn't get the point and purpose of it until the teacher explained it with some examples in next draft. Often It makes me happy and eager to work' (Student 19, OQ).</i>
From disappointment to success: ✓	<i>From disappointment to success:</i> Used to become hopeless, but now I have no serious problem → <i>'For me finding suitable blueprints for a topic is a little bit hard and sometimes I became hopeless but after writing some drafts and revise them, I do not have such a serious problem in finding new ideas'</i> (Student 46, OQ). <i>'At first I feel a bit disappointed but I can manage it . I look the words up in dictionary and try to understand their meaning and structures. After finding a correct answer to my mistake I feel the success'</i> (Student 11, OQ).
From pressure to gratification ✓	Have to cope with the pressure of initiating and managing my essay at the beginning of the composing process, but after that e-feedback is gratifying : <i>'In my opinion, the hardest part is the first of it, when I am trying to initiate my writing. I deal with a lot of pressure at that point, and I write and erase too many times. Managing the Idea and supports is hard and when it gets mixed up it becomes agitating. But, once it is done, further drafting is much easier and requires no pressure and provides a better opportunity for learning from mistakes. When it comes to admiration, those "[G]" signs are very much motivating when they appear in feedback, especially when there is a strong reason for it. For instance, I would use hard grammatical structures intentionally to get that sign. It feels like my effort has been seen'</i> (Student 9, OQ).
Angry ✓	<i>Angry when I see I have made the same mistake(s) again, but soon the thought that making mistakes in these drafts is better than doing so in the real exam calms me down: 'I feel angry when I repeat the same mistakes for several times, but on the other hand I try to control myself and think about this fact: that repeating one</i>

	<i>mistakes several times in home is better than write a mistake in exam for the first time' (Student 4, OQ).</i>
Feeling foolish ✓	Feeling foolish: <i>'I have another feeling: whenever you give feedback about one problem I repeat it again and again I feel I am foolish, it is really bad feel' ... 'When you didn't improve me from C to B and you didn't suggest me complicate word and phrase To improve from C to B, I felt I am in same place from first up to now'</i> (Student 14, OQ).

Appendix 37 Enhancements in deciding on a plan of action

Enhancements in L2 learners' deciding on a plan of action

(Under the meta-theme of student metacognitive regulation activities)

Increased caution in future writing

'After two or three drafts I learned how to think about a topic systematically. I learned I need a introduction, three BP's to support my statement and also a conclusion' (Student 3, OQ).

'I have tried to stick to the rules of writing class. I forced myself to talk about the outline of the blue prints, which I had decided before my completed draft. E-feedback has helped me to make better decisions by informing me with errors and suggesting better alternatives and in some cases by pointing out my mistake, and replacing it with better choice' (Student 9, OQ).

'With e-feedback, I could find new style of writing, I can decrease my problems' (Student 13, OQ).

'By your great teaching. By selection 3 blueprints and developed them in the paragraph. And then each paragraph should have 2 developer and supporters. This is a very perfect way to manage and develop idea' (Student 30, OQ).

'At first I use some kind of way for starting paragraph means introduction, after three or four writing I get that one of them is the best for me to begin my writing in that way and I continue this way' (Student 40, OQ).

'I usually follow my teacher's procedure. I know it is just a good sample for learning but I keep them in mind and use them until the day that I can produce words and structures. I think for me it is like copy and paste and keeping same rules and structures. I wish I could produce strategies, but now I am a learner' (Student 19, OQ).

Dealing with one's own mistakes and difficulties

'I have tried to stick to the rules of writing class. I forced myself to talk about the outline of the blue prints, which I had decided before my completed draft. E-feedback has helped me to make better decisions by informing me with errors and suggesting better alternatives and in some cases by pointing out my mistake, and replacing it with better choice' (Student 9, OQ).

'With e-feedback, I could find new style of writing, I can decrease my problems' (Student 13, OQ).

'I try to write my drafts on time in order to have enough time to think about them and revise them. E-feedback helps me find my usual mistakes' (Student 46, OQ).

'Those advises navigated me to strengthen my weakest spots nevertheless unfortunately I could not progress to the end of the course but I can recognize how it guided me to the new paths which improved my faults' (Student 10, OQ).

'Sure, I didn't know that I have Active-Passive problem; I tried some different strategies and the final one was to neglect using them in my writing for the IELTS exam because in this short time I couldn't completely solve my problem and insisting on using them would ruin my writing' (Student 28, OQ).

Appendix 38 Increased self-monitoring

•• Seeing my progress in action

'The psychological aspect of online support was the most valuable to me. Because I could see my previous drafts and refer to them whenever I wanted to, and see my progress with my own eyes. I could see I was getting better not only with my own observation, but also with the grades I was given. Whenever I saw the compliments of my teacher at the end of his feedback, it was a great morale' (Student 9, OQ).

•• Self-revising helped me learn more materials effectively.

'First of all, I enjoyed a very good teacher whenever I liked. Secondly, I learnt a lot of new grammars, ideas as well as words. When I tried to correct my mistakes, I could learn more and effectively due to self-revising. Finally, I learnt a lot of expressions as my teacher wrote on my drafts' (Student 5, OQ).

•• Time Management

'I try to write my drafts on time in order to have enough time to think about them and revise them. E-feedback helps me find my usual mistakes' (Student 46, OQ).

'I tried to make a clear schedule, so that I can manage to cover all of the topics and answer all the feedbacks' (Student 21, OQ).

'I have usually tried to allot a one-hour time to online writing and stick to my timetable as far as possible' (Student 1, OQ).

•• When you yourself correct your mistake, you will understand your mistake better

'I learnt a lot of new grammars as well as words. When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning' (Student 5, OQ).

'I just try to adjust myself to the system and what I received right now from the system was great. I think e-feedback has its own method to improve someone's English skills. For instance when there is feedback about a wrong sentence it just give you a small clue then you should go through books and search for that mistake. So you will understand your mistake because you yourself have found it' (Student 20, OQ).

•• Each time I receive e-feedback, a new strategy in my writing I learn.

'I have always tried to develop and improve my strategies in learning English. Online feedback and learning logs really assisted me through different ways. For instance, when you would highlight my mistakes and guide me how to deal with my problems, it made me work harder and correct my mistakes, consequently improving my writings and learning new strategies' (Student 41, OQ).

'I try to make new strategy for every new e-feedback that I get from my teacher' (Student 29, OQ).

Learning from previous feedback: *'At first I use some kind of way for starting paragraph means introduction, after three or four writing I get that one of them is the best for me to begin my writing in that way and I continue this way' (Student 40, OQ).*

'I have tried to improve my writing abilities through using the previous feedback, using my teacher's suggested chunks, and using the sample writing samples in Cambridge IELTS series' (Student 22, TOQ).

•• Better word choice and grammar

'I learnt a lot of new grammars as well as words. When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning' (Student 5, OQ).

'I believe that e-feedback really inspires you to choose a better word or collocation or try to find out a better grammar usage' (Student 45, OQ).

•• An opportunity to activate and use my previous knowledge // •• Encouraging me to consult my dictionary to make my writing more powerful

'I try to use my previous knowledge and what I have learned during the class. I add this two to what I learn from website. Additionally, writing online requires an appropriate level of knowledge so I am made to consult my dictionary to find more valuable words in order to make my writing more powerful' (Student 34, OQ).

•• E-feedback motivated me to develop a daily schedule to understand e-feedback and correct myself.

'I did not know about writing online before, then I had no idea about it. But, after that, I could make some strategies for my writing by did some writing on schedule every day and corrected my mistakes by attention on my feedback' (Student 12, OQ).

•• E-feedback needs being adjusted to.

'I just try to adjust myself to the system and what I received right now from the system was great. I think e-feedback has its own method to improve someone's English skills. For instance when there is feedback about a wrong sentence it just give you a small clue then you should go through books and search for that mistake. So you will understand your mistake because you yourself have found it' (Student 20, OQ).

•• Investment of time to revise and discover my mistakes helped me learn more effectively.

'I learnt a lot of new grammars as well as words. When I tried to correct my mistakes I can learn effectively because of time that I had to spend for revising and learning' (Student 5, OQ).

•• Motivates me to work harder

'I have always tried to develop and improve my strategies in learning English. Online feedback and learning logs really assisted me through different ways. For instance, when you would highlight my mistakes and guide me how to deal with my problems, it made me work harder and correct my mistakes, consequently improving my writings and learning new strategies' (Student 41, OQ).

•• Referring to Cambridge IELTS books

'I have tried to improve my writing abilities through using the previous feedback, using my teacher's suggested chunks, and using the sample writing samples in Cambridge

IELTS series' (Student 22, TOQ).

- The feedback process permits meeting one point several times, which is better.

'correcting our mistakes in several times is better for me than just correct it one time.' (Student 4, OQ).

(For the theme of **Help Seeking** strategy, also see Appendix 33 Students' strategy use & development)

- Online environment permits access to many other useful online support sources I can search and find.

'Apart from its availability and simplicity, it is very effective as it is online. So there is a possibility to use related online data on the net at the same time, i.e. when I do not have enough information about a subject I search it on the net and read some articles about it to use different ideas' (Student 3, OQ).

- Noticeboard [in focus]

'In my opinion the whole process is really worthy, but in particular, I really liked notice board because I can find new ideas, structures and blueprints' (Student 40, OQ).

- Seeking anyone's advice: Yes iii

- Friends who know English very well

'I asked my friend to give his idea about the topic every time there was a new topic on my profile. I would use some of his blue prints' (Student 9, OQ).

'Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent' (Student 46, OQ).

'I have got a friend who is an English teacher. Whenever I face a problem with English I go to him and he assists me with problems. He also recommends me some sources like books or files and so on which are really useful' (Student 41, OQ).

'I tried to find answer my questions. If I have a problem at first I ask it from my friends who knows English very well and after that if i can't get my answer I ask it in class from my teacher' (Student 40, OQ).

- Teacher

'just my stimulated teacher . MR EKBATANI' (Student 30, OQ).

'Almost when I am writing I seek any one to advice me about my writing and help me about this kind of mistake as it possible. I sometimes ask my teacher to revise my writing by paper feedback' (Student 29, OQ).

'Just use the chunks and your suggestions in the class' (Student 4, OQ).

