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MEd TESOL Research Dissertation

Title of Dissertation: Learner engagement with teacher-generated electronic formative feedback (TEFF) on EAP writing: A multiple case study of international foundation students.

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Abstract

This multiple case study examined leaner engagement with teacher-generated electronic formative feedback (TEFF) on EAP writing. Building on Ellis' (2010) framework for investigating corrective feedback (CF) and Han and Hyland's (2015) multiple case study employing this framework, this study used the three dimensions of behavioural, affective and cognitive engagement to explore learner engagement in the wider context of TEFF on both CF and text-level issues in writing. Furthermore, the TEFF in this study was received via Turnitin's GradeMark tools, and thus this study explored the relatively unresearched area of how learners engage with Turnitin as a formative feedback platform.

A mixed methods approach was adopted. Firstly, text analysis of feedback on first drafts and revisions in final drafts provided quantitative data about TEFF uptake. Secondly, participant interviews involving stimulated recall and follow-up questions provided qualitative data regarding affective and cognitive engagement. The participants were three Chinese students in the final term of an international foundation programme for a UK Russell Group university.

The study found that all three participants produced highly successful revisions based on TEFF received via GradeMark's in-text feedback functions, with all participants also stating that the in-text feedback functions were more helpful than GradeMark's overall summary and grading functions. Secondly, affective engagement was found to vary significantly across the three participants, from negative emotions and attitudes to overwhelming positivity. However, unlike previous studies (e.g. Storch & Wigglesworth, 2010), this study found that the participant demonstrating the most negative affective engagement revised as successfully as the participant with the most positive attitude.

Finally, a wide range of cognitive and metacognitive operations were reported, with two participants demonstrating extensive metacognitive and deep processing operations. Consistent with previous studies (e.g. Han & Hyland, 2015; Storch & Wigglesworth, 2010), this study also found no direct link between depth of processing and successful uptake of feedback. Overall, these findings suggest a complex relationship between the three dimensions of engagement with feedback and a need for further in-depth case studies investigating how individual differences, for example proficiency, might affect learner engagement with TEFF.

Acknowledgements

I would like to thank the teacher and participants involved in this study for their time and support. Their enthusiasm during the data collection process was inspiring. I would also like to thank my supervisor, whose expertise and unwavering engagement with my work enabled me to confidently take my first steps as a researcher.

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1. Introduction

1.1. Problem statement and research aims

For teachers of English for Academic Purposes (EAP), giving formative feedback (FF) on student writing is a core competence (BALEAP, 2008, p.9). In this context, FF has been defined as feedback "intended to shape learning" enabling teachers to "support a performance" (Alexander, Argent, & Spencer, 2008, p.305). Provision of FF is an area on which EAP teachers are investing increasing amounts of time and effort (Alexander et al., 2008; Han & Hyland, 2015) and thus its significance as a research topic is increasing. For example, I teach on an EAP programme at a UK pathway college and teaching hours in the final term are reduced by thirty percent to enable sufficient time for provision of FF on assessed writing, demonstrating the significance placed on FF for this module.

However, research shows that the increase in teachers' time and efforts to provide FF does not always seem matched by students' efforts to engage with that feedback (Ferris, 1997), which can lead to teachers feeling frustrated with the feedback and revision process (Ferris, 2014; Goldstein, 2004). This phenomenon is also evident at my institution, where teachers, including myself, anecdotally share disappointments that students appear not to have utilised their FF to revise final drafts.

Due to the significance placed on the provision of FF within our EAP programme, and the concerns about student engagement with that feedback, I believe a deeper understanding of the feedback and revision process from a student perspective is necessary. Therefore, this project investigates student engagement with FF on an assessed EAP writing task by conducting a multiple case study with three international foundation students in their final term. It is hoped that a better understanding of how these students engage with FF may ultimately assist teachers to adopt feedback practices that are helpful and engaging for students.

1.2. Research context

1.2.1. The Institution and the EAP module

The Institution offers foundation programmes for international students with conditional offers for a UK Russell Group University. The EAP module is a three-term compulsory

course for all students at the college with the aim of providing “thorough training in the language and related academic skills which will enable [students] to best achieve [their] academic potential at University” (Institution, 2017, p. 2).

1.2.2. The students and teachers

The student cohort featuring in this study is the International Foundation year (IFY) cohort for academic year 2017-2018. This comprises 349 students from 32 different countries, with 61% from China. Ages range from 17 to 26. Students enter the college with a minimum overall IELTS score of 5 and have conditional offers for a variety of social science, science and engineering degree courses.

There are twenty-three teaching groups, ranging in size from nine to twenty students. The seven teachers on the module are qualified to TEFLQ level (see British Council, 2015, p. 46) and all have taught on the module for one to three years. As I am an experienced teacher on the module, this study represents a form of insider research, in which the researcher is also part of the system under investigation and has intimate knowledge of the context (Teusner, 2016). To separate my functional role as a teacher from my research role as much as possible, the participants in this study were selected from a teaching group that I do not teach (see section 3.3.).

1.2.3. Writing skills assessment

Writing skills on the EAP module are assessed by means of an end of course exam (40%) plus a 1,000 to 1,500-word essay (60%) called Coursework 3 (CW3). The latter piece of writing forms the focus of this study. CW3 task instructions are provided in Appendix 1 and the CW3 timeline is shown in Figure 1. All drafts are submitted electronically via Turnitin on the Institution’s VLE.

Term, week* *Each term consists of 10 weeks	**CW3 Activity**
Term 2, week 8	CW3 set
Term 3, week 4 (Sunday)	Submit first draft CW3
Term 3, week 7	Feedback tutorials for CW3
Term 3, week 7 (Sunday)	Submit final draft CW3

Figure 1: CW3 Timeline

1.2.4. Formative feedback on writing

Teachers provide FF on CW3 using the GradeMark tools in Turnitin, which enable provision of both in-text feedback and overall comments in a variety of formats. Four GradeMark feedback functions are used: the QuickMark (QM) and Comment functions for in-text feedback; and the Feedback Summary and Grading Form functions for overall feedback. Usage of these functions is detailed below.

Firstly, the QM function is used to provide indirect feedback based on the module's error correction code (Appendix 2). This consists of indirect metalinguistic feedback on language errors and academic conventions, for example 'A' for mistakes with articles and 'R' for incorrect register. When a student clicks a QM, the explanation from the error correction code appears (Figure 2). The error correction code is printed in student workbooks, is available on the VLE and has been used on previous writing tasks to ensure that students are familiar with it by this stage of the course.

Figure 2: Screenshot of QM feedback in a sample CW3 first draft

Secondly, GradeMark's Comment function enables teachers to highlight a section of text and write a comment in a similar way to comment functions available in other programmes, such as Microsoft Word. Once the comment is saved, a speech bubble icon is created on the page, which the student can click to read the full comment (Figure 3).

The guidance given to teachers when marking first drafts is to highlight examples of common errors in early parts of the writing using QMs and Comments, and to encourage students to proofread the rest of their work to find and correct further errors of a similar

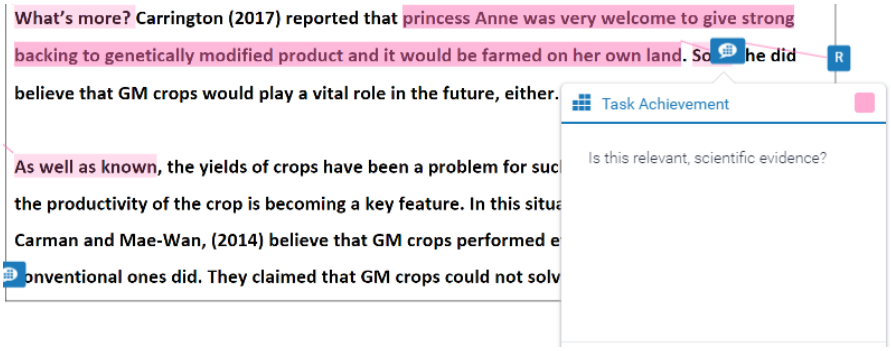
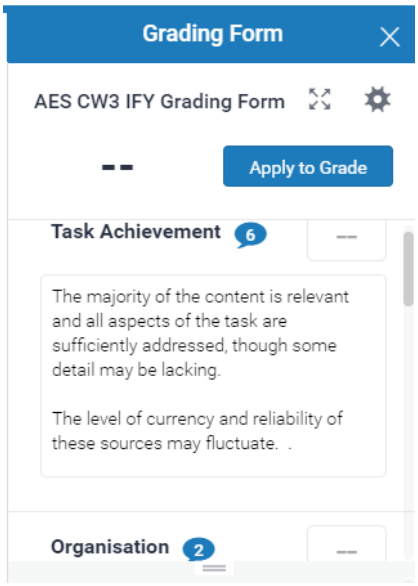


Figure 3: Screenshot of a Comment in a sample CW3 first draft

nature. This principle is explained to students by their teachers and in a Turnitin Feedback Guide on the VLE.

Thirdly, information about overall performance against the assessment criteria (Appendix 3) is provided with the Grading Form function. Statements from the assessment criteria are copied into the Grading Form boxes to provide an indication of level. An example for Task Achievement is illustrated in Figure 4. Students can compare their Grading Form feedback to the assessment criteria printed in their workbooks and gain a broad understanding of their level.



CW3 Writing Marking (Essay)

Level	Task Achievement (a) Core Elements + (b) Supported Position
9-10 Distinction	a) **All** content is relevant to the question and **all aspects** of the task are **fully addressed**. b) **Expertly presents a clear position** throughout which is **clearly and fully supported** with evidence and/or examples **from current and academic sources.**
7-8 Merit	a) **The majority** of the content is relevant and **all** aspects of the task are **sufficiently addressed**, though some **detail may be lacking**. b) **Presents a clear position** throughout which is **substantially supported** by evidence and/or examples from **mainly current and academic sources**.
5-6 Pass	a) A **high proportion** of the content is sufficiently relevant and **addresses key aspects** of the task. b) **Mostly clear position** presented with **attempts made to support main points** with evidence and/or examples from sources. The **level of currency and reliability of these sources may fluctuate**.

Figure 4: Screenshot of Grading Form and corresponding CW3 assessment criteria

The final GradeMark function used is the Feedback Summary (Figure 5). Guidance to teachers is to summarise three points done well and three areas for improvement. The

current study will investigate student engagement with all four GradeMark feedback functions described above.

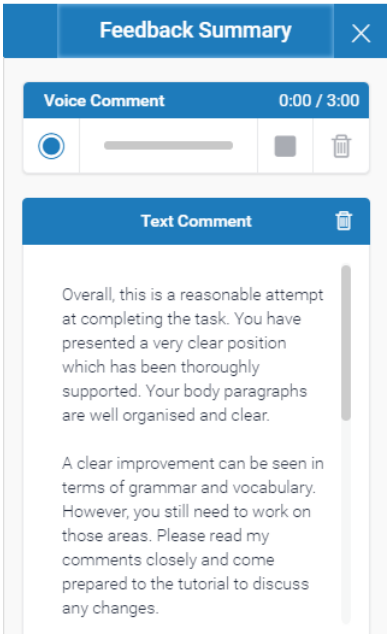


Figure 5: Screenshot of Feedback Summary in a sample CW3 first draft

1.3. Theoretical background and research gap

Formative assessment is commonly framed as assessment *for learning*, in contrast to summative assessment which is for grading and certification purposes (Seviour, 2015, p.84). It follows that FF on L2 writing is provided *for learning* and is intended to help students revise and develop their writing (Alexander et al., 2008; Hyland & Hyland, 2006a).

There is an enormous body of literature on the topic of FF in the context of EFL and EAP (Ferris, 2006; Hyland & Hyland, 2006b). The focus of many empirical studies has been the efficacy of different error correction techniques in improving the accuracy of student writing (e.g. Chandler, 2003; Ferris, 2006; Sheen, 2007). Many studies have been quantitative, comparing the uptake of feedback from one writing draft to the next, but few have qualitatively explored student engagement with feedback on writing (Han & Hyland, 2015).

However, as Ellis (2010) argues, feedback will only influence learning outcomes if students engage with it. To research the phenomenon of engagement, Ellis (2010) proposes a three-dimensional approach, examining cognitive, behavioural and affective engagement. This framework was used by Han and Hyland (2015) to conduct a multiple case study into learner engagement with written corrective feedback (WCF); they found that students engaged differently with WCF, even though contextual variables such as language level, teacher and feedback type were the same for each participant.

Several further case studies have investigated engagement with FF from a single dimension, for example Ene & Upton (2014) investigated behavioural engagement, and Mahfoodh (2017) explores affective engagement. However, there is a noticeable lack of further studies investigating learner engagement from a three-dimensional perspective in an EAP context. Furthermore, the study of Han and Hyland (2015) focused narrowly on corrective feedback on language errors, ignoring FF on text-level issues. This study therefore seeks to add to the small body of multi-dimensional research into learner engagement and to broaden the context to include written FF on text-level as well as surface-level issues.

In addition, the study focuses on how learners engage with electronic FF received via Turnitin. Teacher-generated electronic feedback, is a further under-researched area of practice (Ene & Upton, 2014; Watkins et al., 2014) with the small number of studies on the topic tending to focus either on the functionality of the software (Kostka & Maliborska, 2016) or on the educator's perceptions of the tools (Buckley & Cowap, 2013; Henderson, 2008). Research on the student perspective, and specifically on L2 learner engagement with teacher-generated electronic FF (TEFF) in an EAP context is considerably lacking.

1.4. Research questions

Based on the research gap identified above and the context described in section 1.2, this study seeks to answer one overarching research question: How do IFY students engage with TEFF received via Turnitin on an assessed EAP writing assignment?

This broad question will be addressed through the investigation of three related sub-questions:

RQ1.1: What *revisions* do students make to their writing in response to TEFF?

RQ1.2: How do students *affectively* respond to TEFF?

RQ1.3: How do students *cognitively* process TEFF?

1.5. Methodology

The study employs a multiple case study approach involving three Chinese IFY students from the same teaching group. A mixed methods approach has been adopted to enable both qualitative and quantitative exploration of the research questions to gain as broad an understanding as possible of the complex phenomenon under investigation.

The research instruments include quantitative text analysis of TEFF provided on first drafts and uptake of TEFF in the final drafts to provide data about revisions for RQ1.1. The qualitative research instrument is prompted interviews with participants after submission of final draft to provide insights into RQs 1.2 and 1.3.

1.6. Potential benefits of the study

The immediate beneficiaries of the research are teachers and students at the Institution involved in the study. For teachers, the research will offer insight into what cognitive operations students use to attend to feedback, what affective impact TEFF has on those students and which types of feedback they revise from most successfully. Understanding more about the feedback and revision process from a student perspective may help inform teachers' approaches to provision of feedback. This may in turn benefit students at the institution as they will receive TEFF from teachers with more awareness of the complexity of the feedback and revision process and of the potential responses from students during that process.

For the wider TESOL profession, this empirical study will add to an increasingly important body of research on learner engagement with TEFF, and in particular with the GradeMark functions in Turnitin. As electronic means of providing FF become more widespread in HE, a deeper understanding of the impact of TEFF on learner engagement is paramount.

2. Literature Review

2.1. Introduction and scope

In 1982, Sommers, referring to FF on student writing, wrote: “We do not know in any definitive way what constitutes thoughtful commentary or what effect, if any, our comments have on helping our students become more effective” (Sommers, 1982, p.148). One of the main reasons for the lack of research on FF at that time was the prevalence of the product approach to writing over the preceding decades. However, from the late 1970s onwards, a process approach to writing, involving multiple drafts, gained popularity (Ferris, 1997), resulting in increased significance for the concept of FF and its impact on student writing (Goldstein, 2004). Since Sommers’ wrote her article, an enormous body of academic literature on FF has developed in the context of ESL and EAP on what constitutes thoughtful commentary and many empirical studies have sought to demonstrate what effect our comments have on helping our students become more effective at writing.

This chapter will present and critique the literature and studies that have framed and fuelled this debate over the past four decades, and will demonstrate, that although much has been learned about the impact of different types of FF since Sommers’ comment, there is still a significant way to go until a comprehensive understanding of student engagement with FF is reached.

This chapter begins with a focus on the nature of FF, including the appropriacy of text-level and surface-level feedback on first drafts, the efficacy of different corrective feedback forms, approaches to categorising feedback comments, and the current trend towards e-feedback in HE. Secondly, the chapter addresses learner engagement with FF and explores the constructs of cognitive, behavioural and affective engagement.

2.2. The nature of formative feedback on writing

2.2.1. Text-level versus surface-level feedback

Whether FF should focus on text-level or surface-level issues in drafts of student writing is one of the original debates in the field. Text-level issues concern meaning, content and organisation, whereas surface-level issues refer to grammar, lexis and the mechanics of spelling and punctuation (Goldstein, 2006). In the context of L2 writing,

feedback on surface-level issues is frequently termed error correction or corrective feedback (CF).

A number of researchers have argued that feedback on first drafts of L2 student writing should prioritise text-level issues (Goldstein, 2006; Mahfoodh, 2017; Zamel, 1985), thereby motivating the student to engage fully with the purpose and content of the writing (Goldstein, 2006) and recognising the draft as a work in progress that will undergo revision cycles (Zamel, 1985). Despite this, studies demonstrate a tendency for teachers to focus first draft feedback on surface-level issues at the expense of, or even in conflict with, comments on text-level issues (e.g. Goldstein, 2006; Montgomery & Baker, 2007).

The logic of providing text-level feedback before surface-level feedback on early drafts of student writing seems clear; It appears futile for a student to correct a sentence that might later be deleted. This argument implies that surface-level feedback should be left until later drafts. However, this leaves a question over the place of surface-level feedback on courses where students only submit one draft of their writing before the final submission, and therefore have only one opportunity for FF. The module in this study is an example of this format.

Truscott (1996, 1999) argued that there is actually no place for surface-level feedback on any drafts of L2 student writing, claiming that no research had shown a positive impact on writing accuracy. His controversial conclusions about CF inspired a surge of empirical studies to challenge his theory, as well as direct responses from Ferris (1999, 2004) to counter his claims. Her meta synthesis (Ferris, 2004, p.51) provides overwhelming evidence that CF can help improve writing accuracy.

Since Ferris' responses to Truscott, there appears to be a general acceptance in the literature that CF is helpful, even in first drafts of student writing (Bitchener, 2008; Bitchener & Knoch, 2009; Goldstein, 2004; Kang & Han, 2015; Sheen, 2007), and especially in the context of EAP (Evans, Hartshorn, McCollum, & Wolfersberger, 2010; Hyland & Hyland, 2006a). Indeed, Hyland and Hyland (2006a, p. 4) now argue that "admonishments to teachers to focus exclusively on meaning ... seem misplaced".

There are two further arguments that support provision of surface-level feedback in an EAP context: Firstly, international students are writing for an audience for whom accuracy may be an indicator of competency, namely university tutors and the wider academic community, and therefore need to become proficient in producing accurate

texts (Evans et al., 2010; Ferris, 2004; Hyland & Hyland, 2006a); and secondly, there is extensive evidence that international students value and expect CF on their writing, especially students from cultures where such practice is the norm (Evans et al., 2010; Ferris, 1999; Goldstein, 2004; Hyland, 1998; Hyland & Hyland, 2006b).

Thus, it can reasonably be argued that both text-level and surface-level FF have a valid place in first drafts of EAP writing, and for these reasons, this study investigates student engagement with both types of feedback. What remains to be established is the format the different levels of feedback should take to most effectively engage students and ultimately achieve the greatest learning outcomes. This forms the focus of the following sections.

2.2.2. Types of corrective feedback

The most prominent debate in the CF literature focuses on the efficacy of direct and indirect feedback types. Direct feedback involves "supplying the correct lexical forms and grammatical structures of student errors" (Hendrickson, 1978, p. 393). Conversely, indirect feedback "indicates that an error exists but does not provide the correction" (Ellis, 2009, p.98), for example underlining incorrect words. In the EAP context, indirect feedback is often accompanied by metalinguistic explanations in an error correction code (Fielder, 2016; Jordan, 1997), such as the one used on the module in this study (Appendix 2). Thus, the QMs used to provide CF on the module in the current study (section 1.2.4.) represent a form of indirect metalinguistic feedback.

Whilst there is still no consensus on which CF approach is most effective at improving writing accuracy (Evans et al., 2010; Ferris, 2012; Kang & Han, 2015; Mawlawi Diab, 2015), there appear to be two identifiable trends in the studies published to date. Firstly, the majority of studies have found no significant difference between the efficacy of direct and indirect feedback when students revise from one writing draft to the next (e.g. Kang & Han, 2015; Robb, Ross, & Shortreed, 1996; Saadi & Saadat, 2015). Secondly, numerous studies have found indirect feedback to be more effective at improving writing accuracy in the long-term, i.e. in future writing tasks (Ferris, 2006; Lalande, 1982; Storch & Wigglesworth, 2010), whereas, it seems that only one study (Bitchener & Knoch, 2010) has found direct feedback to be more beneficial than indirect feedback for long-term improvement of writing accuracy.

In addition to empirical findings in favour of indirect feedback for long-term improvement of L2 writing accuracy, there are also theoretical arguments in its favour. Firstly, the cognitive process theory of language learning (Piaget, 1950) emphasises that the learner plays an active role in constructing language knowledge through cognitive processes such as analysing and problem-solving. Indirect CF requires the learner to use such mental processes in order to revise their writing (Fielder, 2016; Hyland, 1996). Secondly, the depth of processing theory (Craik & Lockhart, 1972) argues that the deeper mental processes, such as these, lead to better long term retention.

Ferris (1999, p. 6) added the concepts of treatable and untreatable language errors to the direct-indirect feedback debate. Treatable errors are defined as having easily accessible linguistic rules, such as verb tenses, whereas untreatable errors do not have easily accessible explanations, for example wrong word. Ferris (1999) argues that indirect feedback is most effective on treatable errors because learners can independently look up linguistic rules on the item in question, but is less effective on untreatable errors, as learners are unlikely to find the answers in available resources.

The notion that there might not be a one-size-fits-all approach to effective CF has become more prominent in the literature over the past decade and research is moving towards seeking greater understanding of how individual students respond to differing feedback types (Evans et al., 2010; Goldstein, 2006; Kang & Han, 2015). For this reason, the current research aims to offer a deep and contextualised insight into how three learners engage with CF on an EAP writing assignment.

2.2.3. Categorisation of feedback comments

In addition to using an error correction code to provide CF on student writing, teachers on the module under investigation also provide TEFF in the form of written comments, both in the text using the Comment function, and in the final Feedback Summary (section 1.2.4.). The form that written comments take and the implications that has on improving writing is another area of FF on which significant literature has been published.

One of the most frequently cited typologies for written feedback comments is that of intended purpose. Ferris (1997), for example, divided teacher comments into four categories of purpose: asking for information, making a request, giving information and making a positive comment. Similar typologies have been used in subsequent studies (e.g. Mahfoodh, 2017). However, Hyland and Hyland (2001) criticise the complexity of

this approach, suggesting that intended purpose is not something the reader can discern with any degree of certainty. They advocate instead that comments be categorised simply by their functions as Praise, Criticism or Improvement suggestion. Figure 6 shows the definitions Hyland & Hyland (2001) assign to these functions. It seems pertinent in the current study, which does not gather information from the teacher about their intentions, to employ Hyland and Hyland's (2001) more objective functional typology.

Function	**Definition (Hyland & Hyland, 2001, p.186)**
Praise	"an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback."
Criticism	"An expression of dissatisfaction or negative comment"
Improvement suggestion	"an explicit recommendation for remediation, a relatively clear and accomplishable action for improvement, which is sometimes referred to as ''constructive criticism.''"

Figure 6: Hyland and Hyland's (2001) feedback comment functions

Hyland and Hyland's (2001) study was conducted on an EAP course similar to the one in the current study and found that the most common functions of FF on first drafts were Criticisms and Improvement suggestions. This finding appears to corroborate previous studies demonstrating that first draft feedback tends to focus on areas of weakness rather than things done well (Connors & Lunsford, 1993; Daiker, 1989).

However, although focussing first draft feedback on improvement areas seems to be common practice in EAP, some writers caution that too much constructive criticism can negatively impact student motivation (Connors & Lunsford, 1993; Gee, 1972). Consequently, Ferris (1995) recommends giving praise alongside constructive criticism. However, this represents a further contentious issue in the literature, for whilst the motivational aspects of constructive and specific praise seem to be well documented (Ferris, 1995), it has also been found that unconstructive or gratuitous praise is not well received by international students (Hyland & Hyland, 2001), in particular Chinese learners (Hu & Ren, 2012).

2.2.4. Linking GradeMark functions to FF types

This section has examined the nature of FF in terms of focus, CF type and comment function. Figure 7 maps the GradeMark functions used to provide TEFF in the current

study (section 1.2.4.) against the key FF typologies presented in this section of the literature review.

FF typology / GradeMark function		QM	Comment	Feedback Summary	Grading Form
Focus	Text-level	✓	✓	✓	✓
	Surface-level	✓	✓	✓	✓
CF type	Direct	x	✓		
	Indirect	✓	✓		
Comment function	Praise		✓	✓	✓
	Criticism		✓	✓	✓
	Improvement suggestion		✓	✓	x

Figure 7: GradeMark functions in current study mapped against key FF typologies

2.3. Electronic feedback (e-feedback)

In addition to the form that written FF takes, the mode by which students receive it may also influence learner engagement. At tertiary-level there is an increasing tendency for written FF to be provided electronically (Ene & Upton, 2014; Reed, Watmough, & Duvall, 2015). The reasons for this appear to be twofold: Firstly, the majority of UK EAP courses now involve computer assisted language learning (CALL), employing VLEs to facilitate the entire learning process (Hampels & Pleines, 2013). Secondly, electronic management of assessment (EMA) is becoming increasingly prevalent in HE (Reed et al., 2015, p.92) and is boosting the requirement for feedback to be provided electronically.

When discussing e-feedback on L2 writing there is an important distinction to be made between computer-generated e-feedback and teacher-generated e-feedback. The former utilises software that automatically checks for, and either highlights or corrects language errors; whereas the latter utilises software which enables teachers to give feedback, often resembling what may traditionally have been written by hand on hard copies of student submissions. Whilst there are significant developments in computer-generated e-feedback on writing (Saadi & Saadat, 2015), the EAP context is still dominated by teacher-generated electronic feedback, abbreviated to TEF by Ene & Upton (2014). This study therefore focusses on TEF, and specifically on TEF providing FF rather than summative feedback. Thus, Ene & Upton's (2014) acronym is expanded to TEFF for the purposes of this study.

One tool for providing TEFF is Turnitin, which, although predominantly viewed as plagiarism detection software (Kostka & Maliborska, 2016), is receiving increasing interest as an effective means of also providing asynchronous TEFF via its GradeMark function (Buckley & Cowap, 2013; Reed et al., 2015). To date, however, there is little academic research into the use and impact of e-feedback technologies such as GradeMark. Of the small body of literature that does exist, the focus is predominantly teachers' perceptions of the software (Buckley & Cowap, 2013; Henderson, 2008; Kostka & Maliborska, 2016; Reed et al., 2015). Significantly fewer studies have explored the student perspective. Notable exceptions are Saadi and Saadat (2015), who explored EFL students' reactions to FF provided with the software Markin4 and Watkins et al. (2014) who explored healthcare students' reactions to FF provided via GradeMark. Both studies found an overall positive attitude of students towards TEFF. However, no published research exploring student engagement with TEFF provided using GradeMark in an EAP context has been found. The current study therefore aims to provide much needed insight into this increasingly significant area of practice.

2.4. Student engagement with formative feedback

2.4.1. Defining engagement

As established in previous sections, FF is provided with the aim of helping learners achieve learning outcomes. However, as Ellis (2010, p. 337) highlights, learning outcomes can only be achieved if students engage with the feedback they receive. Despite this logical and widely accepted conclusion (Han & Hyland, 2015; Schmidt, 2010), there is, a surprising lack of research into learner engagement with written feedback.

To begin to understand the reasons behind this research gap, it is firstly necessary to define the construct itself. Definitions vary widely. For example, Hu and Kuht (2002, p. 555) define student engagement in general terms as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes", whereas Ellis (2010, p. 342), defines engagement in the context of CF quite simply as "how learners respond to the feedback they receive." The latter definition seems most appropriate for the scope and context of this study.

Ellis (2010, p. 342) expands upon the above definition to explain that student responses to feedback can be examined from three perspectives: cognitive, affective and

behavioural. Although Ellis's framework was developed in the context of CF, the three dimensions are evident in much literature on engagement within the wider context of education. Fredricks, Blumenfeld, and Paris (2004, p. 60), for example, describe engagement as a "meta" construct comprising cognitive, emotional and behavioural components. Furthermore, Guthrie and Wigfield (2000) suggest that any research into learner engagement would be incomplete if not addressing all three components. Thus, the current study examines student responses to TEFF using the three-dimensional framework of cognitive, behavioural and affective engagement.

2.4.2. Cognitive engagement

Of the three perspectives, cognitive engagement is perhaps the most complex. In Han and Hyland's (2015) study, cognitive engagement was divided into three elements: depth of processing, cognitive operations and meta-cognitive operations. However, Oxford and Burry-Stock (1995) refer to depth of processing as a feature of cognitive operation, citing reasoning and analysing as examples of cognitive operations involving deep processing. Cognitive engagement can therefore be said to include a range of cognitive operations at differing levels of processing.

Studies have shown that different types of error correction require different depths of processing to lead to uptake. Storch and Wigglesworth's (2010) study of engagement with CF, for example, found that for spelling and capitalisation errors, noticing was enough, whereas prepositions required a deeper level of cognitive engagement to result in successful revisions. Examples of cognitive operations found in other studies on learner responses to FF include memorisation (Han & Hyland, 2015; Storch & Wigglesworth, 2010), recollection (Han & Hyland, 2015; Rose, 2015) conceptualising on details (Han & Hyland, 2015) and visualisation (Sachs & Polio, 2007).

A second important aspect of cognitive engagement is metacognitive operation (Fredricks et al., 2004; Han & Hyland, 2015). Metacognition can be defined as "knowledge about learning" (Wenden, 1998, p. 515). Metacognitive operations, therefore, are those employed by learners to assist learning, for example planning, evaluating progress and monitoring error (Flavell, 1979; Oxford & Burry-Stock, 1995; Rose, 2015).

An area of divergence in the literature concerns terminology used to describe cognitive and metacognitive processes. Taking memorisation as an example, this was termed a

cognitive *operation* in Han & Hyland's (2015) study, but a cognitive *strategy* in Storch and Wigglesworth's (2010) study. In fact, according to Oxford (2011, p. 12), memorisation can be both a strategy and an operation depending on how it is employed; If the learner is intentionally using memorisation techniques, it constitutes a strategy, whereas if the memorisation process is automatic and not within the learners "deliberate control", it constitutes a skill which can be termed an operation. This distinction is acknowledged by Han & Hyland (2015), and, just as determining whether cognitive and metacognitive processes were intentional or automatic was beyond the scope of their study, so it is in the current study. Consequently, following the precedent of Han and Hyland (2015), the term operation is used throughout this study.

Nevertheless, Oxford's (2011) taxonomy of cognitive and metacognitive strategies can still provide a useful starting point for researching cognitive engagement in the current context and is indeed used to develop a start list of codes for qualitative analysis of interview data (Appendix 6) in this study.

2.4.3. Affective engagement

The second dimension of engagement, affective engagement, encompasses two elements: emotions and attitudes (Han, 2017; Han & Hyland, 2015; Storch & Wigglesworth, 2010). The distinction between emotions and attitudes is, however, somewhat blurred. For example, Mahfoodh's (2017, p. 59) study of international students' responses towards FF found that their "emotional responses" could be divided into eight categories: acceptance, rejection, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. Whilst it may seem indisputable that the latter six can be classified as emotions, the first two, 'acceptance' and 'rejection', are also referred to by some authors as 'attitudes' (Grawemeyer et al., 2017; Han, 2017). Perhaps one of the most useful frameworks for categorising affective engagement is provided by Han and Hyland (2015, p. 43), who distinguish between emotions as reactions to feedback which may change during the feedback and revision process, and attitudes as overall unfluctuating attitudes to feedback, such as positive, mixed and negative.

The idea that attitudes might be more constant, whilst emotions may be changeable, has support from other authors who contend that learners' attitudes are shaped by beliefs about language and educational goals (Storch & Wigglesworth, 2010). For example, a learner who believes in the incremental nature of writing ability is more likely to be open

to the feedback and revision process than a learner who believes that the nature of writing ability is fixed (Waller & Papi, 2017). Alternatively, whether a learner's goal when writing a first draft is to simply get started with the writing or to submit a piece of work that is as complete as possible will potentially influence their attitude towards the feedback received (Hyland, 1998).

2.4.4. Behavioural engagement

The final dimension of engagement, behavioural engagement, concerns observable behaviours in response to feedback. Behavioural engagement is often presented on a continuum in the wider educational sphere. For example, Fredricks et al. (2004, p. 62) define behavioural engagement as ranging from "responding to the teacher's directions to activities that require student initiative." Applying this definition to FF, the first level of behavioural engagement would involve students revising their writing based on specific feedback points. The other end of the continuum would include autonomous actions to improve writing and retain knowledge in the longer term, for example keeping an error log (Han, 2017) or a writing journal.

Opportunities to observe behavioural engagement at the latter end of the spectrum are beyond the scope of this study. For this reason, this study will focus only on student revisions in response to feedback as a measure of behavioural engagement.

2.4.5. Links between dimensions of engagement

Although the meta construct of engagement is typically broken down into the three components of cognitive, affective and behavioural engagement, it must be noted that these three sub-constructs are not entirely distinct from one another. Han and Hyland (2015, p. 41) concluded that there is a "dynamic relationship" between the three dimensions of engagement, a phenomenon which can also be seen in other studies. For example, Storch & Wigglesworth (2010) found strong evidence that affective factors influence behavioural engagement with FF, with students who disapproved of the type of CF given demonstrating little uptake. Storch and Wigglesworth (2010, p. 328) also found that affective factors resulting from beliefs about language learning influence the type of cognitive operations learners employ to deal with feedback. In other words, learners' affective states can directly influence their behavioural and cognitive engagement.

2.4.6. Framework for investigating engagement with TEFF

Han and Hyland (2015) used Ellis's three dimensions of learner engagement to conduct a multiple case study into the engagement of four Chinese EFL students with WCF using the framework in Figure 8. Although their study focused on WCF and was therefore narrower than the current project, which also encompasses text-level feedback, their framework provided a useful starting point for development of a framework in the current study. Indeed, as Evans et al. (2010, p. 450) point out, many patterns observed in research on WCF can also be found in wider FF studies.

Dimensions of engagement with WCF	Sub-constructs on each dimension
Cognitive engagement	(a) Depth of processing of WCF, i.e., awareness at the level of noticing vs. awareness at the level of understanding (b) Meta-cognitive operations that regulate learners' mental effort exerted to process WCF (c) Cognitive operations deployed to process WCF and generate revisions
Behavioral engagement	(a) Revision operations in response to WCF (b) Observable strategies taken to improve the accuracy of the draft, the accuracy of future writing, and/or L2 competence
Affective engagement	(a) Immediate emotional reactions upon the receipt of WCF and changes in these emotions over the revision process (b) Attitudinal responses toward WCF

Figure 8: Framework for investigating student engagement with WCF (Han & Hyland, 2015, p. 33)

The framework in Figure 8 was adapted for the current study to account for the wider context of TEFF, the notion that depth of processing is encompassed within the sub-category of cognitive operation (section 2.4.2.), and the fewer opportunities for observation of behavioural engagement (section 2.4.4.). The resulting framework, shown in Figure 9, was used as the basis for investigation in this study.

Dimensions of engagement with TEFF	**Engagement indicators for each dimension**
1. Cognitive engagement	1a. Cognitive operations
	1b. Metacognitive operations
2. Affective engagement	2a. Emotional reactions
	2b. Attitudinal responses
3. Behavioural engagement	3a. Revisions in response to TEFF

Figure 9: Conceptual framework for investigation of student engagement with TEFF

2.5. Summary and conclusion

This chapter has established that both text-level and surface-level FF are appropriate and widely applied on first drafts of student writing in EAP contexts, and therefore research into both constructs is necessary. In addition, the section has highlighted the

increasing use of TEFF in the EAP sphere and the significant absence of empirical studies on the phenomenon. Furthermore, the complex nature of student engagement with FF has been explored and arguments for a multi-dimensional approach to research on engagement have been presented. Based on this theoretical background, the current study seeks to investigate learner engagement with TEFF in an EAP context, focussing on both surface-level and text-level feedback, and adopting a three-dimensional approach to engagement using the framework presented in the final section of this literature review.

3. Methodology

3.1. Summary of research context and aims

This study explores learner engagement with TEFF received via Turnitin on first drafts of an EAP writing assignment. The participants are IFY students at a UK pathway college, and the research questions are:

RQ1: How do IFY students engage with TEFF received via Turnitin on an assessed EAP writing assignment?

RQ1.1: What *revisions* do students make to their writing in response to TEFF?

RQ1.2: How do students *affectively* respond to TEFF?

RQ1.3: How do students *cognitively* process TEFF?

3.2. Research approach

This project adopts a case study approach in response to calls from other researchers (Goldstein, 2006; Storch & Wigglesworth, 2010; Han & Hyland, 2015) for more case studies to promote understanding of the complex factors influencing student engagement with FF. A case study is a research strategy involving "empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources as evidence" (Robson, 1993, p. 146). In this study, the contemporary phenomenon is learner engagement with TEFF, the real-life context is IFY students on an EAP module, and the overarching RQ is addressed using multiple sources of data.

Furthermore, the case study is a multiple case study. Multiple case research seeks to understand a phenomenon by studying the similarities and differences between single case manifestations of an event (Duff, 2008; Yin, 2003). Whereas single case studies focus intrinsically on understanding the case itself, multiple case studies focus instrumentally on what selected cases can reveal about the phenomenon under investigation (Stake, 2006). Thus, for the current project, the interest in the selected cases, or students, is to understand more about how they engage with TEFF within the conceptual framework produced in Figure 9 (section 2.4.6.). The study does not attempt to develop an intrinsic understanding of individual cases per se.

