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INVESTIGATING THE CONTRIBUTION OF COMBINED TEACHER-AUTOMATED FEEDBACK TO STUDENTS' WRITING SKILLS IN AN EFL CLASS

THESIS BY

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APPROVAL

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ABSTRACT

INVESTIGATING THE CONTRIBUTION OF COMBINED TEACHER-AUTOMATED FEEDBACK TO STUDENTS' WRITING SKILLS IN AN EFL CLASS

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The purpose of this qualitative study is to investigate students' perceptions of the writing assessment tool MyAccess and the extent to which teachers support students in enhancing their writing abilities. This case study examined the progress of five students who attended preparatory classes at Fırat University for a duration of six weeks. The study specifically focuses on their writing lessons. The students were required to produce at least three drafts of four different kinds of articles. Immediately after finishing the initial draft, they got comments on the tool. They received comments from the teacher on their improved writing and made the necessary revisions. The feedback from many sources was merged to create the final drafts. The students routinely wrote down their thoughts and discussed them with the teacher after finishing each set of drafts, which also included the final draft for each type of essay. Journal entries were used to carefully compile the opinions of the pupils regarding the tools and teacher feedback. In order to clarify any points in this material that needed more clarity and to get a broad perspective, post-interviews were also conducted. Students indicated enthusiasm for the writing assessment tools, according to the study's findings. It is crucial to remember that while these techniques are useful, they should not be used as the only method of assessment. Research has demonstrated the importance of effectively combining teacher feedback and technological writing assessment techniques in order to enhance writing proficiency. Teachers should utilize writing assessment tools in conjunction with their own feedback to assist students in enhancing their writing abilities, as indicated by the outcomes.

Keywords: MyAccess, writing evaluation, writing assessment, feedback, writing skills.

ÖZ

BİRLEŞİK ÖĞRETMEN-OTOMATİK GERİBİLDİRİMİN BİR YABANCI DİL OLARAK İNGİLİZCE SINIFINDA ÖĞRENCİLERİN YAZMA BECERİLERİNE KATKISININ İNCELENMESİ

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Bu nitel çalışmanın amacı, öğrencilerin yazma değerlendirme aracı MyAccess'e ilişkin algılarını ve öğretmenlerin öğrencilerin yazma becerilerini geliştirmede ne ölçüde destek olduklarını araştırmaktır. Bu örnek olayda Fırat Üniversitesi hazırlık sınıflarına altı hafta boyunca devam eden beş öğrencinin gelişimi incelenmiştir. Çalışma özellikle yazma derslerine odaklanmaktadır. Öğrencilere dört farklı makale türünde en az üç taslak makale oluşturma görevi verildi. İlk taslağın tamamlanmasının hemen ardından araçla ilgili geri bildirim aldılar. Yazılarını buna göre revize ettiler ve ikinci taslaklarıyla ilgili öğretmenden geri bildirim aldılar. Nihai taslaklar, birden fazla kaynaktan gelen birleşik geri bildirimlerin birleştirilmesiyle oluşturuldu. Her makale türü için son taslağı içeren her taslak setini tamamladıktan sonra öğrenciler düzenli olarak görüşlerini yazdılar ve bunları öğretmenle paylaştılar. Günlük girişleri, öğretmenlerinin sağladığı geri bildirimler ve kullanılan araçlar hakkında öğrencilerin bakış açılarını sistematik olarak toplamak için kullanıldı. Ayrıca, bu materyalde ilave açıklama gerektiren alanların ele alınması ve genel bir bakış açısı kazanılması amacıyla son görüşmeler gerçekleştirilmiştir. Araştırmanın bulgularına göre öğrenciler yazma değerlendirme araçlarını beğendiklerini ifade etmişlerdir. Ancak, bu araçların gerçekten yararlı olmasına rağmen, değerlendirmenin tek aracı olarak bunlara güvenilmemesi gerektiğini belirtmek önemlidir. Araştırma, yazma yeterliliğini geliştirmek için öğretmen geri bildirimi ile teknolojik yazı değerlendirme tekniklerini etkili bir şekilde birleştirmenin önemini ortaya koymuştur. Öğretmenler, sonuçların da gösterdiği gibi, öğrencilerin yazma becerilerini geliştirmelerine yardımcı olmak için kendi geri bildirimleriyle birlikte yazma değerlendirme araçlarını kullanmalıdır.

Anahtar kelimeler: MyAccess, yazma değerlendirmesi, geri bildirim, yazma becerileri.

TABLE OF CONTENTS

ABBREVIATIONS

AI	**:**	Artificial Intelligence
AWE	**:**	Automated Writing Evaluation
CEFR	**:**	Common European Framework of Reference for Languages
C1	**:**	Upper Intermediate
EFL	**:**	English as a Foreign Language
ELT	**:**	English Language Teaching
ESL	**:**	English as a Second Language
GMAT	**:**	Graduate Management Admission Test
TOEFL	**:**	Test of English as a Foreign Language

LIST OF FIGURES

LIST OF APPENDICES

1. INTRODUCTION

Background of the study

In order to develop second language writing skills, feedback is essential because it encourages learners to express themselves and understand reader response (Probst, 1989). Also, feedback is also critical component of scaffolding in writing classrooms for increasing student confidence and literacy resources. Additionally, Hyland (2001) categorizes feedback according to focuses such as on the product, namely the student's work (content, organization, accuracy, and presentation), and on the learning process (praise and encouragement, as well as the strategies and actions that the students should take to improve their learning). For distance language learners, Hyland's feedback categories emphasize the importance of providing sufficient feedback, clarifying good performance, providing quick feedback, facilitating self-assessment, focusing on learning, delivering high-quality information, encouraging teacher and peer dialogue, being understandable, and encouraging positive motivational beliefs (2001). These feedback categories allow teachers to help them improve their works and teaching processes, and scaffold students to close the performance gap between their current and intended performance. In addition, Hyland's feedback categories can assist education and improve language learning for learners by addressing these ideas. Regarding the contribution of feedback to learning, Gibbs and Simpson (2004) identified situations under which feedback influences learning, and these factors have been used to improve assessment processes. These conditions pertain to the quantity, timing, and quality of feedback, as well as the students' responses to it. The concepts of successful feedback practice are discussed by Nicol and Milligan, covering the learning process, students' comprehension of good performance, and the benefits of feedback on motivation and self-esteem (2006). It was also underlined how pleased the students were about feedback, in addition to the relevance of the feedback itself and its content. Based on these studies focusing on students' preferences regarding feedback emerged and they have revealed that students expect teachers to provide feedback on their written errors and are disappointed when this expectation is not met (Cohen & Cavalcanti, 1990; Ferris, 1995; Ferris & Roberts, 2001; Hedgcock & Lefkowitz, 1994; Hyland, 1998; Lee, 2004; Leki, 1991). According to Lee (2004), in addition to students' expectations have been noted, the value of feedback has (increased day by day, and there have been developments in this regard. For instance, feedback procedures have developed over the

last two decades, with teacher-written remarks frequently paired with peer feedback, writing workshops, oral conferences, or computer-delivered feedback. Since the first automatic writing evaluation operation in 1966, more complex language processing technologies have been deployed for computer-based feedback (Page, 2003). Scoring engines like E-rater and Intellimetric were introduced and the engines were utilized for commercial purposes, while the promotion and distribution efforts were carried out through the implementation of standardized tests. These examinations were assessed by E-rater between 1999 and 2005, and subsequently, Intellimetric has took this responsibility since January 2006. Numerous advancements in AWE software have been observed since then. Numerous advancements in Automated Writing Evaluation (AWE) software have been observed of late. These advancements have facilitated the integration of computer-aided systems into classroom writing instruction, surpassing the conventional use of standardized assessments. In the classroom setting, the major scoring engines offer one or more programs that can be utilized as a writing learning tool. The aforementioned tools are ETS Technologies, Criterion, Vantage Learning, MyAccess, and Pearson Knowledge Technologies' WriteToLearn. These tools are associated with the for-profit subsidiary of the Educational Testing Service. These AWE systems were designed in the same way to use the details of writings evaluated by human evaluators to provide feedback by making predictions on a target manuscript, but the way they use these features to extract assessments and score points in doing so differs (Burstein & Chodorow, 1999; Chodorow & Burstein, 1999; 2004) That is, while E-rater evaluates and gives feedback on the form and structure-related features of the article, Intelligent Essay Assessor evaluates the article's content-related features and gives feedback (Attali, 2011; Dikli, 2006). Lexical, syntactic, semantic, and discourse reliability evaluation tools, such as Criterion1 and MyAccess offer a substantial amount of formative feedback when assessing various text properties. The utilization of MyAccess within the context of the writing lesson can manifest in two distinct manners. Primarily, it may encompass a pre-existing prompt that provides the student with comprehensive guidance regarding the specific task to be undertaken within a given topic. Alternatively, the instructor has the autonomy to introduce a prompt aligned with the topic and subsequently assign the writing task. Subsequently, the author of the article can receive immediate feedback. Upon the online submission of their essays, students promptly receive both a numerical score and narrative feedback. The numerical score is provided by certain programs in a more generalized manner, while the narrative

feedback is offered by others in a more specific manner. MyAccess provides standardized templates for narrative feedback that are tailored to the grade level, score, and assignment type. For instance, it can be observed that all students in the seventh grade who attain a score of three on a persuasive essay are provided with identical suggestions on how to enhance their writing skills.

The preference of these tools by teachers is a significant matter to consider, as the primary responsibility of a teacher in a post-transition writing classroom has been to furnish suitable, precise, and sufficient feedback to every student. Nevertheless, this procedure can impose a significant workload on educators, particularly in populated educational settings or in courses characterized by a rigorous syllabus, such as English Language Teaching (ELT) teacher training programs. Consequently, educators may encounter challenges in consistently assigning writing tasks as frequently as desired. Due to time constraints, teachers may often prioritize providing feedback on lower-level writing skills, such as grammar and formatting, while potentially neglecting higher-level skills like content analysis and stylistic elements (Wilson & Czik, 2016). Furthermore, despite extensive training and skill, teacher-generated assessments still exhibit a certain degree of inconsistency, both in terms of temporal variations and variations across different contexts (Traub, 1994). Thus, the incorporation of technology in language instruction has the potential to address and mitigate these issues while also optimizing time utilization.

To sum up, feedback is crucial for developing second language writing skills, as it encourages learners to express themselves and understand reader responses. Due to the importance of providing sufficient, clear, and quick feedback, facilitating self-assessment, and focusing on learning is clearly highlighted by the scholars, AWE tools, such as ETS Technologies, Criterion, Vantage Learning, and MyAccess, offer formative feedback on text properties. Teachers prefer these tools, as they have the primary responsibility of providing suitable, precise, and sufficient feedback to students. The incorporation of technology in language instruction can address these issues while optimizing time utilization. Despite the fact that there are many other types of AWE tools, this study relied on evaluations using "MyAccess!" which is a popular tool for teaching writing skills because it includes lower-level as well as higher-level assessments. Lai (2010) also supported and praised "MyAccess!" since the tool uses artificial intelligence (AI) technology to conduct advanced vocabulary, grammar, discourse, and content analysis to improve writing skills, and the unique feature of

"MyAccess!" is that it is not only used for teaching but also provides a quick assessment with diagnostic feedback on writing aspects, which is beneficial for revising the writing process.

Statement of a Problem

The ongoing discourse and contention revolve around the present status of AWE programs and their implementation in English as a Foreign Language (EFL) writing courses. This holds particularly true when considering the diverse responses of students toward the feedback provided by the essay-rewriting tools they employ. Certain users hold the viewpoint that the guidance furnished by the AWE tools lacks specificity and clarity as it frequently proffers identical suggestions for a range of issues that fall under the same classification. The efficacy of this approach in facilitating individual error correction among students remains uncertain, as indicated by several studies (Chou et al., 2016; Grimes & Warschauer, 2010; Lai, 2010; Link et al., 2014; Maeng, 2010; Tang & Rich, 2017; Tsuda, 2014; Wang, 2015). However, it may prove beneficial in tackling broader issues. When it comes to incorporating AWE tools into EFL writing seminars, these nuanced results may pose a significant challenge for instructors and administrators. Before a sound judgment can be made regarding the effectiveness of AWE tools in EFL writing classrooms, additional research is required. Even though a large number of studies have been conducted, the majority of these studies focused on the similarity between human-assigned and automated scores (Yang et al., 2002). Consequently, other important factors have been overlooked. The majority of studies that primarily concentrated on the evaluative aspect of AWE systems heavily relied on data from highly standardized exams such as the TOEFL. Specifically, these studies examined the extent to which human and automated raters agree regarding the validity and dependability of the results (Attali, 2007; 2011). This, however, creates a gap in our comprehension of the application and effectiveness of these tools in situations that are more variable and less conventional, such as the daily writing assignments assigned in classrooms. In addition, there is insufficient evidence exists to support the claim that AWE feedback effectively motivates students with poor academic performance to rectify their errors and, as a result, improve the quality of their written work. An investigation into which aspects of their writing these students can self-correct with the aid of AWE input, assuming that this form of feedback does, indeed, assist them in detecting and correcting errors, would provide valuable insight. Additionally, a

combined feedback model that incorporates instructor and AWE tool feedback may prove to be more effective. By determining the value addition that instructor feedback contributes to this integrated system, it may be possible to shed light on students' emotions, thoughts, and learning processes. This is especially true when post-task reflections and interviews are used to clarify these topics further (Bai & Hu, 2017). Previous research failed to capture the entire user experience because it did not investigate how students reacted when presented with erroneous AWE feedback. Specifically, the study did not examine how students responded when told their answers were incorrect. According to Creswell (2009), the vast majority of research conducted in this field has been quantitative, with researchers focusing on scores and agreement rates rather than the qualitative experiences of users. In this regard, understanding how students interact with, respond to, and learn from the feedback provided by AWE technology is essential for improving their academic performance.