'I tried to find answer my questions. If I have a problem at first I ask it from my friends who knows English very well and after that if i can't get my answer I ask it in class from my teacher' (Student 40, OQ).

•• Parents

'Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent' (Student 46, OQ).

•• Partner

'I sometimes use my wife advice and also I use online data which is available on the net.' (Student 3, OQ).

•• Other classmates to see where I am standing in comparison with them

'I've just checked with other students about their marks and number of drafts to see where am I standing among others' (Student 11, OQ).

• Seeking anyone's advice: Other sources

•• Books

'Unfortunately I have no one to help me on this skill. Then sometimes I use books. But I think writing online and having feedback is more useful' (Student 12, OQ).

'I use samples of "TOEFL ESSAYS" as a source. Although there are a lot of sources in the market, they do not cover all the techniques and details you taught us, but generally speaking reading them can help candidates to some limited levels' (Student 21, OQ).

'Your Writing Website as well as your teaching in the class as a whole is an inexhaustible source of guidance making any further source dispensable. Be that as it may, I occasionally use the sources such as books or websites you recommend to us' (Student 1, OQ).

Vocabulary books: *'The other source of support was vocabulary books. They not only boosted my vocabulary, but also gave me some ideas about the topic in their examples in definition of words' (Student 9, OQ).*

Practical English Usage by Michael Swan: *'In some case I use terrific treasure trove and Michael Swan practical English usage for grammar' (Student 19, OQ).*

•• Class supplementary materials (Terrific Treasure Trove)

'In some case I use terrific treasure trove and Michael Swan practical English usage for grammar' (Student 19, OQ).

'I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot' (Student 34, OQ).

•• Dictionary

'As I have done my best I have always tried to not using any sources during I am being writing but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website' (Student 10, OQ).

'I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot' (Student 34, OQ).

•• Noticeboard

'As I have done my best I have always tried to not using any sources during I am being writing but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website' (Student 10, OQ).

'Just use the chunks and your suggestions in the class' (Student 4, OQ).

•• Class grammar lessons

'Sometimes I go through my handbook such as IELTS grammar in use and ..., and make notes of your grammatical advice' (Student 43, OQ).

•• Google Translator

'As I have done my best I have always tried to not using any sources during I am being writing but in the very rare cases I used was my dictionary software, very rarely google-translator (Persian to English) and those valuable materials on the www.Ekbatani.ir website' (Student 10, OQ).

•• Online sources

'I sometimes use my wife advice and also I use online data which is available on the net' (Student 3, OQ).

•• Other Websites

'Your Writing Website as well as your teaching in the class as a whole is an inexhaustible source of guidance making any further source dispensable. Be that as it may, I occasionally use the sources such as books or websites you recommend to us' (Student 1, OQ).

•• Sources to help me in all language skills

'I know if I want to be a good writer I have to use nice chunks. Right grammar..... so I have been learning English in all skills' (Student 30, OQ).

• Seeking anyone's advice: No

'Unfortunately I have no one to help me on this skill. Then sometimes I use books. But I

'think writing online and having feedback is more useful' (Student 12, OQ).

'Honesty, No!' (Student 13, OQ).

'No One. No thing' (Student 14, OQ).

'No, Because there was no advice for drafts. Just to consider the short period of time for posting my writing' (Student 28, OQ).

'Sometimes I go through my handbook such as IELTS grammar in use and ..., and make notes of your grammatical advice' (Student 43, OQ).

'No actually I did not try at all. Maybe because I have faith in my teacher. Learning has a process and it should pass by time and it is manage by the teacher and I should not interfere. In some case I use terrific treasure trove and Michael Swan practical English usage for grammar' (Student 19, OQ).

'I only ask my teacher some little question about some useful phrases to use them in my essay. In writing an essay Treasur Trove and dictionary help me a lot' (Student 34, OQ).

'Two month ago I had a colleague who helped me, yet I do not have any one to help me' (Student 32, OQ).

'No, no one gave me any advice. I use whatever I learnt in the class' (Student 8, OQ).

• Managing the learning demands

•• Making it possible to see my improvement by reviewing my drafts and logs

'By attention on my feedback and compare them, I can control my progress' (Student 12, OQ).

'Logs indicate me observing my progress, at the beginning of the semester I did not have an overview of my learning progress but after a while through logs I wrote my ideas and also emotions about how I feel and how I manage writing and other things then It create an archive for me, and it helped me as a record on website to check it and compare my thought in the past and present time' (Student 19, OQ).

'From time to time I review all my draft and logs in order to deal with my mistakes and see how I have improved. Next to writing an essay, writing logs has helped me a lot, as I describe my opinions by that and it is another useful opportunity to practice writing in English' (Student 34, OQ).

•• By reviewing not only the new drafts but also the old ones

'By reviewing my drafts and my essays I check my progress' (Student 3, OQ).

'I think I can control my progress and manage the learning issue by revising all pervious e-feedback. Yes, when I revising all e-feedback in one page of web page it help to know about mistake and improve my knowledge about this mistake' (Student 29, OQ).

•• Draft by draft mistakes are reduced, new points are learned, increasing self-

confidence

'I tried to have a clue at every note, and I tried to fix them in my mind to next writing. And in this way, e-feedback was clearly useful' (Student 13, OQ).

'This sort of feedback really helped me in progress. While you little by little correct a writing and guide students how to deal with their mistakes, it allows the students learn new structures and it also make them more self-confident' (Student 41, OQ).

•• E-feedback taught me writing

'E-feedback not only improves your writing, but also different aspect of English Skills. For example, vocabulary, grammar, and spelling. In addition, indirectly improves speaking and reading as well' (Student 20, OQ).

'I think all things that I learn and use in writing was by this feedback' (Student 36, OQ).

•• Making learning log entries gives me more control over learning

'From time to time I review all my draft and logs in order to deal with my mistakes and see how I have improved. Next to writing an essay, writing logs has helped me a lot, as I describe my opinions by that and it is another useful opportunity to practice writing in English' (Student 34, OQ).

'Controlling our feedback is a little difficult, hence I made an excel file and gather the number of my mistake there to control my progress but learning logs are useful way for controlling it' (Student 32, OQ).

•• My scores help to monitor my progress

'I tried not to repeat my mistakes and write correct sentences. And also, I found my progress from the grades that teacher gave to me' (Student 5, OQ).

'I can see my progress by e-feedback that you write for me and with scored that I give in my writings. The opportunity that i can see my previous my writings and your feedback really help me for seeing and analysis my writings and mistakes' (Student 40, OQ).

•• Need to work more

'At first I just worked on my writing and nothing else, then I focused on my reading. Again I started working on writing and the numerous e-feedback were the main result of it. Because I understood that my main issue is my writing' (Student 28, OQ).

'More work needs to be done yet' (Student 22, TOQ).

•• With the wisdom of hindsight, I try to improve my future drafts.

'I can see my progress by e-feedback that you write for me and with scored that I give in my writings. The opportunity that i can see my previous my writings and your feedback really help me for seeing and analysis my writings and mistakes' (Student 40, OQ).

'I keep in mind these useful tips and remember them in advance when I want to write

'the new one' (Student 40, OQ).

• By trying not to repeat my mistakes and writing correctly

'I tried not to repeat my mistakes and write correct sentences. And also, I found my progress from the grades that teacher gave to me' (Student 5, OQ).

• Despite my lack of interest in writing, e-feedback helped me spend more time on writing to get over my weaknesses.

'I attempted to run away from the weight of learning demands of this course. Because my writing was the weakest skill of my English skill, and there was so much to do in a short time. E-feedback helped me with this issue and solved my writing skill problem, but I sacrificed speed to quality. All my writing assignments took half the standard time to get done' (Student 9, OQ).

• Easy to keep records of drafts

'The great advantage of e-feedback is that I can make a copy of my essay and paste it in a Microsoft word file so that I can go through it whenever possible without any need of the Internet. Moreover, I will have the corrected essays of specific topic all together in one file' (Student 8, OQ).

• E-feedback helps to improve my grammar. // • E-feedback helps to improve my spelling. // • E-feedback helps to improve my vocabulary. // • E-feedback indirectly helps my reading. // • E-feedback indirectly helps my speaking.

'E-feedback not only improves your writing, but also different aspect of English Skills. For example, vocabulary, grammar, and spelling. In addition, indirectly improves speaking and reading as well' (Student 20, OQ).

• E-feedback provides a broad overview of my performance

'Yes, it help through drawing an overall view of my work . also outlining is helping me so much' (Student 11, OQ).

• Helped me devise a plan of action for my writing

'I tried to have a constant program to improve my writing ability. I read your feedback, thought about them and tried to learn new things' (Student 46, OQ).

• Informing without disappointing

'Feedbacks were great especially beside telling me my weaknesses it did not kill my hope of getting better' (Student 10, OQ).

• Making a comprehensive list of my mistakes in an Excel file

'Controlling our feedback is a little difficult, hence I made an excel file and gather the number of my mistake there to control my progress but learning logs are useful way for controlling it' (Student 32, OQ).

•• Making log entries was an additional writing practice.

'Next to writing an essay, writing logs has helped me a lot, as I describe my opinions by that and it is another useful opportunity to practice writing in English' (Student 34, OQ).

•• Outlining helped my writing management.

'Yes, it help through drawing an overall view of my work . also outlining is helping me so much' (Student 11, OQ).

•• Sometimes changed the order of attending to the writing topics based on personal needs and prioritisation.

'Hitherto, I have done most parts of assignments, although not in the same order you have planned. Sometimes I had a personal preference for a topic which I found myself more interested in, and also because of my exam date which was sooner than the end of our term, I worked on Template 2 before completing the tasks of Template 1' (Student 1, OQ).

•• Very helpful

'Yes. It was very helpful for me' (Student 4, OQ).

'Most of the time, I write my drafts and revise them on weekend because during the week I go to university. At first, it takes more than an hour to write but step by step I reduce this time and at the end of the term I am able to write in half an hour. I try to respond to e-feedbacks after a short pause in order to think about them' (Student 46, OQ).

Setting aside time for it: *'The way that I respond to e-feedback depends on the time of day, when I am checking my profile. I always check to see if I have any feedbacks. If it is in the middle of the day when I am busy with something, I would rather to postpone my response, but when it is at night or when I am free, I would respond to it immediately' (Student 9, OQ).*

'I think about half of hour I have to spend to revise my writing as much as possible. I think it depends on my time if I have enough time I try to revise my writing when I see e-

'feedback. Generally, I try to do my job base on the program when I see the e-feedback' (Student 29, OQ).