Yin (2003) further categorises case studies as either explanatory or descriptive. According to Duff (2008), explanatory case studies tend to seek answers to *how*

questions, whereas descriptive case studies focus on *what* questions This case study adopts both explanatory and descriptive approaches. RQs 1.2 and 1.3, *how* learners affectively and cognitively engage with TEFF, primarily assume an explanatory approach, whereas RQ1.1, *what* revisions students make in response to TEFF, elicits a more descriptive response.

The *how-what* distinction is also referred to by Rose (2015, p. 424), who advocates using qualitative methods to research *how* questions, and quantitative methods to research *what* questions. Accordingly, RQs 1.2 and 1.3 are primarily addressed in this study using qualitative methods, and RQ1.1, is addressed using quantitative analysis (Tashakkori & Creswell, 2007). As a result, answers to the overarching RQ1 of how IFY students engage with TEFF are drawn from both quantitative and qualitative research methods.

Consequently, the study can be categorised as mixed methods research (MMR), in which the researcher "collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study" (Tashakkori & Creswell, 2007, p. 4). MMR is becoming increasingly popular in applied linguistics research (Ivankova & Greer, 2015; Mackey & Gass, 2016; Paltridge & Phakiti, 2015) because issues with second language learning are frequently multidimensional and therefore benefit from a broad range of inquiry to facilitate understanding. The phenomenon under investigation in this study is a clear example of this as it employs a three-dimensional framework to conceptualise the research.

In the design of this study, MMR enabled exploitation of the strengths of both quantitative and qualitative data analysis (Ivankova & Greer, 2015; Mackey & Gass, 2016) as appropriate for the different research questions. This use of different research approaches to focus on different research questions is termed a side-by-side MMR design (Paltridge & Phakiti, 2015). In doing this, the multiple-methods approach represents a pragmatic view of research, accepting that the constructivist nature of qualitative data analysis and the positivist or post-positivist nature of quantitative data analysis are not mutually exclusive research paradigms, but rather can be used to complement each other depending on the nature of the real-world research topic under investigation (Paltridge & Phakiti, 2015).

3.3. The sample

Multiple case studies in the field of applied linguistics typically involve between two and

six cases (Duff, 2008), with the small sample size justified by the depth of analysis required to sufficiently represent the cases under investigation. Due to the qualitative nature of the research methods for RQs 1.2 and 1.3, plus the number of feedback points that form the basis of the text analysis for RQ1.1, it was decided that three cases would suffice for the current study.

Participants were selected using purposive sampling strategies, a strategy characteristic of much case study research in the social sciences (Cohen, Manion, & Morrison, 2018; Stake, 2006). Purposive sampling is a type of non-probability sampling in which members of the population are included or excluded based on characteristics identified in advance (Paltridge & Phakiti, 2015, p. 570). The criteria for case selection in this study were nationality, age, writing aptitude and teaching group. Participants were chosen for their similarity in these four criteria, creating potential for comparison by minimising the influence of external factors. Accordingly, the type of purposive sampling used can be further categorised as homogeneous (Cohen et al., 2018). Similarity of cases in the first three criteria aimed to minimise individual variables (Ellis, 2010; Evans et al., 2010), whereas similarity in the final criterion minimised contextual variables (Ferris, 1997).

The final consideration was selection of the teaching group from which to recruit participants. Other case studies in similar contexts chose the teacher based on qualification and experience (Ene & Upton, 2014; Ferris, 1997; Han & Hyland, 2015). Following these examples, the teacher selected for the current study had an MA in TESOL and six years' EAP teaching experience. Within the chosen teaching group, three students were identified as having the same nationality, age and writing aptitude: They were Chinese, 18 years old and had a current IELTS writing score of 5.5.

3.4. Ethical approval and participant consent

Ethical approval for the project was obtained firstly from the Research Committee responsible for the master's programme under which this study is conducted and then from the Institution where the research was conducted. The internal Ethical Approval form used to gain approval from the Institution is given in Appendix 4. Information letters and consent forms for the centre manager, teacher and participants are given in Appendix 5. In addition, informal meetings were held with the teacher and the participants to explain the aims and ethical considerations of the research and provide informal opportunities for questions.

To maintain anonymity, the participants in the study were given pseudonym names and the name of the teacher and the institution was omitted from all data. In the interests of data protection, all data collected for this study is stored on the Institution's network in a folder accessible only by the researcher and will be deleted when no longer required for the purposes of this project.

3.5. Data collection instrument design and rationale

3.5.1. Quantitative data collection instruments

The most prominent method of collecting data on student revisions in response to teacher feedback in published studies is text analysis involving analysis of first draft feedback and uptake of feedback in subsequent drafts (Ene & Upton, 2014; Ferris, 1997; Han & Hyland, 2015; Storch & Wigglesworth, 2010). Following these precedents, this approach was adopted for the current study to address RQ1.1.

TEFF was categorised in three ways: Firstly, according to GradeMark function (section 1.2.4.); Secondly, according to whether the focus was text-level or surface-level issues; and thirdly, according to rhetorical function (section 2.2.3.), as defined in Figure 10.

GradeMark Function	**Definition**
QM	QuickMarks based on the error correction code (Appendix 2)
Comment	In-text comments written by teacher
Feedback Summary	Overall summary of things done well and areas for improvement
Grading Form	Copies of comments from assessment criteria (Appendix 3) which best describe the submitted work
Focus	**Definition**
Surface-level	Feedback relating to grammar and vocabulary
Text-level	Feedback relating to task achievement, organisation and referencing
Rhetorical function	**Definition**
Improvement suggestion	An explicit recommendation for remediation*
Criticism	An expression of dissatisfaction or negative comment*
Praise	A positive comment about something done well

* Definitions from Hyland and Hyland (2001, p. 186)

Figure 10: Coding scheme for categorisation of TEFF

Revisions in the final draft in response to TEFF were categorised according to their level of success using a scheme adapted from Storch and Wigglesworth (2010) and Ene and

Upton (2014), as shown in Figure 11.

Uptake	Definition
Successful	Accurate or appropriate revision made in response to TEFF
Unsuccessful	Inaccurate or inappropriate revision made in response to TEFF
Un-attempted	No revision made in response to TEFF
Unverifiable	No revision required (e.g. following a point of praise)

Figure 11: Coding scheme for uptake of TEFF in final drafts

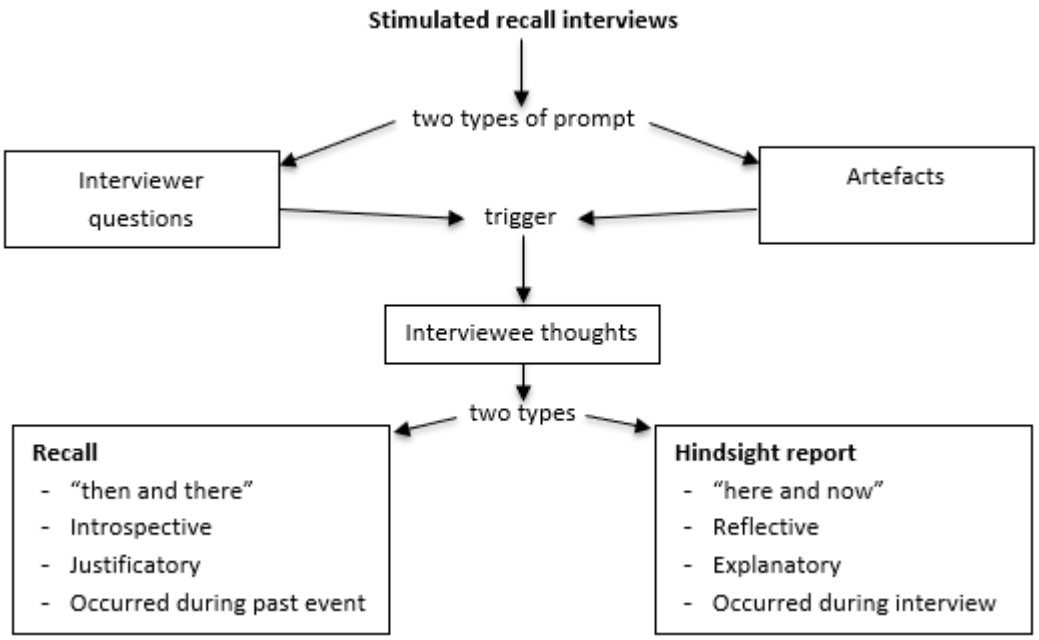
It should also be noted that, although the text analyses were primarily designed to collect data for RQ1.1, information about the type of TEFF provided was also relevant when considering students' affective and cognitive responses to the feedback (RQs 1.2 and 1.3).

3.5.2. Qualitative data collection instruments

Given that cognitive and affective responses to written feedback are generally internal experiences (Oxford, 2011), RQs 1.2 and 1.3 necessitated self-report data collection instruments enabling participants to recall and share these internal events. In applied linguistics case study research, interviews typically play a key role in gathering such data (Duff, 2008) because they promote greater depth of exploration of complex constructs than other self-report methods, such as questionnaires (Cohen et al., 2018). Furthermore, with the small sample size in the current study, the time expense of interviewing was minimised.

One widely used interviewing technique for investigating cognitive and meta-cognitive processes is stimulated recall (Rose, 2015). On a smaller scale, it has also been employed to explore affective factors, such as attitude and beliefs (Lennon, 1989). In a stimulated recall interview, artefacts from the original event are used as prompts to help the interviewee recall their thoughts during a past activity with increased vividness and accuracy (Bloom, 1953). The process of prompting, thought-recollection and output in a stimulated recall interview is illustrated in Figure 12.

Whilst stimulated recall techniques are traditionally associated with video and audio artefacts, Gass and Mackey (2017, p. 112) advocate wider use of the technique, including using writing drafts to explore student response to teacher feedback. Therefore, stimulated recall represents an innovative and appropriate data collection method for the



Adapted from Henderson and Tallman, 2006, as cited in Gass and Mackey, 2017, p. 45.

Figure 12: Stimulated recall interview process

current study. Furthermore, stimulated recall has been shown to have advantages over other introspective data collection methods, such as think-aloud protocols, which require extensive participant training and may even interfere with thought processes in the original activity itself (Bowles, 2010).

It is important to note the two types of output which may result: introspective recall and reflective hindsight reports. In strict stimulated recall interviews, interviewers use verbal prompts to encourage recall data, rather than hindsight data, in order to access actual thoughts during the past activity rather than present evaluations of that activity (Gass & Mackey, 2017). Therefore, interviewer questions adopt the style '*What did you think when you read that?*", rather than "*Why did you do that?*".

However, retrospective hindsight reports and interviewee evaluations of phenomena under investigation can also provide valuable insights into research questions (Gass & Mackey, 2017). As a result, the qualitative data collection instrument in this study was a two-stage interview, beginning with a stimulated recall session using TEFF on participant first drafts as prompts, and finishing with a semi-structured interview involving questions explicitly designed to elicit further data regarding RQs 1.2 and 1.3.

The starting point for the design of these follow-up questions were the final interview questions in Han and Hyland's (2015) study (Figure 13). These were adapted to provide a clear focus on the RQs in the current study, including broadening the scope from linguistic errors to text-level FF, and adding a focus on Turnitin as a platform for receiving TEFF (Figure 14).

(1) Tell me about your experiences of writing two drafts of this English essay.
(2) To what extent did you understand your teacher's feedback on linguistic errors?
(3) How did you feel immediately after you received your first draft with teacher feedback?
(4) What did you do with the linguistic errors in your first draft?
(5) What do you think of your teacher's feedback on your linguistic errors in the first draft?
(6) Would you like your teacher to change the way he/she gave feedback on linguistic errors to you? Why?
(7) Do you have further comments, suggestions, and reflections on teacher feedback on linguistic errors, revisions, or English writing in general?

Figure 13: Final interview questions in Han and Hyland (2015, p.42)

Han & Hyland's (2015) Interview Questions	Adaptations for current study	RQ Focus
(3) How did you feel immediately after you received your first draft with teacher feedback?	When you received your feedback on Turnitin, how did you feel?	RQ1.2
(4) What did you do with the linguistic errors in your first draft?	When you received your feedback on Turnitin, what did you do?	RQ1.3
(5) What do you think of your teacher's feedback on your linguistic errors in the first draft?	Which types of feedback did you find most helpful? (Prompts: e.g. QMs or comments? Praise or Suggestions?)	RQ1.3
(7) Do you have further comments, suggestions, and reflections on teacher feedback on linguistic errors, revisions or English writing in general?	What do you think of Turnitin as a way of receiving teacher feedback?	RQ1.2

Figure 14: Adaptation of Han and Hyland's (2015) interview questions to the current study

3.6. Piloting of data collection instruments

Data collection instruments were piloted during the term preceding the final data collection phase, and the instruments were adapted and developed according to the outcomes of the pilots, as described in the following sections.

3.6.1. Pilot text analysis and outcomes

The text analyses were piloted using the first and final drafts of one of the teacher's IFY students from the previous academic year. It was discovered that the Feedback Summary contained only summaries and reinforcements of feedback points made using the QMs and Comments, with no additional items. Therefore, it was decided to exclude

Feedback Summary comments from statistical analysis of uptake, in order not to introduce repetition of feedback points.

3.6.2. Pilot interview and outcomes

The interview was piloted with a volunteer student using first and final draft submissions of an essay outline task completed in term two of the EAP module. Analysis of the pilot data revealed significant information about the student's cognitive, metacognitive and affective responses to TEFF, and confirmed that the research instrument was effective for gathering data for RQs 1.2 and 1.3.

However, the fifteen-minute pilot interview proved too short to conduct both the stimulated recall session and follow-up questions, resulting in the decision to make the final interviews thirty minutes each. Furthermore, analysis of the pilot data revealed difficulties in coding the transcripts for cognitive and metacognitive operations, primarily due to my lack of experience in researching such constructs. Therefore, I decided to follow Rose's (2015) advice for novice researchers and use a start list of codes based on previous research when analysing the final data (Appendix 6).

A final outcome of the pilot interview was adaptation of the follow-up interview questions according to which ones elicited useful data and which did not and adding further questions to ensure sufficient data for RQs 1.2 and 1.3 was elicited. These changes are documented in Figure 15.

Pilot interview question	Final interview question	RQ
1. When you received your feedback on Turnitin, how did you feel?	1. *Same*	1.2
2. When you received your feedback on Turnitin, what did you do?	2. *Prompts added:* Prompts: What did you do first? Then, what did you do?	1.3
3. Which types of feedback did you find most helpful? (Prompts: e.g. QMs or comments? …	3. There are four types of feedback on your first draft: QuickMarks, Comments, Feedback Summary and Grading Form. Which types of feedback did you find most helpful? (Why?) 4. Do you look at the Grading Form comments? What do they mean? Are they helpful? 5. Regarding feedback on errors with grammar and vocabulary, did you find the QMs or the written Comments more useful? (Why?)	1.3

-	*Question added to elicit more information for RQ1.3:* 6. How do you make corrections and changes to your writing after receiving first draft feedback?	1.3
3. … Praise or Suggestions?)	7. The Comments and Feedback summary contain a mixture of Praise, Criticism, Improvement suggestions. How do the points of praise make you feel? 8. How do the improvement suggestions and criticisms make you feel?	1.2
4. What do you think of Turnitin as a way of receiving teacher feedback?	9. *Same*	1.2

Figure 15: Adaptations to follow-up interview questions following pilot interview

3.7. Data collection procedure

3.7.1. Overview of data collection phase

The final data collection phase took place in term three of the EAP course and lasted four weeks as shown in Figure 16.

Week	Teacher-student activity	Researcher activity
week 1	First draft feedback released on Turnitin.	Analyse TEFF on first drafts
week 3	Students submit final drafts	Analyse uptake of TEFF in final drafts
week 4	-	Interview participants & transcribe interviews

Figure 16: Timeline for data collection

3.7.2. Text analysis procedure

The first drafts with TEFF were downloaded from Turnitin in PDF format the day after feedback was released to students and are provided in Appendix 7. The first stage of the text analysis procedure was analysis of QMs to determine whether they addressed text-level or surface-level issues. This information was recorded in the format shown in Figure 17, together with corresponding sections of the writing.

No.	QM code	Focus / criterion	Error in first draft	Revision in final draft	Uptake
1	*:* 'R' (Register)	Surface / Vocabulary	This was a **really big** problem		

Figure 17: Template for analysis of QMs

Secondly, the Comments for each participant were analysed to determine focus and rhetorical function (Praise, Criticism or Improvement suggestion) and the analysis was recorded using the template in Figure 18. Where assumptions were made about the meaning or intention of a Comment, they were recorded in the final column (see section 3.8.1 below for rationale).

No.	Comment	Focus / Criterion	Function	Error in first draft	Revision in final draft	Uptake	Assumptions

Figure 18: Template for analysis of Comments

Thirdly, the Feedback Summaries were analysed for focus and rhetorical function to provide a complete picture of the nature of feedback comments received by the participants.

The final stage of the text analysis involved analysis of revisions in final drafts. Final drafts were downloaded from Turnitin immediately after the submission deadline and were compared to first drafts to identify revisions in sections of writing with QMs and Comments. Revisions were highlighted using colour coding to indicate whether the uptake was successful, unsuccessful, unverifiable or un-attempted (Appendix 8). The revision and uptake status were also recorded in the text analysis template. The full text analysis for each participant is provided in Appendix 12.

3.7.3. Interview procedure

One week before the interviews, participants were emailed with an invitation to attend at a time convenient for them and information regarding the interview procedure (Appendix 9). Using the text analyses (Appendix 12), seven feedback points for each participant were selected as prompts for the stimulated recall, including both QMs and Comments, and text-level and surface-level focus, as well as examples of successful, unsuccessful and unverifiable uptake. In addition, Comments were selected to include Praise, Criticism and Improvement suggestions. The selected prompts were highlighted on a printout of each first draft with TEFF, which was then used in the interview.

To ensure consistency across the interviews, each interview followed a detailed research protocol as recommended by Gass and Mackey (2017). This protocol is provided in

Appendix 10. Interviews were recorded using a Dictaphone and transcribed in NVivo using a non-detailed approach to capture words spoken with minimal information about non-verbal interaction. Interview transcripts are reproduced in Appendix 11.

3.8. Approach to data analysis

3.8.1. Quantitative data analysis

As detailed in sections 3.5.1. and 3.7.2., text analysis was conducted on first and final drafts of each participant to determine uptake of QMs and Comments according to whether it was successful, unsuccessful, unverifiable or un-attempted. For uptake of TEFF relating to grammatical errors, such as word class and articles, or lexical errors, such as wrong word, the success of revisions was based solely on whether the final text was revised accurately.

However, TEFF relating to text-level issues, such as paragraph coherence or use of citation often demanded a more subjective judgement, and in such instances, I relied on my insider knowledge as a teacher on the EAP module to make assumptions about the teacher's purpose with the feedback point and thus the success of the resulting revision. This process can be illustrated with the Comment "Can you give me some examples?" on the phrase "Some scientists" (Comment 3 for Lilly, Appendix 12a). In this instance, I assumed that the teacher intended the student to add citations indicating which 'scientists' the claim came from. As the resulting revision did not include citations, I deemed the revision unsuccessful. To increase the transparency of this analysis process, further assumptions are noted in the text analyses (Appendix 12).

Secondly, revision success rates were calculated. This was done by dividing the number of successful revisions by the number of potential revisions, i.e. excluding 'unverifiable' items from the calculation. Firstly, an overall revision success rate was calculated for each participant, followed by success rates comparing uptake of text- and surface-level feedback and uptake of Criticisms compared to Improvement suggestions. As discussed in section 3.6.1., the Feedback Summary data was not included in the statistical analysis in order not to duplicate feedback points.

Paired two sample t-tests were conducted using the revision success rates to determine whether there was any statistically significant difference between uptake of QMs and Comments, uptake of text-level and surface-level feedback, and uptake of Criticisms and

Improvement suggestions. All statistics were rounded up to the nearest whole number.

3.8.2. Qualitative data analysis

Content analysis was conducted in NVivo on the transcripts of the interviews following Holliday's (2015, p. 53) four stage model: coding, determining themes, constructing an argument and going back to the data. Initially, data was deductively analysed for indications of cognitive engagement using the start list of codes in Appendix 6. When a code was found to be present in the data, a corresponding NVivo node was created and the relevant section of transcript coded. The list of codes was revised as it was compared to the actual data to inductively include additional emergent codes and exclude those for which no supporting data was found. The resulting codebook for cognitive engagement is shown in Figure 19.

Cognitive operations
Analysing and decoding
Comparing
Getting the gist
Memorising
Noticing
Predicting
Reasoning
Recollection

Metacognitive operations
Evaluating
Monitoring
Organising & Prioritising
Paying attention
Planning & implementing plans
Planning ahead for cognition
Using resources

Figure 19: Codebook for cognitive engagement

As explained by Oxford (2011), learners often employ two or more cognitive operations simultaneously, for example using metacognitive operations at the same time as cognitive operations. Therefore, certain areas of the transcripts were coded to two or more nodes to build a complete picture for each theme.

The coding process for affective engagement involved an inductive approach. Firstly, emotional and attitudinal reactions were coded according to the actual words the participants used, for example the emotion "confused", or the attitude TEFF is "helpful". Secondly, in-vivo codes were created to capture phenomena for which participants had not explicitly provided coding language, for example 'rejection of TEFF' was used where participants appeared not to accept the feedback provided. The resulting codebook for

affective engagement is shown in Figure 20.

Attitudinal responses
Negative response
GradeMark inconvenient
rejection of TEFF
Positive response
acceptance of TEFF
GradeMark convenient
keen to see TEFF
TEFF is helpful
Emotional reactions
confident
confused
dissatisfied
guilty
happy
motivated
nervous
no emotions
proud
shocked
strange
surprised
unsurprised

Figure 20: Codebook for affective engagement

3.9. Trustworthiness and limitations of the study

3.9.1. Trustworthiness of the research

An important ethical consideration in qualitative research is the trustworthiness of the findings (Holliday, 2015; Paltridge & Phakiti, 2015). As the researcher is part of the world that they investigate, they inevitably influence the outcomes of the research to a certain extent (Cohen et al., 2018; Teusner, 2016), and this should be acknowledged in the research report.

To achieve this in the current study, my positionality and its impact on the research design and data analysis are made transparent (Holliday, 2015). Firstly, my motivations for researching FF are stated (section 1.1.). Secondly, my position as a teacher on the EAP module is highlighted and its influence on the sample selection and text analysis are disclosed (sections 1.2.2. and 3.8.1.). Finally, my lack of research experience in the field and its impact on the qualitative data analysis is acknowledged (section 3.6.2.). It is hoped that this reflexivity (Teusner, 2016) will enable the reader to understand the lens through which this research is conducted and thus enhance the validity of the findings and inferences made from them.

Notwithstanding the above disclosures, there remain limitations of the research design and procedure which need to be explicitly acknowledged, and this is done in the following

sub-sections.

3.9.2. Limitations of the research approach

The most widely recognised limitation of case study research is that the findings are not generalisable because the sample is not representative of the whole population (Cohen et al., 2017; Duff, 2008). Thus, care was taken when interpreting the findings in the current study to ensure that assertions were framed within the context of the participants in the sample and not extrapolated to the wider population.

A second important limitation concerns the use of qualitative data, interpretation of which is inherently subjective (Paltridge & Phakiti, 2015). In this study, the research questions were determined in advance of the data collection, and therefore I had pre-determined expectations which could have influenced how the data was interpreted (Gass & Mackey, 2017). Furthermore, as use of a second coder was beyond the scope of this study, interpretations could not be moderated by assessing interrater reliability. Therefore, my interpretations have been made as transparent as possible by giving a complete picture of coding of interview data in Appendices 13 and 14.

3.9.3. Limitations of the text analysis

The scope of the text analysis was limited in a number of ways. Firstly, TEFF was analysed for GradeMark function, text- or surface-level focus and rhetorical function. However, there are other features of FF that were not explored, for example syntactic form and hedging, which may provide further insight into learner engagement with differing feedback forms. Secondly, analysis of revisions made in the final draft was limited to areas of the text which had received a QM or Comment. Analysis of the whole text to determine whether revisions were made beyond the areas receiving explicit feedback would have provided a fuller picture of student revision in response to TEFF.

Additionally, it must be acknowledged that the assumptions made regarding success of revisions (section 3.8.1) potentially affect the reliability of the data. These assumptions have been made transparent by stating them in Appendix 12. To increase reliability in future studies, the teacher could also be interviewed to confirm their intentions regarding subjective feedback points and the success of resulting revisions.

3.9.4. Limitations of the interviews

The prompted interviews elicited self-report data, which inherently has issues of reliability as it is not possible to objectively confirm whether what a participant reports they thought is what they actually did think. Therefore, the data collected in the interviews can only be said to represent a reported version of the truth at that point in time (Duff, 2008). Furthermore, introspective data collection methods, such as stimulated recall interviews, assume that participants are aware of, and can articulate, their thought processes. Whilst Wenden (1998, p. 516) purports that learners are conscious of their metacognitive operations and can express them, there is divided opinion about whether the same applies to cognitive operations (Gass & Mackey, 2017).

Regarding articulation of thoughts, the current study has the additional limitation of the interviews not being conducted in participants' L1. Mackey, Gass, & McDonough, (2000) found that participants in L2 stimulated recall interviews produced fewer words per recall comment than L1 speakers. Therefore, it may be that L2 learners are verbalising only what their linguistic capabilities enable them to, rather than giving a complete and accurate account of their thoughts. Unfortunately, conducting interviews in Chinese was beyond the resources available for this study, but may be recommendable for future research.

A further issue of reliability relates to the time frame for data collection. It is widely acknowledged that the closer an interview is to the original event, the more accurate and reliable the resulting data will be (Gass & Mackey, 2017; Henderson, Henderson, Grant, & Huang, 2010; Mackey et al., 2000). Bloom (1953), the originator of stimulated recall methodology, advocated that interviews be conducted within forty-eight hours of the event to be recalled. The interviews in this study were conducted within forty-eight hours of submission of the final draft. However, as the first draft feedback was available one week prior to the final submission date, participants may have engaged with feedback points more than forty-eight hours before the interview.

4. Findings

This chapter highlights and summarises key findings from the text analyses (Appendix 12) and analysis of interview data (Appendices 13 and 14). Each case is detailed in turn by presenting key findings regarding revisions in response to TEFF (RQ1.1), affective engagement (RQ1.2), and cognitive engagement (RQ1.3). A cross-case analysis is provided in the final section.

4.1. Findings for Lilly

4.1.1. Revisions in response to TEFF

Lilly received twenty-four in-text feedback points: ten QMs and fourteen Comments (Appendix 12a). One of the Comments was praise which did not require a revision. Of the remaining twenty-three points, revisions were attempted for all, and nineteen of them were successful, as shown in Table 1. This resulted in an overall revision success rate of 83%, with the success rate in response to QMs being 80%, and in response to Comments 85%.

Revision success rates were similar for surface-level and text-level feedback. Of the eighteen feedback points on surface-level issues, fifteen were successfully revised, giving an 83% revision success rate. Similarly, four of five text-level Comments requiring revision were successfully revised, giving a success rate of 80%.

	Successful	**Unsuccessful**	**Unverifiable**	**Un-attempted**	**Total**
QMs total	**8**	**2**	**-**	**-**	**10**
Surface-level	*(8)*	(2)	-	-	(10)
Text-level	-	-	-	-	-
Comments total	**11**	**2**	**1**	**-**	**14**
Surface-level	*(7)*	*(1)*	-	-	(8)
Text-level	*(4)*	*(1)*	*(1)*	-	(6)
Total	**19**	**4**	**1**	**0**	**24**

Table 1: Uptake of QMs and Comments - Lilly

Table 2 provides a breakdown of Comments according to function and illustrates Lilly's uptake in each category. The function of most Comments, eleven out of fourteen, was Improvement suggestion, and ten of these (91%) were successfully revised. Of the two

Criticisms, one was revised successfully and one unsuccessfully. Whilst it may initially appear that Improvement Suggestions resulted in higher levels of successful uptake than Criticisms, this result should be treated with caution because the number of Criticisms was small, just two in total.

Revision \ Function	Criticism	Improvement Suggestion	Praise	**Total**
Successful	1	10	-	11
Unsuccessful	1	1	-	2
Unverifiable	-	-	1	1
Total Comments	**2**	**11**	**1**	**14**

Table 2: Uptake of Comments according to rhetorical function - Lilly

4.1.2. Affective engagement

The interview data for Lilly reveals a wide range of emotional and attitudinal responses to TEFF. The NVivo hierarchy chart in Figure 21 illustrates the total interview coverage each node received in proportion to each other; the more of the interview transcript coded to a node, the larger the area in the chart. References coded for each node are listed in Appendix 13a.

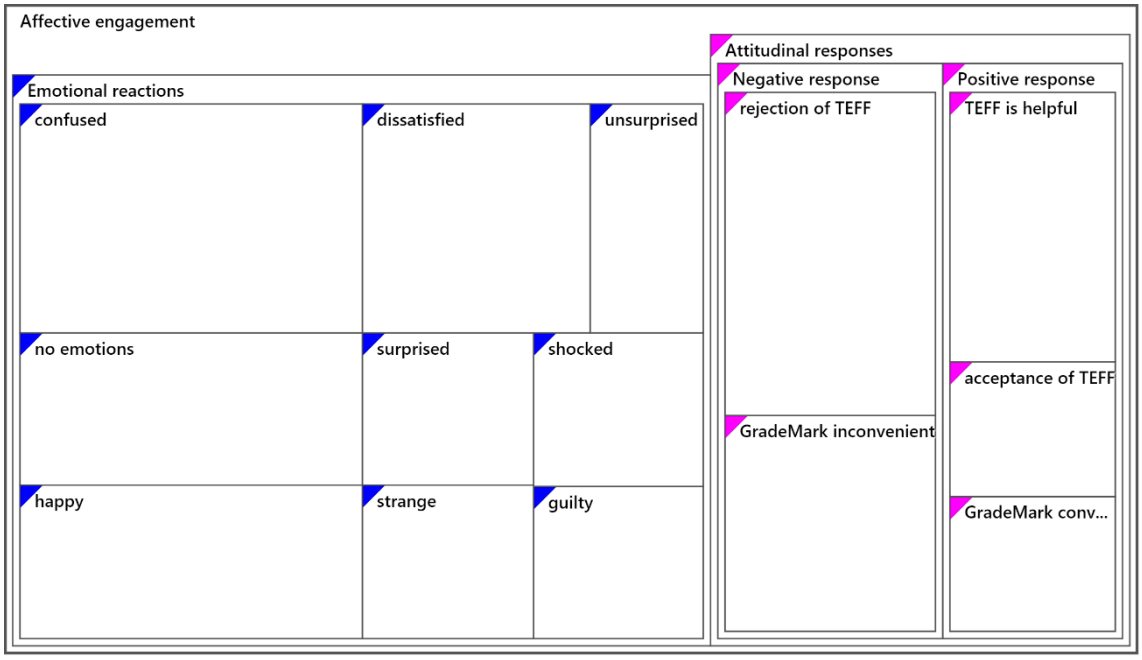


Figure 21: NVivo hierarchy chart illustrating affective engagement for Lilly

As can be seen in Figure 21, Lilly described nine emotions, ranging from happiness to

confusion and dissatisfaction, the latter two being the most prominent. In three separate instances, Lilly used the word “confused” and explained that either she did not understand the meaning of the feedback or did not “know what to do with it”. Furthermore, she expressed dissatisfaction that TEFF was not as extensive and content-focussed as she had anticipated, for example:

> “I thought I’m gonna, I don’t know, change … maybe more on content, not just words. So, I mean more advanced, I expected, but these comments, I really, I didn't have much work to do with these comments.”

Attitudinal responses to TEFF were also mixed, with a tendency towards more negative responses. For example, there were three instances where TEFF was seemingly rejected. Firstly, regarding Comment 3 (Appendix 12a), Lilly stated that the teacher “didn’t think that’s fine … I already knew she would give one to this.” It seems here that Lilly consciously wrote a phrase which the teacher would disapprove of and had the intention from the outset to dismiss the resulting feedback. Secondly, for Comment 4, Lilly explained “I thought it was a good use of this phrase, but, apparently, this does not work for her”. The third instance where Lilly appeared to dismiss TEFF was in discussion about the Grading Form. Lilly stated that the “teacher appears to be more positive than the fact … so I, like I lowered down her comments a little bit.” In other words, Lilly did not accept the teacher’s grading, believing her achievement to be lower than stated.

However, there were also instances where Lilly appeared to accept TEFF, such as Comments 6 and 13 (Appendix 12a) regarding using ‘And’ at the start of a sentence. Here Lilly commented “maybe I was absent-minded in class, but she mentioned here, then I learnt it”. In the same vein, Lilly also described TEFF as helpful because “I get to know my mistakes”.

Regarding attitude towards GradeMark as a feedback tool, Lilly presented an equally mixed picture, describing Turnitin as both “a really convenient tool” in general, and “not really convenient” in terms of understanding which icons represent different feedback functions.

4.1.3. Cognitive engagement

During the interview, Lilly reported a range of metacognitive operations and cognitive operations in response to TEFF (Appendix 14a). The hierarchy chart in Figure 22

illustrates the interview coverage each node received.

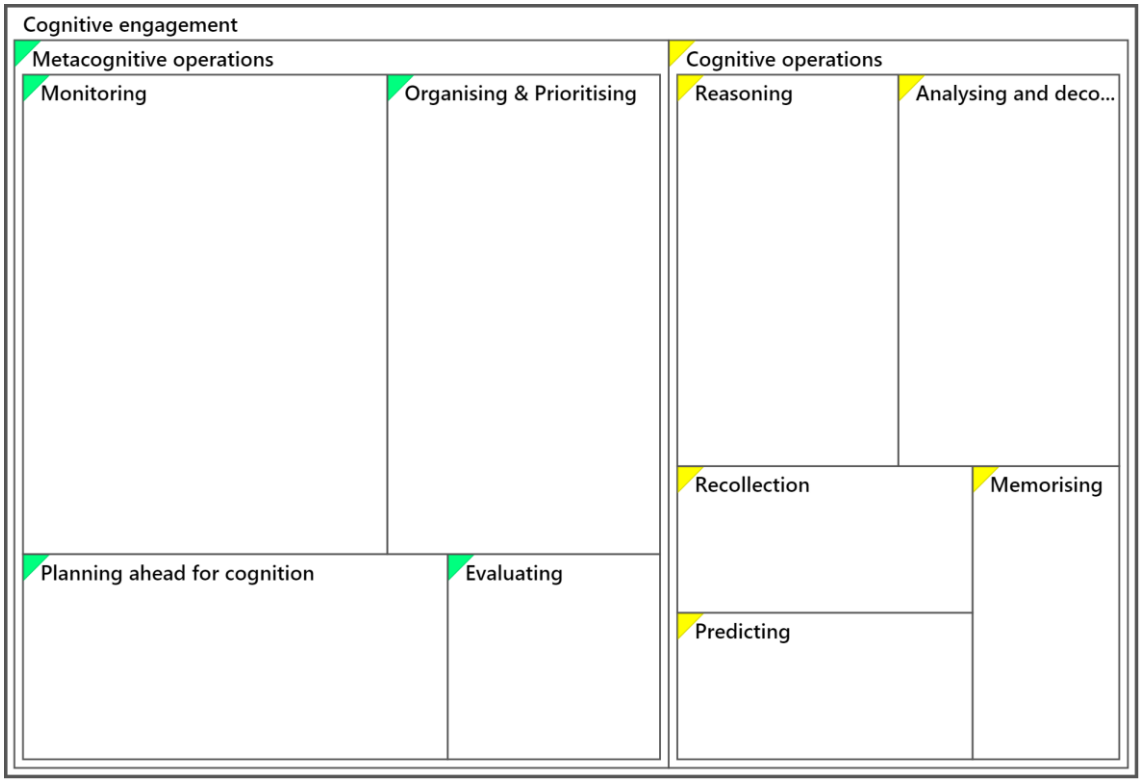


Figure 22: NVivo hierarchy chart illustrating cognitive engagement for Lilly

Lilly reported use of four metacognitive operations to respond to TEFF, with organising & prioritising and monitoring being the most prevalent. Regarding the former, Lilly organised revisions by starting with easy items and leaving more difficult items until later. She recalled monitoring her learning and progress in response to TEFF in four separate instances during the interview with statements such as “I know this” and “A lot of things she mentioned here that I don't know.”

In addition, Lilly described two occasions when she planned ahead for cognition. The first was to ask her teacher about where detail was missing in the essay, and the second was opening websites to read further information about language errors. In both instances, however, the plan was not implemented, as evidenced in the following references: “I really want to ask her 'where?', so I can change my content. But, I didn't”, and, regarding the open websites, “I want to check, what are these, and then I just left 'em there.”

It also became apparent from the interview data that Lilly revised only the sections of writing explicitly highlighted by TEFF and did not extend the principles in the feedback to

other areas of the text, for example: “Like I only, I think I finished these changes in half an hour and then I got nothing to do with this essay”.

Regarding cognitive operations, reasoning and analysing & decoding were the most prevalent nodes, both of which represent deep cognitive processing. Reasoning was evident in response to Comments, for example, regarding Comment 3 (‘Can you give me some examples?’), Lilly stated “she just thinks we need to mention specific scientists names, but I was thinking like … it’s just opening sentence”, and, referring to Comments 6 and 13 about ‘And’ and ‘But’, she stated, “it’s I think a general rule to all academic essays that you need to avoid them”.

Analysis and decoding, on the other hand, was evident in response to the Grading Form, which Lilly terms “rubric feedbacks”. Regarding the teacher’s indication of writing level (section 1.2.4.), Lilly stated,

> “she praises us a lot: 'Well done!; Perfect!; Brilliant!, so she … appears to be more positive, to encourage us or something. So, I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit.”