In conclusion, the body of literature may fall short of providing a thorough understanding of the best methods for using AWE instruments into EFL writing instruction. Further research is required to fully understand the subtle ways in which these tools can improve learning as well as the specific situations in which they function most effectively. comprehension the value of this information is essential for a thorough comprehension of how these tools might support the learning process. Although previous research has shown that students have mixed feelings about AWE feedback for rewriting essays, some users claim that the tool provides the same advice for different problems in the same classification, making it too broad and insufficient, and failing to properly indicate how learners can correct their mistakes (Chou et al., 2016; Grimes & Warschauer, 2010; Lai, 2010; Link et al., 2014; Maeng, 2010; Tang & Rich, 2017; Tsuda, 2014; Wang, 2015). Teachers and administrators may be challenged by these complex outcomes when introducing an AWE tool into their EFL writing workshops. To make a judgment about the efficiency of AWE tools in EFL writing classes, more research may be required. Furthermore, even though a large number of studies have been conducted in the past, the majority of these studies have mainly focused on the agreement between human-assigned and automated scores (Yang et al., 2002). There is less evidence that AWE feedback encourages lower-achieving students to correct their errors to improve text quality. It can also be investigated which writing features these students can self-correct with AWE feedback if AWE feedback helps them to correct errors and the combined feedback model of teacher and the tool may be more beneficial.

Purpose Statement

Since technology cannot detect all students' errors, Mohsen and Abdulaziz (2019) believe that teachers' input is crucial to improving students' errors in macro skills. Therefore, rather than focusing solely on AWE feedback, it may be more effective to explore a combination of automated and teacher feedback. After reviewing the background studies, Mohsen's meta-analysis suggested that novice learners, unlike advanced learners, were more likely to use AWE as a strategy to improve their accuracy, particularly by addressing AWE feedback in their updated drafts, and he also emphasized that educators needed to consider individual differences in these cases when manipulating AWE in their students' curriculum (2022). In light of this, it may not be wrong to assume that the emphasis on educational activities may need to shift from relying solely on the feedback provided by AWE to exploring the possibility of combining AWE feedback with instructor feedback. Consequently, the primary objective of this study is to investigate the effects and utility of a combined automated-teacher feedback mechanism, as well as to determine how students respond to this combined feedback strategy. These research topics will serve as the study's foundation:

- ❖ How does the process of feedback that combines automated responses with those from instructor's work?
- ❖ How do students perceive the combined automated and teacher feedback in writing course?

Significance of the Study

It has previously been proposed that writing is a process that necessitates revising in order to ensure that students' desires and concerns are prioritized and that they are more motivated and self-sufficient (Wilson et al., 2021). Teachers, institutions, and program developers should take into account students' reactions to the study findings since they may have implications for educating schools and communities interested in using AWE to improve writing outcomes, encourage AWE research, and influence AWE system design. Furthermore, AWE tool developers may take steps to increase tool evaluation accuracy (Guo et al., 2021; Wilson et al., 2021). Furthermore, it appears that AWE helps teachers achieve a more ideal division of labor and achieve their instructional goals more effectively in a variety of ways (Z. Li, 2021; Wilson et al., 2021); thus, the

findings of this study may be useful for teachers in assisting them to plan instructional goals and reducing the labor of assessing writing tasks.

Furthermore, rather than approving or rejecting a recommendation on the surface level, teachers may counsel students to rely on their own discretion and examine additional sources as appropriate (Guo et al., 2021; Wilson et al., 2021). As a result, instructors may gain a fresh perspective on the use of a tool under their supervision. Because tools are frequently updated (Guo et al., 2021; Wilson et al., 2021), employing an updated version of a tool in a recent study can help readers and instructors stay up to date on the most recent material. Finally, a new study may inspire institutions to support educators who use these tools and to make them more available to a wider audience.

Review of Literature

Language learning and teaching have been researched since the 1980s, focusing on writing and related areas of applied linguistics and second language acquisition (Bordag et al., 2017). Although many teachers highlight the significance of learning and teaching writing skills, it is one of the most difficult abilities to learn and teach, requiring attention and time. That is, teachers go through a time-consuming and demanding feedback procedure. However, existing research indicates that teachers are not fully utilizing their capabilities in providing feedback that effectively fosters the growth of writing skills so the investigation of available feedback support and potential areas for additional investigation must be conducted in a comprehensive manner (Hyland & Hyland, 2006). Furthermore, the content of the feedback and the teachers' perspectives on this issue were investigated, as was the benefit of written feedback for students to review their ideas. It was reported that the feedback motivated them to check and correct the first draft and write better and had a remarkably positive effect on the students' approach (Leki, 1998; Saito, 1994; Zhang, 1995). According to studies, students who behave with this motivation and write their drafts after feedback enhance their writing skills over time (Fathman & Whalley, 1990; Ferris, 1995; Ferris et al., 1997). Various studies emphasized constructive criticism and clear expression; focused, clear, and motivating feedback improves not only students' motivation but also their critical thinking skills and ability to take responsibility for their own learning (Lindemann, 2001; Nicol & Macfarlane-Dick, 2006; Stracke & Kumar, 2010). Feedback serves as both a guide that directs students toward their ultimate writing goals and a compass that gives them a clear and accurate sense of direction (Hyland, 2003).

Although feedback has various limitations and its helpful elements are obvious despite all discussion (Cohen & Cavalcanti, 1990; Fathman & Whalley, 1990; Ferris, 1995, 2002; Hyland & Hyland, 2001), it is the most popular tool teachers employ to communicate with students in a quality manner (Hyland & Hyland, 2006).

It is obvious that teachers must provide feedback to their students to help them improve their writing skills (Shim, 2013). However, providing adequate and efficient feedback can be difficult and time-consuming, and the conditions may not always be suitable to meet this need (Chapelle et al., 2015; Warschauer & Grimes, 2008; Wilson & Czik, 2016). To address these issues, researchers have concentrated on the use of computer-assisted feedback processes (Hyland, 1990; Hyland & Hyland, 2001; 2006). According to Dikli and Bleyle (2014), a number of lecturers are also contemplating the use of computer assisted systems as a supplement to more conventional feedback procedures in an effort to reduce the amount of work they must complete.

Learning writing processes with computer-assisted tools include developing writing skills through social networking sites, creating authentic resources by writing on blogs, acquiring online language skills through online communication, using word, sentence, and paragraph processors for writing, improving writing through automatic correction, and reflection systems. One of the most prominent of these tools is word prediction software. Scholars have found that word prediction software can improve writing. Multiple studies have shown that it increases writing speed, reduces errors, and provides helpful word alternatives for students (Anson et al., 2001; Arcon, 2015; Evmenova et al., 2010; Nantais et al., 2010). In addition, Silio and Barbetta (2010) studied the use of software to improve writing efficiency with six 5th-grade disabled students. The scholars asserted that schools should consider installing these softwares on the school computers as it allows the students to study in a more contemporary and international atmosphere they added that researchers should also study students with various qualities. It has been found that using word prediction, either alone or with text-to-speech, had a positive effect on the narrative composition-writing skills of the students in the study.in Similarly, another study was carried out by Schock in 2011 with 8 disabled primary school students and accepted that the software had a highly powerful effect on students' overall development. As a result of the study, the scholar advised that the institutions should support teachers to gain more knowledge about these tools and provide them with in-service education to become competent in this area. Additionally, in recent years, studies have used this software to help students with

impairments in their learning processes (MacArthur, 1998; Tam et al., 2002). These studies also show an increase in the use of note-taking software by students.

Depending on such studies in 2021, Perry conducted a literature search and wrote a review on these tools. She inferred that using digital tools could benefit students when used at the right time and in a planned way. Moreover, it had the added value of boosting motivation and developing self-assessment skills. According to Perry, the success of these programs also depended on how much support and resources the institution provides to the teachers and it should not be ignored the impact of these factors on the long-term use and effectiveness of the programs (2021). In addition, the scholar suggests that further research is needed to understand the impact of digital tools on the writing skills of students in higher education since the previous research was carried out mostly with disabled or immigrant students or lower-grade students.

Another important factor about the research on these tools is that there are remarkable results in studies on the use of the same tools in different languages, the most important of which was conducted on Spanish learners who used digital writing tools (Tight, 2017). Tight conducted his research on simple composition with 12 intermediate students. While the students were writing the essay, various grammar checker and writing enhancement programs were used, and students were allowed to use numerous online tools such as Google Translate. Despite this, some of the students stated that they found writing a composition "overwhelming". They declared that because they wrote the compositions in a limited time, they stated that they had difficulty in finding conjunctions, remembering, and using different tenses at the same time. In the study, the students used many online support tools such as Google Translate as well as Grammar Checker. While getting help from the tools at the same time, they had problems reflecting the information they received from the sources in their writings, especially when using translations from their native language to a second language. In addition, it has been seen that the Grammar Checker misses some mistakes or accepts some mistakes as correct. It was found that despite using these tools frequently, the number of errors in their drafts did not decrease significantly over time. In particular, it was observed that errors of lower complexity remained prevalent. As a result, Tight recommended that teachers should inform students pedagogically about the shortcomings of contemporary Grammar Checker or other tools and what to pay attention to (2017). Therefore, the researcher emphasizes that despite the positive contributions of the tool it is imperative for a teacher to include more pedagogical

participation in order to increase the effectiveness of the teaching methods used, that is, teachers have a lot of work to do.

When reviewed specifically at the use of AWE systems, it is known that these systems started with Page Essay Grade in the 1960s (Grimes & Warschauer, 2010). This program measured aspects such as article length and average sentence length to create a scoring model based on a series of previously hand-rated articles (Shermis et al., 2001). Later, different AWE tools such as MyAccess were developed using the E-rater and Intellimetric AWE engines (Grimes & Warschauer, 2010). The newly developed tools evaluated both mechanical and content errors (Grimes & Warschauer, 2010). The primary reason for the development of more than one engine and tool is that the main commercial use of these engines is for standardized tests. For example, the Graduate Management Admission Test (GMAT) has been rated by E-rater from 1999 to 2005 and by Intellimetric since January 2006 (Grimes & Warschauer, 2010). Since it is used in many tests like this and the basic logic is to use the evaluation of hand-assessed manuscripts, many important studies have been done firstly comparing the evaluations of people and tools and investigating the validity and reliability of these tools (Burstein et al., 1998(1); Burstein & Chodorow, 1999; Chen et al., 2009; Diki & Bleyle, 2014; Hoang & Kunnan, 2016; Landauer et al., 2003; Liu & Kunnan, 2016; Page, 2003; Park, 2019; Rudner et al., 2006; Wang & Brown, 2007). Although each instrument had advantages and disadvantages, most research concluded that these instruments were highly valid and trustworthy. For this reason, they continued to be used in standardized tests for years (Grimes & Warschauer, 2010). The majority of the research yielded positive outcomes, but there were a few contentious findings that called the instruments' reliability into question (Powers et al., 2002). The most important questions about validity and reliability have led to debates on whether AWE software can be deceived. There have been studies showing that AWE software programs can be deceived and achieve relatively high scores in meaningless trials (Powers et al., 2002). In addition to comparing human and tool feedback, a large-scale study examining the usefulness and validity of the tool by examining the development of multiple drafts loaded into the tool draws attention (Attali, 2004). The investigation was carried out within the framework of a comprehensive field implementation of the system. A sample of over 9,000 essays was used, which were identified as having been submitted multiple times. The study examined both major and minor feedback aspects across multiple essay submissions, considering various factors such as the number of submissions, grade level, and overall

essay quality, which was assessed using the e-rater score and essay length. By analyzing these variables, the researchers aimed to gain a comprehensive understanding of the changes in feedback between the initial and final submissions. The findings of the study emphasize the efficacy of employing AI, notably the Criterion system, to provide feedback to students and improve their writing skills. According to the study, students had the ability to interpret and participate with the system's input, resulting in lower error rates and the construction of more thorough writings. These findings have implications for improving the current system by examining particular areas where students struggle and improving feedback. Furthermore, the study highlights the necessity for additional research on the various ways used by students in response to feedback and the instructional usefulness of AI feedback in a real-world setting. There are many other studies supporting these findings with positive results on the usefulness of this kind of feedback (Attali, 2004; Bai & Hu, 2017; Choi, 2010; Chou et al., 2016; Englert et al., 2007; Ranalli et al., 2017; Roscoe & McNamara, 2013; Wilson, 2017; Wilson & Czik, 2016). The vast majority of these investigations indicated that the instruments' error rate had greatly decreased. Students were able to increase both the quality of their writing and their exam scores by using the tool's comments.