'I set aside time for it' (Student 22, TOQ).

'Since I was at work, I couldn't respond it on time, and I forced to come back to it at my convenience time' (Student 13, OQ).

'Most of the time, I write my drafts and revise them on weekend because during the week I go to university' (Student 46, OQ).

Continued

E-feedback is motivating:

'The most valuable source is feedback because by feedback we understand a teacher who is professional in English regularly read and find our mistake and it is improve my feeling for continue the rest of my writing' (Student 40, OQ).

'e-feedback that I received after my writing' (Student 43, OQ).

'More than improving my writing skill online active teaches me to work hard as you do. When I receive feedbacks from you it motivates me to write because I know you are giving these feedbacks to at least 30 people and if I just do my own job I have done one thirtieth of your job. In conclusion it teaches me to work hard and I think it is the best lesson someone can get from something. ... At the end I wish I could continue writing online even after finishing our class. I think it is the concern of all class what is going to happen after finishing this class' (Student 20, OQ).

High-Quality Rapport

'Let me compare it to a condition, supporting a student by his teacher. He, the student, has to manage his time to go to a school or an institute to see his teacher, of course if the teacher is available. On the other hand just imagine how many times he needs to go and come to get feedback. So, I believe this new method, e-feedback, would be the best solution to deal with these difficulties, and it is obvious one of the benefits among others' (Student 3, OQ).

'It has provided me the sufficient space between me and the mentor to ask him my questions, tell him what I really feel about my condition of studying and let him tell me what he really thinks about my training. In the collective classes we miss this range of consideration' (Student 10, OQ).

E-feedback website itself

'I think e-feedback is sources that can help me to improve my writing. We have some sites on internet but they work by paper base. It is good to mention that e-feedback is

'one method that my teacher programmed and I have never seen the website like this' (Student 29, OQ).

For each student, the e-feedback website culminates in a valuable database of their common EFL writing mistakes

'I guess creating a database of common mistakes in writing is a good aspect of the website helps me to check my previous draft and improve my writing' (Student 19, OQ).

Generating new ideas and employing new words and structures

'It really helped me learn how to create blueprints, new ideas and also how to get used to new vocabularies and structures' (Student 41, OQ).

Not punishing mistakes, e-feedback system itself encourages improvement.

'The fact that this method is totally supportive itself; therefore, everyone can write with more courage and less worry about their mistakes, because this system is not punitive at all and every kind of errors is acceptable. As a result, making mistake more and more, we get mastered in what we toil' (Student 8, OQ).

•• Noticeboard [in focus]

'I use the chunks in the website and some notes that can be valuable in writing English' (Student 46, OQ).

'There are some expressions and proverbs on the site I enjoy having some of them in my mind. I consider them as a valuable source of helpful sentences for writing' (Student 21, OQ).

'Using some chunks in your website has helped me sometimes to write letter and papers' (Student 4, OQ).

'I also liked the chunk words section. Although I used them rarely, I read most of them and learnt a lot from them' (Student 28, OQ).

•• Employing Microsoft Word as an additional way to keep track of mistakes

'I mentioned before, catch up with keyboard and online dictionary on the checking mistake by Word Document' (Student 36, OQ).

'I write my essay on a piece of paper. Then I type it in Microsoft Word to see my spelling mistakes. At the next stage, I derive my mistakes and write them all in my dictionary of mistakes. Following this, I copy my essay in the note pad and finally, I transfer it to the web page. Actually, e-feedback did not help me to choose this strategy. Although it is efficient to work with online writing, the strategy I chose was my own invention to cope with time' (Student 8, OQ).

- Paying more attention to the class lessons and the supplementary materials
'grammatical notes, dictation correction, punctuation, learning logs' (Student 43, OQ).
 - 'Everything that I have learned until now has helped me, but more specifically Treasure Trove, Modern English, Longman Exam Dictionary and especially the class have helped me a lot'* (Student 34, OQ).
-
- Teacher's Encouragement
'Just your recommends' (Student 13, OQ).
 - 'Thanks to online activities, I have found my teacher's encouragement and receiving on-time feedback as valuable sources of support'* (Student 22, TOQ).
-
- Employing Microsoft Excel as an additional way to keep track of mistakes // ••
 Printing e-feedback
'As I told you in my previous logs at first I dint have any strategy but now I try using several way to benefit more from your feedback like making an excel and printing your feedback' (Student 32, OQ).
-
- How to use Longman Dictionary to check patterns
'Some useful websites that you have suggested them to me beside the way I have learned to use longman dictionary in order to find common structures of various verbs or phrases' (Student 11, OQ).
-
- Timely feedback
'Thanks to online activities, I have found my teacher's encouragement and receiving on-time feedback as valuable sources of support' (Student 22, TOQ).
-
- Typing better
'I mentioned before, catch up with keyboard and online dictionary on the checking mistake by Word Document' (Student 36, OQ).
-
- Useful books
'As I mentioned in my answer to Question 13, I have found some useful books and websites based on your recommendation which I can list them later' (Student 1, OQ).
- Online facilities

Other useful websites:

'There are a lot of English websites that we can use them, and also forums for sharing students' experiences could be useful' (Student 5, OQ).

'As I mentioned in my answer to Question 13, I have found some useful books and websites based on your recommendation which I can list them later' (Student 1, OQ).

'Some useful websites that you have suggested them to me beside the way I have learned to use longman dictionary in order to find common structures of various verbs or phrases' (Student 11, OQ).

Online references like Dictionary.com:

'I mentioned before, catch up with keyboard and online dictionary on the checking mistake by Word Document' (Student 36, OQ).

'Actually nothing except "Dictionary.com" and sometimes searching some phrases in Google to become sure that they are common in English' (Student 32, OQ).

Googling statements & expressions:

'Actually nothing except "Dictionary.com" and sometimes searching some phrases in Google to become sure that they are common in English' (Student 32, OQ).

'I share most of them before with you, but I use online collocation dictionaries, also try to "google" statements or expressions which are prone to falseness' (Student 45, OQ).

Google translation facility:

'www.translate.google.com' (Student 14, OQ).

Online collocations dictionaries:

'I share most of them before with you, but I use online collocation dictionaries, also try to "google" statements or expressions which are prone to falseness' (Student 45, OQ).

- Use of reviewing your log history

- Learning from past mistakes

'Yes, I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points' (Student 46, OQ).

'Yes. It is really help me to kook back. At least once a week. To revise my mistakes in order to control my mistakes' (Student 30, OQ).

'I am going to do it because it is very helpful to remind you the errors i had and review them several times would diminish them to repeat again' (Student 20, OQ).

'Sometimes if I want know what my first mistake was and how I wrote before to revise my new one' (Student 36, OQ).

'Sometimes I refer back to my log history. I try not to repeat the past mistakes' (Student 22, TOQ).

- How many of concerns have been addressed

'I checked it once and I realized some of my plans were accompanied with success. I think in case someone works on this method for long period of time for example a year these logs can help them to see the amount of progress' (Student 21, OQ).

'By this action I remembered my demands and needs at the beginning of course and I could realize how much I've reached to my purposes' (Student 11, OQ).

'Almost one time each two weeks, and I can understand how many of my problems that I mentioned there is no longer my concerns' (Student 32, OQ).

- Helped me see the positive change in my writing habits and writing power as well as my feelings

'Yes, I did. When I wrote new subjects, I controlled and reviewed them. They were useful as I could find my mistakes, comments and the progress which I achieved during the English course' (Student 5, OQ).

'Yes, I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points' (Student 46, OQ).

'for observing my progress and evaluating my power in writing. For me was about my feelings and it shows that I changed my habits and feelings about writing' (Student 19, OQ).

- Good reminder of errors

'Yes, I did. When I wrote new subjects, I controlled and reviewed them. They were useful as I could find my mistakes, comments and the progress which I achieved during

'the English course' (Student 5, OQ).

'Yes. It is really help me to kook back. At least once a week. To revise my mistakes in order to control my mistakes' (Student 10, OQ).

'I am going to do it because it is very helpful to remind you the errors i had and review them several times would diminish them to repeat again' (Student 20, OQ).

•• Helping me see whether I am improving or not

'Yes, sometimes to see my improvements' (Student 43, OQ).

'Yes, it has not any specific time, but whenever I feel that I need to review them in order to judge I am still in progress or not. Another thing that is useful about logs is the comparison amongst my answers to the logs questions. I compare my answers especially those which are for the same questions. I understand my point of view in the first answer and the last one. I think about them to understand why that change has happened in my goals, emotions or feeling if there are any' (Student 34, OQ).

•• Bridge between the teacher and the learner

'If by log history you mean my previous writing feedback, yes. At least once a week I spent hours to review all of my writing feedback; however I never checked the Log section which was a bridge between my teacher and I. Though I wrote some logs, I think that most of them didn't have any answers and were my views on different aspects of course and class. Honestly speaking I got many answers for them even though I didn't expect any feedback' (Student 28, OQ).

•• Helping me think why there has been any change in my goals, emotions, or feelings, if any.

'Yes, it has not any specific time, but whenever I feel that I need to review them in order to judge I am still in progress or not. Another thing that is useful about logs is the comparison amongst my answers to the logs questions. I compare my answers especially those which are for the same questions. I understand my point of view in the first answer and the last one. I think about them to understand why that change has happened in my goals, emotions or feeling if there are any' (Student 34, OQ).

•• In case of repeating a mistake, I revisit my log history to help me remember the solution(s).

'I do review my log history, but not regularly. Whenever I face a problem regarding grammar and task organization among other things which I feel I have probably had the same problem earlier, then I try to find my answer in my log history' (Student 1, OQ).

•• Motivating

'I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points' (Student 46, OQ).

Appendix 41 Writing prompts used on the feedback website

Writing Practice 1 [Valid from 1390/10/18 (08 Jan 2012) to 1390/10/23 (13 Jan 2012)] Focus: To practice writing an introduction paragraph. You are expected to write your introduction paragraph of about 50-60 words on this topic: People consider living in large cities hard and uncomfortable. Why do you think this is so? Please write just the INTRODUCTION Paragraph with powerful Blueprints. Don't forget to go through the steps discussed in the class. Brainstorm as many ideas as possible in advance!