Additionally, Lilly demonstrated analysis of the wording in the Grading Form comment for Task Achievement (‘substantially supported by evidence and/or examples from mainly current and academic sources.’), by stating “I don’t know ‘mainly current’. But what does ‘mainly’ mean? How many is ‘current’?”. In fact, Lilly was the only participant to demonstrate engagement with the specific wording of the Grading Form.

4.1.4. Summary

In summary, Lilly demonstrated the following attributes in response to TEFF:

- Highly successful revisions, regardless of TEFF format (QM or Comment) and focus (text- or surface-level)
- Mixed attitude, tending towards negativity
- Deep emotional engagement with a tendency for negative emotions, including dissatisfaction with the level of TEFF
- Deep cognitive processing
- Wide use metacognitive operations

4.2. Findings for Bill

4.2.1. Revisions in response to TEFF

The text analysis for Bill (Appendix 12b) revealed that his in-text TEFF consisted of nine QMs and eleven Comments. Of these twenty feedback points, sixteen were successfully revised, one was a point of praise and there were no instances of un-attempted revision (Table 3). This resulted in an overall revision success rate of 84%, with a 100% success rate for QMs and a 70% success rate for Comments.

TEFF format	Successful	Unsuccessful	Unverifiable	Un-attempted	**Total**
QMs total	**9**	**-**	**-**	**-**	**9**
Surface-level	*(8)*	-	-	-	(8)
Text-level	*(1)*	-	-	-	(1)
Comments total	**7**	**3**	**1**	**-**	**11**
Surface-level	*(3)*	*(2)*	*(1)*	-	(6)
Text-level	*(4)*	*(1)*	-	-	(5)
Total	**16**	**3**	**1**	**0**	**20**

Table 3: Uptake of QMs and Comments - Bill

Table 3 also shows that Bill had similar revision success rates for surface-level and text-level TEFF; eleven of thirteen revisable surface-level points were successfully revised, giving a success rate of 85%, whilst five out of six text-level points were successfully revised, giving a success rate of 83%.

Analysis of Comments for function (Table 4) revealed that the majority, nine out of eleven, were Improvement suggestions, and these had a 67% revision success rate. In addition, there was one Criticism, which was also successfully revised. However, as with Lilly, the small number of Criticisms means that revision success rate for this category must be treated with caution.

Function / **Revision**	**Criticism**	**Improvement Suggestion**	**Praise**	**Total**
Successful	1	6	-	7
Unsuccessful	-	3	-	3
Unverifiable	-	-	1	1
Total. Comments	**1**	**9**	**1**	**11**

Table 4: Uptake of Comments according to rhetorical function - Bill

4.2.2. Affective engagement

The hierarchy chart in Figure 23 illustrates Bill's affective engagement with TEFF, as expressed in the interview. The full coded references are listed in Appendix 13b.

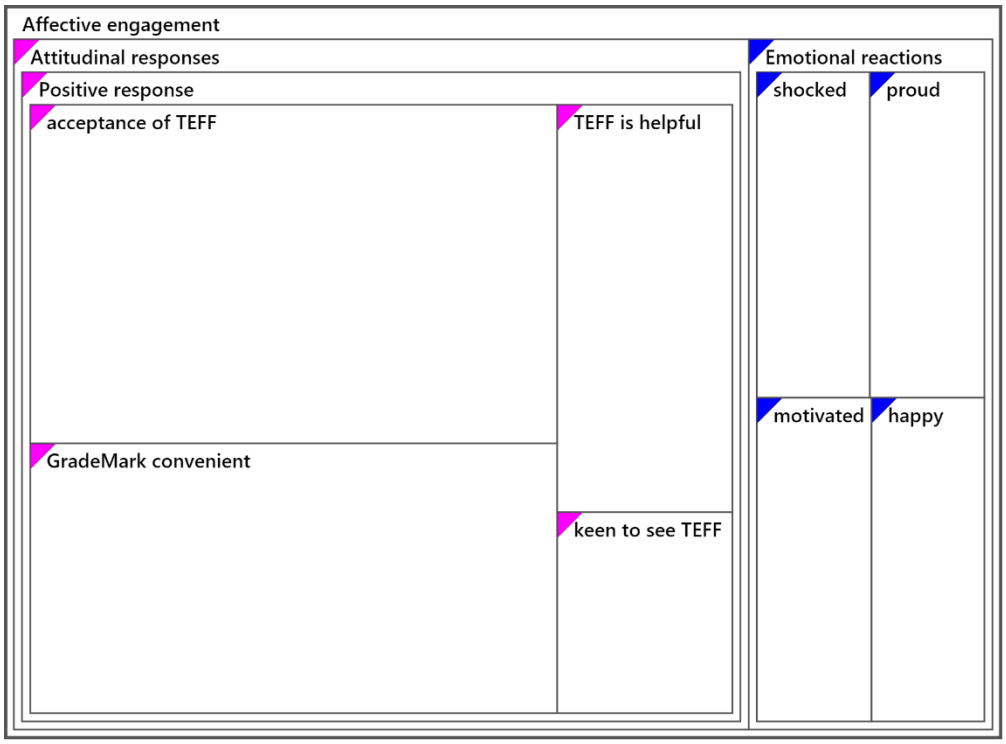


Figure 23: NVivo hierarchy chart illustrating affective engagement for Bill

As can be seen from Figure 23, Bill demonstrated an overwhelmingly positive attitude towards TEFF, with no instances of negative attitudinal response. This positivity was demonstrated most prevalently by Bill's unwavering acceptance of TEFF. The five references coded to this category include Bill's reaction to Comment 2 ('look at this sentence closely think about structure'), "the structure is not that good … when I read it again, … I realise the structure is not so good", and his explanation of how he uses TEFF to revise the final draft: "I will read every Comment … and based on that Comment, I will correct to a satisfied one." In addition to acceptance of TEFF, Bill demonstrated a keenness to see TEFF, for example, "when I get back home, and I immediately log into Turnitin … I much want to know how I performed" and described TEFF as "very useful".

Regarding attitude towards Turnitin and GradeMark, Bill, once again, demonstrated an unwaveringly positive attitude, with expressions such as "it's almost a perfect platform", "it's a good design" and "quite user-friendly and simple user interface".

Bill described emotions towards TEFF on a smaller scale than the other two participants. Of the four emotions he expressed (Figure 23), three were positive feelings regarding praise: motivated, proud and happy. The fourth, shock, was expressed in response to the QM 'WW' on his phrase '*give* health risk'; Bill stated he was "shocked because I, suddenly I use the wrong word".

4.2.3. Cognitive engagement

The hierarchy chart in Figure 24 illustrates cognitive engagement as reported by Bill in the interview. A full list of coded references is given in Appendix 14b.

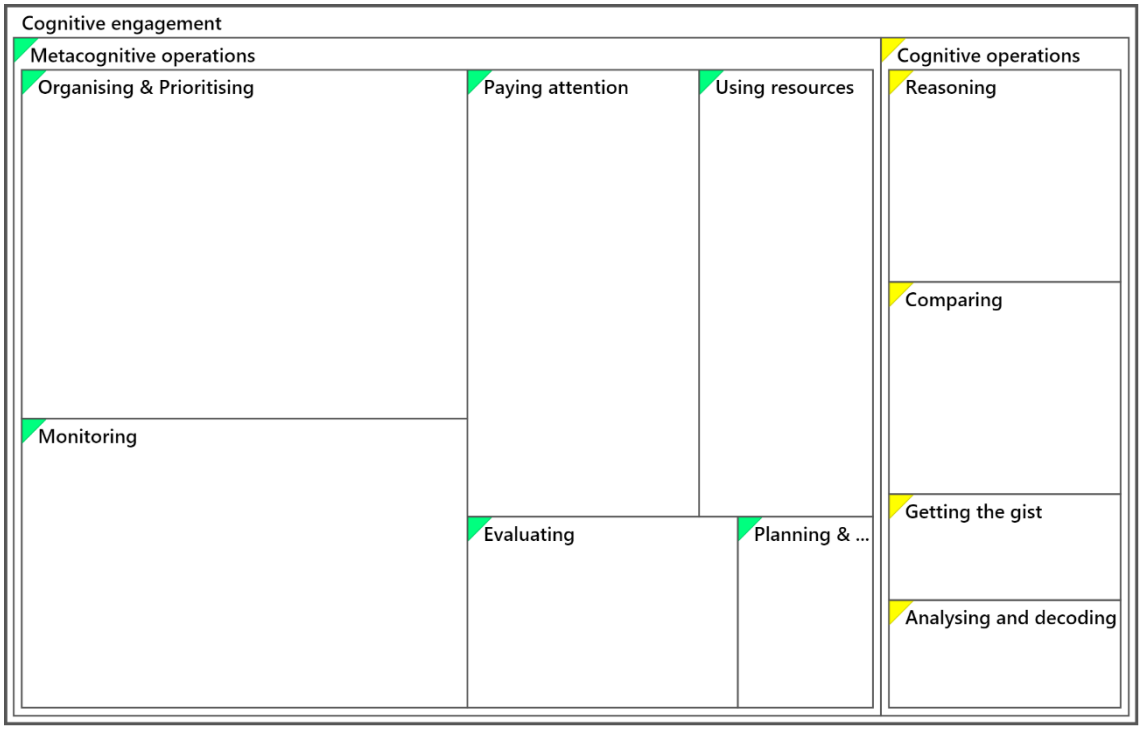


Figure 24: NVivo hierarchy chart illustrating cognitive engagement for Bill

As can be seen from Figure 24, Bill reported extensive use of metacognitive operations in response to TEFF, describing six operations. The most frequently occurring was monitoring knowledge and learning in response to TEFF, for example, again in response to Comment 2, "before I submit this, I didn't realise that … the structure is not good. So, after I read this, I knew that", and, in response to Comment 3 ('you need to look at coherence'), "I've not enough coherence in this paragraph". Secondly, Bill clearly described how he organised and prioritised his response to TEFF: "I clicked on number one, yeah, number two, yeah and correct each mistakes one by one", and he stated that

he paid attention to each feedback point: “I will make myself just correct every mistakes I have, and I won't skip it. I won't skip each one.”

Bill was the only participant to describe using resources to assist the revision process. He reported using websites, “I somehow look in the web and internet, and saw … better starting of this sentence”, and materials provided by his teacher, “[teacher name omitted] gave us a list of the use of academic language … so I compared it.” In addition, he described planning & implementing plans: “when I first look at it, … I think how can I adjust the register of the whole passage and, yeah, and I make just some adjustments.”

Of the four cognitive operations recalled, three indicate deep cognitive processing: reasoning, comparing and analysing & decoding. Like Lilly, Bill demonstrated reasoning in response to in-text TEFF, for example in response to Comment 9 (‘What have we said about starting a sentence with ‘and’?’), Bill reasoned “we should not use the ‘And’… it’s somehow not so academic”, and in response to Comment 3 (‘this is a good introduction … however, you need to look at coherence’) Bill stated “I think this is not a very big problem, so I make a little bit adjustment but not much … because … she says I have a good introduction already.”

Like Lilly, Bill also demonstrated analysing and decoding in response to the Grading Form, stating “I compare it to the marking requirements, and I … guess how well did I do”. He differs from Lilly, however, in that his attention to the Grading Form does not extend to analysis of its wording, as he admits “I didn’t read word-to-word”. Furthermore, Bill was the only participant to describe the deep cognitive process of comparing, a process most evident in his description of responding to feedback about register using the resources his teacher had given him, as quoted above. Finally, Bill described the shallower processing operation of getting the gist to obtain an overview of TEFF: “First, I see the overall, is there many … [points to QMs and Comments]”.

The interview also revealed that, like Lilly, cognitive operations were limited to sections of text upon which there was a QM or a Comment, as is evident from the following section of Bill’s transcript:

> *“And do you correct just the parts of the writing that your teacher has highlighted?*
> Yes, somehow yes.”

4.2.4. Summary

In summary, Bill demonstrated the following attributes in response to TEFF:

- Highly successful revisions, regardless of TEFF format and focus
- Overwhelmingly positive attitude
- Minimal, yet generally positive emotional reactions
- Very wide range of metacognitive operations
- Deep cognitive processing

4.3. Findings for Mo

4.3.1. Revisions in response to TEFF

Mo received the most in-text feedback, thirty feedback points in total. There were fourteen QMs and sixteen Comments, as shown in Table 5. Mo's overall revision success rate was 79%, with QMs successfully revised 86% of the time, and Comments 73%. Like the other two participants, there was one point of praise which did not require revision.

TEFF format	Successful	Unsuccessful	Unverifiable	Un-attempted	**Total**
QMs total	**12**	**2**	**-**	**-**	**14**
Surface-level	*(12)*	(2)	-	-	(14)
Text-level	-	-	-	-	-
Comments total	**11**	**4**	**1**	**-**	**16**
Surface-level	*(5)*	*(3)*	*(1)*	-	(9)
Text-level	*(6)*	*(1)*	-	-	(7)
Total	**23**	**6**	**1**	**0**	**30**

Table 5: Uptake of QMs and Comments - Mo

The balance of text-level versus surface-level feedback was also similar to the other participants, with surface-level issues predominating (Table 5). The revision success rate for surface-level TEFF was 77% and for text-level TEFF was 86%.

Regarding Comment function, Mo's feedback differed from the other two participants in that there was a similar number of Criticisms and Improvement suggestions: seven Criticisms and eight Improvement suggestions (Table 6). Mo revised successfully from Criticisms 86% of the time, and from Improvement Suggestions 63% of the time.

Function / Revision	Criticism	Improvement Suggestion	Praise	Total
Successful	6	5	-	11
Unsuccessful	1	3	-	4
Unverifiable	-	-	1	1
Total Comments	**7**	**8**	**1**	**16**

Table 6: Uptake of Comments according to rhetorical function - Mo

4.3.2. Affective engagement

The hierarchy chart in Figure 25 illustrates Mo's affective engagement with TEFF. Mo demonstrated a mixed attitude with a tendency towards more positive responses. Like Bill, Mo fully accepted the TEFF given in the Comments and QMs. This was evident in statements such as "when I see this Comment, I just simply change it" and "because I have this feedback, so I can see her position here for how can I change it." She also described Turnitin as "a good software", although she was less enthusiastic than Bill about its usability, stating cautiously that she "didn't find it hard" to use.

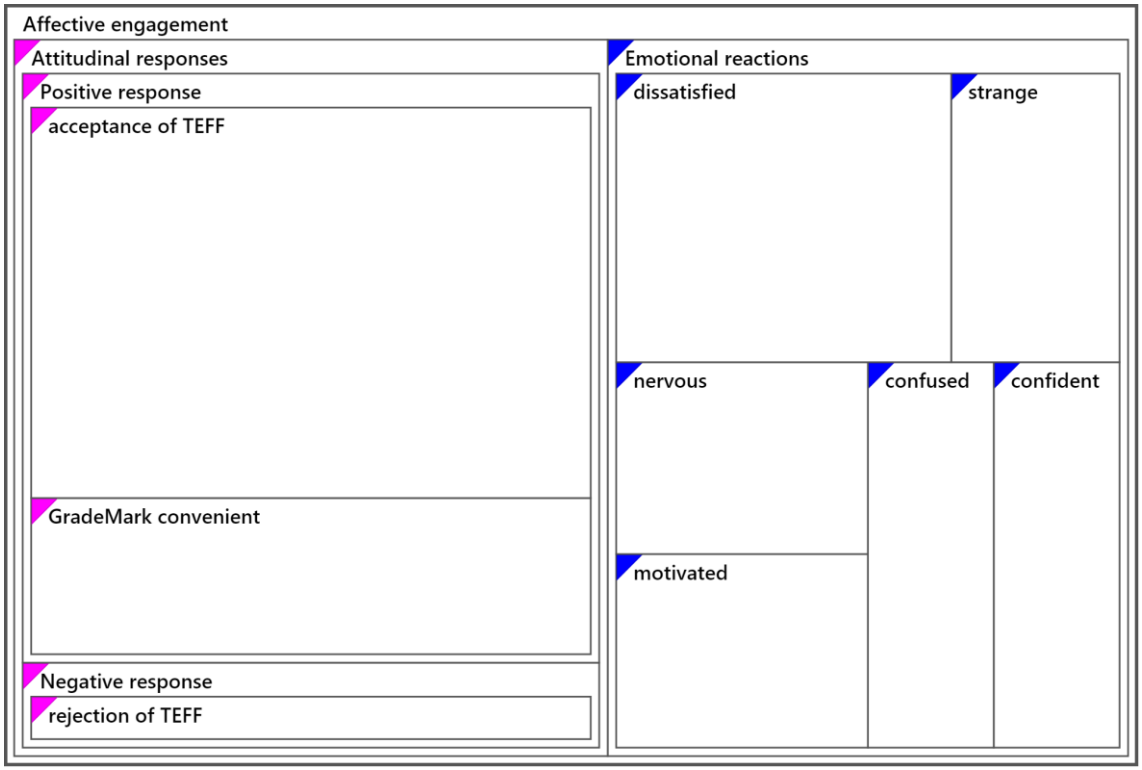


Figure 25: NVivo hierarchy chart illustrating affective engagement for Mo

However, like Lilly, Mo appeared to reject the teacher's overall assessment of her writing, as shown in the following statement:

> "I firstly see this [referring to Feedback Summary] and I say, 'Oh maybe I did really well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me … maybe it's just not really true."

Regarding emotional reactions to TEFF, Mo also demonstrated a mixed response, ranging from dissatisfaction to confidence (Figure 25). However, as was the case with Lilly, the most frequently occurring nodes were dissatisfied and confused. Mo's dissatisfaction arose from the desire for more feedback in later areas of the writing. She stated, "I'll be happy if I have more information" and, referring to the second page of the draft, "I don't know how to change it because the information is not, is insufficient". Furthermore, Mo expressed confusion in response to Comment 13 ('grammar!'), stating, "I can't really know my problem and maybe it's just the words, the connection, and I don't really know".

However, Mo also expressed the emotions of confidence and motivation in relation to TEFF. She felt confident that TEFF would help her improve certain areas of her writing, for example "I know I can get improved according to this specific feedback". Furthermore, like Bill, she was motivated by praise, stating "then you see 'Ah! I still have something good'. So, maybe will encourage you do it."

4.3.3. Cognitive engagement

Figure 26 illustrates Mo's cognitive engagement with TEFF according to the coded references from the interview. The most striking feature is that only two metacognitive operations were evident in the interview data: monitoring and evaluating.

Monitoring was the most prominent operation reported, with five references coded to this node. In all instances Mo monitored via a feeling of knowing or not knowing, as described by Oxford (2011), the latter being more frequent. Figure 27 provides analysis of monitoring references to illustrate this point.

Compared to the other two participants, Mo demonstrated a limited range of metacognitive operations to organise her response to TEFF. There was no evidence of organising and prioritising, nor was there any evidence of planning or using resources to help revise the writing.

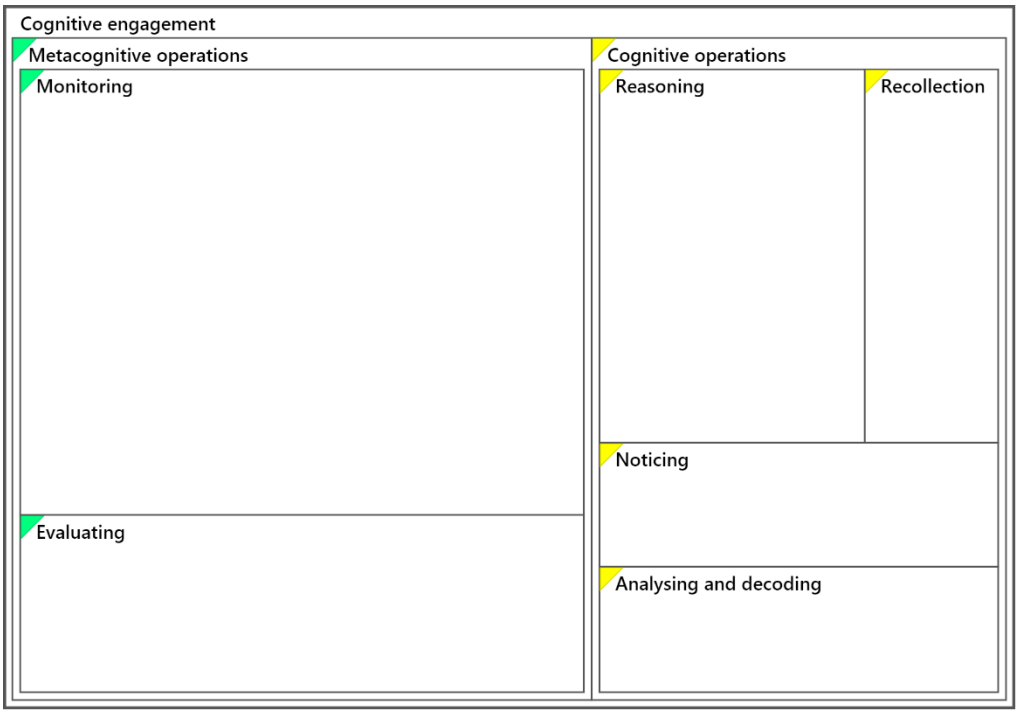


Figure 26: NVivo hierarchy chart illustrating cognitive engagement for Mo

Referring to	Interview data	Monitoring via a feeling of …
Comment 6	I can understand here because I just use 'some people', and I know that my teacher like prefer to see the students use …	Knowing
Comment 13	I don't really know because I know some grammar but it's just some like 'she is …'	not knowing
Comment 12	I just feel I use this word wrong, and maybe … the 'partial' shouldn't get together with 'people' like that.	Knowing
QM 'V' on phrase 'so many'	I don't know how to express it and just because the limited of the vocabulary	not knowing
second half of essay	I don't know how to change it	not knowing

Figure 27: Analysis of Mo's coded references for monitoring

Regarding cognitive operations, Mo displayed the most instances of shallow processing, for example, in response to the incorrectly revised QM 'A', "I don't have too much thought. I just add the article before this sentence. Just like that", and in response to Comment 2 ('is it only one product or many?'), "I just simply change it". Furthermore, she admitted that she had not looked at the Grading Form, stating "I didn't see this before".

However, like the other two participants there was some evidence of the deep processing operation reasoning in response to in-text TEFF, for example “I think ‘GM crops’ is a specific noun, so I prefer to use ‘itself’”, and, in response to feedback about space errors, “at the beginning I don’t know the reason, but then I realise that is because when I type it, I use the Chinese info”. In addition, Mo demonstrated analysis and decoding in response to the Feedback Summary stating, “when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here.”

4.3.4. Summary

In summary, Mo displayed the following attributes in response to TEFF:

- Successful revisions, regardless of TEFF format and focus
- Mixed attitude with a tendency towards positive responses
- Mixed emotions
- Limited range of metacognitive operations
- Minimal cognitive engagement, including shallow cognitive processing and not engaging with the Grading Form.

4.4. Cross case analysis

This final section of the Findings chapter provides a cross-case analysis of revision success rates and coded references from the interviews.

As can be seen from Table 7, the overall revision success rates for all cases were high and similar, with a difference of only 5% between the lowest, Mo, and the highest, Bill. Furthermore, paired two sample t-tests (Appendix 15) revealed no significant difference in revision success rates between QMs and Comments. The same was also true of text-level compared to surface-level feedback. As the number of Criticisms provided for Lilly and Bill was so small, t-tests could not be reliably conducted to assess the difference between uptake of Criticisms and Improvement suggestions.

Figure 28 shows the nodes coded for each participant in the qualitative data analysis. This cross-case analysis of both quantitative data (Table 7) and qualitative data (Figure 28) forms the basis for discussion of the Findings which is presented in the next chapter.

TEFF category	Revision success rates		
	Lilly	Bill	Mo
Overall	83%	84%	79%
QMs	80%	100%	86%
Comments	85%	70%	73%
Text-level points	80%	83%	86%
Surface-level points	83%	85%	77%
Improvement suggestion	91%	67%	63%
Criticism	50%*	100%*	86%

*These two statistics must be viewed with caution as sample size was small.

Table 7: Cross case comparison of revision success rates

Code	Lilly	Bill	Mo
Affective engagement			
Attitudinal responses			
Negative response			
GradeMark inconvenient	✓		
rejection of TEFF	✓		✓
Positive response			
acceptance of TEFF	✓	✓	✓
GradeMark convenient	✓	✓	✓
keen to see TEFF		✓	
TEFF is helpful	✓	✓	
Emotional reactions			
confident			✓
confused	✓		✓
dissatisfied	✓		✓
guilty	✓		
happy	✓	✓	
motivated		✓	✓
nervous			✓
no emotions	✓		
proud		✓	
shocked	✓	✓	
strange	✓		✓

Code	Lilly	Bill	Mo
surprised	✓		
unsurprised	✓		
Cognitive engagement			
Cognitive operations			
Analysing and decoding	✓	✓	✓
Comparing		✓	
Getting the gist		✓	
Memorising	✓		
Noticing			✓
Predicting			
Reasoning	✓	✓	✓
Recollection	✓		✓
Metacognitive operations			
Evaluating	✓	✓	✓
Monitoring	✓	✓	✓
Organising & Prioritising	✓	✓	
Paying attention		✓	
Planning & implementing plans		✓	
Planning ahead for cognition	✓		
Using resources		✓	

Figure 28: Cross-case comparison of coded references from interview data

5. Discussion

This chapter discusses the findings in light of the context presented in Chapter 1 and the literature in Chapter 2. Assertions related to each of the research questions are presented to offer a deeper understanding of the phenomenon of student engagement with TEFF as demonstrated by the three cases in this study.

5.1. Revisions in response to TEFF

RQ1.1 asks what revisions students make to their writing in response to TEFF. Text analysis of first and final drafts has provided quantitative insights into this question for the three cases, and interview data has provided further supporting information about which areas of TEFF students used to revise.

The first key finding was that all three participants attempted a revision for every revisable QM and Comment. This may offer encouragement to teachers providing TEFF by demonstrating that the students in this study did utilise the feedback. This seems especially important considering teacher frustrations surrounding uptake of FF discussed in section 1.1. It also indicates that the GradeMark functions QM and Comment are effective means of providing in-text feedback on writing drafts.

However, as encouraging as this initial finding may seem, it is important to note that it was beyond the scope of the quantitative data analysis to investigate whether participants applied the feedback in the QMs and Comments to areas of writing other than those highlighted by the teacher. In fact, interview data suggests the opposite. For example, Lilly and Bill both voiced the misconception that no in-text feedback on a section of writing meant no revision necessary. Lilly stated, “I think I finished these changes in half an hour and then I got nothing to do with this essay”. Similarly, Bill stated that he only corrected parts of the writing highlighted by the teacher (section 4.2.3.) and interpreted the lack of QMs and Comments in later sections of his writing as “fewer mistakes in last paragraphs”. This suggests that the current learner training on how to use TEFF (section 1.2.4.), may be insufficient.

Mo also indicated that she did not revise areas of writing without QMs and Comments. However, in contrast to Lilly and Bill, the reason stated was not that she thought no changes were necessary, but instead that she did not know how to correct her writing without explicit feedback from her teacher (section 4.3.2.). Applying Fredricks et al.’s

(2004) behavioural engagement continuum (section 2.4.4.) to these scenarios, the participants could be said to operate at the first level of behavioural engagement: responding only to teachers' directions. Thus, the institution's expectation that students can independently proofread later stages of their writing and apply the principles given in earlier feedback (section 1.2.4.) would appear not to match the behavioural engagement level of these participants, either because of lack of awareness of the existence of errors unless explicitly indicated, or because the student's "developmental readiness" (Goldstein, 2006, p. 194) may not match the expectations of the task, as appeared to be the case for Mo. The latter phenomenon has also been found to influence revision success in previous studies (Goldstein, 2006).

The second key finding from the text analysis was that the overall revision success rates for the in-text feedback were high for all participants (Table 7). This shows that not only did the students attempt revisions for all feedback points, but that they also produced more accurate writing as a result. This again suggests that GradeMark's QMs and Comments are an effective means of providing in-text feedback. As most in-text TEFF concerned surface-level issues (75% for Lilly; 70% for Bill; and 77% for Mo), this finding is consistent with the argument that CF can help learners produce more accurate writing when revising from one draft to the next (Ferris, 1999; Hyland & Hyland, 2006a). Moreover, as all QMs and all but two of the Comments (Comments 8 and 14 for Lilly) were a form of indirect feedback (section 2.2.2.), the success of participants in revising from them also offers support for the efficacy of indirect feedback in improving writing accuracy (Ferris, 2004).

The fact that the majority of the TEFF focussed on surface-level issues also accords with assertions that teachers tend to focus first draft feedback on L2 writing on surface-level errors (Goldstein, 2006; Montgomery & Baker, 2007). The revision success rates must therefore be interpreted in this context, and it is necessary to acknowledge that previous studies have shown learners to be significantly more successful in revising from discrete surface-level feedback than from more global text-level feedback (Conrad & Goldstein, 1999; Ferris, 2004). Thus, although this study found no statistically significant difference between uptake of text-level and surface-level TEFF (section 4.4.), it must be acknowledged that surface-level feedback predominated. Further research is necessary to ascertain whether the revision success rate would be equally high if TEFF were predominantly text-level.

Finally, regarding the format of in-text TEFF, this study found no statistically significant difference between uptake of QMs and Comments for the three participants. However, as discussed below in relation to cognitive engagement, despite the similarity of uptake, all participants expressed a preference for Comments. As I have found no published studies to date analysing the use of these different GradeMark functions, this appears to be an area for further exploration.

In summary:

- Participants attempted revisions for all revisable QMs and Comments.
- The overall revision success rate for all participants was high.
- Participants were equally successful revising from QMs or Comments and from text-level or surface-level feedback. However, the predominance of surface-level feedback in this study must be acknowledged.
- Participants indicated a tendency not to revise sections of writing without QMs and Comments, demonstrating a high dependence on explicit teacher feedback.

5.2. Affective engagement with TEFF

RQ1.2 asks how students affectively engage with TEFF. To address this question, interviews explored participants' attitudes and emotional reactions towards TEFF, and the qualitative findings are discussed here.

Firstly, regarding attitudinal response to TEFF, the three cases showed distinctly different profiles: Bill demonstrated an entirely positive attitude, Mo a mixed attitude with a tendency towards more positive responses, and Lilly a mixed attitude with a tendency towards negative responses. This corresponds to findings in other multiple case studies, such as Han and Hyland (2015), which also asserted that attitudes towards teacher feedback varied considerably despite minimal contextual differences and indicates that further exploration of individual factors is required to understand more about attitudinal differences.

Regarding positive attitudinal responses, the QMs and Comments were the most positively received GradeMark functions. Bill and Mo unquestioningly accepted and acted upon all QMs and Comments, demonstrating a belief that the teacher is, in the words of Mo, "Quite right!". Lilly also appeared to accept most in-text feedback, with two exceptions which are discussed in the next paragraph. Lilly and Bill also explicitly stated that they found the QMs and Comments helpful, and all participants, at some stage,

indicated that they found GradeMark convenient. Thus, there is some evidence in this study to support Saadi and Saadat (2015) and Watkins et al. (2014), who found that students held a generally positive attitude towards TEFF.

However, Lilly, whilst accepting most in-text feedback, also seemed to reject the feedback provided in two Comments (section 4.1.2.). Interestingly, in both instances, despite verbalising a negative attitude towards the feedback points, Lilly did revise the text based on the feedback given. This observation differs from the findings of Storch and Wigglesworth (2010), who found that negative affective factors had a detrimental effect on uptake of feedback.

Whilst most of the in-text TEFF seemed to be accepted by the participants, it was noticeable that both Lilly and Mo seemed to reject the teacher's overall assessment of their work as being too high; Lilly stated that she "lowered" the grade indicated on the Grading Form, and Mo declared that the Feedback Summary was "not really true". Both participants received considerable praise in their Feedback Summaries (Appendix 12), which, considering the very minimal praise in their in-text feedback, might be one reason for their doubt in the teacher's overall assessment. Indeed, Hyland and Hyland (2001) found that general praise which is not specifically linked to the text can have a negative impact on learners' responses to FF as it may be considered insincere. Consequently, the Institution's guidance to teachers to provide three points of praise and three areas for improvement in Feedback Summaries (section 1.2.4.). might not be the most effective approach to affectively engage learners.

Analysis of interview data for emotional reactions to TEFF also revealed a wide range of responses. Thirteen different emotions were recorded across the three cases, ranging from dissatisfaction to happiness. As might be expected, the case with the most negative attitudinal response, Lilly, also displayed the widest range and frequency of negative emotions, with confusion and dissatisfaction predominating. Lilly was dissatisfied with the surface-level focus of the in-text feedback. This finding may lend support to advocates of prioritising text-level feedback on first drafts of student writing (e.g. Goldstein, 2006; Zamel, 1985).

Mo also expressed dissatisfaction with the extent of the in-text feedback. However, whereas Lilly's dissatisfaction arose from the surface-level nature of the feedback, Mo's dissatisfaction was based on a different issue: a desire for more CF on later sections of the draft. As mentioned earlier, Mo's developmental readiness (Goldstein, 2006) may be

a contributing factor here, and further studies are needed to determine how proficiency might impact engagement with TEFF.

Equally, the participant who displayed the most positive attitude towards TEFF, Bill, also seemingly expressed the most positive range of emotional reactions: happiness, motivation and pride. However, Bill's positive emotions were predominantly reactions to the Comment containing praise. In fact, all participants received one in-text Comment giving praise, and all participants expressed similar positive emotional responses to them; Lilly said she had felt happy when reading the Comment and Mo stated that she found it motivating. This further supports the argument above that praise is most effective when it is specific (Hyland & Hyland, 2001), and also appears to corroborate the argument that placing praise alongside constructive criticism can boost students' motivation (Ferris, 1995).

In summary:

- Attitudinal and emotional responses differed significantly despite the similarity of context for all participants.
- All participants viewed QMs and Comments as the most helpful of the GradeMark functions.
- Negative attitudinal responses were found not to have an obvious detrimental effect on uptake.
- Substantial generic praise in Feedback Summaries appeared to negatively impact attitude towards TEFF, whereas specific praise in Comments created positive emotions.
- There was a generally positive attitude towards Turnitin as a FF platform.

5.3. Cognitive engagement with TEFF

RQ1.3 asks how students cognitively engage with TEFF. The interview data in this study revealed that the participants employed a wide range of cognitive operations and metacognitive operations in response to TEFF.

Regarding cognitive operations, all cases indicated use of deep cognitive processing at some stage. The first, deep processing operation described by all cases was reasoning. This was typically demonstrated in the context of understanding QMs and Comments, examples of which are reproduced in Figure 29. Previous literature (e.g. Hyland, 1996) argues that indirect feedback encourages the learner to use deep mental processing

operations, and, as the Comments and QMs are forms of indirect feedback, this finding would appear to corroborate such assertions.

Case	TEFF	Interviewee comment
Lilly	Comment 3: Can you give me some examples?"	she just thinks that we need to mention specific scientists' names, but, I was thinking like … it's just opening sentence.
Bill	Comment 9: What have we said about starting a sentence with 'and'?	So, after reading the Comment, I know that, as she mentioned in the class, we should not use the 'And', and yeah, it's somehow not so academic.
Mo	QM 'P': Punctuation	I have a lot of punctuation error here and, at the beginning, I don't know the reason, but then I realise that when I type it, I use the Chinese info, so the sign here is wrong, so maybe the blank will be so big.

Figure 29: Examples of interview data demonstrating reasoning

However, as was evident in both Storch and Wigglesworth (2010) and Han and Hyland (2015), this study also found that revision success in response to individual feedback points is not necessarily linked to depth of processing. For example, Lilly's revision for Comment 3 (Appendix 12a) was unsuccessful. Likewise, Bill appeared to use reasoning with his Comment 3 (section 4.2.3.), which was also unsuccessfully revised.

Interestingly, all participants stated a preference for Comments rather than QMs because they found them more cognitively engaging for the variety of reasons shown in Figure 30. However, as there was no significant difference between uptake of Comments and QMs, this also implies that there may not necessarily be a positive correlation between cognitive and behavioural engagement.

Case	Reason stated for preference of Comments over QMs
Lilly	more remarkable; In your mind you can memorise this more.
Bill	somehow if I read the passage again ….I can realise the QuickMarks, like the wrong word or something, but … I may not be able to know the Comment
Mo	Because it have more information

Figure 30: Reasons stated for preference of Comments over QMs

The second, deep cognitive processing operation demonstrated by all participants was analysing and decoding. Lilly and Bill described this operation in response to the Grading Form, and Mo described this operation when discussing the Feedback Summary, as noted in Figure 31. This indicates that, despite participants rating the Feedback

Summary and Grading Form as the least helpful GradeMark functions, they did, nevertheless, encourage participants to analyse their overall performance.

Case	TEFF focus	Interviewee comment
Lilly	Responding to a question about the Grading Form.	according to rubric, it seems to be positive more than negative. But, actually, I mean [teacher's name omitted]'s ways of speaking, like she praises us a lot: 'Well done!; Perfect!; Brilliant!, so she, I don't know how to express this, it's just she appears to be more positive than the fact. Yeah, like the fact is not so positive, but she appears to be more positive, to encourage us or something. So I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit.
Bill	Responding to a question about the Grading Form	I compare it to the, to the marking requirements, and I somehow see the score. Yeah, and I guess how well did I do this and about the approximate score and yeah.
Mo	Responding to a question about the Feedback Summary	I firstly see this and I say 'Oh, maybe I did really well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here

Figure 31: Examples of interview data demonstrating analysing and decoding

There was also evidence of shallower cognitive processing operations, for example getting the gist (Bill), recollection (Lilly & Mo) and noticing (Mo). It was noticeable in this study that the participant who displayed the shallowest engagement with TEFF, Mo, also employed the smallest range of metacognitive operations, with no indications of organising and prioritising, planning or using resources to help revision. This is an area that could be investigated further in the context of how individual factors impact cognitive engagement.