When we examine the prominent studies that approach the subject by using and discussing both positive and negative features more clearly and in detail and using different methods together. Dikli and Bleyle (2014) also investigated AWE using both qualitative and quantitative data and the usage of AWE systems in a college English as a Second Language (ESL) writing classroom was focused. The study compared input from an AWE system (Criterion) to feedback from the teacher. 14 advanced ESL students took part in the study, writing on three prompts and receiving comments from both the instructor and the AWE system. The responses were numerically and qualitatively examined across categories such as language, usage, mechanics, and perceived quality. The results demonstrated that there were significant differences between the teacher's input and the AWE system's feedback, with the instructor offering more and higher quality feedback. Especially numerical differences were prominent; across most error categories, the teacher discovered many more errors than the computer program (570 versus 94). Therefore, the study revealed that using AWE systems in the classroom could have substantial pedagogical consequences for ESL writing instructors and both forms of evaluation had advantages and disadvantages since human raters provided more and better comments. For this reason, scholars

particularly stressed the importance of human feedback and suggested that further examination of human feedback in addition to the tool could contribute. In addition, in their research, Grimes and Warschauer (2010) highlighted a point that although AWE tools are beneficial, there were limitations on how they can be used but it was inappropriate to commend or criticize AWEs as a whole. The vast majority of revisions focused on mechanics rather than content or style, such as grammar, spelling, and word choice. This is one of the most important aspects of the enhancements. They contended that this raises the question of whether or not these tools were effective on their own. Furthermore, some researchers stated that they had doubts about the accuracy of these tools and they even complained about the lack of clarity of feedback and the use of the tool (Bai & Hu, 2017; Crosthwaite et al., 2020; Dikli & Bleyle, 2014; Lai, 2010; Zhang & Hyland, 2018). Some automated feedback was not assessed in a detailed or accessible way to be understood and implemented by their students, indicating that these students were not sufficiently scaffolded by this automatic feedback and need teacher feedback (Bai & Hu, 2017; Crosthwaite et al., 2020; Dikli & Bleyle, 2014; Lai, 2010; Zhang & Hyland, 2018).

Both the features, effects, and dependability of the instruments, as well as the perspectives of students and teachers, have been examined and analyzed in prior research (Chen & Cheng, 2008; Dikli, 2006; Fang, 2010; Grimes & Warschauer, 2010; Huang & Renandya, 2020; Lai, 2010; J. Li et al., 2015; Z. Li, 2021; Link et al., 2014, 2020; Maeng, 2010; R. Li et al., 2019; Tsuda, 2014; Wang, 2015; Zhai & Ma, 2021; Zhang, 2020). The majority utilized questionnaires and/or interviews. While open-ended questions aided in eliciting predominantly positive responses, survey questions provided a positive overall impression (Dikli & Bleyle, 2014). Additionally, open-ended questions were used in eliciting participants' feedback and developers' suggestions. For instance, Moore, Rutherford, and Crawford (2019) conducted a focus group interview to understand participants' views on the pros and cons of using writing efficiency enhancement software. Based on this interview, it was concluded that technology tools should not replace face-to-face feedback, but rather be used alongside it with support. The researchers suggested that using both tools and human support for academic writing growth is more efficient and effective than using only one of them. Therefore, instead of examining the use of a single feedback type for future academic studies, examining the situations where teacher feedback is used in addition to tool feedback can increase the efficiency of employing awe systems in the classroom. Z. Li

(2021) also conducted a study on the significance of AWE systems in language classes, emphasizing their ability to alleviate teachers' workload by providing prompt feedback and scores. It was revealed that variations in the use of the Criterion® tool among teachers, leading to differences in feedback types, error rates, and student submissions. These variations were attributed to differences in teacher perception and adaptation. Considering how effective teacher perception and adaptation are on these variations, the benefit of examining AWE pedagogy was indicated. Despite acknowledging the tool's utility, all teachers in the study acknowledged its limitations and emphasized the importance of human feedback; however, it was noted that there was a lack of research on the influence of teachers on the development of students' writing skills while supported by AWE tools. Previous study has also supported such requirement (Chen & Cheng, 2008; Dikli, 2006, 2014; Fang, 2010; Grimes & Warschauer, 2010; Lai, 2010; J. Li et al., 2015; Link et al., 2014; Maeng, 2010; Tsuda, 2014; Wang, 2015; Warschauer & Grimes, 2008). In another study, Sarıcaoğlu and Bilki (2021) investigated the use of the Criterion® in two courses. They examined the extent to which students utilized the tool and the improvement observed in their revisions after receiving feedback. The findings showed that some students did not follow the specified criteria or incorporate the feedback into their revised drafts. However, for those who used the tool, it proved highly advantageous in identifying and correcting errors. Prior study has explored the characteristics, effects, and dependability of AWE systems, as well as the perspectives of students and teachers. The use of surveys and interviews generated positive overall impressions of AWE systems while also emphasizing the significance of human feedback in addition to tool feedback. Teachers' varying utilization of AWE systems has been ascribed to variances in perception and adaptability. While AWE tools have been shown to reduce teachers' burden and assist students in identifying and correcting errors, more research is needed on the influence of teachers on the development of students' writing skills when AWE tools are used.

To sum up, writing is an important part of a student's academic English development and necessitates a significant time and effort investment on the part of both the student and the instructor. The goal of this literature review is to provide an overview of the use of digital tools for writing development and evaluation by investigating prior studies on their effectiveness, dependability, and comparison to human raters, as well as perspectives of their use. The findings of this literature review demonstrate that there are several distinct settings linked with digital and AWE tools, as well as research that

explore a variety of attributes with a wide range of participant sizes. This could imply that it would be beneficial to explore this topic in the context of a certain set of participants in order to acquire a fresh viewpoint. Furthermore, because all computer-based tools are constantly revised, it may be helpful to study these difficult topics in the context of a specific area and in light of the current conditions. A thorough investigation with a small number of participants can also tell whether the existing versions of the instruments can be improved. Until recently, just human input or tool feedback has been compared and contrasted, but researchers have paid almost no attention to the combined feedback from humans and tools. As a result, Chen and Cheng (2008) contend that AWE feedback must be complemented and finished by human feedback and previous research has shown that AWE tools cannot replace or supplement instructor feedback or scaffolding (Bai & Hu, 2017; Jiang et al., 2020). It has been recommended that more study is needed to investigate instructors' instructional practices in situations other than ESL classrooms and standardized tests. It is underlined that more study on teachers' educational tactics is needed, as well as the limits of AWE technologies in substituting human feedback. Furthermore, the usage and investigation of both human and automated tool feedback, as well as a thorough investigation of the students' perspectives through the use of journals, may be required and immensely valuable for gaining a new viewpoint.

2. METHODOLOGY

2.1. Research Design

A case study design utilized in this study to examine the perceptions of participants under specific conditions. The qualitative research method of case study involves the comprehensive collection of data from diverse sources, including but not limited to interviews and journals, over an extended period. The purpose of this method is to analyze and present a detailed description of a case and its associated themes (Yin, 2003). Yin recommends that case study research employs multiple data sources to develop a comprehensive and contextualized comprehension of a particular case (2003). In the realm of qualitative research, it is advisable for researchers to employ intrinsic case studies, as initially proposed by Stake (1995). Intrinsic studies are characterized by a lack of interest in formulating general hypotheses or extrapolating results to wider populations. Instead, researchers in this field concentrate on acquiring knowledge about a particular occurrence (Stake, 1995). This study is a case study that centers on the writing lessons of five students enrolled in preparatory classes at Fırat University over a period of six weeks.

2.2. Participants

The research encompassed an examination of the procedures for providing writing feedback within the framework of preparatory English courses at Fırat University in Elazığ, Turkey. Specifically, it investigated the integration of teacher-provided feedback and automated feedback, as well as explored students' perceptions regarding the impact of combined teacher-automated feedback on their writing proficiency in an EFL classroom. The participants in this study were five volunteer students enrolling in a preparatory program at a state institution. The age of the participants ranges from 18 to 22 years old. They come from different regions of Turkey. Students were selected through convenient sampling, and they were in the Department of English Language Teaching and the Department of English Language and Literature. Students who learn this skill in the preparation program are studied under the umbrella of a separate writing book and program. The writing teacher of the program is researcher. She employed the tool for all the students in the class and 5 of the students volunteered for the research.

Before students begin their departments, they must pass an exemption test administered by the School of Foreign Languages, where they will take the preparatory course. Students who score 70 or higher on this test are classified as C1 (upper intermediate) students and begin their departments as freshmen. Students who do not meet the minimum requirements must enroll in and complete a mandatory preparation program that includes instruction in reading, writing, listening, and speaking. They do not have any other placement tests after enrolling in the prep class. Students at the C1 level are placed in the first grade after successfully completing a one-year preparation program. This study involved five of the students who had not passed the exam enrolling in the same class. Therefore, all participants were classified as EFL students below level C1 according to the European Common Framework of Reference for Languages (CEFR).

2.3. Data Collection Instrument

This study entailed the analysis of students' journals, and post-interviews. The students' perspectives on the feedback provided by their teachers and the tools used were systematically collected through journal entries. Additionally, post-interviews were conducted to clarify any areas in the journal material that need further clarification. The students also made reference to the tool itself and its reports in order to have a deeper understanding of the positive or negative complaints they had regarding the tool.

The students engaged in the practice of composing written drafts and maintaining personal journals as a means of introspection and contemplation over the feedback they received during the course of the study. In order to enhance clarity for the students, inquiries were made regarding the reflection diaries through the use of prompting questions. The students composed their reflection journals in regard to the following inquiries:

❖ What are your feelings and thoughts about the feedback you received?

❖ How and what was included in the combined tool and teacher feedback you received? What are the characteristics, contents and consequences of the feedback?

After obtaining collective input, the individuals engaged in the practice of maintaining written reflection journals in order to answer the previously indicated questions. Following this, the written material was sent to the teacher via email.

Additionally, the participants partook in post-interview sessions to further explicate their views, which were then documented in the diaries. The subsequent collection of open-ended and yes/ no interview inquiries requesting further explanation with a further clarification question:

❖ How was the tool and teacher feedback in general? What are its positive and negative features?

❖ Do you think this feedback worked? Why?

The current study focuses on the utilization of "MyAccess!" as a widely used tool for teaching writing courses. Lai (2010) argues that MyAccess! stands out among other AWE tools because of its unique capability to offer timely evaluation and diagnostic feedback on numerous aspects of writing.

2.4. Procedure

The software tool "MyAccess!" was employed to examine the feedback provided by AWE as a foundational element of the overall feedback. Upon conducting an examination of the MyAccess advertisements created by Vantage Company, it can be inferred that the tool operates based on the following principles: The online writing tool employs prompts to effectively assess student papers and provide quick diagnostic feedback. The purpose of this feedback is to actively involve and inspire students in order to improve their writing abilities. The students are swiftly provided with a score upon submission of their essay response. The evaluation criteria for determining a grade can differ based on the rubrics chosen by either the instructor or the student. Tailored rubrics provide users with an expanded array of choices for both assessment and education. According to the material provided on the website (http://www.vantagelearning.com/), rubrics that are suitable for the respective grade level can be utilized to assess students' academic achievements. The rubrics encompass several scoring systems, such as 6-point analytical rubrics that assess five distinct writing domains, 4-point analytical rubrics, 6-point holistic rubrics, and 4-point holistic

rubrics. The choice of rubrics is determined by the specific requirements of the students and the rubrics employed in statewide examinations. The rubric demonstrates the following writing domains or attributes: focus- purpose, content- development, organization, language- usage and style, and conventions or mechanics. If a student obtains a score below expectations in the "development" category, they have the option to undertake a revision procedure. This involves elaborating on important topics and afterwards submitting the essay again for evaluation, following a comprehensive study of the score. As per the information provided on the website, the online Writer's Guide provides students with the opportunity to engage in either self-selected or teacher-directed teaching and assignments that cover all five score areas. During a writing session, a student may consult the Writer's Guide to obtain help on a range of issues, including development, organization, and other characteristics. The guide offers many models, comprehensive explanations, and a range of developmental exercises that might assist individuals in enhancing their writing skills. As per the rules outlined by Vantage Learning, a student who achieves the highest score on the rubric tool is considered to have demonstrated exemplary levels of concentration and logical organization in her written work. Hence, it is crucial to integrate these methodologies in written communication in order to augment the lucidity and comprehensibility of the discourse. The written composition displays a cohesive organization of sentences that showcases a level of originality, and utilizes language, tone, and style that are appropriate for the given context. The written composition has a high level of language and lexical proficiency, together with a clear grasp of the target audience and a noticeable authorial voice. In essence, the text incorporates the concept of mechanical control, highlighting that even minor deficiencies in language, mechanics, punctuation, and spelling have a detrimental impact on the overall excellence of the content.

The initial step in the application process involved establishing communication with Vantage Company. The organization provided free access for the use of the tool during the research. Furthermore, the corporate executives offered comprehensive counsel and the teacher was provided with detailed online training. Following the completion of the training, the instructor initiated the practice and provided ongoing support by addressing inquiries via electronic mail. Prior to implementing the tool within the educational setting, the instructor administered a computer literacy survey to the students. Subsequently, the students received thorough instruction on the utilization of the tool, accompanied by an opportunity to seek clarification through the instructor's provision of

a trial draft and subsequent responses to their inquiries. The students were provided with information regarding the feedback they would receive, as well as an explanation of the process for writing reflection journals subsequent to obtaining feedback from both the tool and the teacher. Afterwards, the students read, completed and signed consent papers. Following the acquisition of the requisite ethical approvals, the scheduled procedure commenced. This study lasted for 6 weeks and during this period of time different types of essay writing were studied and students wrote journals after every essay as you can see the scheduled list of writing tasks in Figure 1.