Writing Topic 2 [Valid from 1390/10/22 (12 Jan 2012) to 1390/10/26 (16 Jan 2012)] Focus: To practice writing an INTRODUCTION PARAGRAPH. Topic: "What kind of things cannot be learned from books?" Please remember to brainstorm as many ideas as you can. Write the introduction paragraph in 50-60 words.

Writing Topic 3 [Valid from 1390/10/28 (18 Jan 2012) to 1390/11/02 (22 Jan 2012)] Focus: To practice writing an Introduction Paragraph plus the outline of the Body Paragraphs, using Roman Numerals, Capitals Letters, and Arabic Numerals. Write about the following topic: "People face far greater risks in our modern way of life than they did in the past. How far do you agree or disagree with this statement?" Give reasons for your answer and include any relevant examples from your own knowledge or experience. Please write the Introduction Paragraph of your essay together with the outlines of the three Body Paragraphs. It is worth noting that there should be just the OUTLINES of the Body Paragraphs, NOT the actual paragraphs for the time being.

Writing topic 4 [Valid from 1390/11/12 (1 Feb 2012) to 1390/11/14 (3 Feb 2012)] Cambridge IELTS 7, Page 102: Some people think that universities should provide graduates with the knowledge and skills needed in the workplace. Others think that the true function of a university should be to give access to knowledge for its own sake, regardless of whether the course is useful to an employer. What, in your opinion, should be the main function of a university? For the first couple of drafts, please just focus on the introduction paragraph and the outline of the body. When given the approval, then you can write a full-length essay in at least 250 words.

Writing Topic 5 [Valid from 1390/11/20 (09 Feb 2012) to 1390/11/22 (11 Feb 2012)] Cambridge IELTS 8, Page 102: "In some countries the average weight of people is increasing and their levels of health and fitness are decreasing. What do you think are the causes of these problems and what measures could be taken to solve them?" Like the previous topic, for the first couple of drafts, please just focus on the introduction paragraph and the outline of the body paragraphs. Please remember that this topic contains two questions, which means you need to have two developers for each blueprint. When you receive my approval, you can then write a full-length essay in at least 250 words.

Writing Topic 6 [Valid from 1390/12/01 (20 Feb 2012) to 1390/12/04 (23 Feb 2012)] Cambridge IELTS 5, Page 99: "Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life. Which do you consider to be the major influence?" Like the previous topics, for the first couple of drafts, please just focus on the introduction paragraph and the outline of the

body. When you receive my approval, you can then write a full-length essay in at least 250 words.

Writing Topic 7 [Valid from 1390/12/10 (29 Feb 2012) to 1390/12/13 (3 Mar 2012)] Cambridge IELTS 7, Page 79: "As most people spend a major part of their life at work, job satisfaction is an important element of individual well-being. What factors contribute to job satisfaction? How realistic is the expectation of job satisfaction for all workers?" Like the previous topics, for the first couple of drafts, please just focus on the introduction paragraph and the outline of the body paragraphs. When you receive my approval, you can then write a full-length essay in at least 250 words. By the way, Topic 7 is our last practice on Template 1. After this topic, we will work on Template 2A for Advantages and Disadvantages.

Writing Topic 8 [Valid from 1390/12/17 (07 Mar 2012) to 1390/12/20 (10 Mar 2012)] Cambridge IELTS 5, Page 53: "In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantages and disadvantages for young people who decide to do this." Please first start your drafts with the introduction paragraph and the OUTLINE of the body paragraphs. Then, on receiving the approval, please change it to a full-length essay in at least 250 words. (Template 2A)

Writing Topic 9 [Valid from 1391/01/21 (09 Apr 2012) to 1391/01/24 (12 Apr 2012)] Cambridge IELTS 7, Page 116: "Some people prefer to live in a house, while others feel that there are more advantages to living in an apartment. Are there more advantages than disadvantages of living in a house compared with living in an apartment?" Please first start your drafts with the introduction paragraph and the OUTLINE of the body paragraphs. Then, on receiving the approval, please change it to a full-length essay in at least 250 words. (Template 2A)

Writing Topic 10 [Valid from 1391/01/31 (19 Apr 2012) to 1391/02/03 (22 Apr 2012)] Cambridge New Insight into IELTS Workbook, Page 67: "In some cultures the parents arrange marriages for their children, but in others people choose their own marriage partner. What are the advantages and disadvantages of each system?" Please first start your drafts with the introduction paragraph and the OUTLINE of the body paragraphs. Then, on receiving the approval, please change it to a full-length essay in at least 250 words. (Template 2A)

Writing Topic 11 [Valid from 1391/02/10 (29 Apr 2012) to 1391/02/13 (02 May 2012)] Cambridge IELTS 4, Page 129: "Some people believe that children should be allowed to stay at home and play until they are six or seven years old. Others believe that it is important for young children to go to school as soon as possible. What do you think are the advantages of attending school from a young age?" Please first start with the introduction paragraph and the OUTLINE of the body paragraphs. Then, on receiving the approval, please change it to a full-length essay in at least 250 words. (This time you yourself please decide on the template necessary to use.)

Writing Topic 12 [Valid from 1391/02/19 (08 May 2012) to 1391/02/22 (11 May 2012)] Cambridge IELTS 6, Page 99: "Some people prefer to spend their lives doing the same things and avoiding change. Others, however, think that change

is always a good thing. Discuss both these views and give your own opinion." Write at least 250 words. (Template 2B: outline first, essay next)

Writing Topic 13, Cambridge IELTS 7, Page 54: "Some people believe that there should be fixed punishments for each type of crime. Others, however, argue that the circumstances of an individual crime, and the motivation for committing it, should always be taken into account when deciding on the punishment. Discuss both these views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words."

Writing Topic 14, Cambridge IELTS 6, Page 53: "Successful sports professionals can earn a great deal more money than people in other important professions. Some people think this is fully justified while others think it is unfair. Discuss both these views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words."

Writing Topic 15, Cambridge IELTS 5, Page 76: "Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults. Discuss both these views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words."

Appendix 42 Online structured progress log questions

Your Overall Writing Progress Log

Please answer the following ten questions carefully based on your experience so far with the online writing website.

لطفاً با توجه به تجربه کار با این وب سایت، با دقت، به ده سوال زیر پاسخ دهید.

- (1) In general, are you satisfied with the progress you have made in your writing so far? Please state your opinion and give further details.

(1) آیا به طور کلی طی این مدت، از پیشرفت در مهارت های نوشتاری خود راضی هستید؟ لطفاً نظر خود را در این باره بیان کرده و جزئیات بیشتری ذکر کنید.

To Be Completed in English

- (2) What useful points about your L2 writing have you learned so far, working with the website?

(2) با توجه به تعاملی که با وب سایت داشته اید، چه نکات مفیدی تاکنون درباره مهارت های نوشتاری زبان انگلیسی خود یاد گرفته اید؟

To Be Completed in English

- (3) What will you do in the future writing of yours? How will you approach your work in the next drafts?

(3) چه نکاتی را در نوشته های آتی خود به کار خواهید گرفت؟ و چگونه کارهای بعدی خود را دنبال خواهید کرد؟

To Be Completed in English

- (4) How easy have you found your teacher's e-feedback through marking codes?

(4) تا چه حد یادگیری نکات نوشتاری از طریق عالم اختصاری برای شما آسان و قابل فهم بوده است؟

To Be Completed in English

- (5) What have you found useful in the process of writing your drafts, re-drafting and receiving feedback?

(5) چقدر بازنویسی ها و اخذ بازخوردها در فرآیند افزایش مهارت نوشتاری خود مفید می دانید؟

To Be Completed in English

- (6) Has the e-feedback been effective in reducing the number of your spelling, grammar and punctuation mistakes?

(6) آیا بازخوردهای الکترونیکی در کاهش تکرار اشتباهات املایی، گرامری و علامتگذاری شما موثر بوده است؟

To Be Completed in English

- (7) Have the feedback and the subsequent re-drafting had any influence on the ideas, content and organization of your writing?

(7) آیا بازخوردها و بازنویسی های متعاقب آن تاثیری بر ایده ها، محتوا و ساختار نوشته هایتان داشته است؟

To Be Completed in English

- (8) What difficulties or challenges have you faced in your studies over the period when you received electronic feedback?

(8) با چه مشکلات یا چالش هایی در فرآیند مطالعه خود در طول مدت دریافت بازخورد الکترونیکی، برخورد کرده اید؟

To Be Completed in English

- (9) In your opinion, what has been the single most valuable benefit of the e-feedback you have received?

(9) از نظر شما، با ارزش ترین مزیت بازخورد الکترونیکی که دریافت کرده اید، چه بوده است؟

To Be Completed in English

- (10) Please add any further comments you would like to make here either in English or Farsi.

لطفا هر نکته‌ی دیگری که مناسب می‌دانید را به فارسی یا انگلیسی در این بخش ذکر نمایید. (10)

To Be Completed in English

To Be Completed in Persian

Thank you very much for your care and attention. Please make sure that you have saved all your answers on a separate Notepad on your own computer and that you are now logged into the website before pressing the button below to submit your overall log page.

با سپاس از توجه و دققی که صرف کردید. لطفاً ابتدا به وب سایت وارد شده و قبل از کلیک بر روی دکمه زیر جهت ارسال محتویات صفحه، مطمئن شوید که همه پاسخ‌های خود را در یک فایل جداگانه در رایانه خود نیز ذخیره کرده‌اید.

Thank you for submitting your overall progress log.

Appendix 43 Open-ended questionnaire (SRL perceptions)

"In the Name of God"
Open-Ended Questions to Solicit your Opinions about my Writing Website
www.Ekbatani.ir

16 September 2012

Dear IELTS Candidate,

To be able to offer the highest quality of learning experience to students, as part of my PhD studies about electronic feedback on writing, I would like you to answer the following 15 questions anonymously about your online writing practice experience so far. There is no *word limit* to your answer to each question. Please feel free to write as much as you think can best respond to every question. As you type your response under each question, the related box will expand to accommodate your writing, so don't worry about it.

After feeling perfectly satisfied with all your answers, could you kindly attach it to an email message and send it back to me at your earliest convenience, please?

