

The Effect of Individualized Technology-Mediated Feedback on EFL Learners' Argumentative Essays

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Abstract

This quantitative quasi-experimental study, which followed a pretest-posttest-delayed posttest design, was aimed at investigating the effect of individualized technology-mediated feedback (henceforth, ITMF) on the overall quality of Iranian EFL learners' argumentative essays. The effect of ITMF, as the experimental treatment, was compared with the common written corrective feedback (henceforth, CWCF) strategies as the control treatment. 57 learners, studying at general EFL courses at upper-intermediate level, formed the participants. They were assigned to two groups: ITMF and CWCF, which, in this study, is meant as the pen-and-paper form of direct and indirect feedback. Each group received six sessions of treatment. The writing tasks and tests were all of argumentative type. First, whether there was any significant difference between the ITMF and CWCF in the overall quality of the essays was investigated. The ITMF group significantly outperformed the CWCF one. Then, whether the difference between the groups varied over time was explored, and it was revealed that the ITMF was still significantly superior over the CWCF. Next, whether there would be any significant change in the ITMF in the long term was examined, and no change was seen. The study supports the advocates of screen castingfeedback, revision and teacher-learner negotiation following the feedback.

Key Words: Written Corrective Feedback, Technology-Mediated Feedback, Individual Differences, Camtasia, Argumentative Essays, Revision, Teacher-Learner Negotiation