Status	Assignment Name	Revisions Allowed	Start Date	End Date	Modified Date	Options	Essay Type (Author's note)
Active	Describing a Memorable Place	Unlimited	08.12.2022	31.12.2024	13.12.2022		Descriptive
Active	Description of a "Natural Leader"	Unlimited	12.12.2022	31.12.2024	13.12.2022		Descriptive
Active	Write an opinion essay	Unlimited	18.12.2022	31.12.2023	18.12.2022		Opinion
Active	Comparison and contrast- Book exercise	Unlimited	22.12.2022	31.12.2024	22.12.2022		Comparison and contrast
Active	Compare and Contrast a Product	Unlimited	30.12.2022	31.12.2024	30.12.2022		Comparison and contrast
Active	Work- Life Balance	Unlimited	02.01.2023	31.12.2024	02.01.2023		Comparison and contrast
Active	Helicopter Parents	Unlimited	02.01.2023	31.12.2024	02.01.2023		Persuasive
Active	Make a Cake	Unlimited	02.01.2023	31.12.2024	02.01.2023		Persuasive
Active	Homelessness in America	Unlimited	10.01.2023	31.12.2024	10.01.2023		Persuasive
Active	Animal Testing	Unlimited	28.01.2023	31.12.2024	28.01.2023		Persuasive

Figure 1. List of Writing Tasks

Following the guidance provided by the assigned documents and the instructor's instructions on various essay types, the students composed essays on the subjects under consideration, utilizing the writing tool and receiving feedback from it. The students, who wrote their first drafts on tool, initially received feedback on the My Tutor Feedback section. They received a comprehensive performance chart, allowing the administering individual to visually evaluate each student's proficiency level in each domain. This was to identify areas of highest and lowest potential development, as shown in Figure 2.
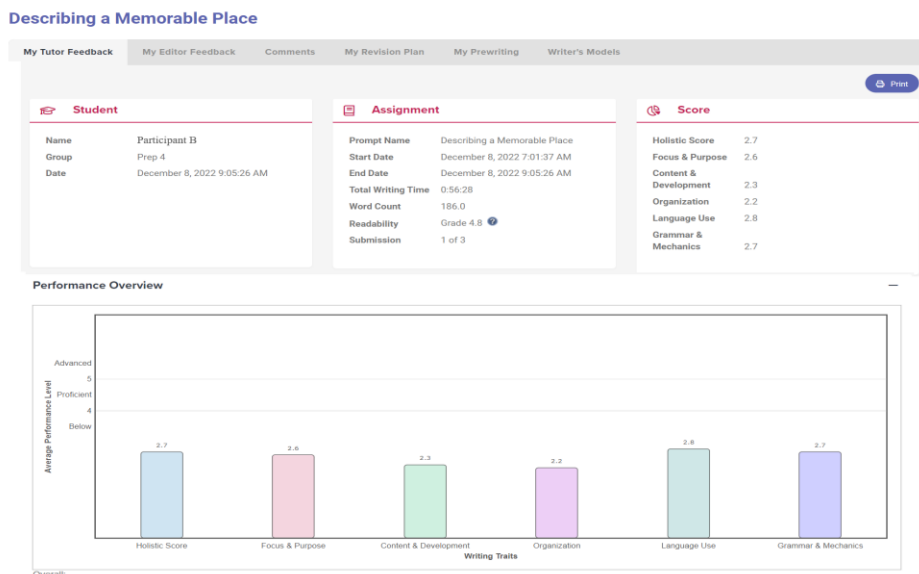
Figure 2. My Tutor Feedback Page of MyAccess

The second feedback page was My Editor Feedback which was effective in identifying mechanical errors and providing sentence structure exemplars to students as seen in Figure 3.
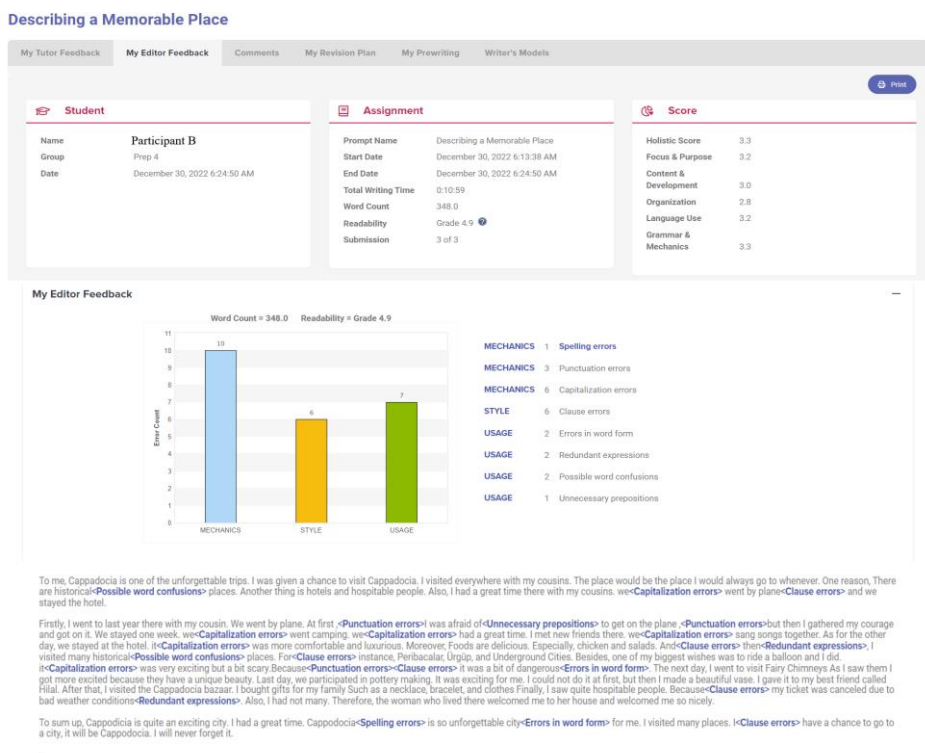

Figure 3. My Editor Feedback of MyAccess- Mechanic Error Feedback

Students also engaged in a process that facilitates the development of their personalized revision plan and offers exemplars that align with the feedback they receive. This section, which can be seen in Figure 4, allowed individuals to strategize their subsequent draft by reviewing these blueprints and incorporating the insights gained from them.

Figure 4. Revision Goal

Then they wrote their revision plans in the My Prewriting section, and wrote their second draft by modelling the sample ideal text in the Writer's Models section as examplified in Figure 5.

Sample Work

Dear Oliver,

The place I will never forget is Cascade, Idaho, as I have lived in Idaho for five years, all the while having very memorable experiences along the way. Cascade is so fresh in my mind that I can easily describe the townspeople, the senses of being there, and all the outdoor activities possible in Cascade, Idaho.

When you first go to Cascade, Idaho, several senses attack you at once. The air is drastically dry, but the wind caresses your face like the caretaker of an ancient library, caressing the spines of the books so many people love. Then, you notice the sounds. In the mountains surrounding Cascade, you hear the birds whistling and chirping, making a counterpoint to the thousands streams and rivers, all gurgling and flowing towards the Snake River, and from there to the Pacific Ocean. After the first wave of sounds and feelings come at you, your sight returns, and you are astounded. The mountains are accented against the morning sky, casting long shadows at the lesser creatures below them. The snow covered peaks refract the sun, and the light explodes in all shades and tints of blue, red, and yellow. Once the sun rises, you get the best Cascade has to offer. The sun's morning rays reverberate against the clouds, and sends off extremes of purples, pinks, reds and oranges, so colorful it's an artist's palette. The city life of Cascade can also be awe-inspiring. The buildings, hewn from red brick, were tediously mined from quarries in the mountain side. The artistic terraces and pillars of the rustic village seem to glint in the noon day sun, enjoying its worth. Wood paneled stores and shops sell a little bit of everything, from bent, rusty door nails to mantle-worthy china, tea cups and tea kettles, bringing another sense of home to this already homely place. Then the smells rush out at you, tingling and teasing your nasal passages with tantalizing scents of apple pie, blackberry crumble, and other delicious, homemade or homegrown produce. The aroma of bacon, flowing from the breakfast house, asphyxiates the townspeople, causing their eyes to search for the glorious smell. You can feel the tangible sense of the wind, whistling through the trees, singing opera in the valleys, or chirping merrily over mountain tops. The ozone creates its own feel, powerful and majestic as bolts of lightning strike at the ground, and the lightning bolt from the dirt meeting it halfway, fusing oxygen molecules together to create the chlorine-like smell of the ozone.

The people of Cascade, Idaho are amazing. They are always willing to help, a trait which is very common to Idaho. They will go out of their way to make sure you arrive at your destination. When I traveled to Cascade last summer, we camped in the mountains. We were hopelessly lost, driving aimlessly around back roads, without a GPS or a map, just trying to find our campsite. We stopped at a ranger's office, and asked him where our campsite was. Not only did he give us a map of the area, but he also drove us to our exact campsite. The rangers are not the only friendly people there. Teachers, drivers, and just your average Joe go out of their way to make sure you get where you're going, or make sure you obtain what you need. For example, maybe you are trying to rent a canoe or a white water raft to paddle down the Boise River. Not only will they get you the highest quality canoe, but they will throw in top notch paddles as well. As well as being a friendly, the people of Cascade are hard working. Farmers labor in fields of wheat and potatoes, working as hard as a colony of bees, all working for the greater good, or just the hive. Many park rangers struggle against incessant wilderness, trying in vain to keep the paths clear of bushes and shrubs, over hanging branches. Rangers do this for the benefit of the bicyclists and hikers, who flock daily to the trails like ants swarming up a picnic blanket, searching for some carelessly laid out food. Almost every single person who makes up the population of Cascade are hard workers, a trait passed down from father to son, mother to daughter. These people are obviously trying to make a heaven on earth by being hardworking, extremely outgoing, friendly, and hard working.

There are also many outdoor activities in Cascade. If you are looking for high adventure, rafting down the Snake River is one of your best bets. The white water rapids offer an indescribable experience. You can feel the water flow beneath you, gently pushing and shoving your raft to greater speeds. Then, the rocks jut out at you from the river bed like the spears Roman repel Calvary unit, the shafts and points of the ancient spears bristling out from behind a wall of shields. On the other hand, if you are looking for a relaxing experience, fishing on the lake is a great pastime. You can relax, set down your fishing poles and read, but most of the time the fish are biting like angry wasps striking the neighboring clan of bees again and again, driving home tens if not hundreds of individual stings. If you are going fishing, you might as well go camping at the same time to experience the smells and feelings of a time before our new era, a time when cavemen ruled the world savagely, only the toughest being able to survive. Another great experience in Cascade is backpacking in the mountains. The pleasure of being able to walk 50 miles over five days has a very satisfactory feel. You start on the trail with all the gear you need for camping in a pack, all your food for five days, and other essentials like water filters and matches. Day after day, the trail is hiked, with walking stick in hand, trekking over seemingly endless miles, the idea of rest at the campsite driving you on to farther and farther distances. The only sounds you can hear are the soft crunches of dirt and gravel under hiking boot, the twitter of the birds, sharing gossip with one another. Excitement begins to course through your veins, as the 50 mile mark comes into view, signaling a welcome respite from the hardships of the trail. As you can see, you can never be bored in the outdoors in Cascade, Idaho.

Obviously, Cascade, Idaho, is so memorable that anyone can describe countless details about this amazing place. Anyone could easily describe senses outdoor activities, and the outgoing, hardworking people that live there. Thank you for your time.