Thank you very much in advance for your cooperation.

With kindest regards,
Alireza Z. Ekbatani.
IELTS Preparation Course
The Institute of Science & Technology

1. How do you feel about the value of e-feedback and learning logs and their effect on your writing?

2. Do you see any improvement in your self-editing power when writing? Do you think you are good at this or not?

3. How motivated are you towards achieving your learning goals when working with e-feedback and writing learning logs? What factors affect this?

4. After all e-feedback work and learning log writing, how do you feel about your writing ability in comparison to when you began working on this programme?

- 5. How do you manage e-feedback? How do you respond:**
(i) Does it take time? Do you usually leave it and come back to it later?
(ii) Generally, are your first reactions and later responses to e-feedback the same or different?
- 6. How do you manage your emotional response to e-feedback? What sorts of feelings do you go through when trying to deal with e-feedback and further drafting of work?**
- 7. What type of feedback would you most prefer: e-feedback, paper feedback, or face-to-face feedback? Why?**
- 8. Would you find it useful to see your other classmates' feedback on your drafts on the e-learning environment? Would you value classmates' feedback? If not why not?**
- 9. Did e-feedback and learning logs help you to check your progress towards your learning goals? How?**
- 10. How have you tried to develop strategies to develop your online writing activities? Have e-feedback and learning logs helped you to make better decisions? In what ways?**
- 11. How did you control your progress / manage the learning demands of this course? Have e-feedback and learning logs helped you in this process?**
- 12. Do you go back to review your log history? How frequently? In what ways has this been useful to you?**

13. Have you tried to seek anyone's advice to help you with your drafts? What other sources of support do you use?

14. What aspect of online support has been the most valuable to you and why?

15. What valuable source(s) of support have online activities helped you to find and use to improve?

Appendix 44 Semi-structured interview questions

I. To explore affordances as well as limitations of e-feedback

1. Do you think the online electronic feedback system is effective in supporting your learning? In what ways?
2. How do you usually use the online feedback website?
3. Do you have any suggestions about the way the teacher could improve the use of it?
4. What aspect of the electronic feedback have you found most useful? What is the main benefit?
5. What aspects of the electronic feedback do you think are not useful? What is the main limitation?
6. Have you found the online tasks useful in supporting your learning?
7. Can you see the value of the e-feedback and log writing connection with final writing test and for future use?

II. To consider L2 learners' perspectives on using e-feedback and their individual differences

1. Do you like learning the way you do through the online feedback website? Is it in the way that you usually prefer to learn writing? If not, why not?
2. Has your English spelling improved? In what ways? How do you know this?
3. Has your use of English grammar improved? In what ways? How do you know this?
4. Do you feel any improvement in the appropriate use of punctuation signs in your writing? In what ways? How do you know this?
5. Are you getting better at brainstorming ideas to include in your essay? In what ways? How have you understood this?
6. Is your ability in developing your ideas in your essay improving? In what ways? How have you understood this?
7. Can you organise your essay more clearly now? In what ways? How have you understood this?

III. To investigate how e-feedback can improve L2 learners' writing abilities

1. What can online feedback practice help you to improve?
2. Do you keep repeating the same mistakes in your drafts, draft 3, draft 4, etc.? In what ways? If this is the case, why do you think you keep making the same mistakes?
3. Do you have any repeated mistakes in your essays? In what ways? How have you understood this?
4. Have your early drafts been useful in improving the quality of your future drafts? In what ways?

Appendix 45 Examples of Data Collection Tools

Examples of Data Collection Tools: All Done by Student 46

Electronic Learning Log Entries Made by Student 46, Included as an Example

16/12/2011 9:13:00 PM

(1) Hello dear teacher, I try to add an motivator to the text and as i think that you mean that 3 sentences are better to be in body i erase them and write a sentence for thesis statement to show the direction. I think this way of practicing make us find our mistake and understand how to write but still some parts are confusing forme . For example i do not understand clearly that i should change three sentences or completely remove them. thank you,

23/12/2011 4:32:00 PM

(2) Now i finish the second writing. I find my mistakes and correct them. I do not know how to start using new words and new chunks faster than before because it takes time to know how and where to use a chunk or new words.

05/01/2012 11:52:00 PM

(3) the subject of fifth writing is new for me because we should talkabout the reason of the problem and the ways that we can solve this problem.

15/01/2012 11:48:00 AM

(4) I turn the introduction paragraph and the outline into a full-length essay for the first time. At first it looks difficult but now I think my writing will improve soon.

15/01/2012 5:16:00 PM

(5) My second full length essay took short time than the previous one. I try to use the experience of the first essay in this one.

15/01/2012 5:16:00 PM

(6) My second full length essay took short time than the previous one. I try to use the experience of the first essay in this one.

25/01/2012 12:55:00 PM

(7) I understand the use of infinitive of purpose. I have less punctuation mistakes than before but i am going to decrease them more.

27/01/2012 8:38:00 PM

(8) Everyday expanding our outline and change it too a full length essay become easier for me but i still have problem in finding good blueprints for some topics.

27/01/2012 8:45:00 PM

(9) Now I know that we connect topic sentences to the writing topic through adding a short phrase.

08/02/2012 10:51:00 PM

(10) I try to finish the previous topic and concentrate on the new topic.

08/02/2012 10:55:00 PM

(11) Although I have still some problem in finding good blueprints, I really feel my improvement in writing essays.

29/03/2012 9:18:00 PM

(12) Thinking about my mistakes and trying to correct them without help, makes me feel more independent than before.

31/03/2012 2:29:00 PM

(13) I understand how to qualify a sentence.

31/03/2012 6:14:00 PM

(14) A slight reference to the main topic is one of my mistakes in the previous drafts. Now I am trying not to make same mistakes.

31/03/2012 6:27:00 PM

(15) Using your website has its own advantages such as increasing writing speed. It is also easy to correct our mistakes. I think I am moving toward my

goals faster than before using the structure you had taught us but still I should practice more.

20/04/2012 7:05:00 PM

(16) In my opinion the new material in feedback will be added to our previous knowledge by practicing and see these new materials several times. I try to monitor my learning by writing new drafts each week and practicing on weekends.

* * *

Electronic Progress Log Entries Made by Student 46, Included as an Example

23-12-2011 Progress Log (1) Student 46

Writing Progress Log

(1) In general, are you satisfied with the progress you have made in your writing so far? Please state your opinion and give further details.

Yes, using this method help me understand the structure of a good writing which is necessary for IELTS test. I think this is the most important part to know how to start a writing, what we want to say and use our information well.

(2) What useful points about your L2 writing have you learned so far, working with the website?

The correct structure of each writing is the useful point i have learned so far.

(3) What will you do in the future writing of yours? How will you approach your work in the next drafts?

I try to use the structure of introduction, body and conclusion correct. Also, i am going to use good chunks and good words. All of them should relate to each other well.

(4) How easy have you found your teacher's e-feedback through marking codes?

Till now i do not have any serious problem with your feedback.

(5) What have you found useful in the process of writing your drafts, re-drafting and receiving feedback?

I think because you show our mistakes indirectly it makes us think about our mistake and our writing improve faster.

(6) Has the e-feedback been effective in reducing the number of your spelling, grammar and punctuation mistakes?

Sure, it has been effective because of the factor i noticed in the last question especially in punctuation mistakes.

(7) Have the feedback and the subsequent re-drafting had any influence on the ideas, content and organization of your writing?

Yes it has influence in my ideas, content and organization of my writing.

(8) What difficulties or challenges have you faced in your studies over the period when you received electronic feedback?

My main problem is how to learn new words and new chunks and how to use this huge number of new words and chunks.

(9) In your opinion, what has been the single most valuable benefit of the e-feedback you have received?

Finding our mistakes, think about them and correct them has been the most valuable benefit of this method.

(10) Please add any further comments you would like to make here either in English or Farsi.

I just want to know that if we have any question about our writing we can ask them in learning logs or at the end of our writing.

05-01-2012Progress Log (2) Student 46

Writing Progress Log

(1) In general, are you satisfied with the progress you have made in your writing so far? Please state your opinion and give further details.

Yes, I am satisfied with the improvement, but I wish to make it more.

(2) What useful points about your L2 writing have you learned so far, working with the website?

The structure of a positive writing is the best thing i have learned yet.

(3) What will you do in the future writing of yours? How will you approach your work in the next drafts?

I try to use new chunks and new words I have learned in my next writings.

(4) How easy have you found your teacher's e-feedback through marking codes?

Except some especial ones, most of the time I understand what is wrong with my writing.

(5) What have you found useful in the process of writing your drafts, re-drafting and receiving feedback?

Each time I get your feedback and revise my writing, I feel the improvement.

(6) Has the e-feedback been effective in reducing the number of your spelling, grammar and punctuation mistakes?

Yes, I do not have too many spelling mistakes but it helps me reduce my grammar and punctuation mistakes.

(7) Have the feedback and the subsequent re-drafting had any influence on the ideas, content and organization of your writing?

Yes, it really helps me understand what is the best structure for an IELTS writing.

(8) What difficulties or challenges have you faced in your studies over the period when you received electronic feedback?

I did not face such serious problems during the period I have used your website.

(9) In your opinion, what has been the single most valuable benefit of the e-feedback you have received?

These feedback help me think about my mistakes and try to correct them. You just show what is the mistake and do not give the correct form so that makes me think carefully about them.

(10) Please add any further comments you would like to make here either in English or Farsi.

I think it is better to give a feedback or something like that to our logs each two weeks.

08-02-2012 Progress Log (3) Student 46

Writing Progress Log

(1) In general, are you satisfied with the progress you have made in your writing so far? Please state

your opinion and give further details.

Yes, I really feel my improvement in writing. My grammar mistakes, punctuation mistakes, and spelling mistakes decrease and now I am more comfortable with writing than before.

(2) What useful points about your L2 writing have you learned so far, working with the website?

I have learned about the structure of a writing and how to paraphrase each blueprints.

(3) What will you do in the future writing of yours? How will you approach your work in the next drafts?

I try to decrease my mistakes and try to use more chunks in my writing.

(4) How easy have you found your teacher's e-feedback through marking codes?

At first, it was confusing but now it is easy to understand what are our mistakes.

(5) What have you found useful in the process of writing your drafts, re-drafting and receiving feedback?

