THE IMPACT OF FEEDBACK FROM AWES ON REVISION BEHAVIOR IN ENGLISH WRITING

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Annotation: The Automated Writing Evaluation System (AWES) has brought convenience and vitality to writing teaching, providing a platform for students to practice independently. Research has shown that AWES can effectively develop revision abilities, improve the language level and relevance of writing. However, teachers should still combine online exercises with offline classes to maximize its effectiveness.

Keywords: impact; AWES feedback; revision; English writing

Annotatsiya: Yozishni baholashning avtomatlashtirilgan tizimi (hayrat) yozuvlarni o'qitishga qulaylik va hayotiylik olib keldi, talabalarning mustaqil amaliyot o'tashlari uchun platforma yaratdi. Tadqiqotlar shuni ko'rsatdiki, egalari qayta ko'rib chiqish qobiliyatini samarali rivojlantirishi, til darajasini va yozuvning dolzarbligini oshirishi mumkin. Biroq, o'qituvchilar hali ham samaradorligini oshirish uchun onlayn mashqlarni oflayn darslar bilan birlashtirishlari kerak.

Kalit so'zlar: ta'sir; feedback hayratlar; taftish; ingliz yozuv

Аннотация: Автоматизированная система оценки письменной речи (AWES) привнесла удобство и актуальность в обучение письменной речи, предоставив студентам платформу для самостоятельной практики. Исследования показали, что владельцы могут эффективно развивать навыки редактирования, повышать уровень владения языком и актуальность написания текстов. Тем не менее, учителям все равно следует сочетать онлайн-упражнения с офлайн-занятиями, чтобы добиться максимальной эффективности.

Ключевые слова: воздействие; обратная связь; пересмотр; написание текстов на английском языке.

1. Introduction

English writing stands as the most comprehensive skill, and therefore demands the highest level of proficiency from students. Due to the limit of human scoring, Automated Writing Evaluation System (AWES) is introduced to language learning, which can provide language teachers and learners multiple immediate assessment, and affect students' revision behavior in English writing.

The researchers from all over the world conducted a lot of studies on AWES. Bleyle and Dikli (2014) argue that online feedback alters the classroom structure, stimulates learning motivation, and is more efficient and timelier than traditional teacher feedback. However, some scholars have found some problems existing. Hegelheimer et al. (2015) argue that automated feedback can be vague and stereotypical, while the uniformity of rubrics may lead to writing boredom among students. Lu and Yan et al. (2010) suggest that some rubrics are overly generalized, which can hinder students' development of critical thinking skills. Furthermore, the impact of assessment on motivation varies among individuals and is restricted to the micro-level of writing, including vocabulary, grammar, and spelling. (Yang & Dai, 2015; Hu, 2015) According

to He Xuliang (2013), online scores are more reliable than teachers' scores, but they may not accurately reflect the students' true level. Therefore, AWES should be improved by integrating it with other teaching tools to enhance its effectiveness.

The research is to investigate the impact of different kinds of feedback from AWES on the college students' revision behaviors while modifying their essays and the results and provide some suggestions to English writing teaching.

2. Methodology

The research employs the quantitative and qualitative methods to explore the impact of feedback from AWES on revision behaviors. The writing task is the one of College English Test 4 in China with the scientific requirements, and total score is 15. Students can modify their essays based on revision suggestion provided by AWES and submit their essays until they are satisfied with the final score.

A total of 138 participants completed the writing task and submitted 278 versions of their essays. It was found that 50% of the students made modifications and submitted their essays more than once, resulting in higher scores compared to those who did not make any corrections. For the purpose of a case study, the research selected four students who submitted their essays more than four times and showed significant improvement. The different versions of these four students' essays were compared.

3. Results

AWES can provide students with multiple feedback to help improve the quality of essays, especially the feedback of technics and language usage. The results of the case study include the comparison of final score and the revision behavior based on feedback from AWES.

	Times of Revision	Changes of Score					
		T1	**T2**	**T3**	**T4**	**T5**	**T6**
S1	4	10.1	10.6	10.8	11.5	--	--
S2	5	10.1	10.3	11.2	11.4	11.4	--
S3	5	9.8	10.9	11.1	11.2	11.4	--
S4	6	10.4	9.9	11.1	11.5	11.6	11.6

Chart 1. Final score of different versions

The four students revised and submitted their essays more than three times. After making corrections based on feedback from AWES, the scores of the final version of the essay are higher than that of the first ones. S4 received the lowest score in the second revision because she moved some parts incorrectly and submitted the essay. S2 and S4 received the same scores for the last version and the previous one. It indicates that there are no significant errors to be corrected, and therefore, modifying the behavior will not impact the score.

Language	Grammar	Subject-predicate agreement
		Part of speech
		Singular or plural
		Usage of words
		Sentences
	Technics	Spelling
		Punctuation

		Capital letter
Content	**Relevance**	--
	Consistency	--

Chart 2. Most Feedback provided by AWES

AWES provides students with various types of feedback to enhance their essays, mainly including language, content, and some comments. All four students made corrections to language errors based on the revision suggestions, resulting in no language mistakes being identified by AWES in the final version. While the consistency has been significantly improved during the modification process, the relevance has only been slightly improved.

The feedback provided by AWES can assist students in identifying most of the errors in the essays. This approach can help students develop a good writing and revising habit. It is crucial to be aware of the importance of identifying errors independently. Changes to words and phrases were the most frequent, followed by changes to punctuation and grammar. However, students rely on the feedback provided by AWES, and ask for others' help, such as dictionaries, teachers or peers. Few students paid attention to the content, theme, and structure of the text.

4. Discussion

AWES can improve the students' English writing ability over time, but it cannot completely replace manual feedback due to technical limitations. Furthermore, although there may have been a slight improvement in students' writing skills, they continue to face difficulties with regards to content, chapter structure, logic, and coherence. Language teachers can design some learning tasks in different periods of writing class to help students make use of AWES critically. In the future, researchers should explore ways to integrate information technology with offline classrooms to fully utilize its positive impact on English writing teaching.

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