Figure 5. An example of "Writers Model"

Subsequently, the students received feedback from their instructor. Teacher feedback was provided to them either through the comment part of the tool or through face-to-face, one-on-one interactions. The input was presented in a manner that incorporated the suggestions supplied by the tool or addressed its shortcomings. Furthermore, feedback was provided through the use of written annotations and comments on the draft, as well as by the provision of responses to students' inquiries in the form of question and answer sessions or face to face discussions. In instances where errors were committed by every student, the instructor provided comments as a presentation and when it was deemed necessary and explicitly requested, the subject matter was elucidated to the entire class as an independent instructional lesson, commencing from its inception. Following the provision of instructor comments, the students were instructed to produce an additional draft and subsequently revise the document once. However, it is important to note that the students were not constrained to a maximum of two drafts. Students who wanted to do multiple iterations of their written work on a particular topic and persistently seeked more feedback from the tool wrote more drafts. Finally, they proceeded to submit their final draft. Following the completion of the final draft, the

individual composed a journal entry reflecting on the feedback received after they prompted by the questions which had been posed verbally by the teacher before reflections. Then, the students wrote the reflections and sent them to the teacher via email. The instructor had the ability to monitor the progress and advancements of the students by utilizing the MyAccess teacher account. The teacher analyzed the writing drafts and reports pertaining to the tool for each subject in order to check the process then analyzed the reflections in order to answer the research questions. Figure 6 illustrates this complete procedure design.
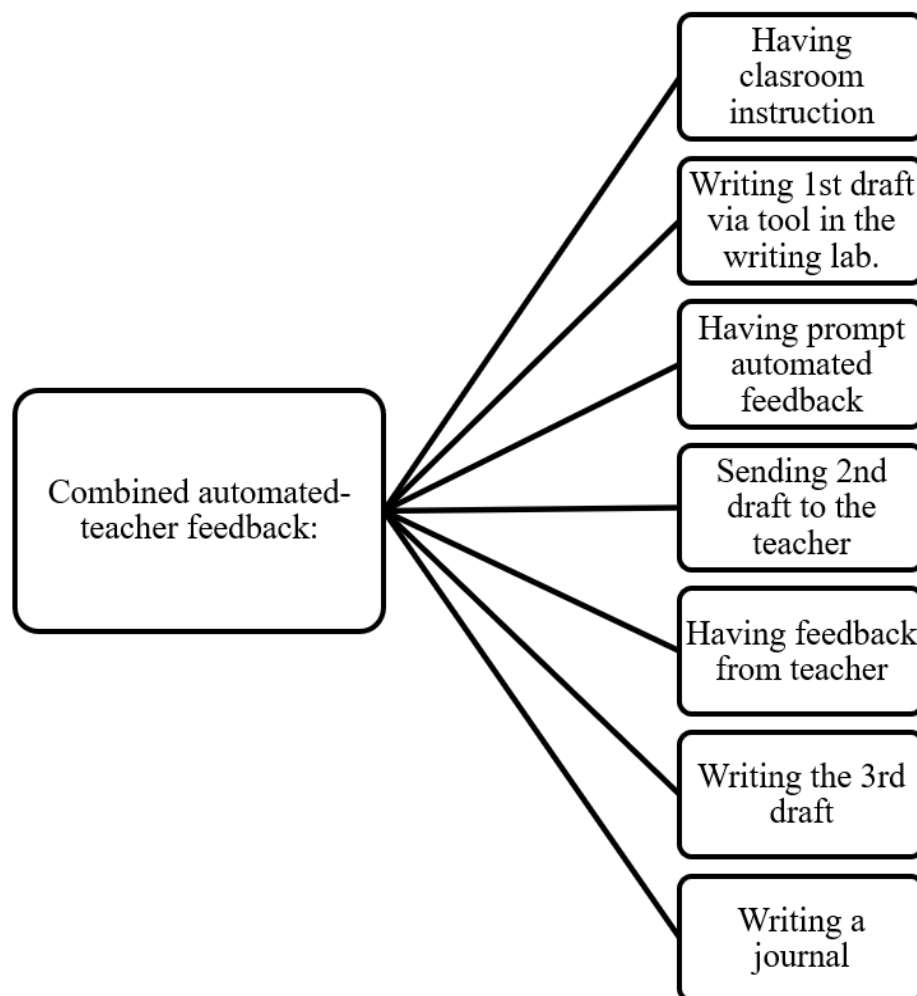
Figure 6. Combined Automated Teacher Feedback Procedure Design

Following the completion of this process, post-interview questions were administered to the students who were accessible, utilizing voice recordings through the WhatsApp application, with the aim of obtaining clarification and conducting a comprehensive review. The responses provided by the students to interview questions were transcribed and subjected to analysis. The research was originally intended to implement this research design for an additional two units, encompassing all units in the writing syllabus. However, the implementation had to be accelerated and finished earlier than expected due to the occurrence of the significant earthquake on February 6, 2023, which caused substantial destruction. The provision of instruction was briefly suspended after the aforementioned date, making communication with the students impossible because they were earthquake victims.

2.5. Data Analysis

The students' reflections on their experiences with feedback were acquired through email following each final draft during the initial phase of data preparation and collection. The collected data was gathered and stored in text format. Typographical errors and insignificant content had to be removed as the first stage in preparing the data for the analysis. This procedure, referred to as data cleaning and preprocessing, made sure the data was in a format that would be appropriate for additional analysis (Creswell, 2009). To further assure the protection of participants' privacy and maintain the confidentiality of personal data, some components, such as names and personal information, were redacted. The researcher used an inductive methodology to examine the students' personal journals and interviews. In this particular research approach, the analysis of resources was conducted without any predetermined structure, allowing for the identification of recurring themes through a casual examination of the material. Creswell (2009) states that the purpose of this analysis is to identify common patterns in data collection methods employed across various studies. Following the completion of the aforementioned stages, the process of coding and categorization was undertaken. In this study Atlas.ti was utilized, a software specifically developed for the purpose of analyzing qualitative data collections in the context of qualitative research. The analysis of the data yielded several prominent themes that directly address the research questions. In the course of conducting focused coding, the same software was employed to analyze the relationships and interdependencies among different codes, concepts, and categories. The examination of MyAccess reports and writing drafts aimed to enhance comprehension of feedback mechanisms and their operational dynamics. Although

Atlas.ti was utilized in the aforementioned process, due to the emergence of conflicting evaluations and criticisms, it became necessary to thoroughly review the data multiple times manually. Consequently, the concepts that were represented by the codes underwent a process of re-evaluation. Following that, the comparable data was grouped together into a single category. Through a constant process of comparing them with the old data, the new data were methodically arranged into their respective categories. In the end, the different categories were combined and arranged into more thorough and overarching themes. A proficient analyst with experience in qualitative data analysis was given the responsibility of creating codes and categories from the same dataset in order to evaluate the accuracy of the results. This strategy attempted to verify the findings of the initial analysis. By combining codes that were comparable, the data was structured hierarchically. Post-interview questions were created and distributed to the students in order to clarify any ambiguity or inconsistency in the categories that had been established. This was done to add more coherence and clarity. Due to the occurrence of an earthquake, it was difficult to reach the pupils who were the subject of the interview questions. The conversation was conducted via the WhatsApp program, and the audio recordings were afterwards converted into written text. To clarify views on the feedback received, a content analysis was done on the data gleaned from these records. The data were thoroughly analyzed utilizing codes, categories, and content analysis in accordance with the research questions for the findings section. This approach allowed for a detailed presentation of the results, which were supported by relevant examples and visual aids.

2.6. Trustworthiness

According to Creswell (2009), in order to ensure the study's validity and reliability, a longitudinal design was utilized for the research. According to Guba and Lincoln (1982), the dependability of research is dependent on a number of different criteria. It is possible that "prolonged engagement" is required for this research in order to maintain its credibility (Guba & Lincoln, 1982). One of my coworkers who has been working in this field for more than ten years has also participated to the coding process through the use of "peer debriefing" (Streubert & Carpenter, 2011). Fortunately, "member checking" and "confirmability" of findings allow us to compensate for this difficulty. Even if additional samples need to be collected and additional interview questions need to be developed to assure transferability, this study can at least offer some insight into the problem for studies that will be conducted in the future.

3. RESULTS

The objective of this study is to examine the effects and efficacy of a combined automated-teacher feedback process, as well as the manner in which students react to this integrated feedback approach. This study centers around two primary areas of investigation: the integration of automated responses with instructor input in the feedback process, and the students' perception of the combined automated and teacher feedback within the context of a writing course. In order to fulfill these aims, the researchers conducted an analysis of journal entries and conducted interviews with participants in order to acquire a more comprehensive comprehension of the efficacy of the integrated feedback system.

3.1. The Mechanism of the Combined Feedback

This analysis tries to present a resolution to the initial research inquiry, which investigates how the integration of automatic replies with those generated from the instructor's input within the feedback process work. The findings revealed that the students assessed the feedback mechanism based on three overarching themes when providing their comments on how it works. The salient aspects of the discourse included tool feedback, teacher feedback, and evaluative comments that included the cooperation of these two components. The first thing that stood out in the users' comments about tool feedback was the content and format of the feedback. The material mostly encompassed comprehensive input on syntax, grammar, spelling, content, organization, and focus-purpose as explicitly guaranteed by the tool.

Participant A's reply demonstrated that the feedback provided encompassed aspects such as content, organization, and focus-purpose direction, with the intention of enhancing later drafts based on these remarks.

> *…It is also very special that the tool scores based on details such as content, organization, focus purpose and encourages you to improve it...*

On the other hand, from a sentence-level perspective, it might be argued that the input generated by the tool offers valuable resources for making syntactic adjustments as Participant B stated.

> *... I was making a lot of mistakes in sentence formation while making sentences. But the tool was showing me that the sentence was wrong and the correct form of the sentence would be like this...*

The most prominent feedback method of the tool was to give examples, as Participant D underlined.

> *... I think that telling the mistakes one by one and giving examples and showing what is right and wrong is a more permanent method for us to learn...*

The section on revision goals, which offered students guidance on revising a certain step of the process of explaining with examples, included several illustrative texts that offered valuable insights as Participant E stated:

> *...In the Revision Goal tab, there were already certain tips that showed us a paragraph or essay, sample sentences about whatever type of writing we were going to write, their mistakes, what patterns they should be in, in what frameworks, and under what rules they should be written...*

Nevertheless, the exemplification method that garnered the most attention from students was the Writer's Model section. This area presented a model text along with corresponding writing styles for each score. Participant E ad B underlined the importance of having a model text:

> *...[T]he writer's model part of the tool was a good example for me to improve my writing...It was very helpful in developing my own essay by comparing it with my own writing and learning from the mistakes I made by looking at it... (E)*

> *...Most of all, the sample text given by the tool was very useful for me because I learned new words, grammatical structures and most importantly how to write an article (B).*

Additionally, the tool provided visual feedback through the use of visuals as Participant D stated.

> *...After the article is finished, we can see the graphical scores and our*
> *shortcomings, as well as our overall grade...*

While the participants generally enjoy the tool and express its contribution, they added some criticism in their comments. Along with the positive aspects, the participants listed some shortcomings of the feedback provided by the tool. For example: It was criticized for its inability to identify significant issues and for its limitations in recognizing specific grammar errors and expression deficits. Additionally, it raised concerns about potential inaccuracies in interpreting Turkish names for people and places. Participants B, C, and D expressed concerns about the tool's ability to detect and rectify these issues as it was also exemplified in Figure 7.

> *As for the bad aspects, the tool counts the incorrect words as correct we use in*
> *the texts we write...Also, the tool does not show some Grammar errors...(B)*

> *There are a few mistakes in the application, although there are mistakes in my*
> *sentences, there is no response in the feedback that there is a mistake in the*
> *sentence content(C).*

> *...[F]or example, the tool perceived some Turkish proper nouns, and place*
> *names, as wrong usage... (D)*

Figure 7. Inability to Detect Some Errors of MyAccess

In addition, being non-personalized of sample texts and explanations was considered another problematic form of feedback according to Participant D.

> *...What I see missing from the tool is that the examples given to correct errors*
> *are not personalized...*

As for the feedback given by the teacher, the participants mostly emphasized that the teacher completed these deficiencies. They also stated that, as Participant C explained, the teacher broadened the scope of tool feedback. In addition to these, he found the tool language complex and stated that the teacher did the simplification.

> *...[I]t explains to us in detail the points that the application does not give in detail and indicates the areas we need to focus on... But, I would like the application to use a more casual and simple language when explaining the mistakes we make. At this point, we get help from our teacher...*

Although the participants did not directly describe the tool as problematic in terms of organization, they described one of the areas where teacher feedback was concentrated as an organization. For example, Participant A specifically mentioned teacher feedback, declaring that he learned it specifically from the teacher.

> *...Most importantly, I learned how to do the introduction, body and conclusion while writing paragraphs. For example, when comparing two things in the compare and contrast paragraphs, she taught us to talk about what we will compare in the introduction part, and these things we will compare in the body part...*

Participants B and E expressed a shared perspective on the same subject, while also providing insights on the teacher's instructional approach.

> *...Now I have learned how to start writing and what to write in which section (B).*

> *... Also, as always, no matter how harmonious I see it in my articles, I can say that after Derya's feedback, why didn't you explain this and can you explain it in more detail, I can write the concept of introduction, body and conclusion better in my new articles and that it helped me see the deficiencies in the content... (E)*

Furthermore, Participant B expressed his opinion of the tool's feedback as being shallow, substantiating his viewpoint by providing instances of the teacher's comprehensive explanations.

> *...My Access tells us about our mistakes, and Derya explains the feedback given by the tool in a more comprehensive way. For example, the tool only tells me that the organization is not good, but Derya explains how to create this organization and how to start a sentence...*

Participant E highlighted the multifaceted and all-encompassing nature of teacher feedback, emphasizing its meticulous examination of each individual aspect and sentence. Participant B also offered an example to illustrate the teacher's multiple efforts.

> *...She analyzed my paragraph sentence by sentence and guided me on which topics I did not explain and which sentences were unrelated to each other and which would be more appropriate...*
> *...From the feedback given by Derya teacher, I learned about my grammatical mistakes and how to do the writing steps... For example, I did not know how to use punctuation marks, I was lacking in some parts of grammar, and I even learned how to use grammatical usages that I knew wrong correctly...*

Furthermore, it is important to highlight that the teacher delivered this feedback through many channels, including written communication, face-to-face interactions, and individualized discussions with students.