In my opinion receiving feedback makes me think carefully about what I have written and try to correct my mistakes.

(6) Has the e-feedback been effective in reducing the number of your spelling, grammar and punctuation mistakes?

I do not have many spelling mistakes but it actually helps me in reducing my grammar and punctuation mistakes.

(7) Have the feedback and the subsequent re-drafting had any influence on the ideas, content and organization of your writing?

Yes, especially it has effect on my writing structure. I still have some problem finding good blueprints.

(8) What difficulties or challenges have you faced in your studies over the period when you received electronic feedback?

I have not faced any serious problem over this period.

(9) In your opinion, what has been the single most valuable benefit of the e-feedback you have received?

I think one of the most important benefit of these feedback is that it makes me think about my mistakes because it does not show what is exactly wrong.

(10) Please add any further comments you would like to make here either in English or Farsi. I do not find any new opinion to write about it but I think if we continue this method we will reach to our goals.

18-03-2012 Progress Log (4) Student 46

Writing Progress Log

(1) In general, are you satisfied with the progress you have made in your writing so far? Please state your opinion and give further details.

Yes, especially in my last exam I really feel my improvement in different aspects of writing such as punctuation, grammar, and spelling.

(2) What useful points about your L2 writing have you learned so far, working with the website?
I understand the structure to write an essay.

(3) What will you do in the future writing of yours? How will you approach your work in the next drafts?

I try to reduce my mistakes and use more chunks.

(4) How easy have you found your teacher's e-feedback through marking codes?

These marking codes help us think about our mistakes by mention them briefly.

(5) What have you found useful in the process of writing your drafts, re-drafting and receiving feedback?

In my opinion it really helps us improve our writing.

(6) Has the e-feedback been effective in reducing the number of your spelling, grammar and punctuation mistakes?

Each time I read the feedback it makes me think about my writing and this lead me to reduce my mistakes.

(7) Have the feedback and the subsequent re-drafting had any influence on the ideas, content and organization of your writing?

Yes, feedback have influence on my ideas to write an essay and organize it.

(8) What difficulties or challenges have you faced in your studies over the period when you received electronic feedback?

I do not face any special difficulties.

(9) In your opinion, what has been the single most valuable benefit of the e-feedback you have received?

The impact of these feedback on our idea and learning the best structure to write an essay.

(10) Please add any further comments you would like to make here either in English or Farsi.

There is nothing to mention here.

* * *

Student 46's Open-Ended Questionnaire, Included as an Example

"In the Name of God"

Open-Ended Questions to Solicit your Opinions about my Writing Website
www.Ekbatani.ir

16 September 2012

Dear IELTS Candidate,

To be able to offer the highest quality of learning experience to students, as part of my PhD studies about electronic feedback on writing, I would like you to answer the following 15 questions anonymously about your online writing practice experience so far. There is no word limit to your answer to each

question. Please feel free to write as much as you think can best respond to every question. As you type your response under each question, the related box will expand to accommodate your writing, so don't worry about it.

After feeling perfectly satisfied with all your answers, could you kindly attach it to an email message and send it back to me at your earliest convenience, please?

Thank you very much in advance for your cooperation.

With kindest regards,
Alireza Z. Ekbatani.
IELTS Preparation Course
The Institute of Science & Technology

1. How do you feel about the value of e-feedback and learning logs and their effect on your writing?

In these more technologically advanced days, trying to do our jobs by computer is so valuable. I spend a lot of time working with computer and for me it is more suitable than writing on a paper.

2. Do you see any improvement in your self-editing power when writing? Do you think you are good at this or not?

At first, I had a lot of mistakes but as the time past I reduce my mistakes and try to revise most of them as I write the drafts. I think I am good at self-editing specially in spelling.

3. How motivated are you towards achieving your learning goals when working with e-feedback and writing learning logs? What factors affect this?

For me working with computer is excited so while I am writing drafts, I do not become bored. E-feedback helps me think and revise my mistakes so it is so helpful.

4. After all e-feedback work and learning log writing, how do you feel about your writing ability in comparison to when you began working on this programme?

Before that I was depended on dictionary and my parent's help but after e-feedback work I can revise most of my mistakes by thinking about the marking codes you give me.

5. **How do you manage e-feedback? How do you respond:**
(i) **Does it take time? Do you usually leave it and come back to it later?**
(ii) **Generally, are your first reactions and later responses to e-feedback the same or different?**

Most of the time, I write my drafts and revise them on weekend because during the week I go to university. At first, it takes more than an hour to write but step by step I reduce this time and at the end of the term I am able to write in half an hour.
I try to respond to e-feedbacks after a short pause in order to think about them.

6. **How do you manage your emotional response to e-feedback? What sorts of feelings do you go through when trying to deal with e-feedback and further drafting of work?**

For me finding suitable blueprints for a topic is a little bit hard and sometimes I became hopeless but after writing some drafts and revise them, I do not have such a serious problem in finding new ideas.

7. **What type of feedback would you most prefer: e-feedback, paper feedback, or face-to-face feedback? Why?**

In my opinion e-feedback is more valuable than the others. Because we have enough time to think about our mistakes, we can revise them in a short time and we can go back to these feedback every time we need them.

8. **Would you find it useful to see your other classmates' feedback on your drafts on the e-learning environment? Would you value classmates' feedback? If not why not?**

I think my classmates' feedback can be helpful if we pay more attention to them and find similar points in their feedback about our drafts.

9. **Did e-feedback and learning logs help you to check your progress towards your learning goals? How?**

Yes, quick access to my previous drafts helped me to check them, understanding my

mistakes and learned new things. That helped me reach my goals.

10. **How have you tried to develop strategies to develop your online writing activities? Have e-feedback and learning logs helped you to make better decisions? In what ways?**

I try to write my drafts on time in order to have enough time to think about them and revise them. E-feedback helps me find my usual mistakes.

11. **How did you control your progress / manage the learning demands of this course? Have e-feedback and learning logs helped you in this process?**

I tried to have a constant program to improve my writing ability. I read your feedback, thought about them and tried to learn new things.

12. **Do you go back to review your log history? How frequently? In what ways has this been useful to you?**

Yes, I go back to review my log history twice a month in order to see my improvements and become motivated. By reading them I learn new points.

13. **Have you tried to seek anyone's advice to help you with your drafts? What other sources of support do you use?**

Before I started writing online, I asked my parents or friends to help me writing English but step by step I try to be independent.

14. **What aspect of online support has been the most valuable to you and why?**

In my opinion, by working online we can save our time and it is easy to write and revise our writing. I think in these days, we should change ourselves in accordance with the new technology.

15. **What valuable source(s) of support have online activities helped you to find and use to improve?**

I use the chunks in the website and some notes that can be valuable in writing English.

THANK YOU. THE END

* * *

Transcript of a Complete Interview with Student 46, Included as an Example

Semi-Structured Interview (1) with Student 46

Teacher: Okay, today is 1st January 2012, and my name is Ekbatani. Would you please tell me what your name is?

Student 46: My name is

Teacher: Okay ... may I ask you a few questions about the website up to now, which is near the end of the first term?

Student 46: Yes, of course.

Teacher: Okay, what is your opinion about the online electronic feedback system?

Student 46: I think it would help us. Maybe at first we think that it's hard or it has its own problem but at last we would see the effect of this kind of writing online.

Teacher: So we have to wait and see.

Student 46: Yes.

Teacher: What aspect of the electronic feedback have you found most useful until now?

Student 46: I think the er – because you er – every time we write something, your feedback helps us to understand what are their ... what are er – our problems and you show us what's the problem, for example, it's something

missing, or there is space, we should add space, adjust the space. These help us think about it. You didn't exactly say that this part is because of this wrong. You show something, and we that makes us think about it and revise it.

Teacher: Mmm good. Do you feel any improvement in your English spelling?

Student 46: Yes, somehow, because I don't have many spelling mistakes in the three past three past writing online, but er –

Teacher: Is it because you are good at spelling, or you consult dictionary, or what?

Student 46: Yes, I think I am good at spelling; because also, in Farsi, I am good.

Teacher: All right, very good, very well. Do you feel any improvement in your use of English grammar?

Student 46: Yes, this part is more useful for me your feedback, and er – I have er – many problems in grammar. For example, I use past tense when I was when I am talking, and er – I use these mistakes in my writing and most of the time you highlight the mistakes and I think about it and after I think about this, repetition makes me better at grammar.

Teacher: Good. Do you feel any improvement in the appropriate use of punctuation signs in your writing?

Student 46: Yes, er – at first I think punctuation is not so important because we don't use them in Farsi so much, but for example the space between the punctuation and the words I don't think these are so important, but now I know that all of them should be ... we should adjust the space, what punctuation mark we should use, for example, semi-colon, or comma.

Teacher: Very good. Are you getting better at brainstorming ideas to include in your essay?

Student 46: Brainstorming, I still have problem about this. For example, you give a subject and we should think about it, finding some blueprints. Sometimes, I can't find good blueprints. I find some blueprints but, in my own idea, I think these not so good Blueprints, positive Blueprints.

Teacher: Okay ... okay, let me ask you another question er – would you please tell me something about content? Is your ability in developing the content of your essay improving?

Student 46: Somehow, I don't have ...

Teacher: Content refers to paragraphs and the way you develop paragraphs. Do you think it is improving your ability in developing paragraphs?

Student 46: In our three past writing, we don't use this ..., for example, Paragraph too much. We have Introduction and outline, and because of that I don't have any idea about it; maybe in the future I can.

Teacher: Good, sure. And can you organise your essay clearly now?

Student 46: Yes, this part I think it's really improved because you show the structure of the writing and now I know how to, for example, start a Paragraph, each paragraph, where should we use our blueprints and these things. Now it's more clear for me.

Teacher: Thank you. Do you keep repeating the same mistakes in your Draft 2 and Draft 3? Do you have any repeated mistakes?

Student 46: Not too much. Yes, sometimes it happen but most of the time I think about my mistakes and most of the time they er – ...

Teacher: You learn from your mistakes?

Student 46: Yes.

Teacher: Okay. Do you have any repeated mistakes in your essays generally across topics?

Student 46: Er – generally ... I don't think so.

Teacher: In the end, if you have anything to say in Farsi or in English, please tell me.

Student 46: About the your website?