Regarding metacognitive operations, substantial monitoring via a feeling of knowing was demonstrated in response to QMs and Comments. For example, Lilly stated “I know what to do with them (referring to QMs and Comment) ... I know what’s my next step”, Bill responded to Comment 2 about poor sentence structure by stating “So, after reading this, I knew that”, and Mo demonstrated extensive monitoring via a feeling of knowing as illustrated in Figure 27 (section 4.3.3.).

Other GradeMark functions did not, however, receive the same level of attention as the QMs and Comments. The feedback provided in the Grading Form, for example, was not looked at all by Mo, Bill admitted that he did not read it “word-to-word”, and Lilly, who did

read the Grading Form statements in more detail, admitted not acting upon them, as evidenced in the following comment: "'detail may be lacking' … I really want to ask her 'where?', so I can change my content. But, I didn't." This directly supports findings in previous studies that understanding feedback comments and knowing how to revise in response to them are crucial to engagement (Goldstein, 2004).

In summary:

- All participants used the deep-processing operations of reasoning and analysis to make sense of TEFF.
- No obvious link between depth of processing and uptake was found.
- The participants who reported more use of deep cognitive operations also demonstrated a wider range of metacognitive operations.
- All participants demonstrated the metacognitive operation of monitoring learning via feeling of knowing.
- All participants found Comments more cognitively engaging than QMs.

5.4. Effectiveness of the conceptual framework

In conclusion, the conceptual framework developed in section 2.4.6. (Figure 9) has provided an effective overall approach for investigation of the overarching research question: How do IFY students engage with TEFF received via Turnitin on an assessed EAP writing assignment? Researching the three dimensions of behavioural, affective and cognitive engagement has enabled a rich picture of engagement to be built for the sample in this study. In future studies, extending the dimension of behavioural engagement to include both revisions in direct response to QMs and Comments and revisions made to sections of the text without explicit feedback may provide a fuller picture of behavioural engagement.

6. Conclusion

This multiple case study used mixed methods research to investigate how three IFY students on an EAP module engaged with TEFF received using Turnitin's GradeMark tools. A multi-dimensional framework was adopted which broke down the meta construct of engagement into cognitive, affective and behavioural engagement. First and final drafts of student writing were analysed to determine uptake of feedback and participants were interviewed to gain understanding of affective and cognitive engagement with TEFF. By analysing the similarities and differences between the three cases within the three dimensions of engagement, the study has provided insights into the phenomenon of student engagement with TEFF in an EAP context. The key findings and implications for future research are summarised in this final chapter.

The first significant finding was that in-text feedback provided via GradeMark's QM and Comment functions was highly effective at promoting successful revisions for all participants. Likewise, all participants stated that they found QMs and Comments the most helpful of the GradeMark functions used in the study. Furthermore, whilst statistical analysis showed revisions to be equally successful regardless of whether prompted by a QM or Comment, all participants expressed a preference for Comments as they found them more cognitively engaging.

Secondly, the GradeMark functions of Feedback Summary and Grading Form were declared as the least helpful forms of TEFF by all participants, with the Grading Form rated least useful overall and attracting the least attention. The comparative lack of engagement with the Feedback Summary and Grading Form compared to the high level of engagement with the QMs and Comments appears to corroborate findings in previous studies that discrete text-specific feedback is more effective than global or generic feedback in promoting learner engagement and ultimately successful revision (Conrad & Goldstein, 1999; Ferris, 2004). Furthermore, these findings indicate a potential need on the EAP module under investigation for more learner training into how to utilise the Feedback Summary and Grading Form to revise and improve writing.

Thirdly, in contrast to previous studies (Mahfoodh, 2017; Storch & Wigglesworth, 2010), this study found no direct link between overall uptake of TEFF and affective engagement; Of the three cases investigated in this study, the participant with the most negative attitude towards TEFF revised as successfully as the participant with the most positive attitude. This suggests that assertions of a negative attitude tending to result in less

successful revisions may be too simplistic and implies that a deeper understanding of individual factors may be necessary to understand the relationship between affective and behavioural engagement.

Likewise, this study also found no obvious link between depth of cognitive processing and uptake of TEFF, a finding which also appears in previous research (Han & Hyland, 2015; Storch & Wigglesworth, 2010). This again suggests that the relationship between the different dimensions of engagement is complex and that a deeper understanding of cognitive engagement with TEFF is crucial.

Therefore, to explore the issues mentioned above, future studies would benefit from use of more data sources to build a fuller picture of cases. For example, an initial questionnaire on learner beliefs about TEFF and the writing process might help provide insight into how individual differences influence affective engagement. Using think aloud protocols to capture participant thoughts as they initially read and respond to TEFF may address some of the limitations of the stimulated recall interviews (section 3.9.4.) and provide a deeper understanding of how learners cognitively engage with TEFF. Extending the text analysis to include a full analysis of errors in the first and final drafts might provide quantitative data about whether learners apply TEFF to other areas of their writing and thus give a fuller picture of behavioural engagement.

In conclusion, learner engagement with TEFF is an area of research which requires more attention in the form of holistic and naturalistic case studies as an understanding of how learner engagement and revision are linked is yet to be fully established. What has been ascertained in this study, and previous studies, is that engagement is a complex and multi-faceted construct. However, as this study shows, the relationship between cognitive, affective and behavioural engagement is far from clear or linear. Furthermore, as electronic feedback software, such as GradeMark, is becoming increasingly significant in the EAP and wider HE context, more case studies investigating the influence of TEFF on the three dimensions of learner engagement are paramount.

Word count

The word count for Chapters 1 to 6 (excluding figures and tables) is **16,225** words.

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Appendices

Appendix 1: CW3 task

S&E – CW3 Argument Essay Assessment: Questions, Instructions and Markscheme

To complete your CW3 Argument Essay you must:

- Develop an argument essay from your CW1 Outline.
- Your essay should have a minimum of **1,000** words and a maximum of **1,500** words.
- You will use the sources (remember you need a minimum of 9 sources) you found for your CW1 Outline to academically support your position.
- You need to include a reference list (not included in the wordcount) ***download and use the pro forma from 'My Assessments'*** to help you with this.
- Make sure you ***cite and reference*** ALL of your sources in your essay, following Harvard APA referencing conventions.

Important dates:

What?	***When?***
Bring the completed introduction of your essay	*1-hour Lesson in Week 1 - Term 3*
Bring the first two body paragraphs (or sections) of your essay	*1-hour Lesson in Week 2 - Term 3*
Bring body paragraph (or sections) 3 and 4 of your essay.	*1-hour Lesson in Week 3 - Term 3*
Bring the essay for a guided proofreading session.	*1-hour Lesson in Week 4 - Term 3*
Submit complete 1st draft of CW3 Argument Essay to Turnitin	*Sunday of Week 4 - Term 3*
Receive Turnitin Feedback on 1st draft	*Sunday of Week 6 - Term 3*
CW3 Tutorial - Discuss your 1st draft with your teacher	*Week 7 - Term 3*
Submit complete FINAL draft of your CW3 Argument Essay (showing clear improvements and responses to feedback) to Turnitin	*Sunday of Week 7 - Term 3*

Questions

1. Animal Testing:

"In light of recent advances in medicine, biotechnology and pharmaceutical sciences, it is no longer necessary or justifiable to subject animals to intrusive testing." To what extent do you agree with this statement? You may wish to reference factors such as safety, ethics, and the economy. Support your argument with relevant data and examples.

2. GM Crops:

"Although many people are not convinced of the safety of GM (Genetically Modified) crops, many scientists argue that they are our best hope of solving a wide range of global problems." To what extent do you agree or disagree? You may wish to reference factors such as the environment, health and the economy. Support your argument with relevant data and examples.

3. Vaccination and Immunisation:

"As the developing world continues to witness massive population growth and infectious diseases continue to cause a significant proportion of deaths worldwide, there is a clear necessity for mandatory and free access to child vaccination for contagious diseases". To what extent do you agree or disagree that child vaccination should be compulsory and paid for by governments? You may wish to reference factors such as economics, government intervention and equality. Support your argument with relevant data and examples.

4. Engineering (Climate control):

"With climate change being one of the most pressing issues of our time, measures to reverse the negative effects of environmental pollution are more necessary than ever. Solutions to this problem are mainly being devised in the various fields of engineering, and it is these solutions which offer the only hope to saving the planet from environmental collapse." To what extent do you agree or disagree that solutions to climate change will be able to outpace the rate at which the climate is warming, effectively reversing the trend of rising global temperatures? You may wish to reference scientific data, and a range of current and projected climate solutions as examples.

Appendix 2: Error correction code for the EAP module

QM	Explanation
?	The meaning of this phrase/sentence/word is unclear. I do not understand what you are trying to say. Think carefully about how to rewrite this so that the meaning becomes clear.
[ ]	Not needed: This word/phrase/sentence should be deleted as it is unnecessary for the meaning/grammar of the sentence/paragraph.
^	Missing phrase: There is a phrase missing here
^ A	Missing Article: An article is needed here: a, an, the For explanations of rules with examples, please visit: https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/definite-article https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/indefinite-article-and http://www.ef.com/english-resources/english-grammar/determiners/
^ adj.	Missing adjective: You need to insert an adjective here to define the noun. See this website for more information related to the use of adjectives: http://www.ef.co.uk/english-resources/english-grammar/adjectives/
^ adv.	Missing adverb: You need to insert an adverb here to define the verb. See this website for more information related to the use of adverbs: http://www.ef.com/english-resources/english-grammar/adverbs/
^ and	Missing 'and': Use 'and' before the last item in a list. You can also use 'and' with a comma before it to connect two sentences. E.g. I like cats, dogs and birds. My brother works in a bank, and my sister works in a shop.
^ example	Add language to introduce an example of this. Use this website to see examples of how to do this: http://www.phrasebank.manchester.ac.uk/giving-examples/
^ noun	Missing noun: A noun is needed here. Use these websites to check common words which are connected (collocations) to see what word could be missing: Skell; Ozdic; Sentence dictionary
^ prep.	Missing preposition: A preposition is needed here. Use these websites to check common words which are connected (collocations) to see what word could be missing and example sentences: Skell; Ozdic; Sentence dictionary
^ pron.	Missing pronoun: A pronoun is needed here. You may need to use a possessive (its/their), demonstrative (this/these), or personal pronoun here (it/they).
^ verb	Missing verb: A verb is needed here. This could be a form of the verb 'to be' or any other verb. Remember, all sentences must contain at least one verb.

	Use these websites to check common words which are connected (collocations) to see what word could be missing: Skell; Ozdic; Sentence dictionary
A	Article: a/an/the You have used an article incorrectly. Quick Rules: 1. Do not use an article with general plural nouns or general uncountable nouns. 2. Use 'the' with specific nouns (when you are specifying which one you are talking about). 3. Use 'a' or 'an' with a non-specific singular noun. Examples: 1. Students are not expected to teach. (This sentence is referring to all students, so do not use an article) 2. The chocolate at this restaurant is delicious, but I prefer the cheese. (This means the specific chocolate and cheese served at the restaurant, not all 'chocolate' and all 'cheese') 3. If you want to write, you need a pen. (Here you mean any pen, not a specific one) For explanations of more rules with examples, please visit: https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/definite-article https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/indefinite-article-and https://www.youtube.com/watch?v=zmR_CYJrz8o http://www.ef.com/english-resources/english-grammar/determiners/
Act. → Pass.	Active: Your use of active verb form is incorrect here. Change it to a passive verb form. A table of active and passive verb forms is given here: http://www.englishpage.com/verbpage/activepassive.html
Adv.	Adverb placement: You have not placed the adverb in the correct position. For comprehensive information regarding adverb use, please visit: http://www.ef.com/english-resources/english-grammar/adverbs/
Agr.	Subject/verb agreement: Remember that pronouns, nouns and verbs which are connected must either all be singular, or all plural. If you use a singular noun and/or pronoun, the verb must also be singular. *E.g.* ***This*** *problem* ***is*** *significant.* Plural pronouns and nouns require plural verbs. *E.g.* ***These*** *problems* ***are*** *significant.* For a full explanation of rules see: http://www.grammarbook.com/grammar/subjectVerbAgree.asp For practice, please see: http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_66.htm
Caut.	Cautious language: You should include cautious/hedging language here to improve the validity of the sentence. This includes modal verbs (can/could/may/might/should) and adverbs of frequency, degree and amount (often/rarely/occasionally , most/few/almost all/barely any).

	Alternatively, you have used the wrong type of cautious language and should look for alternatives. For advice on this, see: http://academicenglish.byethost11.com/caution http://www.phrasebank.manchester.ac.uk/using-cautious-language/ http://www.uefap.com/writing/feature/hedge.htm There are exercises on this website at the bottom of the page (see link).
Cit.	Citations: Either; 1) You have used punctuation incorrectly in your citation; 2) You have not included the correct information in your citation; 3) You have not provided a citation where one is required. The correct format for APA citations is (Surname of author, year of publication): E.g. (Smith, 2000). Remember that you DO NOT INCLUDE AUTHOR'S INITIALS. If there are 6 or more authors, you must use 'et al.' in the citation: E.g. (Smith et al., 2000). If there are between 2 and 5 authors, you must use the '&' symbol between the last two authors: E.g. (Smith, Walker, & Barrow, 2005). Finally, if you include the author names in the sentence and there is more than one author, you should use 'and' between the final two. If you put the authors' names in the citation itself, use the '&' symbol between the final two authors: E.g. According to Smith and Davis (2011), there are many issue connected with genetic modification. There are many issues connected with genetic modification (Smith & Davis, 2011). For a full explanation of rules for citations, please read My Referencing Guide on MoLE, or see: http://www.mtroyal.ca/library/files/citation/apa.pdf https://owl.english.purdue.edu/owl/resource/560/03/
CL	Capital letter: You have either used a capital letter when one isn't required, or vice versa. Remember: The first word of each sentence should have its first letter capitalised. All other words (except 'proper nouns') in the sentence, should not include capital letters. For a full list of rules, please see: http://www.oxforddictionaries.com/words/using-capital-letters
Conc.	Your final observation/conclusion should be a recommendation or suggestion which is linked to your reason for writing. Click the following link for a tutorial on writing introductions and conclusions: http://services.unimelb.edu.au/__data/assets/pdf_file/0007/468862/Writing_introductions_and_conclusions_for_essays_Update_051112.pdf
Cont.	Contraction: You must not use contractions in academic writing: E.g. Don't -> do not can't -> cannot Explanations with exercises can be found here: http://writesite.elearn.usyd.edu.au/m1/m1u6/m1u6s2/m1u6s2_1.htm
Comp.	Comparative structure: You need a comparative adjective, or comparative structure here, or you have used a comparative structure or phrase incorrectly.

	E.g. higher than, the same as, more intelligent than etc. For a basic explanation of comparative structures with exercises, see: https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/comparative-and-superlative-adjectives For a wide range of phrases and structures used to compare and contrast, please visit: http://www.phrasebank.manchester.ac.uk/compare-and-contrast/ http://academicenglish.byethost11.com/comparison
Count.	The noun you have used here is uncountable, meaning that it cannot be written in a plural form and must be used with volume words which match with uncountable nouns (e.g. much, amount, degree). Also, remember that you cannot use the articles 'a' or 'an' with uncountable nouns. e.g. There are many literatures. **this should be** There is *much literature.* A research conducted by Smith (2000), shows that... **this should be** Research conducted by Smith (2000), shows that...
CS	Combine sentences: Combine these sentences with alternative punctuation (you may also need to add a linking word). These two sentences are linked to the same idea and therefore should be one sentence. This is probably an issue with having a dependent clause without an independent clause to complete it. Please refer to this website for information on dependent clauses: Dependent clauses
Definition/ classification	You have used unnatural language to introduce a classification or definition, or you need to define or classify the term you use here: Use this website for phrases used in classification and definition of terms: http://www.phrasebank.manchester.ac.uk/classifying-and-listing/ http://www.phrasebank.manchester.ac.uk/writing-definitions/
Dep. clause	This is a dependent clause (so not a full sentence). You must add an independent clause to complete the idea. Look at this website for information on dependent clauses: Dependent clauses
Format	You must not change the font, size, or colour of your text in assignments. Please standardise this formatting to be the same as the remainder of the essay.
G	Grammar: You have made a grammar-related error here. Look at the word/s you have used and consider ways in which to change them to improve the grammar of the sentence.
General	You must attempt to use specific nouns in academic writing. It is rarely acceptable to use nouns such as 'people'. Think carefully about what exactly you are referring to. e.g. People should focus more on the issue of energy consumption **should be** *Scientists* should further investigate the issue of energy consumption.
-ing/inf	Verb form error --- -ing/infinitive: Your verb form is incorrect here. You might have to use the -ing (also known as a 'gerund') or infinitive verb form. You **must check which one is correct first!** Helpful information - Infinitives and Gerunds Grammar rules - Infinitives and Gerunds Verb patterns Exercises
Modal	Modal verb: You have either; (1) used a modal verb incorrectly or; (2) not used a modal verb where one is required.

	Modal verbs (can/could/be able to - may/might - shall/should/ought to - must/have to - will/would) are often used to indicate caution (when something is not absolutely certain). These should be used before the main verb (which must be in the infinitive form after a modal verb). E.g. This solution may provide the opportunity for further development For complete information regarding modal verb use with exercises, please see these websites: http://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/ https://unilearning.uow.edu.au/academic/4aiii_2.html
N	Number: You have not used the noun or pronoun correctly in terms of singular or plural. If you are referring to 'one' specific item, use a singular noun with an article. If you are referring to more than one, or all of them (in a general sense), use a plural noun **without an article.** For additional rules, see: http://dictionary.cambridge.org/grammar/british-grammar/nouns-singular-and-plural
Nom.	Nominalisation: You should nominalise this sentence or phrase to provide extra clarity. This will also improve the academic tone of the sentence. Exercises
NP	New paragraph: You should start a new paragraph at the point due to the information which follows being thematically different from the information before. Be careful, as you may need to write a topic sentence to introduce this new paragraph.
NS	New sentence: You should start a new sentence at this point. The information which follows is a separate idea.
P	Punctuation: There is an error with your punctuation here. You have either used a punctuation mark incorrectly, or not included one where there should be. There are many rules associated with punctuation use. Please refer to: http://www.thepunctuationguide.com/ for excellent explanations of rules with examples.
Pass.	Passive verb: There is a mistake with your passive verb form here. You have either made and error with the form of the verb 'to be' or the past participle. e.g. This method has be used often -> This method has **been** used often. The study was conduct by Smith (2009) -> The study was **conducted** by Smith (2009) For further explanation, please see: http://learnenglish.britishcouncil.org/en/quick-grammar/passives http://www.ef.com/english-resources/english-grammar/passive-voice/
Plag.	Plagiarism evident: You must paraphrase this more fully. Currently, it is plagiarised (copied from another source). This is not acceptable in academic writing. A short and useful guide to paraphrasing can be found here: http://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/paraphrasing/
Poss. 's'	You must add a possessive 's' here: e.g. Smith's (2000) study Remember that the apostrophe is placed **after** the s for regular plural nouns:

	e.g. the users' data (many users).
Pass → Act.	Change the passive verb form to active: E.g. Scientists have been studied this area recently → Scientists **have studied** this area recently. Grammar rules
Plag.	Plagiarism evident: You must paraphrase this more fully. Currently, it is plagiarised (copied from another source). This is not acceptable in academic writing. Useful guides to paraphrasing can be found here: http://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/paraphrasing/ https://ilrb.cf.ac.uk/plagiarism/paraphrasing/index.html And paraphrasing exercises here: http://www.uefap.com/reading/readframnote_ex.htm
Poss 's'	You must add a possessive 's' here: e.g. Smith's (2000) study
PP	Past participle: You must change this verb form to the past participle OR you have used the wrong spelling for your past participle. For a list of irregular past participles, see: http://www.learnenglish.de/grammar/irregularverbs.html
Prep.	Preposition: You have used the wrong preposition. The following table provides certain examples of common verb + preposition collocations. (For the 'about' column, please replace this preposition with 'regarding' or 'relating to'): http://aeo.sllf.qmul.ac.uk/Files/Prepositions/PrepositionStudyLists.html
Pron.	Pronoun: You have used the wrong pronoun here. You may need to use a possessive (his/her/its/their), demonstrative (this/these), or personal pronoun here (he/she/it/they).
Q's	Question use: Do not use questions in academic writing. Rephrase this as a statement. For examples of the way in which to avoid writing questions, please see number 4 on this website: https://unilearning.uow.edu.au/academic/2e.html
R	Register: This word/phrase is not academic. Use this website to see a list of commonly misused non-academic words and their academic alternatives: Academic words Use this website to check for synonyms: http://www.thesaurus.com/ Ozdac Use this website to see examples of words or phrases used in sentences: Sketch Engine http://sentence.yourdictionary.com/ This website contains a list of the most common academic words and their word families. It also contains common prefixes and suffixes with their meanings: http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf

Ref.	Reference list error: References are incorrectly written. Refer to 'My Referencing Guide' on MoLE, or use this referencing guide for the complete rules of APA referencing formatting: http://www.bibme.org/citation-guide/apa/ For an APA reference generator, please visit: https://www.ukessays.com/referencing/apa/generator/?university=Sheffield
Ref. Pr.	Referent pronoun: Add or change the referent pronoun here: it/this/that/these/those etc. You might also need a 'catch all noun' here. Remember that when referring to ideas (processes, abstract nouns etc.) in previous sentences you should be using 'this' or 'these' (depending on whether the noun you are referring to is singular or plural).
Rel. Pr.	Relative pronoun: Add a relative pronoun, or change the existing pronoun or relative pronoun. Relative pronouns: which, that, who, whom, where, when. For information on their correct use, see: http://learnenglish.britishcouncil.org/en/english-grammar/pronouns/relative-pronouns Practice exercises for relative clauses are available here: Exercises
Rep.	Repetition: You have repeated this. Use referent pronouns and catch-all nouns to avoid repeating keywords. Do not repeat whole ideas.
Rep. verb	You have used a reporting verb incorrectly or must add one here. Use these websites to help you find an appropriate reporting verb: Reporting verbs 1; Reporting verbs 2
Scope	Your scope must state the main points which will be covered in your essay. Example introduction
Sp	Spelling: Check the spelling of this word in a dictionary: http://www.oxforddictionaries.com/ http://dictionary.cambridge.org/
Space	Spacing: There is a spacing error here. Remember: There should NOT be a space *before* punctuation marks, and there SHOULD be a space *after* punctuation marks. There should be a one line space between paragraphs, and between headings and subheadings and paragraphs.
Synth.	Synthesis: Try to synthesise sources in this paragraph (show how they either agree or disagree with one another). A number of examples of the way in which to do this can be found here: http://www.phrasebank.manchester.ac.uk/referring-to-sources/
T	Tense use: The tense of your verb is not correct. **Present Simple:** Use for statements of fact and truth: E.g. The earth is round // I study at University // Many people live in China **Past Simple:** Use for completed events in the past or things which are not true anymore (if something was true before, but is not now, we can use 'used to + infinitive):

	E.g. Obama was the President of the United States before Trump // I used to live in London, but now I live in Sheffield. **Present Perfect (have/has + past participle)**: Use for recent events, developments, process and consequences/results. E.g. Globalisation has caused a merging of cultures // The USA has recently announced a new foreign policy. **Future (will + infinitive):** DO NOT USE UNLESS YOU ARE SPECIFICALLY REFERRING TO THE FUTURE (something which has not happened yet). **If you are referring to a process or a fact, use present simple.** E.g. I will go to the bank tomorrow // This policy will change the lives of many people. The following website explains the rules associated with tense use. Click on the various names of each tense to see rules and examples: http://www.ef.com/english-resources/english-grammar/verbs/
the...of	This noun must be surrounded by 'the...of'
Top. Sen.	Topic Sentence: This is not a clear topic sentence. You must write a sentence which introduces the theme of the paragraph clearly. https://owl.english.purdue.edu/engagement/2/1/29/ https://blog.udemy.com/examples-of-topic-sentences/ http://sana.aalto.fi/awe/cohesion/topsen/index.html
TS	Transition signal: Your use of transition signal (also known as cohesive device/linking word) is either incorrect, or you have not included one where you should have. Remember: Never use 'but', 'and', 'so', 'for', 'or', 'yet', 'nor', 'because' to begin a sentence. Refer to these websites for examples of linking words divided by their function: https://student.unsw.edu.au/transition-signals-writing
Unnatural	Unnatural use of English. Use this website to check for synonyms: http://www.thesaurus.com/ Use these websites to check collocations: Ozdac http://fraze.it/ Sketch Engine Use this website to see examples of words or phrases used in sentences: http://sentence.yourdictionary.com/
V	Verb form: The form of the verb you have used here is incorrect. Please check this carefully and find the correct form of the verb to use. You have a choice from: infinitive **with** to, infinitive **without** to, -ing form, past participle, present participle See these websites for rules and examples associated with each: http://www.ef.com/english-resources/english-grammar/ing-forms/ http://www.ef.com/english-resources/english-grammar/infinitive/ http://www.ef.com/english-resources/english-grammar/present-participle/ http://www.ef.com/english-resources/english-grammar/passive-voice/
WC	Word class: The 'class' of word you have used is incorrect here. Go to this website for more information on different word classes: Word classes Remember: Adjectives modify nouns and adverbs modify verbs.

WO	Word order: The order of these words is incorrect and must be changed.
WW	Wrong Word: The word you have used here does not communicate your intended meaning. Look carefully at the sentence and try to find a more appropriate word. Use this website to check for synonyms: http://www.thesaurus.com/ Use this website to see examples of words or phrases used in sentences and to check collocations http://sentence.yourdictionary.com/ Sketch Engine Ozdac

Appendix 3: Assessment criteria for the CW3 writing task

Level	**Task Achievement:** (a) Core Elements & (b) Supported Response	**Organisation:** (a) Cohesive lexis & (b) meta-structures	**Grammar:** (a) Range & (b) Accuracy	**Vocabulary:** (a) Range & (b) Accuracy	**Academic Conventions:** (a) Presentation of source content & (b) Citations and References
9-10 Distinction	a) A fully relevant response, with all task requirements addressed in comprehensive detail. b) Expertly presents a clear response throughout which is clearly and fully supported/expanded with evidence and/or examples from current and academic sources.	a) Full and appropriate use of a variety cohesive language and a range of appropriate linking words in order to create clearly organized and well signposted writing. b) Paragraph structures are at all times highly logical and contextually effective.	a) Uses a wide range of structures with full flexibility. b) Consistently maintains a high level of grammatical control of complex language. Errors are rare and difficult to spot.	a) With appropriate academic register and tone, uses a wide range of relevant vocabulary with very natural and sophisticated control of lexical features. b) Produces no or extremely rare minor errors in spelling and / or word formation.	a) Skilfully paraphrases, summarises and synthesizes key content points from the sources. No evidence of lifting. b) Citations are logically used, clear and accurate throughout. Appropriately uses both author and information prominent citations.
7-8 Merit	a) The majority of the content is relevant and all task requirements are sufficiently addressed, though some detail may be lacking. b) Presents a clear response which is substantially supported/expanded by evidence and/or examples from mainly current and academic sources.	a) Appropriate use of cohesive language and a range of appropriate linking words in order to create well-structured writing. b) Paragraph structures are always present and generally logical and contextually effective.	a) Uses a wide range of structures including predominantly complex/ compound sentences. b) Maintains grammatical control of complex language, with only occasional errors; majority of sentences are error-free.	a) With mainly appropriate academic register and tone, uses a range of relevant vocabulary with generally natural control of lexical features. b) Produces some minor errors in spelling and / or word formation.	a) Paraphrases, summarises and synthesizes key content points from the sources. No obvious lifting though some paraphrases may slightly reduce register or clarity of points made. b) Citations are almost always logically used, clear and accurate.
5-6 Pass	a) A high proportion of the content is sufficiently relevant and addresses key requirements of the task. b) Mostly clear response presented with attempts made to support main points with evidence and/or examples from sources. The level of currency and	a) Mainly appropriate use of cohesive language and a range of linking words in order to create structured writing. Some linking words or structures may not be entirely appropriate.	a) Uses a range of structures including some complex sentences. b) Maintains a degree of grammatical control in most sentences. Where errors are evident, they generally	a) Despite fluctuations in academic register and tone, uses an acceptable range of vocabulary with sufficient control of lexical features. b) Produces some errors in spelling and / or	a) Regular attempts to paraphrase and summarise content points from the sources. Some attempts at synthesis, though with varying degrees of success. Very occasional

	reliability of these sources may fluctuate.	b) Paragraph structures are generally present, but not always logical / effective.	do not impede understanding.	word formation, but these rarely impede understanding.	partial lifts may be apparent. b) Citations are generally logically used, clear and mainly accurate.
3-4 Borderline Fail	a) The majority of content is not sufficiently relevant, though an attempt to address key task requirements can be seen. b) The response presented is not clear and supporting evidence and/or examples are mostly irrelevant or inadequate for the task. Currency and reliability may often be low.	a) Some evidence of attempts to use cohesive language and/ or linking words, but these are sometimes repetitive and may be unhelpful in clarifying structure. b) Some evidence of paragraph structure, but this is often illogical and unclear.	a) Mainly simple sentences used, but ability to use complex sentences occasionally successfully demonstrated. b) Produces some error-free sentences, but errors may impede understanding.	a) Although there is a range of vocabulary demonstrated, this is often unnatural or inappropriate and highlights issues with academic register and tone b) Produces regular errors in spelling and / or word formation, which sometimes impede understanding.	a) Attempts to paraphrase and synthesise with varying degrees of success. Minimal attempts at synthesis (often unclear). There may be occasional lifting of full sentences. b) Citations are apparent but regularly inaccurate.
1-2 Fail	a) Content is mostly irrelevant or inadequate. Minimal attempt to address the task requirements. b) Very minimal/unclear response presented, which lacks any relevant or adequate support.	a) Little evidence of organisational language. Occasional attempts may be inappropriate or highly repetitive. b) No evidence of paragraphing or attempts are unclear throughout.	a) No complex sentences successfully attempted. b) Makes regular errors in grammar/ punctuation, which severely impede understanding.	a) Minimal range of vocabulary, which is mostly unnatural, inappropriate and shows minimal control of academic tone and register. b) Produces regular, serious errors in spelling and / or word formation, which frequently and seriously impede understanding.	a) Little or no attempt to paraphrase, summarise and/or synthesize content points from the sources. Numerous lifts of large chunks may be apparent. b) Citations are rare and almost always inaccurate.

Appendix 4: Internal ethical approval form

Ethical approval form to be completed by lead researcher

Part I: CHECKLIST

This checklist is designed to identify the nature of any ethical issues raised by the research.
This checklist must be completed before potential participants are approached to take part in any research.

1. Name of Lead Researcher: [removed]			
Email	(omitted)	Contact no.	(omitted)
College	(omitted)		

2. Project group members (add rows as appropriate)

Name		Contact no.	
Email		College	
Name		Contact no.	
Email		College	
Name		Contact no.	
Email		College	

3. Title of the proposal and brief abstract

(150-200 words – your abstract should outline in non-technical language the purpose of the research and the methods that will be used.)

Title: Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

This project seeks to discover and understand how (*module name omitted*) students engage with teacher electronic feedback (TEFF) received via Turnitin on (*task name omitted*) writing tasks. The research will adopt a case study approach, involving up to three students in their third term at (I*nstitution name omitted*), and their engagement with TEFF will be explored from three perspectives:

- cognitive (mental processing of feedback, e.g. noticing errors, memorising corrections);
- behavioural (revisions made to writing in response to TEFF);
- affective (emotions experienced in response to TEFF).

The proposed data collection instruments are:

1. Collection and categorisation of TEFF on first drafts of *(task name omitted*)
2. Analysis of final drafts for uptake of TEFF
3. Audio recording of student-teacher first draft tutorials
4. Semi-structured interviews (15 minutes) with participants after submission of final drafts to discover more about their cognitive and affective engagement with TEFF.

It is hoped that a deeper understanding of how learners engage with TEFF on (*module name omitted*) assignments may give teachers insight into how to provide the most helpful and effective feedback possible to their students.

4. Funding

Is it proposed that the research will be funded? If so by whom? The research is for my dissertation in the final year of my MEd in TESOL for EAP with Sheffield Hallam University. The course is funded 50% by myself and 50% by (*the employer sponsor name omitted)*.

5.	**Please confirm with ✓ in the right-hand column/box that your research**	**Confirm**
i	Will not require external research approval e.g. Health Research Authority approval	✓
ii	Does not involve participants lacking capacity to give informed consent	✓
iii	Includes only participants over the age of 18	✓
iv	Methodology does not involve the use of deception	✓

6.	**Consent**	**Yes**	**No**	**Uncertain**
i	Does the study involve participants who are potentially or in any way vulnerable or who may have any difficulty giving meaningful consent to their participation or the use of their information?		✓	
ii	Are participants to be enlisted in the study without their knowledge and consent? (e.g. via covert observation in public places or within the Centre/College)		✓	

7. Research Design / Methodology				
i	Are there any significant concerns regarding the design of the research project? For example: • where research intrudes into the private sphere or delves into some deeply personal experience; • where the study is concerned with deviance or social control; • where the study impinges on the vested interests of powerful persons or the exercise of coercion or domination; • where the research deals with things that are sacred to those being studied that they do not wish profaned • where research takes place in a laboratory or in the field there is a possible risk to personal safety or potential physical harm • Other concerns, please specify.		✓	

8. Financial Incentives				
i	Are there payments to researchers/participants that may have an impact on the objectivity of the research?		✓	

ii	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		✓	
9. Research Subjects				
i	Could the study induce unacceptable psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?		✓	
ii	Will the study involve prolonged or repetitive testing or questioning?		✓	
10. Confidentiality				
i	Will research involve the sharing of data or confidential information beyond the initial consent given?		✓	
ii	Will the research involve respondents on the internet, e.g. social media, or other visual/vocal methods?		✓	
iii	Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?		✓	
11. Legal requirements				
i	The Data Protection Act 1998 will apply to any data-processing activities entailed by this research. Is there any cause for uncertainty as to whether the research will fully comply with the requirements of the Act?		✓	
12. Consequences of research				
i	Are there any particular groups who are likely to be harmed by dissemination of the results of this project?		✓	
13. Researcher well-being				
i	Do you have any doubts or concerns regarding your (or your colleagues) physical or psychological wellbeing during the research period?		✓	

PART II: Self certification and/or next steps

A If, after careful consideration, you have ticked 'confirm' to all questions in section 5 and answered **No** to all the questions sections 6-13, you should sign Box **A** in **PART IV Self-Certification Section** below and submit the form together with your proposal to the relevant authority as indicated in Section 6 of the policy statement. Following consideration, the relevant authority will report the outcome of review and approval to the Curriculum, Learning and Enhancement Committee. Occasional audits of such forms may be undertaken by AQAEC.

B If you have answered **Yes** or **Not certain** to any of the questions in sections 6-13 of the checklist you will need to consider more fully how you plan to deal with the ethical issues raised by your research. Answering the relevant questions in Part III

below and talking to your line manager, a University colleague or a colleague from another Centre may assist you. You must then be able to assure Study Group that adequate safeguards in relation to the ethical issues raised can and will be put in place. You must specify these and then sign **Box B** in the Self-certification Section below, specify the safeguards to be put in place and submit the form to the relevant authority.

Part III: Further consideration

The questionnaire enables you to explain how the ethical issues relating to your research will be addressed.

1. Research aims

Further consideration and discussion is required with peers on one or more of the following grounds (please mark with an 'X' in the appropriate place in the right-hand column):

a.	Significant ethical issues are raised by the research, including research characterised by one or more of the following features: (i) Research involving deception of participants, or which is conducted without their full and informed consent at the time the study is carried out or when the data is gathered, or which involves the use of confidential information. (ii) Research involving more than minimal risk of harm to participants, such as: • research involving vulnerable groups • research involving personally intrusive or ethically sensitive topics • research involving groups where permission of a gatekeeper is normally required for initial access to members • research which would induce unacceptable psychological stress, anxiety or humiliation or cause more than minimal pain Applicants should seek additional information and guidance from appropriate professional reference points.	
b.	The researcher wants to seek the advice of a wider group of peers and specialists	
c.	Research undertaken by a member of staff who has not received appropriate training or has insufficient experience in research ethics and has been unable to access appropriate advice or support.	

PART IV: SELF-CERTIFICATION A

I have read and understood the (*Institution name omitted*) research ethics policy and the questions contained in the Checklist above and confirm:

A that no significant ethical issues are raised by the research

Signature: *[removed]* Date: …..

Name in full: [removed]

PART IV: SELF-CERTIFICATION B

I have read and understood the (*Institution name omitted*) research ethics policy and the questions contained in the Checklist above and confirm:

B that adequate safeguards in relation to such issues can and will be put in place as specified below

Summary of any ethical issues identified and safeguards to be taken (expand box as necessary). Please refer explicitly to sections marked 'X' in PART III.

Signature: Date:

Name in full

Appendix 5: Information letters and consent forms

Appendix 5a: Centre manager - Information letter and consent form

date

Dear (*Name omitted*),

Research Project: Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

I am currently doing my final year dissertation for the MEd TESOL for EAP at Sheffield Hallam University. I would like to make learner engagement with electronic formative feedback provided on Turnitin the focus of my research. In order to do this, I propose a case study of students at (*Institution name omitted*), involving collection of data from the (*module name omitted*) cohort in semester 3 (April - June 2018).

I am attaching my completed (*Institution name omitted*) ethical approval form, which includes an outline of the proposed project and data collection methods. Should you require more detailed information, or a full copy of my research proposal, please do not hesitate to contact me.

All data collected will be used only for the purposes of this research project and any resulting future research or academic activities related to this research project. Data will be treated with confidentiality in accordance with current data protection principles. Institution and participant anonymity will be assured by removing all identifying information.

The organisation's participation in this research would be completely voluntary with the right to withhold information or withdraw at any time. You would also have the option to see the findings and read the final assignment should you deem it useful.

If you agree to the proposed research, please sign and date the consent form below and return it to me at your earliest convenience.