> *...Derya gives feedback on our articles both online and face-to-face in real time... (E)*

> *...Our teacher takes care of us one by one, shows us where our mistakes are, sentence by sentence, explains them one by one, and gives us tips to write a better article/paragraph... (A)*

The participants, who collectively assessed the aggregated input, provided explanations for the reduction in errors observed in their final draft subsequent to getting feedback from both the tool and the teacher. Additionally, they reported an increase in their tool scores, indicating improved performance compared to their previous tool feedback.

...Our teacher Derya also gave feedback to the articles we wrote through the application called MyAccess. In addition to the editor's feedback, the feedback our teacher gave us helped reduce our mistakes in our next articles (A).

...Later, I witnessed myself how my grades increased after the Opinion Essays we wrote and the feedback given to me by Derya on MyAccess (E).

To sum up, the results demonstrated the comments of the students regarding the content and format of the feedback delivered by the tool, the viewpoints regarding the teacher feedback, which offered added value in terms of the manner and medium of the feedback plus the tool, and the combined feedback, which encompassed both of these aspects.

Consequently, the tool feedback provided detailed feedback on many aspects of writing, including syntax, grammar, spelling, content, structure, and focus-purpose. The tool's use of examples and visualizations was noteworthy for students making syntactic changes and enhancing their writing. However, the tool had some limitations, including the inability to detect major issues and specific grammar errors, as well as potential inaccuracies in identifying Turkish proper names. Teacher feedback, on the other hand, included detailed explanations and help on many elements of writing, such as organization and sentence form. Feedback from the teacher was provided through a variety of methods, including written communication, face-to-face meetings, and individualized negotiations. Overall, the combined input from the tool and the teacher resulted in fewer errors and better writing performance for the students. When the whole process was considered, it can be concluded that the students benefited from the feedback given both by the teacher and the tool.

3.2. Students' Opinions about the Use of Combined Automated and Teacher Feedback in Writing Classes

The second research question aims to investigate the students' perception of the combined automated and teacher feedback in writing course. Upon analyzing the reflection and interview data, it was observed that the students predominantly discussed their initial thoughts about the tool in their initial reflections. The initial comments indicated that individuals harbored skepticism and concerns over the efficacy of the tool upon its introduction. However, with actual utilization, a predominantly favorable sentiment was seen. The tool seemed to instill a sense of optimism and confidence in students, fostering a belief in their ability to achieve success. Additionally, it was characterized as a valuable resource that provided guidance and direction.

> *... According to my first impressions, I believe that using the tool will be very useful for me. Frankly, this made me happy. Because I think it will help me improve myself in writing. This application will guide us in achieving something... At first, I was a little stressed, wondering if it would work while writing (B).*

> *...When I first heard about My Access, it was a tool that I didn't think would be extremely useful. When I use it later, I realized that my idea was not correct... Overall it left me a positive impression (A).*

Upon further utilization, the evaluations tended to be predominantly favorable. Participant A expressed his appreciation. During the process, the individual also took into account the long-term implications and appeared to be persuaded, based on their experience with the instrument, that it could provide significant advantages.

> *...I really liked the tool. My writing is generally bad and in the long run, I think the tool will be really useful and help me a lot (A).*

Additionally, there existed more individual preferences. Participant B expressed his evaluation of a specific aspect of the tool that he found most appealing, particularly with regard to the range of word alternatives it provided. He further highlighted the

preference for receiving feedback on vocabulary and usage as the tool's favored component.

> *...What I like most about the MyAccess application is that I use one word, but I learned that there are also some words that have the same meaning and that not every word can be used everywhere. In the meantime, I learned new words...*

Along with these positive points of view, the individuals who gave their suggestions about the tool also made general suggestions and support for its use, expressing that the tool was necessary for progress. Moreover, Participant B also explained that using this particular instrument seemed like "chance" and "opportunity".

> *...I think everyone should use this tool, it is very useful. But unfortunately not everyone can use it. We are lucky we have such an opportunity in this regard ... (B)*

> *...I think it should continue to be used so that users can improve themselves in this process... (A)*

Furthermore, several students reported that the tool's feedback language and interface presentation were characterized by clarity and comprehensibility.

> *...The English explanations of the tool are very clear. No complicated language is used, every feature is understandable. While writing the text, we can adjust the font or anything related to the text, it is easy to use.*

As for the language used by the tool when giving feedback and its interface, the students' thoughts were uncertain. That's to say, there is disagreement among the participants regarding this aspect of the tool. Although the interface of the tool was mentioned positively in some cases, it was also mentioned by Participant A that it was so complex that it might cause problems with receiving feedback.

> *...The main screen of the tool could be a little more useful. Frankly, it seemed a bit confusing to me...*

Additionally, in spite of the fact that the students liked using the tool in their writing class, it is worth mentioning that one participant emphasized the significance of receiving feedback from the teacher during the initial usage. This participant believes that the feedback would only be helpful if the teacher provided direction and assistance.

> *...My first opinions about the application are very positive so far. I think it will contribute to my writing efforts and improve myself. Of course, with our teacher's contributions and comments (E).*

Participant B noted the medal supplied by the tool in the interview and identified the source of this motivation as the added value of teacher feedback in addition to her assessment of the motivation of teacher feedback in reflection journals.

> *...MyAccess gave me a medal. Because that's good, I had made great progress. ... the medal really motivated me a lot. ... [B]ut the feedback given by Derya teacher was better for me. Because if the teacher had not given feedback and seen my mistake, I would not have received the medal. That's why Derya Teacher has a bigger influence on me. The medal is a piece of success, but the person who made that achievement is more important to me.*

Positive feedback can be attributed to the integration of the tool and teacher feedback. For instance, Participants C and D expressed their appreciation for the aforementioned combination and characterized the entire procedure as beneficial.

> *...In addition to the editor, it is very useful that the teacher gives us feedback... To summarize, I think it is generally useful (C).*

> *...I think it affected my paragraph writing process positively (D).*

Participant A emphasized the significance of integrating feedback from both the tool and the teacher, asserting that the tool's effectiveness was contingent upon the inclusion of teacher feedback.

> *...[I] think the combination of the tool, both you and this tool, is very efficient to implement...*

Participant B and E also provided an explanation for the good impact of this combination on their development.

> *...Both my access and the feedback given by teacher Derya Ezgi Tertemiz increased my progress (B).*

> *...[I] started to improve myself...(E)*

Participant B commented in his overall evaluations that he made improvement in writing as a result of this combined feedback, and that this success improved his drive and gave him a hopeful and positive outlook on his own future.

> *...I took my writing to a very advanced level with the feedback given by Derya teacher and my access... In general, the feedback given by both the tool and Derya teacher is useful. As this works, it makes me feel more self-confident and believe that I will achieve something.*

In summary, the students' first assessment of the feedback tool was characterized by skepticism and concerns. However, when they engaged with the tool over time, their feeling towards it became primarily positive. The utilization of the instrument fostered a perception of positive outlook and self-assurance among the students, engendering a belief in their capacity to attain triumph. The students further underscored the importance of obtaining comments from their teacher, as it offered valuable guidance and direction. The integration of input from both the automated tool and the instructor was perceived as advantageous and had a positive impact on the students' growth and progress. In general, the students perceived the tool and the feedback provided by the teacher as helpful resources that facilitated the enhancement of their writing abilities and fostered an optimistic perspective regarding their future development.

4. DISCUSSION AND CONCLUSION

4.1. Discussion

Since the 1980s, a significant amount of research has been done on the topics of language acquisition and education, with a special emphasis on the development of writing abilities (Bordag et al., 2017). Regarding these investigations, it has been underlined how important feedback is. Recent research suggests that teachers may have trouble utilizing feedback to improve writing abilities. Time constraints and rising work expectations are just two of the many reasons that present challenges (Hyland & Hyland, 2006). The need to investigate computer-assisted feedback systems as a possibly more efficient method of providing feedback has consistently been emphasized (Hyland, 1990; Hyland & Hyland, 2001; 2006). Students' views on the feedback they receive from AWE tools vary; while these tools have benefits, there are also problems that limit their ability to provide feedback that is both accurate and adequate (Grimes & Warschauer, 2010; Lai, 2010; Maeng, 2010; Link et al., 2014; Tsuda, 2014; Wang, 2015; Chou et al., 2016; Tang & Rich, 2017). Furthermore, earlier research has highlighted questions about how easily the tools can be deceived (Powers et al., 2002). The main objectives of this study are to ascertain how students react to this combined feedback method and to examine the effects and practicality of a combined automated-teacher feedback mechanism. Combining automated and instructor-generated responses can give a thorough comprehension of the whole framework by comprehending the feedback process. Connecting the dots between the questions we are trying to answer and the primary conclusions might be helpful in achieving this goal. The findings unambiguously demonstrate that students value comments on their work from both their teacher and the MyAccess tool. It is also obvious how good the MyAccess tool is at pointing out typographical problems and offering writing samples as examples. It's crucial to keep in mind that this feedback has considerable limits and has difficulty pointing out specific grammatical problems. The teacher's response, on the other hand, is extremely important in bridging the gap. Although there are differing viewpoints regarding the efficiency of the tool's feedback, it is evident that when used in conjunction with the instructor's input, it results in a discernible decrease in grammatical errors, an increase in vocabulary abilities, and an overall improvement in the structure of written works. Some recommendations for improvement include adding personalisation to the tool's feedback system. The comments might then be tailored to

the needs and tastes of the particular user. Enhancing the precision and clarity of mistake descriptions would also be helpful. To make it simpler for the user to comprehend and fix the mistakes, this can entail giving the errors more thorough and explicit explanations. The description clearly explains how using MyAccess, receiving tailored feedback, and getting help from instructors can improve students' writing skills and boost their confidence. A highly effective integrated feedback system has been developed to address the limitations and deficiencies of the tool, as mentioned earlier. This system has the dual benefit of reducing the workload for users and improving the functionality of the tool. As a result, teachers can easily make use of the tool. Despite encountering challenges, students have expressed their admiration for this system. None of the students explicitly expressed a preference for using only one feedback approach. It is important to note this. In addition, it worth mentioning that the students expressed a strong level of satisfaction with the integrated feedback.

When analyzing the responses to the initial study question regarding the functioning of combined feedback, students placed significant importance on the tool's capacity to provide versatile feedback, its effectiveness in minimizing errors, and its overall usefulness. Several studies (Anson et al., 2001; Arkon, 2015; Evmenova et al., 2010; Nantais et al., 2010) have shown that students generally agree on the effectiveness of word prediction software as a digital writing support tool. This software has been found to effectively reduce errors and offer helpful alternatives for students. Furthermore, numerous studies have shown that AWE tools play a crucial role in providing feedback and improving the overall quality of writing (Attali, 2004; Bai & Hu, 2017; Choi, 2010; Chou et al., 2016; Englert et al., 2007; Ranalli et al., 2017; Roscoe & McNamara, 2013; Wilson & Czik, 2016; Wilson, 2017). Taken together, these findings indicate that if these tools are widely used, they can help reduce writing errors in different writing courses. The recent study conducted by Sarıcaoğlu and Bilki in Turkey provides additional support for the perspectives of students, as observed in this study (2021). The use of drafts was found to dramatically minimize language faults in 11 different categories after receiving feedback from the tool. Since they make it simpler for institutions and educators to adopt cutting-edge strategies for writing skill development, these technologies have the potential to significantly improve the quality of course writing. This is an important aspect of language proficiency. According to Li (2021), integrating digital resources into educational practices can have various benefits. These

include keeping up with advancements in technology and reducing the workload of educators.

In addition, students provided insights into the limitations and drawbacks of tool feedback. The tool had a few limitations. It was unable to detect significant issues or certain grammatical errors. Additionally, there might be some inaccuracies in identifying Turkish proper names. Different studies have varying perspectives on the capabilities of these tools. Grimes and Warschauer (2010) argue that these tools have limited capacity, supporting the ideas of students. On the other hand, Bai and Hu (2017), Crosthwaite et al. (2020), Dikli and Bleyle (2014), Lai (2010), and Zhang and Hyland (2016) emphasize doubts regarding the accuracy and clarity of these tools. Grimes and Warschauer (2010) argue that it is important for teachers to approach these tools with a balanced perspective. Instead of completely criticizing or approving them, they suggest that we identify the aspects that can be beneficial and work on improving the criticized parts. Shim (2013) also emphasized the value of teacher criticism in improving writing abilities. The significance of instructor feedback was stressed by the participants in this study. They discovered that the tool addressed their weaknesses and the teacher's advice helped them strengthen their weaknesses. Students expressed that the tool used in Dikli and Bleyle's study (2014) offered feedback in a number of categories, including language, usage, mechanics, and perceived quality. The response from the AWE system and the teacher's input, however, showed up to be significantly different. The pupils thought that the instructor's input was better and more complete than that provided by the AWE system. But it is crucial to remember that in both this study and past research, students consistently showed an interest in using both instructor and tool feedback strategies. Thus, it is suggested to employ a blended feedback strategy that includes input from both teachers and tools.This strategy is in line with what students desire, and it is also supported by the results of earlier studies (; Bai & Hu, 2017; Jiang et al., 2020). There are also existing body of literature which argue that institutions have a crucial role in the value of digital support (Schock, 2011; Tight, 2017; Perry, 2021). Therefore, it is essential for institutions to increase awareness, allot funds, and give their teachers the appropriate training. The provider company offered the teacher in this study the chance to acquire free training. She could thus educate her students without requiring financial assistance from the institution she worked for. The significance of this opportunity was stressed by the students, who described it as an invaluable chance to advance their objectives. According to the students, the teacher's

instructions on how to use the tool helped them advance. They initially struggled with several aspects of My Access, but with time they grew more at ease with it. Opinions and results that support this study from both individual and institutional perspectives can offer a comprehensive and well-rounded view.