Teacher: Yes.

Student 46: I have a question about the learning logs, for example, if we have any question about our writing or our class, is it possible to write them in a learning logs and ...

Teacher: You can write your questions in the learning logs, but if it is in the, you know, under your essay I can see and answer better.

Student 46: It's related to the essay?

Teacher: Yes, thank you very much. Anything else?

Student 46: No, thanks.

Teacher: Thank you very much indeed for your time and everything.

* * *

* * *

Transcript of a Complete Interview Included as an Example

Semi-Structured Interview (2) with Student 46

Teacher: Okay, my name is Ekbatani. Today is 8th February 2012. May I ask what your name is?

Student 46: Yes, sure. My name is

Teacher: Now two terms have passed from our course. I am going to ask you some questions about your experience so far. Are you ready?

Student 46: Yes.

Teacher: Okay. Thank you. How productive were your interactions with the teacher through the website? Did the website encourage you to become more independent in a way that paper and pencil couldn't?

Student 46: Yes, somehow it's helped me because after I used your website I have become more independent because I try to write everything myself, correct everything, think about my mistakes, not asking from other people, or for example when I write in a paper, I can show it to someone, bring it somewhere to show it to my friends, for my family to about the mistakes, but after using this website and using the form that you told us, I try to be independent and just thinking about them, and if I can't I couldn't correct the mistakes, I ask from you.

Teacher: Fantastic. And how did you understand you have become independent?

Student 46: Because before that most of the time I asked from I ask from my parents or my close friends to about my problems or my mistakes, because I didn't try so much to think about them, but now I see that I try about my mistakes to correct my mistakes and because of that I think I am more independent.

Teacher: Very good. How much has the website facilitated your progress from what the teacher expects you to do (forced actions and moves) to what you yourself want to do (free moves)?

Student 46: I think there is no force behind this. We should write everything in the same period of time, but I think there is no force because everyone who wants to study IELTS he himself try to learn everything, try to write himself, and because of that I am not agree with the force. I think it is myself.

Teacher: Okay. What about ... in terms of independence? You said that 'now I feel now I am more independent' and you said because you don't ask your friends and family members. Okay, how else do you think you have freedom, in what aspect of writing do you have more freedom?

Student 46: Another thing is using dictionary. Before this, when I didn't know a word, most of the time I used dictionaries, or online dictionaries to find the word I want, but now I can't say never, but most of the time I don't use dictionary. I try to think and find the word instead of, for example, a word that I can't find.

Teacher: Why is it like this?

Student 46: Because in the real exam, we don't have any dictionary, or there is no one to help us, so we should be independent.

Teacher: Has the website helped you in this way in any way? Or your past writing?

Student 46: Yes, I think. Writing at the website, after I using this I become more independent.

Teacher: Okay. In what stage, have you been most dependent on the teacher to authorise understanding in relation to English writing?

Student 46: Exactly, in my opinion, I think the case that's er – for finding new words I have problem and most of the time.

Teacher: Still you need the teacher's help?

Student 46: Yes, because I think it's hard to read, look for all the words, and memorise them. Because of that sometime I have problem to find the word.

Teacher: What about other aspects of writing, for example punctuation? Have you become independent?

Student 46: Punctuation, yes sure, because after the you teach us the structure of the each punctuation mark, now I use them better than before, and for spelling I didn't have such problems, but after I coming to the class, and starting to learn English more than before, it becomes better.

Teacher: What about grammar?

Student 46: Grammar, it is getting better too, but it is not well; I should practice more to become more professional.

Teacher: What about independence in terms of finding ideas without my help? Can you find ideas? Blueprints I mean.

Student 46: Ideas in writing, yes. For the several writings that we have before, I think for two of them I had serious problem to find blueprints. It depends on the topic. Some topics it's so hard to find good blueprints. We can find, but because of the we should develop them in the paragraph, we need a good blueprint to that can be developed.

Teacher: What about content development? Are you becoming independent, or still I have to give you feedback on those areas?

Student 46: Content ...

Teacher: It means after blueprints, developing blueprints.

Student 46: I think I can, I am independent, but the problem I had is that we should give a quick reference to the main topic. That was my problem.

Teacher: Solved now?

Student 46: Yes, after that.

Teacher: Okay, and how did your writing goals evolve? Was the teacher important, or you yourself important or the website?

Student 46: I think all of them together would help us.

Teacher: Thank you very much indeed. This is the end. If there is anything else you wish to add, I am ready to hear.

Student 46: Thank you.

Appendix 46 Table of marking codes

[/]	Missing Word or Letter	[Inv]	Inversion Needed	[Sp]	Spelling Error
[??]	Meaningless	[IS]	Incomplete Sent.	[SV]	Subj. & Verb Disagreement
[^]	Gap	[NP]	New Paragraph	[T]	Tense Error
[AP]	Active-Passive	[NS]	No Shortening	[TL]	Too Long
[Art]	Article Error	[NWD]	Not Well-Developed	[UBW]	Use a Better Word
[AS]	Adjust the Space	[OT]	Off Topic	[WC]	Wrong Collocation
[Cp]	Capital Letter (Not) Needed	[P]	Punctuation	[WF]	Word Form
[CR]	Consider Revising Here	[PI]	Paraphrase it.	[WO]	Word Order
[CU]	Countable-Uncountable	[Pp]	Preposition	[WP]	Wrong Phrase
[D]	Disagreement	[R]	Repeated	[WSP]	Wrong Suffix or Prefix
[EQ]	Embedded Question	[Reg]	Register Error	[WW]	Wrong Word
[FS]	Finish the Sentence.	[SOP]	Singular or Plural	[X]	Extra
[G]	Great	[SS]	Sentence Structure Error		

Appendix 47 Local and global feedback distinction

In view of the dynamic relationship between local and global mistakes and the possibility of overlap, it can be difficult to conceive of a definite way to draw a sharp distinction between them in L2 writing. Nevertheless, the following table was an attempt to characterise the differences as much as reasonably possible.

	Content	Organization	Vocabulary	Language Use		Mechanics
Local Mistakes	<ul style="list-style-type: none"> • Paraphrase it • Repeated • Use a Better Word 	<ul style="list-style-type: none"> • Finish Sentence • Incomplete Sentence • Extra 	<ul style="list-style-type: none"> • Register • Wrong Form • Wrong Suffix or Prefix • Wrong Word • Wrong Phrase 	<ul style="list-style-type: none"> • Articles • Disagreement • Word Order • Inversion • Embedded Question • Tense Error • Singular or Plural 	<ul style="list-style-type: none"> • Preposition • Sentence Structure • Subject-Verb Agreement • Wrong Collocation • Active-Passive • Countable-Uncountable 	<ul style="list-style-type: none"> • Missing Letter(s) or Word(s) • Adjust Space • Capitalisation • No Shortening • Punctuation • Spelling • Gap
Global Mistakes	<ul style="list-style-type: none"> • Meaningless • Not Well Developed • Off Topic 	<ul style="list-style-type: none"> • New Paragraph • Too Long • Consider Revising 	N/A	N/A		N/A
<ul style="list-style-type: none"> • ‘Great’ applies to any of the categories above. 						

Appendix 48 e-Feedback website sample pages

E Home Page www.ekbatani.ir/Default.aspx Search

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- IELTS
- Cambridge Examinations
- PhD Comics
- TOEFL
- GRE
- National Organization for Educational Testing (Sanjesh)
- Springer
- Elsevier

"The most useful comments [on writing] are those that will have an impact as the writing is evolving ..." (Scrivener, 2005)

Writing has a developmental effect on EFL students' knowledge of language. Through negotiating ideas on writing topics, you can reach your highest potential and become high achievers in language learning. Offering friendly support, straightforward guidance, writing hints and practical suggestions, this website provides collaborative learning opportunity, which parallels your studies, to help you improve your writing, develop good study skills and gradually build your confidence.

Each written interaction is considered a learning experience; it is especially important to write on topics that operate above your current knowledge level, giving you access to new ideas and concepts, which in turn makes great demands on your knowledge of English grammar and vocabulary. This is a crucial and beneficial influence. The more experience you have of writing in various genres, the deeper your language knowledge becomes. In this way, you develop your knowledge of the relationship between language and its nonlinguistic context.



Why an online learner?

- One of the significant ramifications is that the class atmosphere becomes more open and engaging.
- By giving and asking for explanations, you can raise your awareness of your own strengths and weaknesses.
- This website is a fruitful environment for language learners to negotiate meaning and develop their writing confidence.
- You can receive electronic feedback on your writing assignments, and make better revisions.
- You can keep track of your writing mistakes and try to learn from them.

Quotes from Brian Tracy

- Errors are helpful pointers to future progress.
- Feedback is the breakfast of champions.
- The more you learn, the more you can learn.
- The sooner you actually practice new knowledge, the more likely it is that you retain the information permanently.
- The more positive, optimistic and relaxed you are when you approach a learning situation, the faster and the more easily you learn.
- Positive mental attitude is an essential part of success in virtually any field in life.

Topic : Cambridge IELTS 6-1, WRITING TASK 2: You should spend about 40 minutes on this task. Write about the following topic: Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold. To what extend do you agree or disagree? Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

Writing Type : Essay

Writing :

OK

Font default

Size default

Topic

Writing Topic 6 [Valid from 1391/05/11 (01 Aug 2012) to 1391/05/14 (04 Aug 2012)] Cambridge IELTS 5, Page 99: "Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life. Which do you consider to be the major influence?"

The Score is : **A**

Creation Date: 02/08/2012 1:51:00 PM	Writing	+
Creation Date: 04/08/2012 1:06:00 PM	Feedback	+
Creation Date: 04/08/2012 10:29:00 PM	Writing	+
Creation Date: 04/08/2012 10:40:00 PM	Feedback	+
Creation Date: 06/08/2012 12:19:00 AM	Writing	+
Creation Date: 10/08/2012 10:40:00 AM	Feedback	+
Creation Date: 11/08/2012 1:16:00 AM	Writing	+
Creation Date: 15/08/2012 8:56:00 PM	Feedback	+
Creation Date: 16/08/2012 12:05:00 AM	Writing	+
Creation Date: 16/08/2012 8:37:00 AM	Feedback	+
Creation Date: 17/08/2012 12:01:00 AM	Writing	+
Creation Date: 17/08/2012 12:36:00 PM	Feedback	+

Topic 6, Draft 6

Human beings can improve themselves up until the last moment of their lives. Obviously, one of the sharp distinctions between people and other creatures, [] which entirely separates these two groups must be wisdom, as people are able to think. Meanwhile, [] other creatures behave instinctively. We can conclude that the influence of what people do in their lives must be much more than their characteristic features that they are born with, especially in terms of educational effect, environmental influence, and thoroughgoing self-awareness.