Yours sincerely

[removed]

MEd research project: Centre manager consent Form

Name of researcher: [removed]

Title of research project: Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

Please sign below if you agree to the following statements:

- I have been fully informed about the aims and procedure of the research project.
- I give permission for the researcher to collect data on first and final drafts of participant student writing submitted to Turnitin.
- I give permission for the researcher to collect data on student experiences of receiving feedback by recording student-teacher tutorials and conducting interviews with participants.
- I understand that all data collected will be anonymous and only used in this research project and any academic activities resulting from this research project.
- I understand that I can see the findings of the research project after it has been completed.

Signature: ……..

Full name: ……

Position: ……..

Date: …….

Appendix 5b: Teacher – Information letter and consent form

Dear teacher,

Research project on learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

As part of my Master's degree in Education, I am conducting research into learner engagement with formative feedback on writing received via Turnitin. My aim is to understand more about how (*module name omitted*) students engage with such feedback, for example how they mentally process the feedback, what actions they take based on the feedback and how they feel about the feedback on Turnitin. It is hoped that a deeper understanding of how learners respond to feedback on Turnitin will help teachers provide the most helpful and effective feedback possible for their students.
You have been approached to participate in this study as you are an experienced teacher of EAP, have a Master's degree in a TESOL-related subject and have worked at (Institution name omitted) for more than 2 years. If you agree to participate in the study, I would collect the following data related to you from the (*module name omitted*) course during term 3 (April-June 2018):

- The Turnitin feedback you provide on CW3 first drafts for up to three of your students.
- Audio recording of your 15-minute CW3 tutorial with the same students during week 7 of term 3.

For the purpose of piloting research instruments, I would also like to access the following:

- formative feedback provided by you on first drafts of CW3 in the previous academic year.

None of the above data collection instruments would require work from you that does not already form part of the normal (*module name omitted*) course.
Both your identity and any data collected about you will remain anonymous in my report and will not be used for any purposes other than this research project and any future academic activities relating to this research project. Furthermore, your participation in this study is completely voluntary: Should you wish to withhold any information or discontinue your involvement in the study, you can do so at any point.
To confirm that you have read and understood the above information, and that you agree to take part in the research, please print and sign your name below.
Finally, I would just like to say a very big thank you for your time, help and support with this valuable project.

[removed]
(address and email details omitted)

Teacher consent form

Name of researcher: **[removed]**	
Title of research project: **Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.**	
Tick (✓) below to indicate that you agree to participate in the different data collection stages of the project:	
	I agree that the researcher can access formative feedback I provide to participant students via Turnitin on CW3 first drafts.
	I agree that the researcher can access formative feedback provided by me on Turnitin during the previous academic year for the purpose of piloting research instruments.

Please sign below if you agree to the following statements:

- I understand that the data collected which relates to me will be anonymous and only used for the purposes of this research project and any resulting academic activities relating to this research project.
- I understand that my participation is voluntary and that I can withhold information or withdraw from the project at any time.
- I understand that I can see a summary of the project and findings after the research has been completed.

Name: _____

Signature: _____ Date: _____

Contact e-mail: _____

Appendix 5c: Participants – Information letter and consent form

Dear student,

Research project on learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.

As part of my master's degree in Education, I am researching how students engage with feedback from teachers on their writing assignments. My aim is to understand more about what students do when they receive feedback on Turnitin, what actions they take based on the feedback and how the feedback makes them feel. It is hoped that a deeper understanding of how students respond to feedback on Turnitin will help teachers provide the most helpful and effective feedback possible for their students.

You have been approached to participate in this study because you are similar to other students in your class in terms of writing aptitude, age and nationality. If you agree to participate in the study, I would collect the following data relating to you from your (*module name omitted*) course during term 3 (April-June 2018):

- The feedback provided by your teacher on Turnitin on your CW3 first draft.
- The changes you make to your final draft in response to the first draft feedback.

None of the above data would require work from you that does not form part of the [*module name omitted*] course. Participation in this project should not in any way change how you approach CW3 and your [*module name omitted*] course. Furthermore, participation in this study will not in any way affect the feedback or grades that you receive on your CW3 writing.

In addition, I would also invite you to a 30-minute interview with me during week 9 of term 3. This is not part of the [*module name omitted]* course, and would be an extra commitment on your part. The aim of the interview is to hear more about your experience of receiving feedback on Turnitin, what you did with that feedback and how you felt about it. The interview would be recorded so that I can refer to it when I am writing up my research.

Both your identity and any data collected about you will remain anonymous in my report and will not be used for any purposes other than this research project and any future academic activities relating to this project. Furthermore, your participation in this study is completely voluntary: Should you wish to withhold any information or discontinue your involvement in the study at any point, you can do so by emailing me to inform me of your decision.

To confirm that you agree to take part in the research, please complete the student participant consent form below and return it to me by ….*date*…….

If you have any questions, please do not hesitate to contact me at the email address below. Finally, I would like to say a very big thank you for your time, help and support with this valuable project.

Yours faithfully

[removed]
(address and email details omitted)

Participant consent form

Name of researcher: **[removed]**	
Title of research project: **Learner engagement with teacher-generated electronic formative feedback on EAP writing: A multiple case study of international foundation students.**	
Tick (✓) below to indicate that you agree to participate in the different data collection stages of the project:	
	I agree that the researcher can access my CW3 first draft on Turnitin to view teacher feedback on my writing.
	I agree that the researcher can access my CW3 final draft on Turnitin to view changes made to my writing in response to teacher feedback.
	I agree to attend a 30-minute interview with the researcher after submission of CW3 final draft to discuss how I used and how I felt about teacher feedback on Turnitin.

Please sign below if you agree to the following statements:

- I understand that the data collected which relates to me will be anonymous and only used for the purposes of this research project and any resulting academic activities relating to this research project.
- I understand that my participation is voluntary and will have no adverse or beneficial impact on my progress or assessment results on the (*module name omitted*) module.
- I understand that I can withdraw from the project at any time or withhold information related to me.
- I understand that I can see a summary of the findings after the research has been completed.

Name: _____

Signature: _____ Date: _____

Contact e-mail: _____

Appendix 6: Start list of codes for cognitive engagement

Metacognitive operations [Adapted from Oxford (2011, pp. 102-107)]	**Examples from Oxford** (2011, pp. 102-107)	**Pilot interview examples**
Paying attention - Paying general attention - Paying focused attention	I pay attention to the explanation in every lesson, because it's important for doing the exercises. I decide to focus my attention primarily on the prefixes of Russian verbs in the next week so that I can learn them efficiently.	The general comments… Those were the ones where I focussed the most. But if you have Turnitin feedback, it's there permanently, so you can keep looking back at it. Even if you've forgetten a part of it, you can just look back and it's there.
Planning - Setting goals - Planning ahead for cognition	I think about whether the language task is important or not and how much time I want to spend on it. If it does not seem as important as other things, I won't spend much time on it. I figure out how much time and effort it will take to complete the course in Wolof, and I set a schedule to do it.	My English is good enough, so I don't have to work as hard at it as my classmates. So, for me, it's just a day or two before it's due I go over the feedback. That's where I was like 'I have to speak to him about it'. Find out what's missing and change it. Make sure that's not missing any more.
Obtaining and using resources - Identifying and finding resources	I identify the books of stories I need for further reading in Yiddish. I find the best online dictionary and online thesaurus for English.	I just looked for somewhere where they were saying the same thing I said. I knew the general idea for my counter argument. So, I looked for any negative things against the GM crops and saw if I could find any article which fit in the general topic. Then, I looked into it and checked if I could find specific statements.
Organising - Prioritising - Organising the study environment and materials	I prioritize my bookmarked websites according to the degree of relevance. I organize my computer files so I can find all my … notes easily.	[*When asked which feedback points he attends to first*]: I go in the order that it's there.

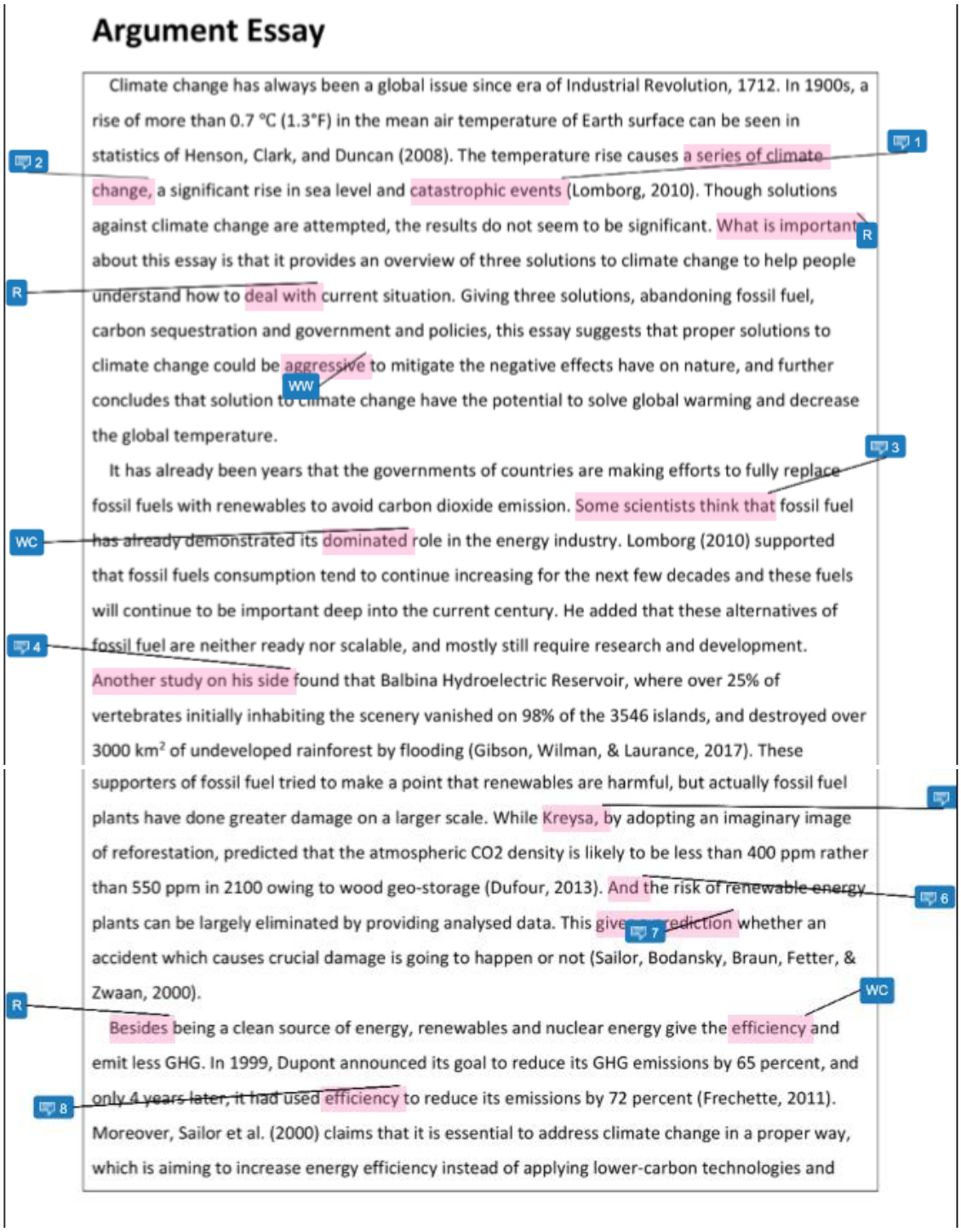
	I organize my English language notebook with colors for the tabs.	
Implementing plans - Thinking about the plan - Putting the plan into action	I remember my plan to take notes about the key characters as I read Pushkin's Pikovaya Dama (The Queen of Spades). This will help me with my paper. While reading Pikovaya Dama, I take notes about the appearance, emotions, actions, and major statements of each of the key characters.	So, I asked him about that. I just decided to change it anyway.
Monitoring - Monitoring ease of learning - Monitoring by making a judgement of learning - Monitoring via a feeling of knowing	I check to see whether the generalization I made … turned out to be correct. I consider whether the … task will be easy or not. During the exercise, I consider whether I know the vocabulary and structures well enough to do a good job in the next test or on an exercise that builds on this one.	With the specific comments, you know that 'Oh this area I'm missing something!' So, I went over the feedback. I saw what was missing, what was required of me. And it's just a few changes here and there.
Evaluating - Evaluating progress and performance. - Evaluating cognitive strategy use.	I compare my work to the course's official long-term objectives and goals and see whether I am making the progress that I need to make. I figure out what I would do differently if I do a task like this one again.	Like you can open that and it shows from the grading criteria what's there and what's missing. So that was what I did initially.

Cognitive operations [Adapted from Oxford (2011, pp. 108-113)]	**Examples from Oxford** (2011, pp. 108-113)	**Pilot interview examples**
Reasoning - Using inductive reasoning - Using deductive reasoning	I try to figure out the grammar rules in Russian based on the evidence from my newspaper readings in Izvestiya, even before the teacher explains. I learn the rule and immediately try to apply it when I write out sentences in Farsi.	So, that's why everywhere that he's mentioned counter argument he's given me the same comment. So I had one point in there which was my own, but it was put in a way that sounded like it was a citation. So, he had marked it as I had incorrect citation.
Making distinctions	I distinguish between more important and less important information that I read in Hungarian.	But I just added for the first part, not the second part. So, I'm still saying that second part is my words.
Analysing & decoding	I break sentences into subjects, verbs, adverbs, and so on to get the meaning.	
Comparing & contrasting	I compare how I use my native language, English, with the literary language in Spanish novels.	
Classifying & categorizing	In my notebook I classify words by their features (e.g., nouns, verbs, adjectives) and by their topics and write labels so everything is clear.	
Summarising & getting the gist	I skim the article briefly before reading it to get the gist of what it's about.	I looked at it. I saw the basic comments.
Combining / linking similar things	In a conversation I notice all the words that are used to mean the same thing or are about the same topic. This helps me create mental links and build up a bank of synonyms.	
Predicting	I set up a prediction about what the Telugu speaker will say based on all possible clues, then I check my accuracy as the speaker goes further.	

Appendix 7: First drafts and TEFF

The following are screenshots of participant first drafts with TEFF downloaded from Turnitin in PDF form.

Appendix 7a: Lilly – First draft with TEFF



Argument Essay

Climate change has always been a global issue since era of Industrial Revolution, 1712. In 1900s, a rise of more than 0.7 °C (1.3°F) in the mean air temperature of Earth surface can be seen in statistics of Henson, Clark, and Duncan (2008). The temperature rise causes a series of climate change, a significant rise in sea level and catastrophic events (Lomborg, 2010). Though solutions against climate change are attempted, the results do not seem to be significant. What is important about this essay is that it provides an overview of three solutions to climate change to help people understand how to deal with current situation. Giving three solutions, abandoning fossil fuel, carbon sequestration and government and policies, this essay suggests that proper solutions to climate change could be aggressive to mitigate the negative effects have on nature, and further concludes that solution to climate change have the potential to solve global warming and decrease the global temperature.

It has already been years that the governments of countries are making efforts to fully replace fossil fuels with renewables to avoid carbon dioxide emission. Some scientists think that fossil fuel has already demonstrated its dominated role in the energy industry. Lomborg (2010) supported that fossil fuels consumption tend to continue increasing for the next few decades and these fuels will continue to be important deep into the current century. He added that these alternatives of fossil fuel are neither ready nor scalable, and mostly still require research and development. Another study on his side found that Balbina Hydroelectric Reservoir, where over 25% of vertebrates initially inhabiting the scenery vanished on 98% of the 3546 islands, and destroyed over 3000 km^2 of undeveloped rainforest by flooding (Gibson, Wilman, & Laurance, 2017). These supporters of fossil fuel tried to make a point that renewables are harmful, but actually fossil fuel plants have done greater damage on a larger scale. While Kreysa, by adopting an imaginary image of reforestation, predicted that the atmospheric CO2 density is likely to be less than 400 ppm rather than 550 ppm in 2100 owing to wood geo-storage (Dufour, 2013). And the risk of renewable energy plants can be largely eliminated by providing analysed data. This gives prediction whether an accident which causes crucial damage is going to happen or not (Sailor, Bodansky, Braun, Fetter, & Zwaan, 2000).

Besides being a clean source of energy, renewables and nuclear energy give the efficiency and emit less GHG. In 1999, Dupont announced its goal to reduce its GHG emissions by 65 percent, and only 4 years later, it had used efficiency to reduce its emissions by 72 percent (Frechette, 2011). Moreover, Sailor et al. (2000) claims that it is essential to address climate change in a proper way, which is aiming to increase energy efficiency instead of applying lower-carbon technologies and

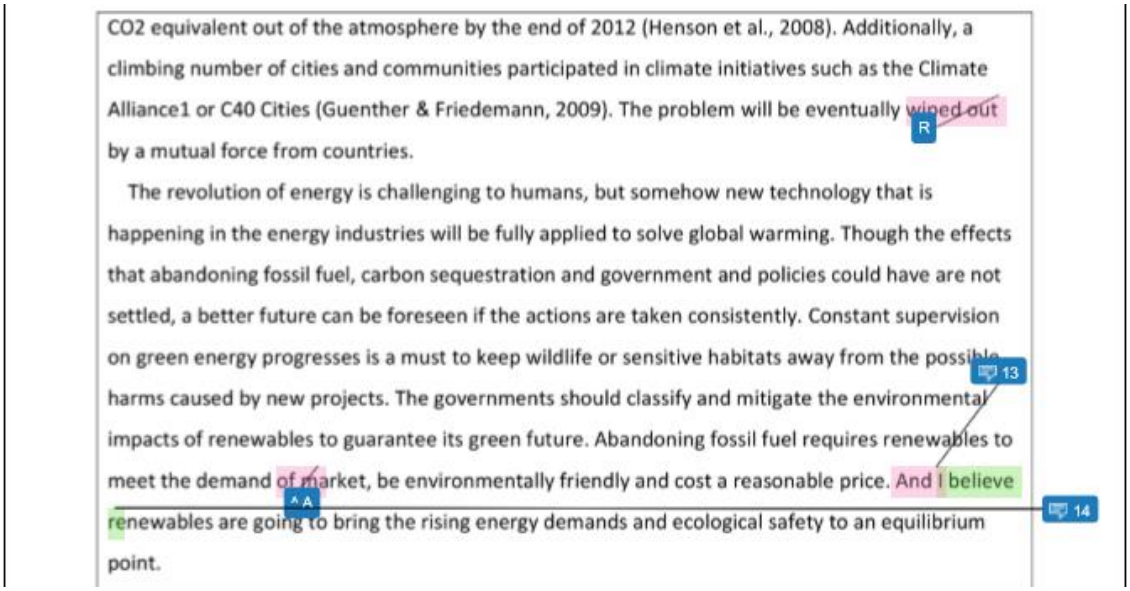
abandoning high-carbon ones. Efficiency programs can reduce the amount of emissions from cars and factories, which would only be responsible for 9 percent of GHG emissions (Frechette, 2011).

Another way to solve this problem is carbon sequestration. Sailor et al. (2000) claims that though carbon sequestration is an ideal path to deal with fossil fuels, it still needs further development before its application in market. This view is supported by Lomborg (2010), who suggests that the program of carbon conservation in land should not be encouraged because of the high costs and risks. However, in fact, some facilities, as well as oil plants and power refineries, have already succeeded in millions of tons of CO2 storage from released fuel gases (Cressey, 2015). The Swiss company, Climeworks in Zurich, has already launched projects of CO2 sequestration which are profitable. Its factory in Hinwil, Switzerland, would seize 1,000 tons of CO2 annually from 2016. Similarly, Carbon Engineering aimed to evaluating the probability of using fuel that is originally transferred from CO2 to support local buses.

These evidences indicate that more focus has been placed on the potential of CO2 storage going commercial, and profit-driven projects on this issue will occur more often, leading a positive direction in fighting against climate change. In the same vein, Nigel, Sue, Alexander, Linda, Nik, and Kathy et al. (2010) found that tropical moist forests could be a source for carbon sequestration programs as the process still works after their old-growth stage. According to Lomborg (2010), based on location and yield, a growing forest normally absorbs 5-11 tons of CO2 per ha per year. Intergovernmental Panel on Climate Change(IPCC) also estimates a current CO2 sequestration of possibly 3.2 billion tons happening in northern forests (Lomborg, 2010). The great potential of forests discovered by these researchers makes people to believe that protecting wild lives and natural habitats is an urgent choice.

Controversy exists in the issue of how effective the policies on climate change can be. Firstly, the main target of climate policy is CO2 while CH4 and N2O tend to be omitted (Lomborg, 2010). Secondly, if set restrictions, the development of global economy can be lagged back. However, Rowlands (2001) claims that countries should decrease the amount of GHG emissions within country by a certain proportion starting from a certain year. He also suggests that governments should make a sustainable development happen in developing countries, not just pursuing the progresses in technology and economy. Different targets were set for countries to reduce GHG emissions, some could even increase emissions during 2008-2012 (Henson et al., 2008). This planning on CO2 emissions is considerate for it regards the certain cases of each country, and the methods made for them ensure the advantage outweigh disadvantage in most aspects.

The climate change is a global challenge in international relationship (Henson et al., 2008). Projects (CDM) in Brazil, India and China were expected to keep more than two billion tonnes of



CO2 equivalent out of the atmosphere by the end of 2012 (Henson et al., 2008). Additionally, a climbing number of cities and communities participated in climate initiatives such as the Climate Alliance1 or C40 Cities (Guenther & Friedemann, 2009). The problem will be eventually wiped out by a mutual force from countries.

The revolution of energy is challenging to humans, but somehow new technology that is happening in the energy industries will be fully applied to solve global warming. Though the effects that abandoning fossil fuel, carbon sequestration and government and policies could have are not settled, a better future can be foreseen if the actions are taken consistently. Constant supervision on green energy progresses is a must to keep wildlife or sensitive habitats away from the possible harms caused by new projects. The governments should classify and mitigate the environmental impacts of renewables to guarantee its green future. Abandoning fossil fuel requires renewables to meet the demand of market, be environmentally friendly and cost a reasonable price. And I believe renewables are going to bring the rising energy demands and ecological safety to an equilibrium point.

[General comments removed due to identifying information]

Comment 1 | Organisation

necessary? if so, can you be more specific?

Comment 2 | Grammar

Consider whether you need singular or plural here

Comment 3 | Task Achievement

Can you give me some examples?

Comment 4 | Vocabulary

You really need to express this better.

Comment 5

????? arre you missing a citation here or is this a place?

Comment 6 | Grammar

What have I said about starting a sentence with 'and', or 'but'?

What have I said about starting a sentence with 'and', or 'but'?

Comment 7

I want you to go to flax and check 'prediction' which words does it collocate with? http://flax.nzdl.org/greenstone3/flax?a=fp&sa=collAbout&c=collocations&if=flax

Comment 8 | Grammar

its efficiency?

Comment 9 | Organisation

Can you re-think your use of connectors here? How does this relate to what you have just said?

Comment 10 | Task Achievement

lovely!

Comment 11 | Organisation

Should you use this word in the plural form?

Comment 12 | Academic Conventions

Can you check this reference? I think you are writing the first names not the surnames...

Comment 13

no

Comment 14

Ok, how about 'in the light of the above discuss it seems reasonable to believe that....?' what is the difference between your phrase and mine? which one do you think is more adequate for this essay? Why?

[title removed] Grading Form

TASK ACHIEVEMENT

The majority of the content is relevant and all aspects of the task are sufficiently addressed, though some detail may be lacking. Presents a clear position throughout which is substantially supported by evidence and/or examples from mainly current and academic sources.

ORGANISATION

Appropriate use of cohesive language and a range of appropriate linking words in order to create well-structured writing. Paragraph structures are always present and generally logical and contextually effective.

GRAMMAR

. Uses a wide range of structures. including predominantly complex/ compound sentences Maintains grammatical control of complex language, with only occasional errors; majority of sentences are error-free.

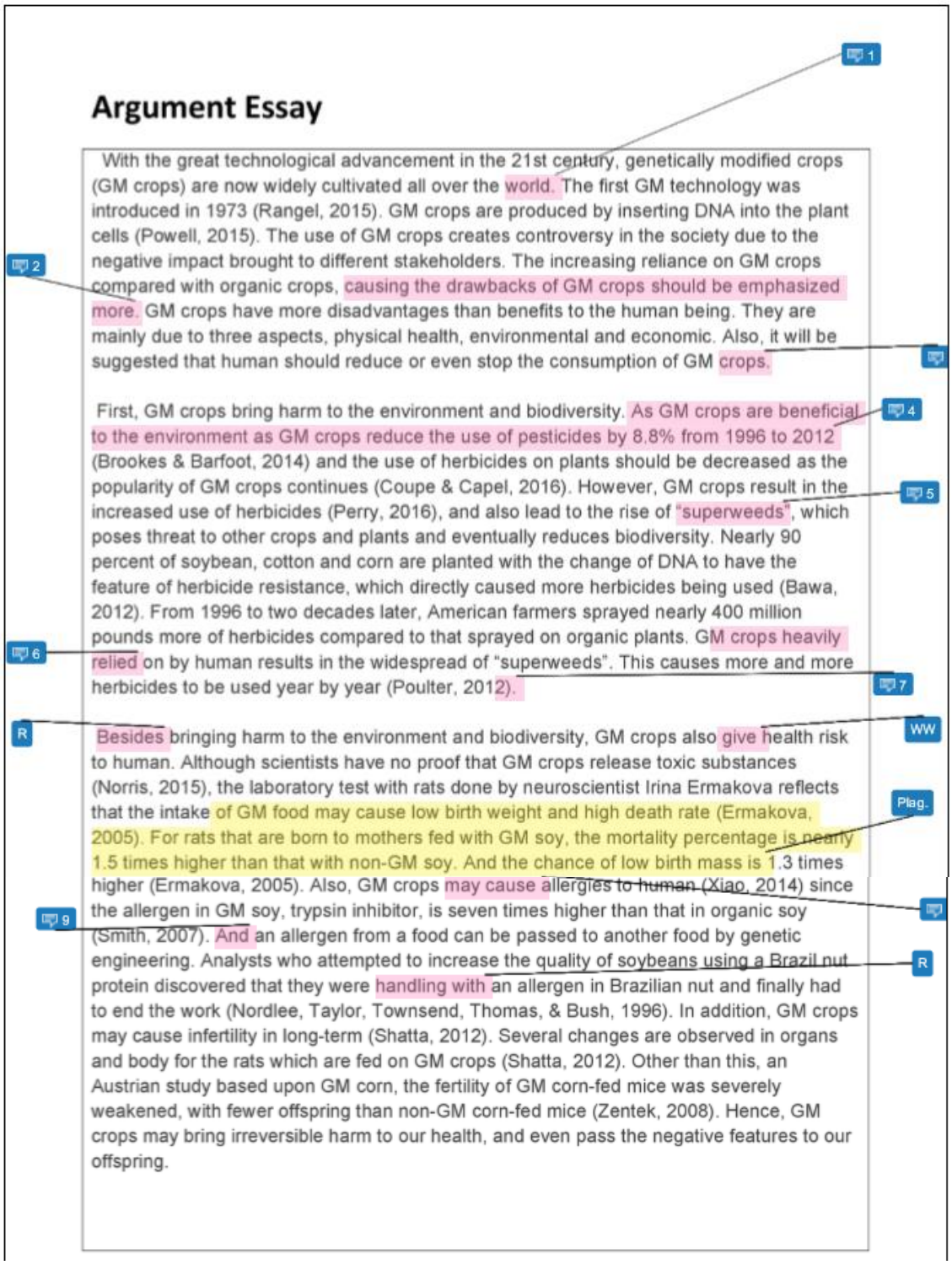
VOCABULARY

Despite fluctuations in academic register and tone, uses an acceptable range of vocabulary with sufficient control of lexical features. Produces some errors in spelling and / or word formation, but these rarely impede understanding.

ACADEMIC CONVENTIONS

Regular attempts to paraphrase and summarise content points from the sources. Some attempts at synthesis, though with varying degrees of success. Very occasional partial lifts may be apparent. Citations are generally logically used, clear and mainly accurate.

Appendix 7b: Bill – First draft with TEFF

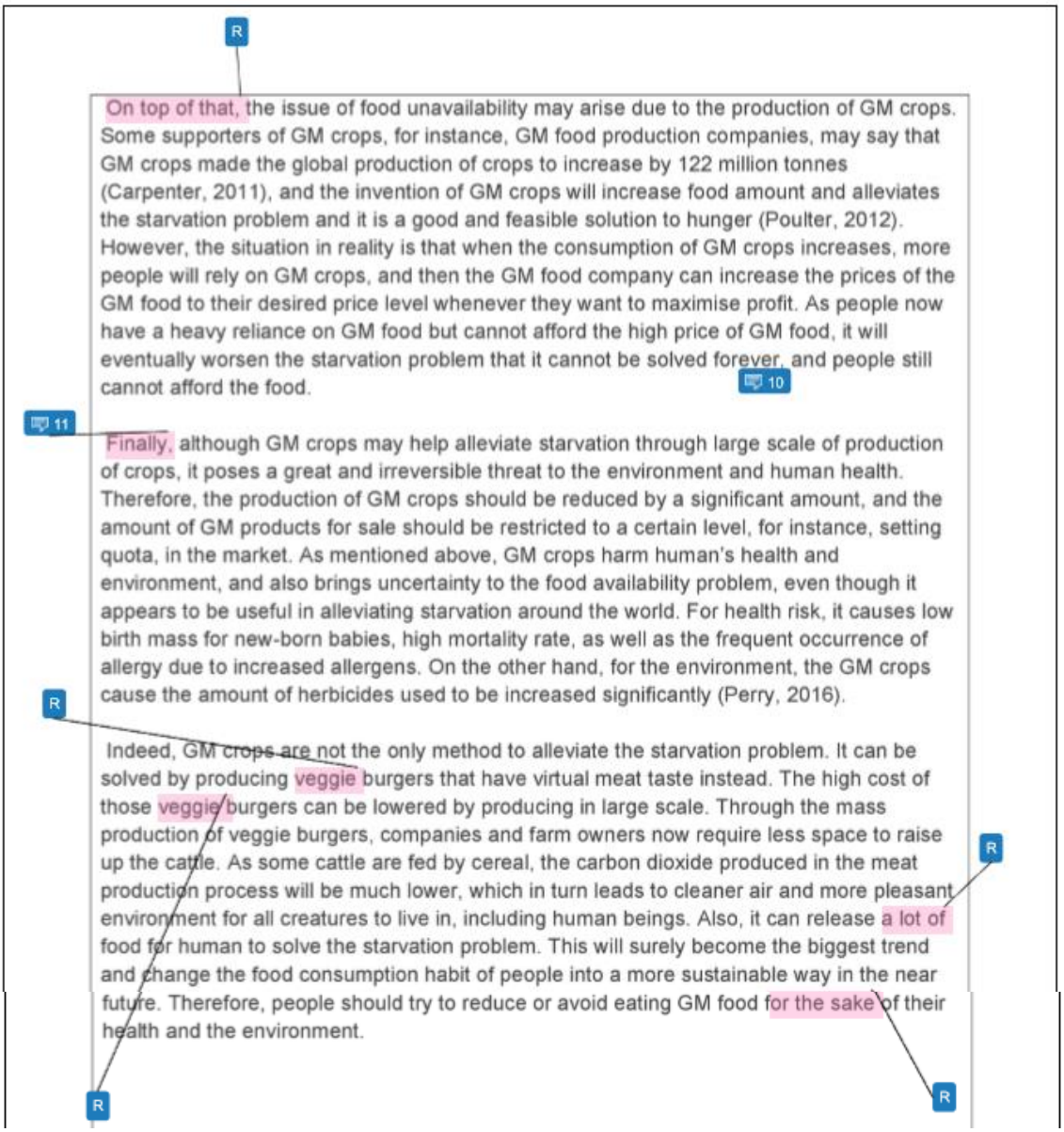


Argument Essay

With the great technological advancement in the 21st century, genetically modified crops (GM crops) are now widely cultivated all over the world. The first GM technology was introduced in 1973 (Rangel, 2015). GM crops are produced by inserting DNA into the plant cells (Powell, 2015). The use of GM crops creates controversy in the society due to the negative impact brought to different stakeholders. The increasing reliance on GM crops compared with organic crops, causing the drawbacks of GM crops should be emphasized more. GM crops have more disadvantages than benefits to the human being. They are mainly due to three aspects, physical health, environmental and economic. Also, it will be suggested that human should reduce or even stop the consumption of GM crops.

First, GM crops bring harm to the environment and biodiversity. As GM crops are beneficial to the environment as GM crops reduce the use of pesticides by 8.8% from 1996 to 2012 (Brookes & Barfoot, 2014) and the use of herbicides on plants should be decreased as the popularity of GM crops continues (Coupe & Capel, 2016). However, GM crops result in the increased use of herbicides (Perry, 2016), and also lead to the rise of "superweeds", which poses threat to other crops and plants and eventually reduces biodiversity. Nearly 90 percent of soybean, cotton and corn are planted with the change of DNA to have the feature of herbicide resistance, which directly caused more herbicides being used (Bawa, 2012). From 1996 to two decades later, American farmers sprayed nearly 400 million pounds more of herbicides compared to that sprayed on organic plants. GM crops heavily relied on by human results in the widespread of "superweeds". This causes more and more herbicides to be used year by year (Poulter, 2012).

Besides bringing harm to the environment and biodiversity, GM crops also give health risk to human. Although scientists have no proof that GM crops release toxic substances (Norris, 2015), the laboratory test with rats done by neuroscientist Irina Ermakova reflects that the intake of GM food may cause low birth weight and high death rate (Ermakova, 2005). For rats that are born to mothers fed with GM soy, the mortality percentage is nearly 1.5 times higher than that with non-GM soy. And the chance of low birth mass is 1.3 times higher (Ermakova, 2005). Also, GM crops may cause allergies to human (Xiao, 2014) since the allergen in GM soy, trypsin inhibitor, is seven times higher than that in organic soy (Smith, 2007). And an allergen from a food can be passed to another food by genetic engineering. Analysts who attempted to increase the quality of soybeans using a Brazil nut protein discovered that they were handling with an allergen in Brazilian nut and finally had to end the work (Nordlee, Taylor, Townsend, Thomas, & Bush, 1996). In addition, GM crops may cause infertility in long-term (Shatta, 2012). Several changes are observed in organs and body for the rats which are fed on GM crops (Shatta, 2012). Other than this, an Austrian study based upon GM corn, the fertility of GM corn-fed mice was severely weakened, with fewer offspring than non-GM corn-fed mice (Zentek, 2008). Hence, GM crops may bring irreversible harm to our health, and even pass the negative features to our offspring.



On top of that, the issue of food unavailability may arise due to the production of GM crops. Some supporters of GM crops, for instance, GM food production companies, may say that GM crops made the global production of crops to increase by 122 million tonnes (Carpenter, 2011), and the invention of GM crops will increase food amount and alleviates the starvation problem and it is a good and feasible solution to hunger (Poulter, 2012). However, the situation in reality is that when the consumption of GM crops increases, more people will rely on GM crops, and then the GM food company can increase the prices of the GM food to their desired price level whenever they want to maximise profit. As people now have a heavy reliance on GM food but cannot afford the high price of GM food, it will eventually worsen the starvation problem that it cannot be solved forever, and people still cannot afford the food.

Finally, although GM crops may help alleviate starvation through large scale of production of crops, it poses a great and irreversible threat to the environment and human health. Therefore, the production of GM crops should be reduced by a significant amount, and the amount of GM products for sale should be restricted to a certain level, for instance, setting quota, in the market. As mentioned above, GM crops harm human's health and environment, and also brings uncertainty to the food availability problem, even though it appears to be useful in alleviating starvation around the world. For health risk, it causes low birth mass for new-born babies, high mortality rate, as well as the frequent occurrence of allergy due to increased allergens. On the other hand, for the environment, the GM crops cause the amount of herbicides used to be increased significantly (Perry, 2016).

Indeed, GM crops are not the only method to alleviate the starvation problem. It can be solved by producing veggie burgers that have virtual meat taste instead. The high cost of those veggie burgers can be lowered by producing in large scale. Through the mass production of veggie burgers, companies and farm owners now require less space to raise up the cattle. As some cattle are fed by cereal, the carbon dioxide produced in the meat production process will be much lower, which in turn leads to cleaner air and more pleasant environment for all creatures to live in, including human beings. Also, it can release a lot of food for human to solve the starvation problem. This will surely become the biggest trend and change the food consumption habit of people into a more sustainable way in the near future. Therefore, people should try to reduce or avoid eating GM food for the sake of their health and the environment.

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

Overall, this is a very good attempt at completing the task. The overall structure is great and your paragraphs are very well structured. You do need to work a bit more on coherence. Please revise lesson 4E and then look closely at your essay. Do keep an eye on connectors as well as there are some problems (see my comments).

Although improvement can be seen in terms of register, you have clearly worked on this very hard, there are still problems that need addressing. please do look at my comments closely and start engageing wiht the Academic Word List (MOLE).

Please revise paraphrasing techniques as there are examples of poor paraphrasing. Use the materials explored in T2.

[Comments removed due to identifying information]

Comment 6 | Grammar

Sentences need a SVO where is your verb here?

Comment 7 | Academic Conventions

In terms of structure, this is a brilliant paragraph. However, I do want yout o revise unsoported claims. you have a couple of options here you can either add citations or use hedging langauge

Comment 8 | Academic Conventions

This is a brilliant example of hedging langauge! please use more of this!!

Comment 9 | Grammar

What have we said about starting a sentence with 'and'?

Comment 10 | Academic Conventions

You need to avoid emotional language like this. How can you say this in a more academic way??

Comment 11 | Organisation

Can you think of a better (more academic) connector here?

[module title removed] Grading Form

TASK ACHIEVEMENT

The majority of the content is relevant and all aspects of the task are sufficiently addressed, though some detail may be lacking. Presents a clear position throughout which is substantially supported by evidence and/or examples from mainly current and academic sources.

