The International Research Foundation
for English Language Education

Title of Project:
Exploring Automated Corrective Feedback in EFL
Writing Classroom Context: A Case Study of Criterion

Researcher:
Giang Hoang
University of Melbourne
thoang1@student.unimelb.edu.au

Research Supervisors:
Prof. Neomy Storch
University of Melbourne

Dr. Ute Knoch
University of Melbourne

Giang Hoang

Project Summary:
The increasingly more pronounced presence of automated writing instructional programs such as *Criterion*, *My Access*, or *WritetoLearn* has shifted the English as a foreign language (EFL) writing classroom paradigm from the traditional mode to a blended environment where the interplay between teacher instruction and automated scoring and feedback takes place. However, whether the increasing availability of these digital technologies in writing classrooms is accompanied by adequate understanding of their impact on students' learning to write in a second/foreign language is still an under-researched question. Through the lens of exploratory research, the current study investigates EFL learners' actual interaction with the form-focused feedback automatically generated by one such writing program, ETS *Criterion,* among a sample of 120 EFL learners in Vietnam. This experimental study focuses on learners' response to *Criterion*'s grammatical feedback and their corresponding revisions of the essays, followed by a post-test and delayed post-test to check learners' retention of the automated feedback. The qualitative part of the study delves into learners' processing of the feedback points using think-aloud protocols among a subsample of 15 students, some of whom will have follow-up interviews, and five focus group interviews among other students towards the end of the semester. Insights from the study help EFL writing teachers and school administrators make better informed pedagogical decisions regarding the use of digital technology in their contexts as part of the shifting writing classroom paradigm in the era of technology.