Creation Date: 28/03/2012 6:23:00 AM Feedback

Topic 7, Draft 4

Happy workers are productive workers. It could be argued that great progress in work would not happen until employees take pride in their jobs and be satisfied by their occupations. In the course of job satisfaction and its realistic expectation, there are reasonable issues that make it a significant factor in modern life, especially in terms of promotion, salary, and co-workers.

In the first place, having an opportunity for personal growth which could make people happy with their jobs is noteworthy. Nowadays, employees can gain new knowledge during [] their current position, but also on [] next [] what they do. Although gaining knowledge and higher level at work is beneficial for both employers and employees, there are some jobs which do not have any promotion and all of the [] the same level. Also, some people are not active and eager to their works; [] not anticipate great encouragement and promotion.

A. Gaining new knowledge

1. General Knowledge

2. Technical knowledge

B. Gaining promotion

1. Achieve a higher level at work

C. The realism of professional promotion

1. Depending on how the employee works

2. Some occupations are among entry level work which do not have any promotion

The level of earnings which can provide a great sense of fulfillment in people's work is the second point to consider. Money has been an essential part in [] every body's life since time immemorial [] self-gratification from [] one's [] due to [, e.g. "which can, for example, results from] having a more relaxed lifestyle [] environment for family members. The realism of satisfying salary no doubt [] is depending [] on some items [] such as employees' skill and knowledge. Workers with high effort and appropriate expertise would receive more salary and vice versa, [

] however [

] some of them have more [] expectation from [] themselves and they think that /

Topic 4, Draft 6



Since the beginning of creation on the planet Earth, education has always played a prominent role in human's life, regardless of whether it has been theoretical or practical. The only important matter is the human desire to learn and to progress; therefore, in order to respond to this fundamental need of students, the main objective of universities is to cover as many subjects as possible, particularly [G] to provide them with various sciences, social skills, and individual abilities.

In the first place, universities' ability to disseminate diverse knowledge is noteworthy. Neither theoretical nor can [CR; nice try, but still "can" is not comfortable. Please move it ahead.] technical subjects by themselves help students [G] in order to reach their maximum potential. Hence, disciplines [G] such as humanities [G] are just as important as engineering [G] ones are. Consequently [Cp] universities premier objective is to present diverse sciences.

Universities' responsibility to provide a wide range of individual skills plus to maximize students' [G] capabilities is [G] the second point to consider. Although, [P] some people might believe that educational centers should only teach sciences, there are other/ ones[X] who presume that there are more demanding [UBW; what about "necessary" instead?] skills as well, for instance the ability [G] to find a job and upgrade it. [G] The outcome of these sorts of skills is the ability that might [G, but such a weak qualifier for this sentence. Use "can" please.] help one to improve the quality of their social life. Moreover, there are more obvious evidences[CU] to clarify[UBW; e.g. "highlight"] the necessity[UBW; e.g. "importance"] of acquiring such a[Art] skills like[WW], [P] friendship and marriage, [P] the best place that[CR; you can bring "to teach" here] these two could be taught is [X] nowhere but universities.

Finally, there is evidence to suggest that universities can play a leading role in equipping the workforce of tomorrow with the life skills today. [G] Therefore, considering a greater attention to the health education in both personal and public aspects is an undeniable demand that should always be in the spotlight of attention. Besides, there is a crucial subject remained, [FS] if universities have been able to provide wisdom, the result would not only change the students' future, but also their entire life styles.[Sp] Furthermore, educational centers can also present the [Art] students a better political perspective, which is an absolute necessity in today's global village [UBW; e.g. "globalized"] life which would certainly be considered as one of the primary tasks of universities.

In conclusion, in these more advanced technological days, education seems to be [G] the only path toward consciousness raising [G] and prosperity, [G] regardless of the priority between practical or theoretical nature of subjects. Universities can only try to do their best to upgrade students' level of knowledge, from very theoretical ones to the absolute technical subjects, [G] yet that is up to students themselves to decide which educational approach would be more effective on[Pp] them. Consequently, [R] commitment to students'

<http://www....px?swid=571>

www.ekbatani.ir/Student/EditPanel.aspx?swid=571

Marking Codes ↑

[Art]: Article Error	[D]: Disagreement	[WW]: Wrong Word	[??]: Meaningless	[SV]: Subject and Verb Disagreement
[Sp]: Spelling Error	[P]: Punctuation	[WP]: Wrong Phrase	[G]: Great	[SS]: Sentence Structure Error
[T]: Tense Error	[WF]: Word Form	[X]: Extra	[TL]: Too Long	[I]: Missing Word or Letter
[Pp]: Preposition	[WO]: Word Order	[^]: Gap	[R]: Repeated	[FS]: Finish the Sentence.
[AS]: Adjust the Space	[IS]: Incomplete Sent.	[NS]: No Shortening	[Inv]: Inversion Needed	[CR]: Consider Revising this Part.
[NWD]: Not Well-Developed	[OT]: Off Topic	[Reg]: Register Error	[UBW]: Use a Better Word	[Cp]: Capital Letter (Not) Needed
[AP] Active-Passive	[EQ]: Embedded Question	[SOP]: Singular or Plural	[WC]: Wrong Collocation	[CU]: Countable-Uncountable
[PI] Paraphrase it.	[NP]: New Paragraph	[WSP]: Wrong Suffix or Prefix	[Inv]: Inversion Needed	[CR]: Consider Revising this Part.

studying at universities can help students to orient themselves towards their goals.

Acquiring knowledge is a process that requires time and effort. People who spend a substantial amount of time studying at universities should probably have a highly specific reason and plan for their future. As life [SOP] Singular or Plural not [WC]: Wrong Collocation [CU]: Countable-Uncountable learning that one can never use. Based on this, universities should help students to achieve their goals and be able to plan ahead, especially in relation to training skilled experts, affecting scientific development, and providing new opportunities.

I. Initially, seasoned [G] specialists in all careers are the most important products and the logic behind existence of universities. Not only should universities try to prepare students for [One word; Sp] work places, but they should also make a concerted effort [G] in order to improve student's abilities by preparing [Sp] a situation for them to gain some relevant experience to what they are studying. Thus a society can rely on its specialists in every [D] areas. moreover [Cp, P] there are a lot of professions that play key roles in every country, hence it seems outcomes [UBW; you mean "graduates"] of universities should be well-prepared to occupy those jobs self-confidently. Pilots are [Art] very good case in point, as it is clearly known how their jobs are important and risky with great demand of a mixture of knowledge, skill, experience, and self- confident. [AS]

A. Leading authorities

1. Work forces [Sp; one word] of high abilities
2. Professions with key roles in societies

<http://ekbatani..px?swid=404>

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Marking Codes ↑

[Art]: Article Error	[D]: Disagreement	[WW]: Wrong Word	[??]: Meaningless	[SV]: Subject and Verb Disagreement
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Your Logs

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- Cambridge Examinations
- PhD Comics
- TOEFL
- GRE
- National Organization for Educational Testing (Sanjesh)
- Springer
- Elsevier

What is a "learning log"?

As a respected member of the writing class, in order to maximize your educational success, you need to think about your own learning. That is done through monitoring your progress by keeping an electronic diary which is also referred to as "electronic learning log". In this way, you will be empowered to discover the areas of strengths and weaknesses not only of your own learning, but also of the educational process you are going through. Moreover, your "learning logs" will allow me, as your teacher, to adjust my teaching and writing feedback to suit your needs and learning styles, hence ensuring higher quality of education that you rightly deserve.

What is expected of you?

What you need to do is to add your diary write-up here both in Persian and in English, expressing your views about the new points you have learned, problems you have encountered, improvement you feel you have made since your last diary entry (if applicable), the effectiveness of the feedback you have received, and suggestions you would like to make. Wherever possible, avoid making a general comment; instead, please be as specific as possible in your write-up, preferably with examples and reasons. Please avoid just making a long list. Also, kindly note that when voicing your opinion, "honesty" is very important, so please do not just write something to make me happy, rather write about the reality that as your teacher I cannot immediately see. After all, you have a better realization of your learning experience and of what has or has not really helped you in your writing improvement.

Privacy

In dealing with your diary entries, all ethical considerations have been and will be taken into account. That is to say, besides confidentiality, under no circumstances will any of your comments result in any inconvenience, embarrassment or joke, so please feel free to express what you really think, comfortably.

PLEASE COMPLETE BOTH FIELDS

Your opinion so far in English : 

Your opinion so far in Persian : 



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- Elsevier

What are marking codes for?

Research shows that if your teacher simply writes a correct response, usually there will be little thinking involved on your part. As a result, there may be little improvement in your writing skills. One solution to this problem is for the teacher to give you just a little hint, employing certain codes and symbols, to guide as to what type of mistakes you have made and where. The conclusion is that you will become an active learner, rather than a passive reader of the mistakes, which enables you to notice mistakes quickly.

How can marking codes help improve your writing skills?

The valuable experience you will gain through correcting your own mistakes and making the related adjustments in your next drafts will help you to avoid making the same mistakes again in your future writing and more importantly to increase your power to edit your own work. In this way, the more drafts you write, the more confident you will feel about your writing performance, an important element which brings a positive change to your writing abilities.

What is this table?

What follows is a table of the marking codes and symbols used, together with their meanings and illuminating examples to assist you in detecting your mistakes and giving your L2 writing a major boost.

1	/	Missing Word or Letter	حافتادگی حروف با کلمات
		e.g., Who know/ ¹ the answer?	
2	[??]	Meaningless	نامفهوم
		e.g., They could not hear the flowers although it was not raining [<??>].	
3	[Art]	Article Error	کاربرد نادرست حرف تعریف
		e.g., He is a [<Art>] richest man ...	
4	[AP]	Active-Passive	نیاز به تبدیل فعل معلوم به مجهول با علکتیں

* * * * *