ORGANISATION

Mainly appropriate use of cohesive language and a range of linking words in order to create structured writing. Some linking words or

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structures may not be entirely appropriate Paragraph structures are always present and generally logical and contextually effective.

GRAMMAR

Uses a wide range of structures. including predominantly complex/ compound sentences Maintains grammatical control of complex language, with only occasional errors; majority of sentences are error-free.

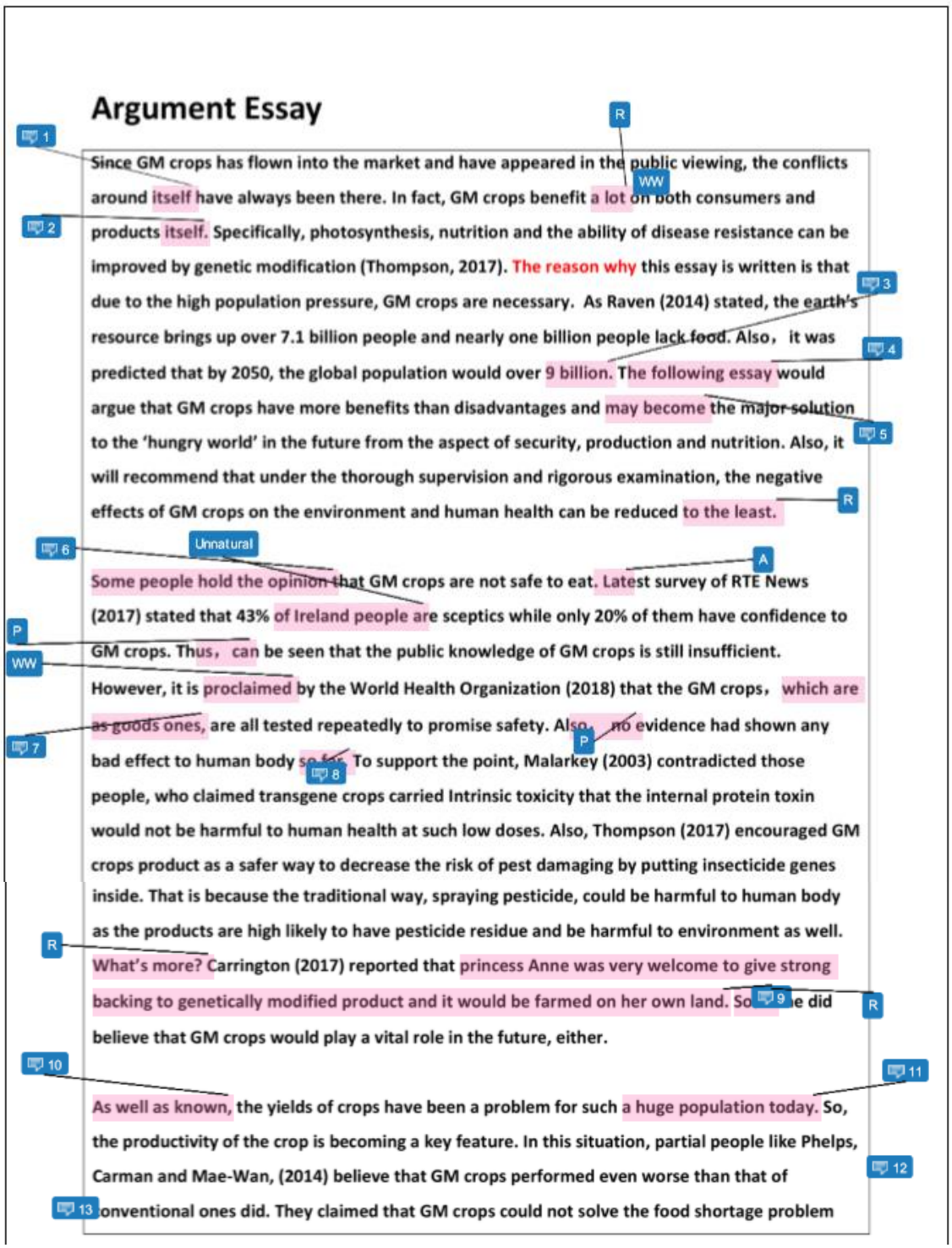
VOCABULARY

- Despite fluctuations in academic register and tone, uses an acceptable range of vocabulary with sufficient control of lexical features Produces some minor errors in spelling and / or word formation

ACADEMIC CONVENTIONS

- Regular attempts to paraphrase and summarise content points from the sources. Some attempts at synthesis, though with varying degrees of success. Very occasional partial lifts may be apparent. Citations are almost always logically used, clear and accurate.

Appendix 7c: Mo – First draft with TEFF



Argument Essay

Since GM crops has flown into the market and have appeared in the public viewing, the conflicts around itself have always been there. In fact, GM crops benefit a lot on both consumers and products itself. Specifically, photosynthesis, nutrition and the ability of disease resistance can be improved by genetic modification (Thompson, 2017). The reason why this essay is written is that due to the high population pressure, GM crops are necessary. As Raven (2014) stated, the earth's resource brings up over 7.1 billion people and nearly one billion people lack food. Also， it was predicted that by 2050, the global population would over 9 billion. The following essay would argue that GM crops have more benefits than disadvantages and may become the major solution to the 'hungry world' in the future from the aspect of security, production and nutrition. Also, it will recommend that under the thorough supervision and rigorous examination, the negative effects of GM crops on the environment and human health can be reduced to the least.

Some people hold the opinion that GM crops are not safe to eat. Latest survey of RTE News (2017) stated that 43% of Ireland people are sceptics while only 20% of them have confidence to GM crops. Thus， can be seen that the public knowledge of GM crops is still insufficient. However, it is proclaimed by the World Health Organization (2018) that the GM crops， which are as goods ones, are all tested repeatedly to promise safety. Also， no evidence had shown any bad effect to human body so far. To support the point, Malarkey (2003) contradicted those people, who claimed transgene crops carried Intrinsic toxicity that the internal protein toxin would not be harmful to human health at such low doses. Also, Thompson (2017) encouraged GM crops product as a safer way to decrease the risk of pest damaging by putting insecticide genes inside. That is because the traditional way, spraying pesticide, could be harmful to human body as the products are high likely to have pesticide residue and be harmful to environment as well. What's more? Carrington (2017) reported that princess Anne was very welcome to give strong backing to genetically modified product and it would be farmed on her own land. So e did believe that GM crops would play a vital role in the future, either.

As well as known, the yields of crops have been a problem for such a huge population today. So, the productivity of the crop is becoming a key feature. In this situation, partial people like Phelps, Carman and Mae-Wan, (2014) believe that GM crops performed even worse than that of onventional ones did. They claimed that GM crops could not solve the food shortage problem

and an example was given as the yield of GM soy reduced by 5-10 % in America. However, no exactly year and credible reports were showed. Therefore, the statement can be seen unreliable. Actually, the technology of GM crops has made so many breakthroughs. Devlin (2016) reported that through maximizing the photosynthesis of GM plants, professor Stephen Long's team made a big progress, rising 20% of the yield, to meet the demand of future food supplies. Also, Abdallah (2015) introduced a useful strategy, named Site- Specific Recombinase (SSRs), is used to edit genes by copying single gene, removing unwanted selectable genes and inserting DNA to specific target sites. In this way, the higher yields genes can be expressed better in GM crops. Compared to using chemical pesticide, modifying the crops is a more effective therapy. Since the crops can get more protect from kinds of pest and weeds and avoid some negative effect of pesticide and herbicide on crop yields in a degree (Bruce, 2012). From the aspect of Disease resistance, using editing genes or moving some specific defences between organism are also efficient way to fight varieties diseases (Thompson, 2017).

Some citizens may worry about the nutrition of GM crops. There are a lot of several specialists support it. For example, Bakshi (2003 as cited in, Exposure to Environmental Hazards, 2003) claimed that the nutritional value of GM plants are much lower than natural plants. He also added that lower content of phytoestrogen, which can prevent heart disease and cancer to a certain degree, was contained in GM crops. It has been proven that GM crops increase the nutritive value indeed. As what Malarkey (2003) stated, GM crops have the key nutrition composition, including protein, oil, carbohydrate, fibre, ash and minerals. Such a nutrient-rich product was absolutely better than the traditional ones. To support it, Thompson (2017) suggested that more protein, carotenoids and iron can be added to GM crops. From a technical point of view, AmA1 (Amaranth albumin 1) gene was used to increase the protein content significantly and it had been applied to produce protein-rich potatoes very successfully (Datta, 2012). In addition, one kind of GM crops products, Golden rice, is rich in β-carotene which can increase the intake of vitamin A and save more than 70,000 Indian children's life each year (Qaim, 2010).

Despite part of the risks existing, which include uncontrollable factor in the real fields, the experiment error and poor regulation, all that all of these risks can be decreased to minimum by manpower. Every single items can be tested repeatedly in the fields before putting to the market, those imperfect genes can be rewrite by scientists, natural crops should be continued grow and protect to ensure the biodiversity and the regulatory and supervisory can be developed. Also, GM crops can meet future food demand and be safer, stronger and more nutritious. As for the prediction, more people will trust and choose GM crops and fewer people will die to hungry. However, stronger law should be made to make sure no semi-finished products go into the market. More investment should be supply on GM crops research so that more high-quality property can be developed, either. All in all, GM crops deserves to be given the chance to show itself to the world.

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

Overall, this is a reasonable attempt at completing the task. You have presented a very clear position which has been thoroughly supported. Your body paragraphs are well organised and clear.

A clear improvement can be seen in terms of grammar and vocabulary. However, you still need to work on those areas. Please read my comments closely and come prepared to the tutorial to discuss any changes.

I can see that there are issues with register, make sure you use the academic articles not only as sources of information but also as models for language.

I couldn't help but notice that there are issues with your sources. Please make sure your sources are academic. Make sure your reference list follows Harvard APA conventions and, more importantly, remeber that the reference list only includes the sources you have actually used in the essay. However, I am very impressed to see that you have used in text citations almost perfectly. Good job!

Comment 1 | Grammar

is it only one GM crop or many?

Comment 2 | Grammar

is it only one product or many?

I think you could revise the use of pronouns, this fun link will help you revise

http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/personal-pronouns-possessives

Comment 3 | Academic Conventions

This looks like a reasonable prediction, however....where did you get this information from?

Comment 4 | Organisation

I want you to think a little bit about this, just a couple of lines before you mentioned 'this essay' now we refer to it as 'the following essay' Can you think of a more coherent way of explaining this? (think back to lesson 4E Term 3)

Comment 5 | Task Achievement

What an excellent use of hedging langauge! well done you!!

Comment 6 | Academic Conventions

A more academic way of conveying this?

Comment 7 | Organisation

What do you mean?

Comment 8 | Task Achievement

Are you sure about this? I know you are using Malarkey (2003) but it doesn't feel like you are providing enough support. Have you thought about susing some hedging?

Comment 9 | Task Achievement

Is this relevant, scientific evidence?

Comment 10 | Task Achievement

What do you mean?

Comment 11 | Task Achievement

A more academic way of expressing this?

Comment 12 | Vocabulary

What do you mean?

Comment 13 | Grammar

grammar!

Comment 14 | Grammar

Grammar!

Comment 15

Can you explain this better?

Comment 16 | Task Achievement

Yes, you have to include a prediction but you cannot express it like this!!!! please rewrite

PAGE 5

Comment 17 | Academic Conventions

This is not an academic source!!!!!

TASK ACHIEVEMENT

- The majority of the content is relevant and all aspects of the task are sufficiently addressed, though some detail may be lacking. The level of currency and reliability of these sources may fluctuate. .

ORGANISATION

Appropriate use of cohesive language and a range of appropriate

- linking words in order to create well-structured writing. Paragraph structures are always present and generally logical and contextually effective.

GRAMMAR

- Uses a range of structures. including some complex sentences. Maintains a degree of grammatical control in most sentences . Where errors are evident, they generally do not impede understanding.

VOCABULARY

- Despite fluctuations in academic register and tone, uses an acceptable range of vocabulary with sufficient control of lexical features. Produces some errors in spelling and / or word formation, but these rarely impede understanding.

ACADEMIC CONVENTIONS

- Paraphrases, summarises and synthesizes key content points from the sources. No obvious lifting though some paraphrases may slightly reduce register or clarity of points made. Citations are almost always logically used, clear and accurate.

Appendix 8: Final drafts with revisions highlighted

Notes:

- Revisions in response to TEFF are highlighted using the following key:
  Yellow = successful; Blue = unsuccessful; Pink = unverifiable

- Annotations in red indicate which Comment/QM revisions relate to. These can be crossed-referenced to the list of Comments/QMs in Appendix 12.

Appendix 8a: Lilly – Final draft

[Omitted] Coursework 3

Date of Submission:	20/05/2018
Question Title:	"With climate change being one of the most pressing issues of our time, measures to reverse the negative effects of environmental pollution are more necessary than ever. Solutions to this problem are mainly being devised in the various field of engineering, and it is these solutions which offer the only hope to saving the planet from environmental collapse." To what extent do you agree or disagree that solutions to climate change will be able to outpace the rate at which the climate is warming, effectively reversing the trend of rising global temperatures? You may wish to reference scientific data, and a range of current and projected climate solutions as examples.
Word Count (1,000-1,500)	1189

Argument Essay

Climate change has been a global issue since era of Industrial Revolution, 1712. In 1900s, a rise of more than 0.7 ℃ (1.3°F) in the mean air temperature of Earth surface can be seen in statistics of Henson, Clark, and Duncan (2008). The temperature rise causes a series of climate changes [Comment 2], a significant rise in sea level and catastrophic events, such as hurricanes, shrinking glaciers, floodings and heatwaves [Comment 1] (Lomborg, 2010). Though solutions against climate change are attempted, the results do not seem to be significant. The value of [QM 1] this essay is that it provides an overview of three solutions to climate change to help

people understand how to settle in the [QM 2} current situation. Giving three solutions, abandoning fossil fuel, carbon sequestration and government and policies, this essay suggests that proper solutions to climate change could be a practical way [QM 3] to mitigate the negative effects have on nature, and further concludes that solution to climate change have the potential to solve global warming and gradually decrease the average global temperature.

It has already been years that the governments of countries are making efforts to fully replace fossil fuels with renewables to avoid carbon dioxide emission. There is a common view among scientists [Comment 3] that fossil fuel has already demonstrated its dominating [QM 4] role in the energy industry. Lomborg (2010) supported that world's fossil fuels consumption tend to continue increasing for the next few decades and these fuels will continue to be irreplaceable deep into the current century. He added that these alternatives of fossil fuel are neither ready nor scalable, and mostly still require research and development. Similarly, [Comment 4] it is found that Balbina Hydroelectric Reservoir, where over 25% of vertebrates initially inhabiting the scenery vanished on 98% of the 3546 islands, and destroyed over 3000 km^2 of undeveloped rainforest by flooding (Gibson, Wilman, & Laurance, 2017). These supporters of fossil fuel tried to make a point that renewables are harmful, but actually fossil fuel plants have done greater damage on a larger scale. While Kreysa (n.d as cited in Dufour, 2013) [Comment 5], by adopting an probable arrangement of reforestation, predicted that the atmospheric CO2 density is likely to be less than 400 ppm rather than 550 ppm in 2100 owing to wood geo-storage. The [Comment 6] risk of renewable energy plants can be largely eliminated by providing analysed data, which predicts the occurrence of [Comment 7] an accident which causes crucial damage (Sailor, Bodansky, Braun, Fetter, & Zwaan, 2000).

In addition to [QM 5] being a clean source of energy, renewables and nuclear energy promote the efficiency of energy uses [QM 6] and emit less GHG. In 1999, Dupont announced its goal to reduce its GHG emissions by 65 percent, and only 4 years later, it had used its efficiency [Comment 8] to reduce its emissions by 72 percent (Frechette, 2011). Moreover, Sailor et al. (2000) claims that it is essential to address climate change in a proper way, which is aiming to increase energy

productivity instead of simply applying lower-carbon technologies and abandoning high-carbon ones. Efficiency programs can reduce the amount of emissions from cars and factories, which would only be responsible for 9 percent of GHG emissions (Frechette, 2011).

Another way to solve this problem is carbon sequestration. Sailor et al. (2000) claims that though carbon sequestration is an ideal path to reduce the GHG emission of [QM 7] fossil fuels, it still needs further development before its application in market. This view is supported by Lomborg (2010), who suggests that the program of carbon conservation in land should not be encouraged because of the high costs and risks. The fact is that [Comment 9] some facilities, as well as oil plants and power refineries, have already succeeded in millions of tons of CO2 storage from released fuel gases (Cressey, 2015). The Swiss company, Climeworks in Zurich, has already launched projects of CO2 sequestration which are profitable. Its factory in Hinwil, Switzerland, would seize 1,000 tons of CO2 annually from 2016. Similarly, Carbon Engineering aimed to evaluating the probability of using fuel that is originally transferred from CO2 to support local buses.

The evidence [Comment 11] above indicates that more focus has been placed on the potential of CO2 storage going commercial, and profit-driven projects on this issue will occur more often, leading a positive direction in fighting against climate change. In the same vein, [Comment 10] Dudley, Stolton, Belokurov, Krueger, Lopoukhine, MacKinnon, Sandwith and Sekhran [Comment 12] et al. (2010) found that tropical moist forests could be a source for carbon sequestration programs as the process will still be functioning after their old-growth stage. According to Lomborg (2010), based on its location and yield, a growing forest normally absorbs 5-11 tons of CO2 per ha per year. Intergovernmental Panel on Climate Change(IPCC) also estimates a current CO2 sequestration of possibly 3.2 billion tons happening in northern forests (Lomborg, 2010). The great potential of forests discovered by these researchers makes people to believe that protecting wild lives and natural habitats is an urgent choice.

Controversy exists in the issue of how effective the policies on climate change can be. Firstly, the main target of climate policy is CO2 while CH4 and N2O tend to be

omitted (Lomborg, 2010). Secondly, if set restrictions, it will somehow cause drag slowing [QM 8] the development of global economy. However, Rowlands (2001) claims that countries should decrease the amount of GHG emissions within country by a certain proportion starting from a certain year. He also suggests that governments should make a sustainable development happen in developing countries, not just pursuing the progresses in technology and economy. Different targets were set for countries to reduce GHG emissions, some could even increase emissions during 2008-2012 (Henson et al., 2008). This planning on CO2 emissions is considerate for it regards the certain cases of each country, and the methods made for them ensure the advantage outweigh disadvantage in most aspects.

The climate change is a global challenge in international relationship (Henson et al., 2008). Projects (CDM) in Brazil, India and China were expected to keep more than two billion tonnes of CO2 equivalent out of the atmosphere by the end of 2012 (Henson et al., 2008). Additionally, a climbing number of cities and communities participated in climate initiatives such as the Climate Alliance1 or C40 Cities (Guenther & Friedemann, 2009). The problem will be eventually eradicated [QM 9] by a mutual force from countries.

Once is new rising technology in the energy industries fully applied to factories, the challenging task, taking the revolution of energy to solve global warming, will eventually be figured out. Though the effects that abandoning fossil fuel, carbon sequestration and government and policies could have are not settled, a better future can be foreseen if the actions are taken consistently. Constant supervision on green energy progresses is a must to keep wildlife or sensitive habitats away from the possible harms caused by new projects. The governments should classify and mitigate the environmental impacts of renewables to guarantee its green future. Abandoning fossil fuel requires renewables to meet the demand of the [QM 10] market, be environmentally friendly and cost a reasonable price. In the light of the above discuss, it seems reasonable to believe [Comments 13 & 14] renewables are going to bring the rising energy demands and ecological safety to an equilibrium point.

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Appendix 8b: Bill – Final draft

[Omitted] Coursework 3

Date of Submission:	20/5/2018
Question Title:	GM Crops
Word Count (1,000-1,500)	1032

Argument Essay

With the great technological advancement in the 21st century, genetically modified crops (GM crops) are now widely cultivated all over the world, they grow in 28 countries by occupying 179.7 million hectares of the world's cultivable land (Clive, 2015)[Comment 1]. The first GM technology was introduced in 1973 (Rangel, 2015). GM crops are produced by inserting DNA into the plant cells (Powell, 2015). The use of GM crops creates controversy in the society due to the negative impact brought to different stakeholders. The increasing reliance on GM crops compared with organic crops, indicates [Comment 2] the drawbacks of GM crops should be emphasized. GM crops have more disadvantages than benefits to the human being. They are mainly due to three aspects, physical health, environmental and economic. Also, it will be suggested that human should reduce or even stop the consumption of GM crops. [Comment 3]

First, GM crops bring harm to the environment and biodiversity. GM crops appear to be [Comment 7] beneficial to the environment as GM crops reduce the use of pesticides by 8.8% from 1996 to 2012 [Comment 4] (Brookes & Barfoot, 2014). Besides, the use of herbicides on plants should be decreased as the popularity of GM crops continues (Coupe & Capel, 2016). However, GM crops result in the increased use of herbicides (Perry, 2016), and also lead to the rise of crops which are extremely resistant to herbicides, named 'superweeds'. [Comment 5] These "superweeds" pose threat to other crops and plants and eventually reduces biodiversity (Benbrook, 2012). [Comment 7] Nearly 90 percent of soybean, cotton and corn are planted with the change of DNA to have the feature of herbicide resistance, which directly caused more herbicides being used (Bawa, 2012). From 1996 to two decades later, American farmers sprayed nearly 400 million pounds more of herbicides compared to that sprayed on organic plants. The heavy reliance on GM crops [Comment 6] by human results in the widespread of "superweeds". This causes more and more herbicides to be used year by year (Poulter, 2012).

Furthermore [QM 1], GM crops pose [QM 2] health risk to human. Although scientists have no proof that GM crops release toxic substances (Norris, 2015), the laboratory test with rats done by neuroscientist Irina Ermakova reflects that the intake of GM food may cause low birth mass and high death possibility (Ermakova, 2005). For rats that are fed with GM soy, the death rate is nearly 1.5 times higher than that with non-GM soy. With the possibility of low birth mass is [QM 3] 1.3 times higher (Ermakova, 2005). Also, GM crops may cause [Comment 8] allergies to human (Xiao, 2014) since the allergen in GM soy, trypsin inhibitor, is seven times higher than that in organic soy (Smith, 2007). Moreover, [Comment 9] allergens from a food can be passed to another food by genetic engineering. Analysts who attempted to increase the quality of soybeans using a Brazil nut protein discovered that they were processing [QM 4] an allergen in Brazilian nut and finally had to end the work (Nordlee, Taylor, Townsend, Thomas, & Bush, 1996). In addition, GM crops may cause infertility in long-term (Shatta, 2012). Several changes are observed in organs and body for the rats which are fed on GM crops (Shatta, 2012). Other than this, an Austrian study based upon GM corn, the mice which was fed with GM crops had their fertility severely weakened, with fewer offspring than the mice fed with non-GM crops (Zentek, 2008). Hence, GM crops may bring irreversible harm to our health, and even pass the negative features to our offspring.

Moreover, [QM 5] the issue of food unavailability may arise due to the production of GM crops. Some supporters of GM crops, for instance, GM food production companies, may say that GM crops made the global production of crops to increase by 122 million tonnes (Carpenter, 2011), and the invention of GM crops will increase food amount and alleviates the starvation problem and it is a good and feasible solution to hunger (Poulter, 2012). However, the situation in reality is that when the consumption of GM crops increases, more people will rely on GM crops, and then the GM food company can increase the prices of the GM food to their desired price level whenever they want to maximise profit. As people now have a heavy reliance on GM food but cannot afford the high price of GM food, it will eventually worsen the starvation problem that it cannot be solved, [Comment 10] and people still cannot afford the food in short term.

[Comment 11] Although GM crops may help alleviate starvation through large scale of production of crops, it poses a great and irreversible threat to the environment and human health. Therefore, the production of GM crops should be reduced by a significant amount, and the amount of GM products for sale should be restricted to a certain level, for instance, setting quota, in the market. As mentioned above, GM crops harm human's health and environment, and also brings uncertainty to the food availability problem, even though it appears to be useful in alleviating starvation around the world. For health risk, it causes low birth mass for new-born babies, high mortality rate, as well as the frequent

occurrence of allergy due to increased allergens. On the other hand, for the environment, the GM crops cause the amount of herbicides used to be increased significantly (Perry, 2016).

Indeed, GM crops are not the only method to alleviate the starvation problem. It can be solved by producing burgers for vegetarian [QM 6] that have virtual meat taste instead. The high cost of those vegetarian burgers [QM 7] can be lowered by producing in large scale. Through the mass production of vegetarian burgers, companies and farm owners now require less space to raise up the cattle. As some cattle are fed by cereal, the carbon dioxide produced in the meat production process will be much lower, which in turn leads to cleaner air and more pleasant environment for all creatures to live in, including human beings. Also, it can release a large amount of [QM 8] food for human to solve the starvation problem. This will probably become the biggest trend and change the food consumption habit of people into a more sustainable way in the near future. Therefore, people should try to reduce or avoid eating GM food, considering [QM 9] their health and the environment.

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Appendix 8c: Mo – Final draft

[omitted] Coursework 3

Date of Submission:	[omitted]
Question Title:	Question Title: Although many people are not convinced of the safety of GM (Genetically modified) crops, many scientists argue that they are our best hope of solving a wide range of global problems.'' To what extent do you agree or disagree? You may wish to reference factors such as the environment, health and the economy. Support your argument with relevant data and examples.
Word Count (1,000-1,500)	1006

Argument Essay

Since GM crops has flown into the market and have appeared in the public viewing, the conflicts around themselves [Comment 1] have always been there. In fact, GM crops is beneficial [QM 1] to [QM 2] both consumers and products themselves [Comment 2]. Specifically, photosynthesis, nutrition and the ability of disease resistance can be improved by genetic modification (Thompson, 2017). Additionally, as Raven (2014) stated, the earth's resource brings up over 7.1 billion people and nearly one billion people are lack of food. Moreover, he also [Comment 3] predicted that the global population would grow over 9 billion by 2050. This leads to the motive of this argumentative essay, this essay [Comment 4] will argue that GM crops have more benefits than disadvantages and may become [Comment 5] the major solution to the 'hungry world' in the future from the aspect of security, production and nutrition. Besides that, it will recommend that under the thorough supervision and rigorous examination, the negative effects of GM crops on the environment and human health can be reduced to the minimum [QM 3].

There are some people who have the general misconception about [Comment 6] GM crops are not safe to eat. A [QM 4] latest survey of RTE News (2017) stated that 43% of Irish [QM 5] are sceptics to GM crops while only 20% of them have confidence towards it. This shows [QM 6] that the public knowledge of GM crops is still insufficient. GM crops cause no harm to human, this statement is supported [QM 7] by the World Health Organization (2018) that GM crops, are [Comment 7] all tested repeatedly to promise safety. Furthermore, there is [QM 8] no evidence to show GM crops have any bad effect to human body so far [Comment 8], stated Malarkey (2003). He contradicted those people, who claimed transgene crops carried intrinsic toxicity that the internal protein toxin would not be harmful to human health at such low doses. Also, Thompson (2017) encouraged GM crops product as a safer way to decrease the risk of pest damaging by putting insecticide genes inside. That is because the traditional way, spraying pesticide, could be harmful to human body as the products are more likely to have pesticide residue and may be harmful to environment as the toxicity of pesticides may diffuse underground then to water, resulting environmental draw back. [QMs 9 & 10; Comment 9]

As it is known [Comment 10], the yields of crops have been a problem for such exponential increasing population today [Comment 11]. Therefore, the productivity of the crops will become a key feature. While under this circumstances, some specific group of people [Comment 12] like Phelps, Carman and Mae-Wan, (2014) believe that GM crops performed even worse than the conventional crops [Comment 13]. They claimed that GM crops could not solve the food shortage problem and an example was given as the yield of GM soy reduced by 5-10 % in America. However, no exact [QM 11] year and credible reports or peer reviewed articles were shown. Therefore, this statement can be seen unreliable and should not be taken seriously until there is research showing it is true. Actually, the technology of GM crops has made many major [QM 12] breakthroughs years by years since it was introduced. Devlin (2016) reported that through maximizing the photosynthesis of GM plants, professor Stephen Long's team made a big progress,

rising 20% of the yield, to meet the demand of future food supplies. Also, Abdallah (2015) introduced a useful strategy, named Site- Specific Recombinase (SSRs), is used to edit genes by copying single gene, removing unwanted selectable genes and inserting DNA to specific target sites. With this method [QM 13], the higher yields genes can be expressed better in GM crops. Compared to using chemical pesticide, modifying the crops is a more effective therapy. Since the crops can get more protect from kinds of pest and weeds and avoid some negative effect of pesticide and herbicide on crop yields in a degree (Bruce, 2012). From the aspect of Disease resistance, using editing genes or moving some specific defences between organism are also efficient way to fight varieties diseases (Thompson, 2017).

Some citizens may worry about the nutrition of GM crops. Several specialists support this point of view [Comment 14] that concern the public as well. For example, Bakshi (2003 as cited in, Exposure to Environmental Hazards, 2003) claimed that the nutritional value of GM plants are much lower than natural plants. He also states phytoestrogen, which can prevent heart disease and reduce risks of cancer, [Comment 15] was found lesser in GM crops. It has been proven that GM crops increase the nutritive value indeed. As what Malarkey (2003) stated, GM crops have all the key nutrition composition that can be found in conventional crops, including protein, oil, carbohydrate, fibre, and minerals. Such a nutrient-rich product was absolutely better than the traditional ones. To support it, Thompson (2017) suggested that more protein, carotenoids and iron can be added to GM crops. From a technical point of view, AmA1 (Amaranth albumin 1) gene was used to increase the protein content significantly and it had been applied to produce protein-rich potatoes very successfully (Datta, 2012). In addition, one kind of GM crops products, Golden rice, is rich in β-carotene which can increase the intake of vitamin A and save more than 70,000 Indian children's life each year (Qaim, 2010).

Despite part of the risks existing, which include uncontrollable factor in the real fields, the experiment error and poor regulation, all that all of these risks can be decreased to minimum by manpower. Every single items can be tested repeatedly in

the fields before putting to the market, those imperfect genes can be rewritten [QM 14] by scientists, natural crops should be continued grow and protect to ensure the biodiversity and the regulatory and supervisory can be developed. Also, GM crops can meet future food demand and be safer, stronger and more nutritious. Hence, it is predicted that [Comment 16] more people will trust and choose GM crops and fewer people will die due hunger. However, stronger law should be made to make sure no semi-finished products go into the market. More investment should be supply on GM crops research so that more high-quality property can be developed, either. All in all, GM crops deserve an opportunity to prove itself to the society.

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Appendix 9: Email to participants regarding prompted interviews

Hello [student name omitted],

I hope you remember me. I am the lady who is researching student engagement with feedback provided on Turnitin. Thank you for submitting your consent form to participate in the project.

I would like to invite you to a 30-minute interview next week (week 8) to understand more about how you responded to the feedback you received on CW3.

During the interview I will show you some of the feedback on your first draft and ask how you used that feedback and how you felt about the feedback. Additionally, I will ask about your views on Turnitin as a means of providing feedback on student writing.

The interview will be recorded so that I can refer to it when writing my research report. However, the recording of the interview will not be shared with anybody else, and both your identity and anything that you say in the interview will remain anonymous in my report.

I have looked at your timetable and it seems that you are usually free after 2.30pm on Wednesdays. I finish classes at 3pm on Wednesdays. So, would it be convenient for you to meet next Wednesday (23 May) at 3.15pm? If not, please suggest another time that is convenient for you.

Best regards

Appendix 10: Research protocol for prompted interviews

Materials for interview:

- Dictaphone and spare batteries
- PC access to first draft and TEFF on Turnitin
- Printout of first draft and TEFF with prompts highlighted

Interview stages:

1. Welcome (1 minute):

Thank student for coming. Small talk to make the student feel at ease.

2. Instructions (2 minutes):

Explain the interview procedure by reading the following script (2 minutes).

> *The aim of this interview is to explore your thoughts and feelings when you received feedback from your teacher on Turnitin on CW3 and when you made changes to your writing based on that feedback. Everything you say will be treated with confidentiality and used anonymously in my report. I am going to record the interview because it will be impossible for me to remember everything that you say! Is this still OK with you?*
> *The interview has two stages.*
> *Firstly, I will show you some feedback on your first draft, and I would like you to tell me the thoughts and feelings you had when you originally saw that feedback. I might prompt you by asking questions such as 'What did you think when you read that?'. If you don't remember, that's fine; just say 'I don't remember'. Please talk as much as you want to; there are no right or wrong answers here.*
> *Secondly, I will ask you some more general questions about your experiences of receiving feedback on Turnitin.*
> *The interview will take about 30 minutes. Do you have any questions before we begin?*

3. Stimulated recall (15 minutes):

Show the student the selected prompts in sequence and use prompt questions as necessary. Questions should focus the student only on what they were thinking or feeling, without asking them to provide explanations. Suitable questions are:

- What did you think when you read this QM/Comment?
- What were you thinking when you made this change to your writing?
- How did this comment make you feel?

Do not engage in conversation about the students' answers. Use only back-channelling devices (e.g. *I see; uh-huh*) in response to their comments.

4. Semi-structured interview (10 minutes):

Ask the following questions to all participants. Follow-up questions can also be asked to explore points of interest as they arise.

1. When you received your feedback on Turnitin, how did you feel?
2. When you received your feedback on Turnitin, what did you do? (Prompts: What did you do first? Then, what did you do?)
3. There are four types of feedback on your first draft: QuickMarks, Comments, Feedback Summary and Grading Form (show these on the PC). Which types of feedback did you find most helpful? (Why?)
4. Do you look at the Grading Form comments? What do they mean? Are they helpful?
5. Regarding feedback on errors with grammar and vocabulary, did you find the QMs or the written Comments more useful? (Why?)
6. How do you make corrections and changes to your writing after receiving first draft feedback?
7. The Comments and Feedback summary contain a mixture of Praise, Criticism and Improvement suggestions. How do the points of praise make you feel?
8. How do the improvement suggestions and criticisms make you feel?
9. What do you think of Turnitin as a way of receiving teacher feedback?

5. Close the interview

Thank the student for their time and for their participation in the project.

Post-interview procedure:

Upload audio file to server and import into NVivo for transcription.

Appendix 11: Interview transcripts

Note: Researcher comments are in italics; interviewee comments are in normal font.