In relation to the response to the second research question, students expressed that they perceived the combined feedback positively. They also mentioned that, in addition to the tool, the teacher made several psychological contributions. This feedback has had a positive impact on students by enhancing their perspective and boosting their self-confidence. One possible explanation for this is that when students receive constructive criticism and clear feedback, it tends to enhance their enthusiasm, critical thinking abilities, and willingness to take ownership of their own learning (Lindemann, 2001; Nicol and Macfarlane-Dick, 2006; Strake and Kumar, 2010). According to several studies (Leki, 1998; Saito, 1994; Zhang, 1995), providing qualitative feedback to students can be a powerful motivator for them to enhance their writing skills. In general, students found the tool and feedback from the teacher to be valuable resources that helped them improve their writing skills and feel positive about their future growth. From this perspective, the study's findings can be seen as psychologically impactful because they highlight the importance of constructivism and clear feedback for students. Hence, the combination of feedback provided may indicate the enhanced value brought by the teacher.

According to Moore, Rutherford, and Crawford (2019), it is more advantageous to combine technology tools with teacher feedback in academic writing development than to use them separately. Students can greatly enhance their writing skills through personalized attention, thorough explanations, and a diverse range of feedback from teachers. In addition to appreciating the user-friendly design of the tool, students also noticed that there was room for improvement in error detection and explanations. By combining the teacher's expertise with the capabilities of various tools, students have the opportunity to enhance their English writing skills. In conclusion, both types of feedback align with theories on second language learning and emphasize the significance of feedback in the learning journey. Although the tool has its limitations, participants in the study still appreciate the input from the teacher and find the feedback provided by the tool helpful. Therefore, these findings align with previous studies on students' perceptions of automated feedback. Several noteworthy studies have emphasized the valuable attributes of different tools. In line with this, the current study

also explored the significance and benefits of teacher feedback. However, it may be important to note that these prominent studies address tool and teacher feedback independently rather than in combination, and thus do not focus on how feedback works in combination. On the other hand, the assignments were presented in more than one course in this study, and it investigated both the tool and teacher feedback particular to each separate draft across several weeks. This study may hold significance since it examined the deployment of a comprehensive integrated feedback system and evaluated students' perspectives within this process. Given the limitations of this study, there are several ways to enhance future writing lessons. One approach is to provide examples that demonstrate the use of combined feedback in more favorable conditions. It is highly recommended to support the tool with teacher feedback, as this can greatly contribute to its effectiveness.

4.2. Implications

As underlined in Grimes and Warschauer's article AWE Pedagogies, the new world has brought about the use of digital supports, and if the pedagogies related to the use of these tools are studied, very important benefits can be achieved. In this context, the use of MyAccess in writing lessons of university students, as used in this study, can be recommended for some reasons. The fact that the tool is criticized should not be an obstacle to its use. Based on the findings of this study and the teacher's observations, one of the main reasons for recommending its use is that none of the students stated that they did not want to use MyAccess, and moreover, it had many reviews indicating satisfaction. In addition, when it comes to teacher observations, the teacher planned the study over a total of three drafts for each assignment, but students who have computer and internet access or who create the opportunity to use extra laboratory time by entering the laboratory as a guest while other classes are in class, repeat their own writing drafts over MyAccess many times in the given times. They tried to write a single assignment, such as up to15 or 20 drafts by their own decision even though it was not requested until they were convinced that it came closest to the sample text given in the Writer's Models section. Although the same teacher had motivated students with various techniques to write even the second draft in previous writing classes with the same class, it was not possible to get the second draft from everyone. At the same time, it was stated that there were no students who wrote more drafts than demanded in writing lessons conducted in other classes. Additionally, the students stated that they wanted to go to the laboratory as soon as possible and that they wanted to use the tool

during the lesson. Because of the many positive student attitudes like these, and the sheer number of positive findings that already exist, the use of MyAccess should become widespread and teachers should be able to explore the positive aspects of this tool.

In terms of MyAccess, aspects of the tool that need improvement are that it can provide personalized feedback and be free of technical errors, as clearly stated in the findings. Although it has flaws or deficiencies, a tool that is so appreciated by students can become much more useful and beneficial if it is developed more. Moreover, it may be very important that teachers receive the necessary training and adequately inform students about the use of this tool. It seems more possible for educators who are aware of deficiencies or faults, to use them more efficiently. Since many studies emphasize the need for teacher feedback in addition to tool feedback(Bai & Hu, 2017; Chen & Cheng, 2008; Dikli, 2006, 2014; Fang, 2010; Grimes & Warschauer, 2010; Jiang et al., 2020; Lai, 2010; J. Li et al., 2015; Link et al., 2014; Maeng, 2010; Wang, 2015; Tsuda, 2014; Warschauer & Grimes, 2008;), it may be beneficial if these tool trainings are added to professional in-service training, especially for teachers who teach writing, as the most efficient way to do this may be to inform the teacher sufficiently. Furthermore, in this study, they tried to use the school laboratory in the most efficient way possible, since students' access to computers and the Internet was limited, which once again showed how important the facilities provided by the schools, such as the computer laboratory, are of great importance. In particular, since it is stated in this and previous studies how important it is for teachers to guide students fully and correctly, positive steps by institutions to provide both logistics and in-service training opportunities and budget can move both the institution, the teacher and the student forward.

Another useful observation regarding the necessity of combined feedback is that although students use the tool with enthusiasm and love, they impatiently and persistently request feedback from the teacher. In addition to written feedback, students insisted on verbal and face-to-face feedback in each draft and stated that when the tool gave feedback, they benefited from it, but they liked to receive verbal feedback more and requested verbal feedback much more often than planned. The students commented that the tool has no emotions, they observe emotions such as appreciation and pride and write with greater enthusiasm when the teacher gives feedback. In other words, when the psychological dimension is approached as an observation, it can be thought that students evaluate the exchange of emotions as a productive feedback.

In light of all these, in order to use the combined feedback method efficiently in future studies, the training provided, the results of these training sessions, and the

benefits of the results for teachers and students in practice can be studied. Also, students' psychological states can be examined in more detail. Making longitudinal studies and examining detailed observations with various methods can make much more useful contributions in this field at a time when AI technology is developing rapidly.

5. CONCLUSION

It has been noted that integrating the use of technology, particularly computer-assisted support systems like MyAccess, with teacher feedback is a successful technique for boosting students' writing ability. Despite concerns about the dependability and appropriateness of these tools, students express gratitude for the feedback provided by both the tools and their professors. While the tool is valuable for spotting most of the errors and offering examples of accurate writing pieces, teacher feedback is more extensive since it considers both the content and the structure and logical coherence of the writing, plus the psychological support. The use of both types of feedback leads to improvements in self confidence, grammatical accuracy, vocabulary, and overall writing quality. It has been suggested that the application be improved by making the feedback more customizable and the mistake descriptions more explicit.

Furthermore, the use of digital writing assistance tools can lead to an even greater reduction in errors and an improvement in overall work quality. It is recommended that instructors provide feedback to students using the aforementioned techniques in order to improve students' writing talents. It can be beneficial for the educational institutions and teachers to increase awareness of these instruments, allocate funding for their acquisition, and provide proper training in their use. Students' perspectives and findings promote the use of combined input, demonstrating the importance of collaboration among educational institutions, teachers, students, and technology.

It may be critical to note that the tool's development in mechanics and comprehension is supplemented by the individualization and precision of the instructor's comments. Both types of input illustrate the importance of feedback in the process of learning a second language writing. Despite the study's limitations, the findings show the use and importance of teacher input as well as the value of combined feedback in the process of building writing classes. In order to improve writing instruction in the future, research may focus on generating specific design of integrating combined feedback in optimal settings.

Finally, using digital writing assessment tool MyAccess can significantly improve the quality of the learning experience. Despite the criticisms levied against it, the fact that students provided positive feedback and reported being satisfied with the tool demonstrates its effectiveness. Students demonstrated a desire to use MyAccess and worked hard to improve their writing drafts through extra effort. Students with this level

of commitment and motivation may be more difficult to maintain in regular writing programs without digital support. Having said that, it is important to emphasize that several areas of MyAccess require improvement, such as the capacity to provide personalized feedback and the rectification of technical errors. Furthermore, teachers play an important role in the process by mentoring students and providing feedback that goes above and beyond what technology can deliver. When students receive feedback from their teachers in addition to being evaluated by technology, their writing abilities can increase dramatically. As a result, it is recommended that educational institutions provide the necessary resources and help and that teachers receive proper training on how to use the tools that are accessible. Furthermore, the psychological component of feedback must be considered, given that students place a great value on the emotional connection and appreciation they receive from their teachers and benefit from such encounters. The utility of mixed feedback techniques may be one of the prominent focuses of future study, and students' psychological states should be examined more thoroughly. Overall, using both instructor feedback and technological evaluation can help students strengthen their writing skills and improve the overall quality of their written work.

5.1. Limitations

The writing lessons within the school's determined program period of 9th week of the semester begins. Furthermore, because students have limited access to the Internet and computer, the study was carried out in the laboratory of the school and the permission to use the lab was set to one lesson hour per week, for instance 45 minutes. Since the test weeks could not be applied, when those weeks were removed, the application could be done for up to 6 weeks. For these reasons, the planned final writing tasks were set to take place in the second semester, but it has become almost impossible to connect with students because of the 6th of February 2023 earthquake and the identified 5 students also reside in the earthquake area. Consequently, results could not be generalized under these conditions.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ezgi Derya Tertemiz
ÖĞRENCİ NO	2021008001
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022..... / 2023........ - GÜZ DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Birleştirilmiş otomatik -öğretmen geri bildirim mekanizması ve öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine tepkileri
TEZİN AMACI	Bu araştırmanın amacı, birleştirilmiş otomatik -öğretmen geri bildirim mekanizmasının yanı sıra öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine nasıl tepki verdiklerini araştırmaktır.
TEZİN TÜRKÇE ÖZETİ	Birleştirilmiş otomatik öğretmen geri bildirim mekanizması ve öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine tepkileri konusu bu çalışmanın amacı, birleştirilmiş otomatik öğretmen geri bildirim mekanizmasının yanı sıra öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine nasıl tepki verdiklerini araştırmaktır. Özetlemek gerekirse, bu çalışmada"MY Access!" raporları, öğrencilerin yazma taslakları ve günceleri analiz edilecektir.Bu çalışma 7 hafta sürecek ve bu süre zarfında 5 çeşit deneme yazısı yazılacak ve öğrenciler her denemeden sonra bir günce halinde görüşlerini yazacaklar. Her deneme türü için belirlenen kitaptan ve öğretmenden aldıkları bilgilerden girdi aldıktan sonra öğrenciler, çalışılan konular hakkında, yazma aracını kullanarak ve araçtan geri bildirim alarak bir deneme yazacaklar. Araçtan aldıkları geri bildirimlerden sonra yazılarını öğretmene göndereceler. Daha sonra öğretmenden geri bildirim alacak ve son taslaklarını sunacaklar. Son taslaktan sonra geri bildirim hakkında bir günlük yazacaklar. Öğretmen ayrıca öğrencilerin adımlarını ve gelişimlerini My Access teacher hesabı üzerinden izleyebilir. Öğretmen 7 haftalık süre boyunca gözlemler yapacak ve aracın yazım taslaklarını ve raporlarını analiz edecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Fırat Üniversitesi- Yabancı Diller Yüksek Okulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ -	Fırat Üniversitesi- Yabancı Diller Yüksek Okulu- Fırat Üniversitesi Rektörlük Kampüsü- Elazığ- Merkez
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bu çalışmaya katılanlar,Fırat Üniversitesi Yabancı Diller Yüksek Okulu hazırlık programına kayıt yaptıran 5 öğrencidir. Katılımcıların yaşı 18 ile 22 yaş arasında değişmektedir. Türkiye'nin farklı bölgelerinden geliyorlar. Uygun örneklemle seçilen öğrenciler, hazırlık programında İngilizce yazma becerisi öğrenen İngilizce Öğretmenliği Bölümü ile İngiliz Dili ve Edebiyatı Bölümüne başlayacak olan ve ayrı bir yazı becerisi öğretimi kitabı ve programı çatısı altında dersler alacak olan öğrencilerdir. Öğrenciler bölümlerine başlamadan önce hazırlık sınıfına girecekleri Yabancı Diller Yüksekokulu tarafından uygulanan muafiyet sınavını geçmek zorundadırlar ve bu sınavda 70 ve üzeri puan alan öğrenci C1 öğrencisi olarak sınıflandırılarak bölümlerine birinci sınıf öğrencisi olarak başlayacaklardır. Asgari gereklilikleri karşılamayan öğrenciler okuma, yazma, dinleme ve konuşma derslerini içeren zorunlu bir hazırlık programına kaydolmalı ve tamamlamalıdır. C1 seviyesindeki öğrenciler bir yıllık hazırlık programını başarıyla tamamladıktan sonra birinci sınıfa yerleştirilirler.Bu nedenle, tüm katılımcılar hazırlık öğrencisi ve Avrupa Ortak Diller Referans Çerçevesi'ne (CEFR) göre C1 (upper intermediate) seviyesinin altındaki EFL öğrencileri olarak sınıflandırılacaktır. Dönem başında öğrenciler demografik sorular da içeren bilgisayar okuryazarlığı anketi tamamlayacaklardır. Ayrıca öğrenciler dönem içinde geri bildirim algıları hakkında yazı taslakları yazacak ve günlükler tutacaklar, birleştirilmiş geri bildirimlerden sonra bu günceler haftalık olacaktır. Bu çalışma, hem öğretmen değerlendirmelerine hem de Laı'nin (2010) belirttiği gibi yazma derslerini öğretmek için popüler bir araç olan "MY Access!" otomatik yazma değerlendirmesine dayalıdır. Başka birçok online yazma becerisi değerlendirme aracı olsa da "MY Access!" yazma bileşenleri hakkında tanısal yorumlarla hızlı bir değerlendirme yaptığı için öne çıkıyor (Lai, 2010). "MY Access!" Vantage Learning'den, öğrenci görevlerini derhal puanlayan ve öğrencileri yazma becerilerini geliştirmeye ihtiyaç duymaları için motive eden ve tanısal geri bildirim sağlayan, hızlı yönlendirmeli, web tabanlı bir yazma platformudur (http://www.vantagelearning.com /). Bir deneme yanıtını tamamladıktan birkaç saniye sonra öğrenci bir puan alır. Not, öğretmenin veya öğrencinin seçtiği bir dizi farklı değerlendirme listesine dayanabilir. Özelleştirilmiş değerlendirme listeleri, derecelendirme ve eğitim söz konusu olduğunda kullanıcılara daha fazla alternatif sunar. Web sitesine göre (http://www.vantagelearning.com /) öğrencilerin notları, ihtiyaçlarına ve devlet sınavı puanlarına göre 6 puanlık analitik (5 yazma alanı için ayrı puanlar), 4 puanlık analitik, 6 puanlık bütünsel veya 4 puanlık bütünsel gibi sınıfa uygun puanlamalar kullanılarak sağlanabilir.