Appendix 11a: Lilly – Interview transcript

Timespan	Content
0:00.0 - 0:32.3	*So, the first thing I'd like to look at is the Comments and QuickMarks that you've got in your actual first draft. Yeah? And let's start with some of the Comments that your teacher wrote, for example there was a Comment written on this [points to 'Some scientists think that' on printout] and I can show you the Comment on the screen so you can see the full Comment [clicks Comment 3: 'Can you give me some examples?'].*
0:32.3 - 1:41.4	I know this. I mean she mentioned this in the class that a lot of people in our class have used this kind of phrase that she thought is not academic, or, I don't know. She just thinks, maybe she just thinks that we need to mention specific scientists' names, but I was thinking like 'Some scientists' which is referred to don't work. No, you know, it's just like opening sentence, but, she didn't think that's fine, so, nothing. I really have feelings for this. *How did you feel when you read that comment for the first time?* I just, I already knew she would give one to this. So, not surprised.
1:41.4 - 2:00.1	*OK. Thank you. Alrights, let's look at a different one then.* Yeah. *Let's look at this one here. So you wrote 'Another study on his side' and your teacher wrote this Comment [clicks Comment 4: 'You really need to express this better']. Can you remember what you thought when you first read that. Or, how it made you feel?*
2:00.0 - 2:43.0	I was, I was confused. I didn't get what she means. I, now, like this Comment is too general for me. I guess, I know, I just, I thought it was a good use of this phrase, but, apparently, this does not work for her. So, I just like, I don't know, a bit confused.
2:43.0 - 3:02.7	*OK, thank you. OK, let's look at another one. How about this one here. So, you wrote 'And' here. Your teacher highlighted it and wrote this Comment [clicks Comment 6: 'What have I said about starting a sentence with 'and', or 'but'?']. Do you remember reading that for the first time?*
3:02.7 - 3:39.3	Yeah. I, maybe, I don't know, a bit shocked. Not that shocked, just, I didn't remember she saying about we don't use 'and' or 'but' in academic essays. I just remember we need to avoid 'we's, 'I's, 'you's, but I don't know 'and', 'but', its not formal. So I just, 'OK OK, I get it', like that.
3:39.3 - 3:57.4	*OK thank you. Let's look at one last Comment. Let's look at a different type of Comment. So, moving onto page two, so you wrote here 'In the same vein', and your teacher wrote this Comment [clicks Comment 10: 'lovely!'].*

3:57.4 - 3:59.2	Yeah, 'lovely!'.
3:59.2 - 4:03.8	*What did you think about that? Or how did you feel about that?*
4:03.8 - 4:41.8	Happy, cos finally a good comment. Just I didn't expect she would give positive thing, like she was praising you. I didn't expect that. I thought I will always be, I don't know like 'I asked you to revise; I asked you to correct things, your mistakes'. I just didn't expect this, yeah.
4:41.8 - 5:19.8	*Thank you. OK so the other kind of feedback that you get in the text are what we call QuickMarks. And these are from the error correction code. So, it's things like 'R' [points to 'R' on printout] taken from the error correction code. So, let's just look at a couple of these. We'll start with that one on the first page]. Let's find it so you can see. So, you wrote 'dominated' and your teacher used this QuickMark [clicks on 'WC']. Do you remember reading that, and what you thought or felt about that?*
5:19.8 - 5:34.8	[long pause]. I don't remember it.
5:34.8 - 5:46.5	*That's OK. No problem. Let's move onto another one. So, another example of what we call a QuickMark is this one here. So, let's have a look. So here you wrote 'deal with' and your teacher used this QuickMark [clicks 'R'].* Register. *Do you remember what you did here or what you thought here?*
6:04.1 - 6:18.3	'deal with'. Are you asking me, like, how I changed it?
6:18.3 - 6:26.5	*No, you don't need to remember how you changed it. I'm just asking you what you thought when you received this feedback.* Deal with. *What went on in your head when you received this feedback, or did it create any emotions or feelings.*
6:34.9 - 7:23.3	No, no emotions, I think. I just OK, I know. I don't know, I don't think I. No emotions. Not academic [reading QM descriptor]. A lot of things she mentioned here that I don't know. I just caught this. Oh I learned a lot, like 'and' 'but', it's I think a general rule to all the academic essays that you need to avoid them. Maybe I was absent-minded in the class, but she mentioned here, then I learnt it again. So, yeah, that's it.
7:23.2 - 7:42.4	*OK, one last one I just want to have a look at. So, that's this one here [clicks 'R']:* Ah, 'lagged back'. *'Lagged back'. And again, your teacher highlighted it and used a QuickMark. Do you remember your thoughts when you saw that feedback?*
7:42.4 - 8:06.4	Just, I don't know, strange. Maybe that's not a feeling. Actually myself, I don't know why I used 'lagged back' here. So, I don't know. No emotions.
8:06.4 - 8:47.5	*OK thank you. So, that's two kinds of feedback. So, we've got the Comments and then we've got these little QuickMarks. And there's two other kinds of feedback that you received in Turnitin. And, one of them is here, and this is your Feedback*

	Summary. OK? And I've got it printed out here as well. So, taking the second paragraph, for example, have a look at this.
8:47.5 - 10:33.1	OK. I, so I was told my structure was really good, so positive to me. And then, 'However', I know. It's like it's not really the feedback I expected because I really think I have more weaknesses. So, she only said 'Oh you have language issues; you need to do more with register; and the structure is good.' So, I was still confused. I don't know what to do with it. I just so, cos before I received these feedbacks, I thought I'm gonna, I don't know, change, not just based on her specific comments to change my essay, maybe more on content, not just words. So, I mean more advanced, I expected, but these comments, I really, I didn't have much work to do with these comments. Like I only, I think I finished these changes in half an hour and then I got nothing to do with this essay.
10:30.8 - 10:49.9	*OK thank you. So, there's one other place that feedback's provided. And that's here, which is the Grading Form. Did you look at this?* Yeah. *Yeah. OK, so when you looked at this, what did you think?*
10:49.9 - 11:03.6	I don't know. No emotions.
11:03.6 - 11:11.5	*Did you have any thoughts? Do you remember what went on in your head when you saw that?*
11:11.5 - 11:53.9	[long pause]. I don't know 'mainly current'. But what does 'mainly' mean? How many is 'current'? I just confused. And she also said 'detail may be lacking' and like where? I really want to ask her 'where?', so I can change my content. But, I didn't. Yeah.
11:53.9 - 13:06.0	*OK. Thank you. Thank you very much. So, that's the end of the specific questions, and what I'd like to do now is ask you some more general questions. I'm just going to open a document that's got them written on. Alright, so these are just general questions; say as much or as little as you want to on these. So, when you received your feedback on the first draft, how did you feel about it in general?*
13:06.0 - 14:37.8	I don't think I did well in my draft. I, like after I've seen all the feedbacks, I thought maybe I'm gonna get an average score, like six or seven, cos according to rubric, it seems to be positive more than negative. But, actually, I mean [teacher's name omitted]'s ways of speaking, like she praises us a lot: 'Well done!; Perfect!; Brilliant!, so she, I don't know how to express this, it's just she appears to be more positive than the fact. Yeah, like the fact is not so positive, but she appears to be more positive, to encourage us or something. So I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit. That's how I feel. I don't think I did well.
14:37.8 - 15:04.9	*OK. Alright. Thank you. So, when you got your feedback, you've said that you looked at the feedback and one of your strategies was to think 'OK, I've not done quite that well; I'll lower what I think I'm gonna get'. What else did you do? So, you've got all of this feedback, and there's a lot there, what were your next steps? What do you do? How do you approach this?*

15:04.9 - 15:48.7	I didn't do anything. I think I didn't do nothing after receiving this, I think. Like after a long period, I started changing it, like, making responses to the feedback, before, just before her tutorial with me. Oh no, no no no, maybe I should say my tutorial with her.
15:48.7 - 16:06.6	*OK. So, when you say you started making responses to the feedback, how do you do that? So, you've got a piece of writing, you need to make changes, you've got all this feedback, so what would you do? What would you open? How would you go about it?*
16:06.6 - 16:31.8	Yeah. So, first, these quick comments, they all have links below the comments, so I opened all the links first. *Great!* Yeah. Like I want to check, what are these, and then I just left 'em there.
16:31.8 - 16:37.1	*Did you not work on any of the exercises in the links?*
16:37.1 - 18:03.7	Exercises? Oh I think they are just functional websites for you to use some English. Like you can replace words with this website. So then, I don't know, oh yeah, I changed some words. But, like this, this phrase [points to 'What is important'], I cannot search it on any of these websites, so I left it first. Then, I go to more easy ones. Where is that 'And'? I crossed that out and 'Besides', I changed that into 'In addition to'. Like these things, make some small changes. Like after the easy ones, I started with these more difficult ones. 'What is important', I went with 'the value of this essay'.
18:03.7 - 18:22.2	*Where did you get that from, that phrase 'the value of this essay'?* I said, I don't think I can get it from any of these websites, so I just think it out of my mind.
18:22.2 - 18:49.9	*Very good. OK, so you work on the easy ones first, and then you go back to the more difficult ones.* Yeah, like things you cannot search on Google. Right. And this, this, 'aggressive', no 'deal with', I think I can go to websites. 'Dominated', I 'dominating', so these are easy.
18:49.9 - 19:23.1	*Great. OK. So, thinking about the different types of feedback then. So we've got Comments, and we've got QuickMarks, and then we've got the Feedback Summary, which is that long piece of writing. We've got the Feedback Summary, and then we've got what we call the Rubric Comments. So, there's four types of feedback. Which of those four types of feedback do you find the most helpful?*
19:23.1 - 19:31.1	Can I start with least helpful?
19:31.1 - 19:32.6	*Yeah. Great! Do it that way.*
19:32.6 - 19:37.0	OK. I think rubric is least helpful.
19:37.0 - 19:40.5	*Least helpful. Why?*
19:40.5 -	Because it's too general for me. I hardly get anything out of this. Like I said, I

19:58.1	know what to do after seeing this.
19:58.1 - 20:01.9	*What do you do after seeing this?*
20:01.9 - 20:07.5	I went back to the specific ones.
20:07.5 - 20:09.6	*OK. Do you know where these comments come from?*
20:09.6 - 20:29.7	I think I know. It's a fixed table, like if you are in six to seven, you get this, and different sections got different comments for each score.
20:29.7 - 20:31.6	*Yes.*
20:31.6 - 20:41.2	Cos I also saw my classmates rubric, so I know it's a general feedback.
20:41.2 - 20:52.2	*OK. So this was least helpful for you. So what about the others then? So, you got this overall general comment at the end, and then you've got the in-text stuff.*
20:52.2 - 20:56.0	Yeah, these two [points to Comments and QMs] most helpful.
20:56.0 - 20:58.5	*The in-text ones.*
20:59.3 - 20:59.4	Yeah, middle [points to Feedback Summary].
20:59.3 - 21:28.9	*Yeah, OK. Why do you find the stuff in the text the most helpful?* Because I know what to do with them. They are specific. I know what's my next step. I can go to these websites and replace my words with new words, change my mistakes, I get to know my mistakes.
21:28.9 - 22:06.0	*Great. And if we look at the difference between, for example, this one [points to QM 'R'], so this is a QuickMark, 'Register', compared to, for example, this one, which is a comment written by your teacher. Now, essentially, they're pointing out a similar error. They are both pointing out a word at the start of a sentence which is not very academic. But she's chosen here to write you a comment, and she's chosen here to use a QuickMark. Which approach do you prefer? Do you prefer her to write you a comment, or do you prefer her to use the QuickMark?*
22:06.0 - 22:08.3	Comment, I think.
22:08.3 - 22:08.6	*Yeah?*
22:08.6 - 22:10.8	Uh-huh Comment.
22:10.8 - 22:40.1	*What's better about a Comment?* I don't know, more remarkable. Can I say that? In your mind you can memorise this more. You can memorise it harder. Get it?
22:40.1 - 22:41.5	*Yeah.*
22:41.5 -	Cos, it's, I don't know, it's like a very direct comment. And she also mentioned in

23:28.0	the class, but I didn't hear it. Actually, a bit guilt cos I ought to know these, but I made this mistake again. Yeah, I think I also in my coursework 1, I was still writing 'Ands' 'Buts'. So, a bit of guilt.
23:28.0 - 23:56.4	*OK. So, she gives you a mixture of praise, for example 'lovely!' here, and then here she's given you 'it's a very good attempt. Your structure's really good.' And then she also gives indications that things are wrong, sometimes criticism, sometimes improvement suggestions. When you get the praise, what effect does that have on you?*
23:56.4 - 24:28.2	Praise. *How does that make you feel?* Of course, very happy. Yeah, and I know my work is done in this part. I don't need to change it, I just leave it there. And, other parts she pointed out, I need to work on more. So I think I know what to do.
24:28.2 - 24:53.6	*Yeah. And what about then the criticisms and the constructive criticisms, the improvement suggestions, how do they make you feel? [points to in-text comments] and in here as well.* Constructive. They are helpful cos constructive. Helpful.
24:53.6 - 25:07.4	*Great. OK one last question for you. You're doing ever so well. Thank you so much. I just want to ask you, in general, what you think about Turnitin as a means of getting your feedback?*
25:07.4 - 25:21.9	I think, it's a really convenient tool. It's good, it's really good for both teachers and student.
25:21.9 - 25:24.5	In what way do you think it's good for the student.
25:24.4 - 25:52.8	For students, like you can easily avoid plagiarisms, cos it it will give you a similarity percentage of your essay. And also highlighted why, like where you plagiarise. So you get to know where I should change. And you can also point, clicked on these contents and you can see how much you matches with the content from websites or sources. So that's really good. We know where to paraphrase. And I think time-saving.
26:33.1 - 27:54.7	*Time-saving. OK. Do you find it easy to locate all the different feedback that you get from your teacher?* I think it's not so good, but fine, fine. Cos youngsters, we know about technologies so it's not so complex, but not really convenient, I think. *What would make it more convenient?* I don't... ermm, *Or what is it that you think's not so convenient here?* It's really hard to say. It's my feeling. Not so clear. But it's good in general because the content is the main issue here [points to the essay]. Right. And oh yeah, maybe it's just my problem, I always mix up with her comments and plagiarism measures. These colours, they look the same.
27:54.7 - 28:01.0	*Yeah. So where she's highlighted it, it's also the same as where it would highlight if there was plagiarism. Is that what you mean?*

28:00.9 - 28:24.4	Yeah. Some colours maybe matching. And, if like it's my first time to attach to this tool, I don't know what the uses of these symbols are on Turnitin. *These symbols here? [points to GradeMark icons].* Yeah. You should try all at the first time. It's not really convenient. Maybe more, I don't know, like let users get to know how this symbol represents it's function. So when I want to look at a rubric, or when I want to look at a general feedback I know where to go. It's just not so clear.
29:05.6 - 29:26.1	*Yeah. Great. Well thank you so much. You've given me so much useful information. I really appreciate you taking the time to do this and talking so much about your experiences of using this. It's really really helpful for my report. Thank you.*

Appendix 11b: Bill – Interview transcript

Timespan	Content
0:00.0 - 0:20.5	*So, let's look at some of the Comments that the teacher wrote in your essay first of all. And the first one I'd like to look at was this Comment here [points to Comment 2 on printout], and if I show you on the screen, you'll be able to read the full Comment [clicks Comment 2: 'look at this sentence closely think about structure…how can you make this a bit better?].*
0:20.5 - 0:45.9	Yeah the structure is not that good, yeah. So, I, when I read it again, I think, I realise that the structure is not so good. So, I make some adjustment in it, yeah.
0:45.9 - 0:48.9	*How did it make you feel when you read that Comment?*
0:48.9 - 1:04.0	At first, before I submit this, I didn't realise that this is, the structure is not good. So, after I read this, I knew that.
1:04.0 - 1:24.7	*OK. Thank you. Let's look at another one. Let's take this one here [clicks Comment 3: 'OK, this is a good introduction with a clear thesis statement and scope. however, you need to look at coherence, Go back to lesson 4E revise the strategies presented and consider how the information presented is organised. I think you could also benefit from having a look at the Theme & Rheme seminar in the ELTC hub, it is quite advanced but I think you are ready to take your AW to the next level!']. That's a long Comment there. Can you remember your thoughts when you initially saw that Comment?*
1:24.7 - 2:07.2	She first said I'm with a 'good introduction', so, which attracts me to that, and the next sentence is, yeah. And about the coherence problem, so, yeah, I've not enough coherence in this paragraph. So what I think, so I read the paragraph again and make some adjustment.
2:07.2 - 2:22.2	I think this is not a very big problem, so I make a little bit adjustment but not much, yeah. *OK.* Yeah because based on the Comment, she says I have a good introduction already.
2:22.2 - 2:49.7	*Thank you. Right let's move down the essay a little bit. So, there's a Comment on these words 'may cause'. There's the Comment [clicks Comment 8: 'This is a brilliant example of hedging language! please use more of this!!']. What, do you remember what you thought or how you felt when you originally read that Comment?*
2:49.7 - 3:12.5	Yeah because this is, I think, she somehow said I have a good hedging and I'm very impressed so, and then I just somehow read it and then skipped to the next one, yeah.
3:12.5 - 3:30.9	*OK. So, this word 'And' here [clicks Comment 9: 'What have we said about starting a sentence with 'and'?'] also attracted a Comment from your teacher. Can you remember what you thought when you read that Comment?*

3:30.9 - 4:00.0	Because when I was writing the essay, so I somehow forgot I have to, I should not start a sentence with 'And'. So, after reading the Comment I know that, as she mentioned in the class, we should not use the 'And', and yeah, it's somehow not so academic.
4:00.0 - 4:02.5	*How did it make you feel to read that Comment?*
4:02.5 - 4:17.7	So, I correct into [incomprehensible]. I somehow look in the web and internet, and saw the, another, a better representation of, better starting of this sentence.
4:17.7 - 4:35.7	*OK. Thank you. Let's have a look at another one a bit later in the essay. So, this one here [clicks Comment 11: 'Can you think of a better (more academic) connector here?'], 'Finally', attracted a Comment.*
4:35.7 - 5:21.7	Yeah that's another problem of not academic enough for the connectors, yeah. So, yeah, the same as the 'And', the issue of 'And', so I look into the web and as [teacher name omitted] gave us a list of the use of academic language compared to the not academic language and so I compared it, and which [teacher name omitted] provided us. So, I read everything there and learn it more academic language, so compare it.
5:21.7 - 6:03.8	*Great. Thank you. So let's have a look at some of the other things here, and these are what we call QuickMarks. These are from the error correction code. So, let's look at a few of these. Let's go back up to the first page. And, so this word 'Besides' attracted one of these what we call QuickMarks, so it's a pre-written code from the error correction 'R'. Do you remember what you thought, what went on in your mind when you read that one?*
6:03.8 - 6:21.0	So, when I realised it's not academic, yeah, so still the word list provide, the word list has the informal word like 'besides', like this one, so I compare it and use the academic word.
6:21.0 - 6:31.7	*Great. Thank you. Let's look at a different type of comment then. So this word 'give' attracted this QuickMark [points to QM 'WW'].*
6:31.7 - 6:32.9	The wrong word.
6:32.9 - 6:41.0	*OK. So, how did that make you feel? Or do you remember what you thought when you first saw that?*
6:41.0 - 7:03.6	I somehow a little bit shocked because I, suddenly I use the wrong word, yeah. So, I didn't realise that before the first draft released. So I change it into 'posed' health risk. Yeah. So, it's much better.
7:03.6 - 7:36.9	*Good. Thank you. So, these are two types of feedback that you get. There are two more areas of feedback. So the other place where you got feedback from your teacher is here in the Feedback Summary. And let's have a look at the second paragraph here, this one. Do you remember reading that? And if you do, do you remember what you thought about it or how you felt about it?*

7:36.9 - 8:18.8	When I first look at it, and I think of the register and I think how can I adjust the register of the whole passage and, yeah, and I make just some adjustments. But I think this, this one [points to Comments and QMs] is more useful than this one [points to Feedback Summary] I think. The point-to-point comment word-for-word comment is more useful than overall comment.
8:18.8 - 8:22.9	*So, the stuff in the text is more useful than the Feedback Summary.*
8:22.9 - 8:24.6	Yeah, yeah. I think yes.
8:24.6 - 8:42.9	*OK. Thank you. And then the other place where you get feedback is in here, which is what we call the Grading From. So, if we look at this in Task Achievement here. Do you remember reading this when you initially got your feedback?*
8:42.9 - 9:25.3	I compare it to the, to the marking requirements, and I somehow see the score. Yeah, and I guess how well did I do this and about the approximate score and yeah. Although it's not this close, but I can guess it approximately. Yeah, so I didn't read word-to-word, but I've approximately guessed and know the meaning. Not guessed; know the she want to express.
9:25.3 - 9:52.7	*Great. Thank you very much. OK, so that's the end of the first part. What I'd like to do now is just explore some more general questions with you about your experiences of Turnitin as a way of getting feedback. And I've got a few questions that I just want to ask, and they're a bit more general. So, think back to when you first received that feedback. How did you feel?*
9:52.7 - 10:01.0	I'm, how can I say?
10:01.0 - 10:07.6	*Take your time cos it takes a while to recall these things.*
10:07.6 - 10:34.1	I am somehow expecting to see that, this one, so when I get back home, and I immediately log into Turnitin and, yeah, see the comments because I very, I much want to know how I performed, yeah, in the first draft. So
10:34.1 - 10:41.1	*So, what did you do then? You say you logged into Turnitin, and what did you do?*
10:41.1 - 11:10.8	First, I see the overall, is there many, this one [points to QMs and Comments in essay], the notes, these notes and I found it is not much in the last paragraphs and is, yeah, is fewer mistakes in last paragraphs, but more mistakes in the first paragraphs, first few paragraphs.
11:10.8 - 11:14.3	*OK. So, you noticed that there's more*
11:14.3 - 11:21.7	So, I somehow emphasise on these paragraphs than the last paragraphs. Yeah.
11:21.7 - 11:28.0	*So, after you'd noticed that, do you remember what you did next?*
11:28.0 -	So, I clicked on number one, yeah, number two, yeah, and correct each mistakes

11:34.4	one by one. Yeah.
11:34.4 - 12:17.5	*OK. Great. So, of the four different types of feedback, so we've looked at these QuickMarks, which is 'R' or 'WW, we've looked at in-text Comments, we've got the Feedback Summary and then the Grading Form. Of those four types of feedback, which ones do you think are the most helpful for you? So, this would be the Feedback Summary [turns to Feedback Summary on printout], these are the QuickMarks, these are the Comments, and then of course you've got the Grading Form stuff, which is what you said helped you work out your score. Of those four things, which type of feedback do you find the most helpful?*
12:17.5 - 12:24.5	I think, is that a QuickMark or a Comment?
12:24.5 - 12:42.1	*That's a Comment, yeah. That one's a Comment. So, the QuickMarks are where it's from the error correction code, so it would be like 'WW' or 'R'. But the Comments are, instead of just writing 'R', your teacher might write 'this is not academic' or 'why did you do this?'*
12:42.1 - 12:51.7	I think the QuickMark and the Comments share the equal importance than the Feedback and the Grading Form.
12:51.7 - 12:57.2	*Why is that? Why do you find these more helpful than all of the other stuff?*
12:57.2 - 13:22.2	I think for the overall the Feedback Summary is, they are somehow partly, mostly mentioned in the QuickMarks, the Comments and the QuickMarks, yeah. So, I think, so that's why I think it's less important for the Feedback Summary.
13:22.2 - 13:52.2	*Great. Thank you. OK so let's focus on the QuickMarks and Comments then. So, where you've made a register error, sometimes you've got a QuickMark that say's R, but sometimes you've got a Comment that your teacher has written herself. Which of these approaches to feedback do you find the most helpful, the QuickMarks from the error correction code or a Comment that your teacher's written herself?*
13:52.2 - 13:57.2	I think it's the Comments for teacher wrote.
13:57.2 - 14:02.4	*Why is that?*
14:02.4 - 14:51.3	Because somehow if I read the passage again, and, I probably can, if I read carefully, I can realise the QuickMarks, like the wrong word or something, but if for the whole passage, I may not be able to know the Comment. Somehow, like somehow this is a good hedging [points to Comment 8]. I don't know it's a good hedging cos I just wrote this, so I may not know that, so it's a good point to point it out and comment.
14:51.3 - 15:06.2	*Thank you. So, you've got your feedback. You've had a look at it all. How do you then make corrections or changes to your writing? What do you do with all this?*
15:06.2 - 15:18.7	I just read one-by-one.
15:18.7 -	*Read them one-by-one. And what do you do? So you read a comment and*

15:37.5	*obviously you've got to submit a final draft. What do you actually do to take that information and use it in your final draft? Do you have any strategies or approaches to make sure that you use the feedback?*
15:37.5 - 16:03.3	Yeah, I will make myself just correct every mistakes I have, and I won't skip it. I won't skip each one. I will read one-by-one. I will read every comment and just emphasise on every comment, and based on that comment, I will correct to a satisfied one. That, I think, yeah.
16:03.3 - 16:11.4	*And do you correct just the parts of the writing that your teacher has highlighted?* Yes, somehow yes.
16:11.4 - 16:52.1	*Yeah. OK. Good. OK, so the Comments contain a mixture of praise and criticism or improvement suggestions. So, for example, as you've mentioned, this was a point of praise 'good hedging language', and this was, obviously an improvement suggestion, here. When you get praise like this, or you get praise like this, or you get praise in the overall comments, 'this is a very good attempt', how do you feel about that?*
16:52.1 - 17:20.2	I think it's good and encouraging for giving students some praise because it can motivate them, yeah. Not just criticism and saying it's not good, not good, everything is not good. *Does it motivate you to read these things?* Yeah, yeah. I'm much happier if there is some praising,
17:20.2 - 17:59.3	*OK. So, how do you feel then about all the improvement suggestions and criticism? How does that make you feel?* I think it's very useful because I know the teacher has read one-by-one, and word-by-word, yeah. They have used their heart to, and their time, to read this passage, this essay.
17:59.3 - 18:14.1	*So we give you your feedback on Turnitin. What do you think about Turnitin as a means of receiving your feedback?*
18:14.1 - 18:34.0	It's good, yeah. It's good. It's almost a perfect platform for receiving the grades, the feedbacks, the comments, everything, yeah.
18:34.0 - 18:39.4	*What do you like about it?*
18:39.4 - 19:01.7	Because there's not much platform which can just highlight it and point at it. So, I can, so I don't need to like label it one and then scroll down and then see what is number one. But I just click at it and I can look at it easily.
19:01.7 - 19:14.1	*OK. Do you find it easy to find all the different types of comments?*
19:14.1 - 19:41.7	Yes, quite user-friendly and simple user interface. When I click this one, I can filter the comments [points to Grading Form] and for this one I see plagiarism percentage, and I can filter everything and download it, and It's very simple with a few buttons.

19:52.7 - 20:01.7	*When you look at these rubric comments here, do you pay attention to these numbers that are next to the different criteria?*
20:01.7 - 20:02.2	Yes, yes.
20:02.2 - 20:05.0	*What do you do with those?*
20:05.0 - 20:26.7	I can somehow know which part I have much Comments and the Comments are positive or negative. I will somehow remember which part I did well, like, I only two in organisation, maybe I did well, yeah.
20:26.7 - 20:30.1	*Do you know how to see those Comments if you wanted to?*
20:30.1 - 20:31.5	Yeah, just click this [points to number next to Criterion Task Achievement].
20:31.5 - 20:34.9	*Yeah, that's it and then you can just click on them [clicks on Comments in drop down list]*
20:34.9 - 20:39.0	Yeah, see it's a good design, yeah.
20:39.0 - 20:57.2	*OK. Great. Well, [name omitted] that's all the questions that I have for you. Thank you so much for giving me so much information and talking so openly. It's been incredibly helpful. I'll stop the recording now.*

Appendix 11c: Mo – Interview transcript

Timespan	Content
0:00.0 - 0:43.3	*OK. So, let's look at some of the Comments that your teacher gave you first. So, if we look at this Comment here [points to Comment 2 on printout]. And I can show you on the screen cos it's usually a bit clearer. So. it's this one here [clicks Comment 2: 'is it only one product or many?']. I'll put this so you can see it.* It doesn't matter. *Can you remember?* Ummm yep. *So, what did you think when you read that Comment?*
0:43.3 - 1:11.2	I just think, I think because when I write this I say, I think 'GM crops' is a specific noun, so I prefer to use 'itself', not 'themself'. So, when I see this Comment, I just simply change it.
1:11.2 - 1:28.0	*Ah-hah.* Yep. *Thank you. Let's take another one then. How about this Comment here [points to Comment 5]? So, let me show you. So, that's this one [clicks Comment 5: 'What an excellent use of hedging language! well done you!!']. What did you think when you read that?*
1:28.0 - 1:56.4	I feel strange because I think this is just a common sentence and I don't think there are any special grammar or anything else here, so I think maybe it's just. I think she think, maybe she can praise me and make me happy like that.
1:56.4 - 2:18.5	*Thank you. Let's take another one. So, moving down here, what about this one [clicks Comment 6: 'A more academic way of conveying this?']? So, it was this piece of writing [points to 'Some people hold the opinion'] and that's the Comment.*
2:18.5 - 2:44.6	I can understand here because I just use 'some people', and I know that my teacher like prefer to see the students use like 'some scientists' or 'some researchers', like that, some more seems like more academic. Yeah. *And how did you feel when you read that?* Quite right!
2:44.6 - 3:07.8	*Thank you. Right, let's take another one. Which other one did I want to ask you about? So, let's have a look at this one down here [clicks Comment 13: 'grammar!']. So that one. What did you think when you read that Comment?*
3:07.8 - 3:57.6	Well to be honest, my teacher has always been, has always, well in the past she always said '[name omitted] your grammar is not really good and you have to work on it.' But I can't really know my problem and maybe it's just the words, the connection, and I don't really know because I know some grammar but it's just some like 'she is blah blah blah', like that, and I don't know how to say.
3:57.6 - 4:08.9	*That's OK. You're doing very well. What did you think about this 'grammar, exclamation mark'?*

4:08.9 - 4:25.2	I just try to change it, so if she mentioned here, then I will just try to change a way to explain this sentence and try to do best.
4:25.2 - 4:44.8	*OK. One more Comment. So, this one here [clicks Comment 12: 'What do you mean?'] relates to 'partial people' and there's the Comment. Do you remember reading that?*
4:44.8 - 5:04.4	I forgot to change it. Never mind. I just want to say there are some groups of people like that. Yeah.
5:04.4 - 5:10.4	*So how did you feel when you saw your teacher had put this Comment there?*
5:10.4 - 5:47.5	I just feel I use this word wrong, and maybe this word shouldn't, the 'partial' shouldn't get together with 'people' like that. I, when I write this, I say I use 'partial', this word, because we are, we were doing the partial lab report at that time, so I just, it is a word in my mind, so I just use it.
5:47.5 - 6:25.6	*OK. Thank you. OK, so that's the Comments. There's also a lot of what we call QuickMarks in here, and these are related to the error correction code. So, let's look at a few of these. Let's take this one [points to 'A' on printout]. So, if we come back up here [clicks 'A']. So here we've got what's called a QuickMark. So, when you read that QuickMark can you remember what you thought when you initially read that?*
6:25.6 - 6:34.8	I don't have too much thought. I just add the article before this sentence. Just like that.
6:34.8 - 6:45.6	*OK. Good. Let's have a look at this one over here. So again, she's highlighted a section and she's used a QuickMark here [clicks 'P'].*
6:45.6 - 7:18.9	I have a lot of punction error here and, at the beginning, I don't know the reason, but then I realise that is because when I type it, I use the Chinese info, so the sign here is wrong, so maybe the blank will be so big. Yeah that's the reason.
7:18.9 - 7:46.0	*OK. And let's just look at one last QuickMark over the page here. Let's try this one. So here, 'so many' and this was the Quick Mark [clicks 'V']. Can you rememeber what you thought? What went on in your head when you read that?*
7:46.0 - 8:32.5	Well, in my article, I always use this word, 'many', 'so many', just because I don't have some other words and I don't know how to express it and just because the limited of the vocabulary. So I just want to find some other word like 'huge' to improve it.
8:32.4 - 9:13.3	*Thank you. So, I'm gonna show you two more areas of feedback. And the first one is the Feedback Summary here. And I'd like you to look at the second paragraph [points to item on print out] and it's written here as well. So, this is here. So, read this and try and think back to when you received this feedback and tell me what you thought when you read that, or how you felt when you read that.*
9:13.2 -	Well when I opened this website, I firstly see this and I say 'Oh, maybe I did really

10:23.1	well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here [points to first page of printed essay], so I can see that teacher, my teacher, commented really hard and she, maybe she has so much interest on my essay. But, when I see the following essay, I just have few comments [turns to second page of printed first draft] so I think that maybe she just feel boring, feel bored about my essay and so maybe it's just not really true.
10:23.1 - 10:55.2	*OK. Thank you. And then there's one last area that you get feedback and that's here in the Grading Form [clicks Grading Form icon]. So, what did you think when you received this feedback?*
10:55.2 - 11:00.9	I think maybe I didn't see it before.
11:00.9 - 11:34.4	*OK. That's fine. Thank you. OK, so, that's the detailed stuff. I'm gonna ask you now some much more general questions, OK? And I've got these written down. So, when you received your feedback on Turnitin, in general, how did you feel?*
11:34.4 - 11:40.0	You mean about my grades or about the feedback?
11:40.0 - 11:44.7	*Both.*
11:44.7 - 12:02.6	I just feel a little nervous because I don't really know whether I did it well or not really well.
12:02.6 - 12:12.3	*OK. So, what did you do? You've got your feedback, you feel a bit nervous, what did you do then?*
12:12.3 - 12:19.5	Just see my comments and the revise it, improve it.
12:19.5 - 12:21.3	*How?*
12:21.3 - 12:35.4	Just because I have this feedback, so I can see her position here for how can I change it. Like that.
12:35.4 - 12:44.9	*So, if you need to make changes, what do you do? How do you go about making those changes?*
12:44.9 - 13:09.8	Just, you see she has highlighted and then I can according to this specific comments to change it, but for some general things maybe I can't really did it better.
13:09.8 - 13:14.7	When you say more general things, what do you mean? Can you think of any examples?
13:14.7 - 13:27.0	I mean like the structure. Yeah. Like something, just something, anything else, any other things that she didn't comment.
13:27.0 - 14:09.6	*OK. So, as we've seen, there's four different types of feedback. We've got these Comments in the text. We've got these QuickMarks from the error code and then*

	you've got the overall Feedback Summary, which is the long comment. This one [points to Feedback Summary] on printout]. And then we've got the Grading Form, which is this one that you said you haven't looked at. So, there's four different types of feedback that you get.
14:09.6 - 14:15.9	Yeah, maybe just because I didn't find this, so, yep, that's the reason.
14:15.9 - 14:23.7	*OK. So, thinking about the other three then, which ones do you find most useful?*
14:23.7 - 14:25.2	Just the QuickMarks.
14:25.2 - 14:26.0	*The QuickMarks?*
14:26.0 - 14:26.8	Yeah.
14:26.8 - 14:27.6	*Why?*
14:27.6 - 14:31.3	Because it's specific.
14:31.3 - 14:58.3	*Good. OK. Thank you. So, if there's, if you've made an error, for example with register, with the vocabulary, sometimes the teacher has given you a QuickMark, and sometimes she's written you a Comment. Which do you prefer? Would you rather that you just got a QuickMark, or would you rather that your teacher wrote you an actual comment about that?*
14:58.3 - 15:01.1	Of course, the comments one.
15:01.1 - 15:02.2	*The comment. Why?*
15:02.2 - 15:07.4	Because it have more information.
15:07.3 - 15:48.9	*OK. Thank you. So, the comments here [points to printed essay], in here and at the end [points to Feedback Summary], they contain a mixture of things. So, some things are praising you, yeah, so here 'a clear improvement can be seen', and other things are criticising, for example 'grammar, exclamation mark'. Somethings are making suggestion, other things are indicating different errors. How do you feel, for example, when you receive an item of praise like this? How does that make you feel?*
15:48.9 - 16:35.7	Praise is good. Yeah. That the criticise is what we really need, but if our feedback are all of about about the bad things that you did this one really bad, you did that one really bad, and then maybe it will make you down. So, maybe some and then you see 'Ah! I still have something good'. So, maybe will encourage you do it.
16:35.7 - 16:42.0	*OK. So you think the praise is important, as well as the improvement suggestions and the criticism?*
16:42.0 - 16:50.1	Yah, and maybe at same time it will be see like more official.
16:50.1 -	*More official? What do you mean by that?*

16:54.4	
16:54.4 - 17:05.1	it's just like you can see that the teacher is profession.
17:05.1 - 17:07.0	*Ah, OK. Because they give you some praise?*
17:07.0 - 17:22.7	Not really because that. Just, for example, when you see some TV show like that, we always have to think both sides of a thing. Yup.
17:22.7 - 17:30.2	*So the fact that they can point out the good things, but also point out the improvements makes you feel that the teacher's professional?*
17:30.2 - 17:30.9	Yeah.
17:30.9 - 17:45.0	*OK. Thank you. So, in general then, what do think about Turnitin as a way of receiving your feedback on your writing?*
17:45.0 - 17:46.2	Uh-huh
17:46.1 - 18:41.3	*Do you think Turnitin is a good way to receive feedback on writing?* I think it's good. Yeah. But, well it is a good software, but it needs much information, I mean much feedback. For example, we have our lab report to do and we also hand in by the Turnitin. But, sometimes the teacher will just give you less information so you can't really get improved.
18:41.3 - 19:00.0	*And do you think, for example, for this piece of work, is that too little information, or is that enough information for you to make improvements?* It is good, but I'll be happy if I have more information.
19:00.0 - 19:08.6	*OK. And what kind of information would you like to have in addition to what's here?*
19:08.5 - 19:25.5	Just, to be honest, the first and second paragraph I feel, feel, I don't know how to say.
19:25.5 - 19:28.1	*That's OK. Take your time. You're doing very well.*
19:28.0 - 20:00.6	Just I can see that I have too many comments and don't feel so nervous because I know I can get improved according to this specific feedback, but for the, this ones [points to second page of essay], it's just I don't know how to change it because the information is not, is insufficient.
20:00.6 - 20:28.9	*OK. So you would like more Comments and QuickMarks in the later parts of your essay. OK.* *And in terms of looking at these Comments and QuickMarks, do you find it easy to use Turnitin to access all of this feedback?* I didn't find it hard, at least.
20:28.9 - 20:56.6	*OK. Good, good. OK. Well, that's wonderful. You've given me lots of information. You've answered lots and lots of questions. Thank you very very much for your time. Thank you for being so open and giving me so much information. It's gonna be very useful now when I look at these things in my report.*

Appendix 12: Text analyses

Appendix 12a: Text analysis – Lilly

QMs

No.	QM code	Focus / criterion	Error in first draft	Revision in final draft	Revision status
1	R	Surface / V	**What is important** about this essay	The value of this essay	successful
2	R	Surface / V	how to **deal with** current situation	settle in the	unsuccessful
3	WW	Surface / V	proper solutions to climate change could be **aggressive** to mitigate the negative effects	a practical way	successful
4	WC	Surface / G	fossil fuel has already demonstrated its **dominated** role	dominating	successful
5	R	Surface / V	**Besides** being a clean source of energy	In addition to	successful
6	WC	Surface / G	give the **efficiency** and emit less GHG	promote the efficiency of energy uses	successful
7	R	Surface / V	an ideal path to **deal with** fossil fuels	reduce the GHG emission of	successful
8	R	Surface / V	can be **lagged back**.	it will somehow cause drag slowing the development of	unsuccessful
9	R	Surface / V	this problem will be eventually **wiped out**	eradicated	successful
10	^A	Surface / G	meet the demand **of ma**rket	of the market	successful

Comments

No.	Comment	Focus / Criterion	Function	Error in first draft	Revision in final draft	Uptake	Assumptions
1	necessary? if so, can you be more specific?	text / TA	Improve-ment suggestion	… a series of climate changes, a significant rise in sea level and **catastrophic events**	…catastrophic events, **such as hurricanes, shrinking glaciers, floodings and heatwaves**	successful	Addition of examples of catastrophic fulfils the request to 'be more specific'.
2	Consider whether you need singular or plural here	Surface / G	Improve-ment suggestion	a series of climate **change**	…changes	successful	Plural needed.
3	Can you give me some examples?	text / TA	Improve-ment suggestion	**Some scientists think that** fossil fuel has already demonstrated ...	**There is a common view among scientists** that fossil fuel has already demonstrated …	unsuccess-ful	Examples of 'scientists' needed, i.e. citations needed for this claim.
4	You really need to express this better.	surface / V	Improve-ment suggestion	**Another study on his side** found that …	**Similarly, it is** found that …	successful	The phrase is awkward and should be replaced with language of synthesis (covered on the course).
5	????? arre you missing a citation here or is this a place?	Text / AC	Improve-ment suggestion	While **Kreysa**, by adopting an imaginary…	While **Kreysa (n.d as cited in Dufour, 2013**), by adopting an …	successful	Citation needed.