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER (DEVAMI)	Değerlendirme listesi şu yazı alanlarını veya özelliklerini gösterir: odaklanma / anlam, içerik / geliştirme, organizasyon, dil kullanımı ve stili ve mekanik. "Geliştirme" konusunda düşük puan alan bir öğrenci, kavramları genişleterek makaleyi gözden geçirebilir ve puan analizini inceledikten sonra puanlamaya yeniden gönderebilir. Web sitesi, beş puanlama alanının tümü için, çevrimiçi "Yazar Kılavuzu" nun öğrencilere kendi seçtikleri veya öğretmen tarafından yönlendirilen öğretim ve ödevleri sunduğu bilgisini verir (http://www.vantagelearning.com /). Bir yazma oturumunun ortasında, bir öğrenci geliştirme, organizasyon için fikir ve modeller için "Yazar Rehberi" ne danışabilir, veya diğer özelliklerin yanı sıra modeller, açıklamalar ve gelişimsel alıştırmalardan herhangi birine ulaşabilir. Bir öğrenci Vantage Learning talimatlarına göre araç değerlendirme tablosunda en yüksek puanı alırsa, net bir ana fikri geliştirip sürdürerek, hedef ve izleyici hakkında genel bir anlayış göstererek ve görevin en azından çoğunluğunu tamamlayarak iyi bir her açıdan doğru odaklanma ve anlam bütünlüğü göstermiştir. Buna göre, yazma görevi iyi bir gelişime sahiptir, bu da kavramları açıkça geliştirdiği, fikirleri desteklemek için yeterli ve ilgili cümleler kullandığı ve uygun bir giriş ve sonuçla oldukça bağlambütünsel bir çerçeve gösteren bir yazı oluşturduğu anlamına gelir. Standartlaştırılmış paragraflama ve geçiş stratejileri de gereklidir. Ayrıca, belirli bir özgünlüğe sahip iyi yapılandırılmış cümlelerin yanı sıra, duruma uygun kelime bilgisi, ton ve stilden oluşur. İyi bir dil ve kelime seçiminin yanı sıra izleyici hakkında net bir bilgi sergiler. Son olarak, birkaç dilbilgisi, mekanik, noktalama işareti ve yazım hatasının içerikten çıkarılmasını içeren mekanik kontrolü içerir. Özetlemek gerekirse, bu çalışmada"MY Access!" raporları, öğrencilerin yazma taslakları ve günceleri analiz edilecektir.Bu çalışma 7 hafta sürecek ve bu süre zarfında 5 çeşit deneme yazısı yazılacak ve öğrenciler her denemeden sonra bir günce halinde görüşlerini yazacaklar. Her deneme türü için belirlenen kitaptan ve öğretmenden aldıkları bilgilerden girdi aldıktan sonra öğrenciler, çalışılan konular hakkında, yazma aracını kullanarak ve araçtan geri bildirim alarak bir deneme yazacaklar. Araçtan aldıkları geri bildirimlerden sonra yazılarını öğretmene gönderecekler. Daha sonra öğretmenden geri bildirim alacak ve son taslaklarını sunacaklar. Son taslaktan sonra geri bildirim hakkında bir günlük yazacaklar. Öğretmen ayrıca öğrencilerin adımlarını ve gelişimlerini My Access teacher hesabı üzerinden izleyebilir. Öğretmen 7 haftalık süre boyunca gözlemler yapacak ve aracın yazım taslaklarını ve raporlarını analiz
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN -	Computer Literacy Questionairre (Bilgisayar Okuryazarlığı Anketi)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) …5 adet…….. (……2……) Sayfa Computer Literacy Questionairre (Bilgisayar Okuryazarlığı Anketi) 2) …5 adet…….. (……2……) Sayfa Gönüllülük Esasına Göre Tez Anket Uygulaması İçin Tez Onam Formu

ÖĞRENCİNİN ADI - SOYADI: EZGİ DERYA TERTEMİZ	ÖĞRENCİNİN İMZASI:	Enstitü müdürlüğünde evrak aslı
	TARİH: 21 / 10/ 2022	ıslak imzalıdır.

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu   İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Jülide İnözü	Adı - Soyadı: …………………..…	Adı - Soyadı: Şehnaz Şahinkarakaş........	Adı - Soyadı: …………........
Profesör	Unvanı: …………..…	Unvanı: .Prof. Dr…………	Unvanı: …………..…
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: ………………..…	İmzası:.. Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
	…. / .... / 20....	.... / .... / 20……	…. / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	Ⓧ	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, …… / …… / 20…… - …….. / .... / 20...... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	◯	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B. Informed Consent Form

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "**INVESTIGATING THE COMBINED TEACHER-AUTOMATED FEEDBACK**

AND REACTIONS OF STUDENTS OF AN EFL WRITING CLASS" başlıklı araştırma "EZGİ DERYA

TERTEMİZ" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli

tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz

için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız

bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**,**

araştırmaya katılım için onam verdiğiniz anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu araştırmanın amacı, birleştirilmiş otomatik -öğretmen geri bildirim mekanizmasının yanı sıra öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine nasıl tepki verdiklerini araştırmaktır.

Araştırmanın Nedeni: Birleştirilmiş otomatik - öğretmen geri bildirim mekanizması ve öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine tepkilerini güncel verilere dayandırarak araştırmak.

Araştırmanın Yürütüleceği Yer: Fırat Üniversitesi - ELAZIĞ

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştıma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile*******)

Adı-Soyadı:
İmzası*******:

Araştırmacının

Adı-Soyadı: EZGİ DERYA TERTEMİZ
e-posta: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

İmzası:

Appendix C. Computer Literacy Questionnaire

COMPUTER LITERACY QUESTIONNAIRE

We are grateful for your participation and assistance in answering this questionnaire. We would like to know something about your computer experience. Your responses will be treated in strict confidence and individual teachers/schools will not be identified in any report or publication. Please answer all questions as accurately as you can.

➢ For each question, please mark your response with a tick (☐), unless otherwise indicated. For 'Other' responses, provide a brief response.

Q1. Gender
Male ☐   Female ☐

Q2. Age (please specify)

☐ years old

Q3. What is your job & position & grade?
☐

Q4. Where do you currently work or study?

Kindergarten ☐	Primary school	
Secondary school ☐	Technical college	
University ☐	Private language school	
Private tutor ☐	Other (please specify)	
Not now ☐		

Name of city/town (please specify) ☐

Subject(s) you study (please specify) ☐

Q5. How long have you been using computers? ☐

Please tick here if you have never used a computer. ☐

1

Q6. What type of computers have you used? Please fill out the following table:

Type of computer	Length of time	Purposes
Example: PC (Windows)	*1 year*	*Personal use at home, word processing, email*
Example: Macintosh (OS X)	*6 months*	*Teaching at school, email, Web search*

Q7. Do you   currently have regular access to a computer?

    Yes   [   ]

    No   [   ]

Q8. Does the   computer have an Internet connection?

    Yes   [   ]

    No   [   ]

Q9. How would you rate your own computer literacy?

    Poor   [   ]   Adequate   [   ]

    Good   [   ]   Excellent   [   ]

Q10. How would you rate your own Internet literacy?

    Poor   [   ]   Adequate   [   ]

    Good   [   ]   Excellent   [   ]

Q11. How would you rate your current typing skills?

    Poor   [   ]   Adequate   [   ]

    Good   [   ]   Excellent   [   ]

- -

Appendix D. Reflection Journal Questions

❖ What are your feelings and thoughts about the feedback you received?

❖ How and what was included in the combined tool and teacher feedback you received? What are the characteristics, contents and consequences of the feedback?

Appendix E. Interview Questions

- ❖ How was the tool and teacher feedback in general? What are its positive and negative features?
- ❖ Do you think this feedback worked? Why?

Appendix F. "My Access!" Permission

Paul Edelblut •   •, 30 Mar 2022 Çar, 23:42 tarihinde şunu yazdı:
Hello Ezgi,

I can support your research in the following way.   I will provide 20 licenses of the MY Access! platform. This includes approximately 2,000 pre-trained IntelliMetric models for writers at he level of grade 4 through grade 16. In MY Access! you will also have a "teacher" account to make assignments and review the scoring and feedback the engine can provide. Using this tool you can deliver a pre-and post assessment as well as ongoing formative scoring and feedback.

In exchange for this we require the following.
1-You will schedule and attend a 60-90 minute training on how to use MY Access! This can be virtual and we will find a mutually agreeable time.
2-Your final paper will indicate that the system you used is MY Access! and the underlying scoring engine is IntelliMetric
3-You will share your results with us when complete.
4-If you are presenting your research to a faculty committee we are permitted to join that session virtually if possible.

If this is agreeable please let me know the time frame when you would like to get started and duration of the study. Once we have the student and teacher account set up we can schedule the training over a virtual session.

I hope to work with you soon.

Kindest Regards,
Paul Edelblut
Vice President

From: EZGİ DERYA TERTEMİZ •

Gönderen: **Paul Edelblut** <
Date: 17 Eki 2022 Pzt, 16:50
Subject: Re: [EXTERNAL EMAIL]My Access - research
To: EZGİ DERYA TERTEMİZ <

Good Morning,

Thank you for your patience while I was travelling. We have created your school and Teacher account as well as "blank" accounts for you to create your students as needed.

You can log into MY Access by pointing your browser to   and clicking the LOGIN button in the top right. Use the following Credentials for your Teacher Account
Log in: TeacherDerya
Password: myaccess

Once logged-in you can select the Resources button on top menu bar and there you will find a wide variety of documents and training videos to get started loading students, assigning prompts and reviewing reports. As it has been a long time since you saw the program I would be happy to meet again and walk you through the system with your account. Please let me know if that would be helpful and we can find some time.

Kindest Regards,
Paul

Appendix G. Approval Request from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200007962   25.10.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
       Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ezgi Derya Tertemiz** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix H. Approval Request from the Çağ University Rectorate

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200008433   08.11.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
        Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 25.10.2022 tarih ve E-23867972- 050.01.04-2200007962 sayılı yazınız.
        b) 27.10.2022 tarih ve E-23867972- 050.01.04-2200008043 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Ezgi Derya Tertemiz** ve **Özge Şibdar** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix I. Approval Request from Fırat University Rectorate

15.11.2022-253261

T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı   : E-11611387-044-253261   15.11.2022
Konu : Ezgi Derya TERTEMİZ'in Anket
           Uygulama İzni

YABANCI DİLLER YÜKSEKOKULUNA

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Ezgi Derya TERTEMİZ isimli öğrencinin "Birleştirilmiş Otomatik-Öğretmen Geri Bildirim Mekanizması ve Öğrencilerin Otomatik ve Öğretmen Geri Bildirimlerinin Birleşimine Tepkileri" konulu tez çalışmasını, Üniversitemiz Yabancı Diller Yüksekokulu Prep4 sınıfında yapma talebi gönüllülük esasları çerçevesinde uygun görülmüş olup, konuya ilişkin gerekli duyurunun yapılması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Fahrettin GÖKTAŞ
Rektör

Ek: Yazı (33 sayfa)