6	What have I said about starting a sentence with 'and', or 'but'?	surface / G	Criticism	**And** the risk of renewable energy …	The risk of renewable energy ….	unsuccess-ful	'And' should be replaced with an academic linking phrase, e.g. 'Moreover,…'. (By deleting rather than replacing 'And', cohesion between sentences is lost.)
7	I want you to go to flax and check 'prediction' which words does it collocate with? http://flax.nzdl.org/greenstone3/flax?a=fp&sa=collAbout&c=collocations&if=flax	surface / V	Improve-ment suggestion	This **gives a prediction** whether an accident which causes crucial damage is going to happen or not	…, **which predicts the occurrence of** an accident which causes crucial damage	successful	'gives a prediction' is an awkward phrase and should be replaced.
8	its efficiency?	surface / G	Improve-ment suggestion	it had used **efficiency** to reduce its emissions	It had used **its efficiency** to …	successful	'efficiency' should be replaced with 'its efficiency'.
9	Can you re-think your use of connectors here? How does this relate to what you have just said?	text / O	Improve-ment suggestion	**However, in fact** some facilities …	**The fact is that** some facilities …	successful	The phrases 'However' and 'in fact' do not work together in this instance.
10	lovely!	text / TA	Praise	**In the same vein**, …		unverifiable	

11	Should you use this word in the plural form?	surface / G	Improve-ment suggestion	These **evidences** …	**The evidence** …	successful	‘evidence’ cannot be used in the plural form.
12	Can you check this reference? I think you are writing the first names not the surnames...	Text / AC	Improve-ment suggestion	**Nigel, Sue, Alexander, Linda, Nik and Kathy** et al. (2010)	**Dudley, Stolton, Belokurov, Krueger, Lopoukhine, MacKinnon, Sandwith and Sekhran** et al. …	successful	
13	no	surface / V	Criticism	**And**, I believe …	See below – Comment 14.	successful	‘And’ should be replaced with an academic linking phrase. This was revised with Comment 14.
14	Ok, how about 'in the light of the above discuss it seems reasonable to believe that....?' what is the difference between your phrase and mine? which one do you think is more adequate for this essay? Why?	surface / V	Improve-ment suggestion	And, **I believe** renewables are going to bring…	**In the light of the above discuss it seems reasonable to believe** renewables are going to bring…	successful	‘And, I believe’ was replaced with the linking phrase supplied by the teacher in Comment 14.

Feedback Summary

Item	Feedback Summary comment	Function	Focus
1	This is a very good attempt at completing the task. You have been working really hard on [module name omitted] and it is evident in your CW3, well done!	Praise	Text-level
2	Your structure is really good	Praise	Text-level
3	You present a clear position well supported by evidence.	Praise	Text-level
4	However, there are a few language issues that I have highlighted, please read the comments closely and be prepared to discuss changes in the tutorial.	Improvement suggestion	Surface-level
5	I am a bit concerned about register, please keep engaging with the academic word list and avoid phrasal verbs.	Improvement suggestion	Surface-level

Appendix 12b: Text analysis – Bill

QMs

No.	QM code	Focus / Criterion	Error in first draft	Revision in final draft	Revision status
1	R	Surface / V	**Besides** bringing harm to the environment	Furthermore	successful
2	WW	Surface / V	GM crops also **give** health risk	pose	successful
3	Plag.	Text / AC	of GM food may cause low birth weight and high death rate (Ermakova, 2005). For rats that are born to mothers fed with GM soy, the mortality percentage is nearly 1.5 times higher than that with non-GM soy. And the chance of low birth mass is	(paraphrased)	successful
4	R	Surface / V	they were **handling with** an allergen in	processing	successful
5	R	Surface / V	**On top of that,** the issue	Moreover	successful
6	R	Surface / V	producing **veggie** burgers	burgers for vegetarian	successful
7	R	Surface / V	high cost of those **veggie b**urgers	vegetarian burgers	successful
8	R	Surface / V	it can release **a lot of** food for human	a large amount of	successful
9	R	Surface / V	avoid eating GM food **for the sake** of their health	considering	successful

Comments

No.	Comment	Focus / Criterion	Function	Error in first draft	Revision in final draft	Uptake	Assumptions
1	Ok, this is a fair point, general and a good topic introducer however could you provide some examples or references?	Text / TA	Improve-ment suggestion	(GM crops) are now widely cultivated all over the **world**.	… **they grow in 28 countries by occupying 179.7 million hectares of the world's cultivable land (Olive, 2015).**	successful	
2	look at this sentence closely think about structure....how can you make this a bit better?	Surface / G	Improve-ment suggestion	The increasing reliance on GM crops compared with organic crops, **causing the drawbacks of GM crops should be emphasized more.**	The increasing reliance on GM crops compared with organic crops, indicates the drawbacks of GM crops should be emphasized.	unsuccess-ful	The sentence has an incorrect grammatical structure. The revision is incorrect due to incorrect use of the comma.
3	OK, this is a good introduction with a clear thesis statement and scope. however, you need to look at coherence, Go back to lesson 4E revise the strategies presented and consider how the information presented is organised. I think you could also benefit from having a look at the Theme & Rheme seminar in the ELTC hub, it is quite advanced but I think	Text / O	Improve-ment suggestion	Paragraph 1 – see Appendix 7b.	Paragraph 1 – see Appendix 8b.	unsuccess-ful	The student should improve the flow of information in the paragraph by employing the principles of thematic progression presented in Lesson 4E. In the revision the thematic progression and organisation of the information is unchanged.

	you are ready to take your AW to the next level!						
4	Meaning is lost here and probably due to poor paraphrasing. First of all, read the sources closely. Do you understand wht the source is saying? then apply paraphrasing techniques (you can revise key lessons on this from Term 2 workbook) once you have paraprhased, re-read your sentence is the grammar corrrect? have I kept the same meaning?	Text / AC	Improve-ment suggestion	As GM crops are beneficial to the environment as GM crops reduce the use of pesticides by 8.8% from 1996 to 2012	GM crops appear to be beneficial to the environment as GM crops reduce the use of pesticides by 8.8% from 1996 to 2012	successful	
5	Do you need to explain this term? Remember your academic audience is 'educated but not experts in the field'	Text / TA	Improve-ment suggestion	… lead to the rise of "**superweeds**"	Lead to the rise of **crops which are extremely resistant to herbicides, named** 'superweeds'.	successful	A definition is needed for 'superweeds'.
6	Sentences need a SVO where is your verb here?	Surface / G	Improve-ment suggestion	**GM crops heavily relied** on by human results in …	The heavy reliance on GM crops by human results in …	successful	
7	In terms of structure, this is a brilliant paragraph. However, I do want yout o revise unsoported claims. you have a couple of options here you can either add citations or use hedging langauge	Text / AC	Improve-ment suggestion	Paragraph 2, first draft (Appendix 7b)	Paragraph 2, final draft (Appendix 8b). Hedging added: 'GM crops **appear to be** …' Citation added: **(Benbrook, 2012)**	successful	Bill has added hedging language and a citation to the paragraph making this a successful revision.

8	This is a brilliant example of hedging langauge! please use more of this!!	Surface / V	Praise	GM crops **may cause** allergies to human	-	unverifiable	
9	What have we said about starting a sentence with 'and'?	Surface / V	Criticism	**And** an allergen from …	**Moreover**, allergens from …	successful	‘And’ should be replaced with an academic linking word.
10	You need to avoid emotional language like this. How can you say this in a more academic way??	Surface / V	Improve-ment suggestion	It cannot be solved **forever**	‘forever’ deleted	successful	‘forever’ is emotional language in this sentence and should be deleted/replaced.
11	Can you think of a better (more academic) connector here?	Surface / V	Improve-ment suggestion	Finally, although GM crops may help …	‘Finally’ deleted	unsuccess-ful	‘Finally’ should be replaced by a more appropriate academic linking word.

Feedback Summary

Item	Feedback Summary comment	Function	Focus
1	Overall, this is a very good attempt at completing the task.	Praise	Text-level
2	The overall structure is great and your paragraphs are very well structured.	Praise	Text-level
3	You do need to work a bit more on coherence. Please revise lesson 4E and then look closely at your essay.	Improvement suggestion	Text-level
4	Do keep an eye on connectors as well as there are some problems (see my comments).	Improvement suggestion	Surface-level
5	Although improvement can be seen in terms of register, you have clearly worked on this very hard, there are still problems that need addressing, please do look at my comments closely and start engaging with the Academic Word List (MoLE).	Improvement suggestion	Surface-level
6	Please revise paraphrasing techniques as there are examples of poor paraphrasing. Use the materials explored in T2.	Improvement suggestion	Text-level

Appendix 12c: Text analysis – Mo

QMs

No.	QM code	Focus / Criterion	Error in first draft	Revision in final draft	Revision status
1	R	Surface / V	**a lot**	deleted	successful
2	WW	Surface / V	GM crops benefit a lot **on** both consumers and products	to	successful
3	R	Surface / V	**to the least**.	to the minimum	successful
4	A	Surface / G	**latest** survey of	A	unsuccessful
5	Unnatural	Surface / V	43% **of Ireland people**	of Irish	unsuccessful
6	P	Surface / AC	Th**us, can** be seen	This shows	successful
7	WW	Surface / V	It is **proclaimed** by the World Health Organisation	supported	successful
8	P	Surface / AC	Als**o, no** evidence	Furthermore, there is	successful
9	R	Surface / V	**What's more?**	Deleted (see Comment 9 below)	successful
10	R	Surface / V	**So,** she did believe	Deleted (see Comment 9 below)	successful
11	WC	Surface / G	no **exactly** year	exact	successful
12	R	Surface / V	has made **so many** breakthroughs	many major	successful
13	R	Surface / V	**In this way**, the higher yield	With this method	successful
14	WC	Surface / G	can be **rewrite** by	rewritten	successful

Comments

No.	Comment	Focus / Criterion	Function	Error in first draft	Revision in final draft	Uptake	Assumptions
1	is it only one GM crop or many?	Surface / G	Improve-ment Suggestion	the conflicts around **itself** have always been	the conflicts around **themselves** have always been	unsuccess-ful	'itself' should be replaced with 'them'. 'Themselves' is still grammatically incorrect in this sentence.
2	is it only one product or many? I think you could revise the use of pronouns, this fun link will help you revise http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/personal-pronouns-possessives	Surface / G	Improve-ment suggestion	GM crops benefit a lot on both consumers and products **itself**.	GM crops is beneficial to both consumers and products **themselves**.	successful	'itself' is incorrect as it refers to a plural noun. 'Themselves' is grammatically correct in this sentence.
3	This looks like a reasonable prediction, however....where did you get this information from?	Text / AC	Improve-ment suggestion	It was predicted that by 2050, the global population would over **9 billion**.	**Moreover, he also** predicted that the global population would grow over 9 billion by 2050.	successful	Reference to a source needed here. 'He also' in the revision refers to source cited in previous sentence.
4	I want you to think a little bit about this, just a couple of lines before you mentioned 'this essay' now we refer to it as 'the following essay'	Text / O	Improve-ment suggestion	**The following essay** …	… this essay …	successful	

	Can you think of a more coherent way of explaining this? (think back to lesson 4E Term 3)						
5	What an excellent use of hedging langauge! well done you!!	Surface / V	Praise	this essay will argue that GM crops … **may become** the major solution to …	-	unverifiable	
6	A more academic way of conveying this?	Surface / V	Improve-ment suggestion	**Some people hold the opinion** that …	**There are some people who have the general misconception about** …	unsuccess-ful	'Some people' without citation is vague and should be replaced with a more academic or specific version.
7	What do you mean?	Text / O	Criticism	…GM crops, **which are as good ones**, are all tested …	GM crops, are all tested	successful	The unclear phrase has been removed making meaning clear.
8	Are you sure about this? I know you are using Malarkey (2003) but it doesn't feel like you are providing enough support. Have you thought about susing some hedging?	Text / TA	Improve-ment suggestion	no evidence had shown any bad effect to human body **so far**.	there is no evidence to show GM crops have any bad effect to human body so far, stated Malarkey (2003).	unsuccess-ful	The claim in the sentence should be hedged, e.g. with modal or introductory verbs.
9	Is this relevant, scientific evidence?	Text / TA	Criticism	princess Anne was very welcome to give strong backing to genetically modified product and it would be farmed on her own	Sentence deleted	successful	This is not relevant scientific evidence and should be deleted/edited.

				land			
10	What do you mean?	Surface / V	Criticism	As well as known, …	As it is known, …	successful	The phrase does not make sense.
11	A more academic way of expressing this?	Surface / V	Improve-ment suggestion	a huge population today	exponential increasing population today	successful	‘huge’ is not academic
12	What do you mean?	Surface / V	Criticism	In this situation, **partial people** like Phelps …	**some specific group of people** like Phelps …	unsuccess-ful	‘partial people’ is an incorrect phrase and should be replaced. ‘some specific group of people’ is still unclear.
13	grammar!	Surface / G	Criticism	GM crops performed even worse than that of conventional ones did.	GM crops performed even worse than the conventional crops.	successful	
14	Grammar!	Surface / G	Criticism	There are also several specialists support it.	Several specialists support this point of view	successful	
15	Can you explain this better?	Text / TA	Improve-ment suggestion	, which can prevent heart disease and cancer **to a certain degree**	, which can prevent heart disease and **reduce risks of cancer**	successful	
16	Yes, you have to include a prediction but you cannot express it like this!!!! please rewrite	Text / TA	Criticism	**As for the prediction** …	**Hence, it is predicted that** …	successful	This should be expressed in a more academic way.

Feedback summary

Item	Feedback Summary comment	Function	Focus
1	Overall, this is reasonable attempt at completing the task.	Praise	Text-level
2	You have presented a very clear position which has been thoroughly supported.	Praise	Text-level
3	Your body paragraphs are well organised and clear.	Praise	Text-level
4	A clear improvement can be see in terms of grammar and vocabulary. However, you still need to work on those areas. Please read my comments closely and come prepared to the tutorial to discuss any changes.	Improvement suggestion	Surface-level
5	I can see that there are issues with register, make sure you use the academic articles not only as sources of information but also as models for language.	Improvement suggestion	Surface-level
6	I couldn't help but notice that there are issues with your sources. Please make sure your sources are academic.	Improvement suggestion	Text-level
7	Make sure your reference list follows Harvard APA conventions and, more importantly, remeber that the reference list only includes sources you have actually used in the essay.	Improvement suggestion	Text-level
8	However, I am very impressed to see that you have used in text citations almost perfectly. Good job!	Praise	Text-level

Appendix 13: Coded references for affective engagement

Appendix 13a: Lilly – Affective engagement references

Node	Reference
Emotional reactions	
confused	Lilly interview> - § 3 references coded [10.81% Coverage] Reference 1 - 2.43% Coverage I was, I was confused. I didn't get what she means. I, now, like this Comment is too general for me. I guess, I know, I just, I thought it was a good use of this phrase. But, apparently, this does not work for her. So, I just like, I don't know, a bit confused. Reference 2 - 5.98% Coverage So, she only said 'Oh you have language issues; you need to do more with register; and the structure is good.' So, I was still confused. I don't know what to do with it. Reference 3 - 2.40% Coverage I don't know 'mainly current'. But what does 'mainly' mean? How many is 'current'? I just confused.
dissatisfied	Lilly interview> - § 2 references coded [5.98% Coverage] Reference 1 - 5.98% Coverage OK. I, so I was told my structure was really good, so positive to me. And then, 'However', I know. It's like it's not really the feedback I expected because I really think I have more weaknesses. Reference 2 - 5.98% Coverage I just so, cos before I received these feedbacks, I thought I'm gonna, I don't know, change, not just based on her specific comments to change my essay, maybe more on content, not just words. So, I mean more advanced, I expected, but these comments, I really, I didn't have much work to do with these comments. Like I only, I think I finished these changes in half an hour and then I got nothing to do with this essay.
guilty	Lilly interview> - § 1 reference coded [2.63% Coverage] Reference 1 - 2.63% Coverage Actually, a bit guilt cos I ought to know these, but I made this mistake again. Yeah, I think I also in my coursework 1, I was still writing 'Ands' 'Buts'. So, a bit of guilt.
happy	Lilly interview> - § 2 references coded [3.95% Coverage] Reference 1 - 2.15% Coverage

	Happy, cos finally a good comment. Reference 2 - 1.80% Coverage Praise. *How does that make you feel?* Of course, very happy.
no emotions	\Lilly interview> - § 2 references coded [3.52% Coverage] Reference 1 - 2.74% Coverage No, no emotions, I think. I just OK, I know. I don't know, I don't think I. No emotions. Reference 2 - 0.78% Coverage I don't know. No emotions.
shocked	Lilly interview> - § 1 reference coded [2.07% Coverage] Reference 1 - 2.07% Coverage Yeah. I, maybe, I don't know, a bit shocked. Not that shocked, just, I didn't remember she saying about we don't use 'and' or 'but' in academic essays. I just remember we need to avoid 'we's, 'I's, 'you's, but I don't know 'and', 'but', its not formal.
strange	Lilly interview> - § 1 reference coded [1.36% Coverage] Reference 1 - 1.36% Coverage Just, I don't know, strange. Maybe that's not a feeling. Actually myself, I don't know why I used 'lagged back' here.
surprised	Lilly interview> - § 1 reference coded [2.15% Coverage] Reference 1 - 2.15% Coverage I didn't expect she would give positive thing, like she was praising you. I didn't expect that. I thought I will always be, I don't know like 'I asked you to revise; I asked you to correct things, your mistakes'. I just didn't expect this, yeah.
unsurprised	Lilly interview> - § 1 reference coded [3.91% Coverage] Reference 1 - 3.91% Coverage I already knew she would give one to this. So, not surprised.
Attitudinal responses	
Negative response	
GradeMark inconvenient	2 references coded [5.95% Coverage] Reference 1 - 4.62% Coverage *Do you find it easy to locate all the different feedback that you get from your teacher?*

	I think it's not so good, but fine, fine. Cos youngsters, we know about technologies so it's not so complex, but not really convenient, I think. *What would make it more convenient?* I don't... ermm, *Or what is it that you think's not so convenient here?* It's really hard to say. It's my feeling. Not so clear. But it's good in general because the content is the main issue here [points to the essay]. Right. And oh yeah, maybe it's just my problem, I always mix up with her comments and plagiarism measures. These colours, they look the same. Reference 2 - 1.33% Coverage And, if like it's my first time to attach to this tool, I don't know what the uses of these symbols are on Turnitin. *These symbols here? [points to GradeMark icons].* Yeah. You should try all at the first time. It's not really convenient. Maybe more, I don't know, like let users get to know how this symbol represents it's function. So when I want to look at a rubric, or when I want to look at a general feedback I know where to go. It's just not so clear.
Rejection of TEFF	3 references coded [11.54% Coverage] Reference 1 - 3.91% Coverage I know this. I mean she mentioned this in the class that a lot of people in our class have used this kind of phrase that she thought is not academic, or, I don't know. She just thinks, maybe she just thinks that we need to mention specific scientists names. But I was thinking like 'Some scientists' which is referred to don't work. No, you know, it's just like opening sentence, but, she didn't think that's fine, so, nothing. I really have feelings for this. *How did you feel when you read that comment for the first time?* I just, I already knew she would give one to this. So, not surprised. Reference 2 - 2.43% Coverage this Comment is too general for me. I guess, I know, I just, I thought it was a good use of this phrase, but, apparently, this does not work for her. So, I just like, I don't know Reference 3 - 5.20% Coverage she appears to be more positive than the fact. Yeah, like the fact is not so positive, but she appears to be more positive, to encourage us or something. So I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit. That's how I feel. I don't think I did well.
Positive response	
Acceptance of TEFF	2 references coded [4.81% Coverage] Reference 1 - 2.07% Coverage

	I didn't remember she saying about we don't use 'and' or 'but' in academic essays. I just remember we need to avoid 'we's, 'I's, 'you's, but I don't know 'and', 'but', its not formal. So I just, 'OK OK, I get it', like that. Reference 2 - 2.74% Coverage A lot of things she mentioned here that I don't know. I just caught this. Oh I learned a lot, like 'and' 'but', it's I think a general rule to all the academic essays that you need to avoid them. Maybe I was absent-minded in the class, but she mentioned here, then I learnt it again.
GradeMark convenient	1 reference coded [0.82% Coverage] Reference 1 - 0.82% Coverage I think, it's a really convenient tool. It's good, it's really good for both teachers and student.
TEFF is helpful	2 references coded [3.11% Coverage] Reference 1 - 1.68% Coverage *Yeah, OK. Why do you find the stuff in the text the most helpful?* Because I know what to do with them. They are specific. I know what's my next step. I can go to these websites and replace my words with new words, change my mistakes, I get to know my mistakes. Reference 2 - 1.44% Coverage They are helpful cos constructive. Helpful.

Appendix 13b: Bill – Affective engagement references

Node	Reference
Emotional reactions	
happy	1 reference coded [2.23% Coverage] Reference 1 - 2.23% Coverage Yeah, yeah. I'm much happier if there is some praising,
proud	1 reference coded [1.82% Coverage] Reference 1 - 1.82% Coverage Yeah because this is, I think, she somehow said I have a good hedging and I'm very impressed
motivated	1 reference coded [2.23% Coverage] Reference 1 - 2.23% Coverage I think it's good and encouraging for giving students some praise because it can motivate them, yeah. Not just criticism and saying it's not good, not good, everything is not good. *Does it motivate you to read these things?* Yeah, yeah.
shocked	1 reference coded [1.80% Coverage] Reference 1 - 1.80% Coverage I somehow a little bit shocked because I, suddenly I use the wrong word, yeah. So, I didn't realise that before the first draft released.
Attitudinal responses	
Positive response	
Acceptance of TEFF	5 references coded [10.97% Coverage] Reference 1 - 2.02% Coverage Yeah the structure is not that good, yeah. So, I, when I read it again, I think, I realise that the structure is not so good. Reference 2 - 1.20% Coverage At first, before I submit this, I didn't realise that this is, the structure is not good. So, after I read this, I knew that. Reference 3 - 3.38% Coverage And about the coherence problem, so, yeah, I've not enough coherence in this paragraph. Reference 4 - 2.31% Coverage Because when I was writing the essay, so I somehow forgot I have to, I

	should not start a sentence with 'And'. So, after reading the Comment I know that, as she mentioned in the class, we should not use the 'And', and yeah, it's somehow not so academic. Reference 5 - 2.05% Coverage I will read every comment and just emphasise on every comment, and based on that comment, I will correct to a satisfied one.
GradeMark convenient	4 references coded [5.88% Coverage] Reference 1 - 1.58% Coverage It's good, yeah. It's good. It's almost a perfect platform for receiving the grades, the feedbacks, the comments, everything, yeah. Reference 2 - 1.77% Coverage Because there's not much platform which can just highlight it and point at it. So, I can, so I don't need to like label it one and then scroll down and then see what is number one. But I just click at it and I can look at it easily. Reference 3 - 2.20% Coverage Yes, quite user-friendly and simple user interface. When I click this one, I can filter the comments [points to Grading Form] and for this one I see plagiarism percentage, and I can filter everything and download it, and It's very simple with a few buttons. Reference 4 - 0.33% Coverage Yeah, see it's a good design, yeah.
Keen to see TEFF	1 reference coded [2.11% Coverage] Reference 1 - 2.11% Coverage so when I get back home, and I immediately log into Turnitin and, yeah, see the comments because I very, I much want to know how I performed, yeah, in the first draft.
TEFF is helpful	2 references coded [7.00% Coverage] Reference 1 - 3.89% Coverage I don't know it's a good hedging cos I just wrote this, so I may not know that, so it's a good point to point it out and comment. Reference 2 - 3.11% Coverage *So, how do you feel then about all the improvement suggestions and criticism? How does that make you feel?* I think it's very useful because I know the teacher has read one-by-one, and word-by-word, yeah. They have used their heart to, and their time, to read this passage, this essay.

Appendix 13c: Mo – Affective engagement references

Node	Reference
Emotional reactions	
confident	1 reference coded [2.59% Coverage] Reference 1 - 2.59% Coverage I can see that I have too many comments and don't feel so nervous because I know I can get improved according to this specific feedback
confused	1 reference coded [3.96% Coverage] Reference 1 - 3.96% Coverage But I can't really know my problem and maybe it's just the words, the connection, and I don't really know because I know some grammar but it's just some like 'she is blah blah blah', like that
dissatisfied	2 references coded [4.08% Coverage] Reference 1 - 1.49% Coverage *And do you think, for example, for this piece of work, is that too little information, or is that enough information for you to make improvements?* It is good, but I'll be happy if I have more information. Reference 2 - 2.59% Coverage for the, this ones [points to second page of essay], it's just I don't know how to change it because the information is not, is insufficient.
motivated	1 reference coded [3.72% Coverage] Reference 1 - 3.72% Coverage Praise is good. Yeah. That the criticise is what we really need, but if our feedback are all of about about the bad things that you did this one really bad, you did that one really bad, and then maybe it will make you down. So, maybe some and then you see 'Ah! I still have something good'. So, maybe will encourage you do it.
nervous	1 reference coded [1.42% Coverage] Reference 1 - 1.42% Coverage I just feel a little nervous because I don't really know whether I did it well or not really well.
strange	1 reference coded [2.26% Coverage] Reference 1 - 2.26% Coverage I feel strange because I think this is just a common sentence and I don't

	think there are any special grammar or anything else here, so I think maybe it's just. I think she think, maybe she can praise me and make me happy like that.
Attitudinal responses	
Positive response	
Acceptance of TEFF	5 references coded [7.57% Coverage] Reference 1 - 2.22% Coverage So, when I see this Comment, I just simply change it. Reference 2 - 2.08% Coverage I can understand here because I just use 'some people', and I know that my teacher like prefer to see the students use like 'some scientists' or 'some researchers', like that, some more seems like more academic. Yeah. *And how did you feel when you read that?* Quite right! Reference 3 - 1.30% Coverage I just try to change it, so if she mentioned here, then I will just try to change a way to explain this sentence and try to do best. Reference 4 - 1.12% Coverage Just because I have this feedback, so I can see her position here for how can I change it. Like that. Reference 5 - 0.85% Coverage it's just like you can see that the teacher is profession.
GradeMark convenient	2 references coded [6.64% Coverage] Reference 1 - 4.39% Coverage *Do you think Turnitin is a good way to receive feedback on writing?* I think it's good. Yeah. But, well it is a good software Reference 2 - 2.25% Coverage *And in terms of looking at these Comments and QuickMarks, do you find it easy to use Turnitin to access all of this feedback?* I didn't find it hard, at least.
Rejection of TEFF	1 reference coded [5.56% Coverage] Reference 1 - 5.56% Coverage Well when I opened this website, I firstly see this and I say 'Oh, maybe I did really well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here

	[points to first page of printed essay], so I can see that teacher, my teacher, commented really hard and she, maybe she has so much interest on my essay. But, when I see the following essay, I just have few comments [turns to second page of printed first draft] so I think that maybe she just feel boring, feel bored about my essay and so maybe it's just not really true.

Appendix 14: Coded references for cognitive engagement

Appendix 14a: Lilly – Cognitive engagement references

Node	Reference
Cognitive operations	
Analysing & decoding	2 references coded [7.60% Coverage] Reference 1 - 2.40% Coverage I don't know 'mainly current'. But what does 'mainly' mean? How many is 'current'? Reference 2 - 5.20% Coverage I thought maybe I'm gonna get an average score, like six or seven, cos according to rubric, it seems to be positive more than negative. But, actually, I mean [teacher's name omitted]'s ways of speaking, like she praises us a lot: 'Well done!; Perfect!; Brilliant!, so she, I don't know how to express this, it's just she appears to be more positive than the fact. Yeah, like the fact is not so positive, but she appears to be more positive, to encourage us or something. So I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit.
Memorising	1 reference coded [1.66% Coverage] Reference 1 - 1.66% Coverage *What's better about a Comment?* I don't know, more remarkable. Can I say that? In your mind you can memorise this more. You can memorise it harder. Get it?
Predicting	1 reference coded [5.98% Coverage] Reference 1 - 5.98% Coverage I just so, cos before I received these feedbacks, I thought I'm gonna, I don't know, change, not just based on her specific comments to change my essay, maybe more on content, not just words. So, I mean more advanced, I expected,
Reasoning	2 references coded [6.65% Coverage] Reference 1 - 3.91% Coverage She just thinks, maybe she just thinks that we need to mention specific scientists' names, but I was thinking like 'Some scientists' which is referred to don't work. No, you know, it's just like opening sentence, Reference 2 - 2.74% Coverage like 'and' 'but', it's I think a general rule to all the academic essays

	that you need to avoid them.
Recollection	1 reference coded [1.05% Coverage] Reference 1 - 1.05% Coverage *Where did you get that from, that phrase 'the value of this essay'?* I said, I don't think I can get it from any of these websites, so I just think it out of my mind.
Metacognitive operations	
Evaluating	1 reference coded [5.20% Coverage] Reference 1 - 5.20% Coverage I don't think I did well in my draft. I, like after I've seen all the feedbacks, I thought maybe I'm gonna get an average score, like six or seven. Cos according to rubric, it seems to be positive more than negative, but actually, I mean [teacher's name omitted]'s ways of speaking, like she praises us a lot: 'Well done!; Perfect!; Brilliant!, so she, I don't know how to express this, it's just she appears to be more positive than the fact. Yeah, like the fact is not so positive, but she appears to be more positive, to encourage us or something. So I think this may be the same thing in her rubric feedbacks, so I, like I lowered down her comments a little bit. That's how I feel. I don't think I did well.
Monitoring	4 references coded [10.08% Coverage] Reference 1 - 3.91% Coverage I know this. I mean she mentioned this in the class that a lot of people in our class have used this kind of phrase that she thought is not academic Reference 2 - 2.07% Coverage So I just, 'OK OK, I get it', like that. Reference 3 - 2.74% Coverage Not academic. A lot of things she mentioned here that I don't know. I just caught this. Oh I learned a lot, like 'and' 'but', it's I think a general rule to all the academic essays that you need to avoid them. Maybe I was absent-minded in the class, but she mentioned here, then I learnt it again. So, yeah, that's it. Reference 4 - 1.36% Coverage Actually myself, I don't know why I used 'lagged back' here. So, I don't know.
Organising & prioritising	3 references coded [8.27% Coverage]

	Reference 1 - 4.90% Coverage But, like this, this phrase [points to 'What is important', line 5], I cannot search it on any of these websites, so I left it first. Then, I go to more easy ones. Where is that 'And'? I crossed that out and 'Besides', I changed that into 'In addition to'. Like these things, make some small changes. Like after the easy ones, I started with these more difficult ones. Reference 2 - 1.57% Coverage *Very good. OK, so you work on the easy ones first, and then you go back to the more difficult ones.* Yeah, like things you cannot search on Google. Right. And this, this, 'aggressive', no 'deal with', I think I can go to websites. 'Dominated', I 'dominating', so these are easy. Reference 3 - 1.80% Coverage Yeah, and I know my work is done in this part. I don't need to change it, I just leave it there. And, other parts she pointed out, I need to work on more. So I think I know what to do.
Planning ahead for cognition	2 references coded [3.83% Coverage] Reference 1 - 2.40% Coverage And she also said 'detail may be lacking' and like where? I really want to ask her 'where?', so I can change my content. But, I didn't. Yeah. Reference 2 - 1.43% Coverage Yeah. So, first, these quick comments, they all have links below the comments, so I opened all the links first. *Great!* Yeah. Like I want to check, what are these, and then I just left 'em there.

Appendix 14b: Bill – Cognitive engagement references

Node	Reference
Cognitive operations	
Analysing & decoding	1 reference coded [3.37% Coverage] Reference 1 - 3.37% Coverage I compare it to the, to the marking requirements, and I somehow see the score. Yeah, and I guess how well did I do this and about the approximate score and yeah. Although it's not this close, but I can guess it approximately. Yeah, so I didn't read word-to-word, but I've approximately guessed and know the meaning. Not guessed; know the she want to express.
Comparing	2 references coded [5.03% Coverage] Reference 1 - 3.66% Coverage Yeah that's another problem of not academic enough for the connectors, yeah. So, yeah, the same as the 'And', the issue of 'And', so I look into the web and as [teacher name omitted] gave us a list of the use of academic language compared to the not academic language and so I compared it, and which [teacher name omitted] provided us. So, I read everything there and learn it more academic language, so compare it. Reference 2 - 1.37% Coverage the word list has the informal word like 'besides', like this one, so I compare it and use the academic word.
Getting the gist	1 reference coded [2.36% Coverage] Reference 1 - 2.36% Coverage First, I see the overall, is there many, this one [points to QMs and Comments in essay], the notes, these notes and I found it is not much in the last paragraphs and is, yeah, is fewer mistakes in last paragraphs, but more mistakes in the first paragraphs, first few paragraphs.
Reasoning	2 references coded [3.51% Coverage] Reference 1 - 1.19% Coverage I think this is not a very big problem, so I make a little bit adjustment but not much, yeah. *OK.* Yeah because based on the Comment, she says I have a good introduction already. Reference 2 - 2.31% Coverage So, after reading the Comment I know that, as she mentioned in the

	class, we should not use the 'And', and yeah, it's somehow not so academic.
Metacognitive operations	
Evaluating	2 references coded [5.17% Coverage] Reference 1 - 1.80% Coverage I change it into 'posed' health risk. Yeah. So, it's much better. Reference 2 - 3.37% Coverage I compare it to the, to the marking requirements, and I somehow see the score. Yeah, and I guess how well did I do this and about the approximate score and yeah. Although it's not this close, but I can guess it approximately. Yeah, so I didn't read word-to-word, but I've approximately guessed and know the meaning. Not guessed; know the she want to express.
Monitoring	5 references coded [10.38% Coverage] Reference 1 - 2.02% Coverage Yeah the structure is not that good, yeah. So, I, when I read it again, I think, I realise that the structure is not so good. So, I make some adjustment in it, yeah. Reference 2 - 1.20% Coverage At first, before I submit this, I didn't realise that this is, the structure is not good. So, after I read this, I knew that. Reference 3 - 3.38% Coverage And about the coherence problem, so, yeah, I've not enough coherence in this paragraph. So what I think, so I read the paragraph again and make some adjustment. Reference 4 - 2.05% Coverage based on that Comment I will correct to a satisfied one. Reference 5 - 1.73% Coverage I can somehow know which part I have much Comments and the Comments are positive or negative. I will somehow remember which part I did well, like, I only two in organisation, maybe I did well, yeah.
Organising & prioritising	6 references coded [7.15% Coverage] Reference 1 - 1.19% Coverage I think this is not a very big problem, so I make a little bit adjustment but not much, yeah. Reference 2 - 1.82% Coverage then I just somehow read it and then skipped to the next one

	Reference 3 - 0.59% Coverage So, I somehow emphasise on these paragraphs than the last paragraphs. Reference 4 - 0.51% Coverage So, I clicked on number one, yeah, number two, yeah, and correct each mistakes one by one. Yeah. Reference 5 - 0.99% Coverage I just read one-by-one. Reference 6 - 2.05% Coverage I will read one-by-one.
Paying attention	4 references coded [7.54% Coverage] Reference 1 - 3.38% Coverage She first said I'm with a 'good introduction', so, which attracts me to that, Reference 2 - 2.11% Coverage when I get back home and I Immediately log into Turnitin and, yeah, see the comments because I very, I much want to know how I performed, yeah, in the first draft. Reference 3 - 2.05% Coverage Yeah, I will make myself just correct every mistakes I have, and I won't skip it. I won't skip each one. Reference 4 - 2.05% Coverage I will read every Comment and just emphasise on every Comment
Planning & implementing plans	1 reference coded [3.33% Coverage] Reference 1 - 3.33% Coverage When I first look at it, and I think of the register and I think how can I adjust the register of the whole passage and, yeah, and I make just some adjustments.
Using resources	3 references coded [6.24% Coverage] Reference 1 - 1.21% Coverage I somehow look in the web and internet, and saw the, another, a better representation of, better starting of this sentence. Reference 2 - 3.66% Coverage so I look into the web and as [teacher name omitted] gave us a list of the use of academic language compared to the not academic language and so I compared it, and which [teacher name omitted]

	provided us. So, I read everything there and learn it more academic language Reference 3 - 1.37% Coverage So, when I realised it's not academic, yeah, so still the word list provide, the word list has the informal word like 'besides', like this one, so I compare it and use the academic word.

Appendix 14c: Mo – Cognitive engagement references

Node	Reference
Cognitive operations	
Analysing & decoding	1 reference coded [5.56% Coverage] Reference 1 - 5.56% Coverage Well when I opened this website, I firstly see this and I say 'Oh, maybe I did really well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here
Noticing	1 reference coded [0.73% Coverage] Reference 1 - 0.73% Coverage I don't have too much thought. I just add the article before this sentence. Just like that.
Reasoning	2 references coded [4.87% Coverage] Reference 1 - 2.22% Coverage I think because when I write this I say, I think 'GM crops' is a specific noun, so I prefer to use 'itself', not 'themself'. Reference 2 - 2.65% Coverage I have a lot of punction error here and, at the beginning, I don't know the reason, but then I realise that is because when I type it, I use the Chinese info, so the sign here is wrong, so maybe the blank will be so big. Yeah that's the reason.
Recollection	1 reference coded [2.95% Coverage] Reference 1 - 2.95% Coverage when I write this, I say I use 'partial', this word, because we are, we were doing the partial lab report at that time, so I just, it is a word in my mind, so I just use it.
Metacognitive operations	
Evaluating	2 references coded [6.99% Coverage] Reference 1 - 5.56% Coverage Well when I opened this website, I firstly see this and I say 'Oh, maybe I did really well and I got some improvements' but when I really read my comments and then I realise that maybe that is not like what my teacher said to me because you can see that at the beginning, the first paragraph and second paragraph, I have so many comments here

	Reference 2 - 1.42% Coverage I don't really know whether I did it well or not really well.
Monitoring	5 references coded [15.28% Coverage] Reference 1 - 2.08% Coverage I can understand here because I just use 'some people', and I know that my teacher like prefer to see the students use like 'some scientists' or 'some researchers', like that, some more seems like more academic. Yeah. Reference 2 - 3.96% Coverage Well to be honest, my teacher has always been, has always, well in the past she always said '[name omitted] your grammar is not really good and you have to work on it.' But I can't really know my problem and maybe it's just the words, the connection, and I don't really know because I know some grammar but it's just some like 'she is blah blah blah', like that, Reference 3 - 2.95% Coverage I just feel I use this word wrong, and maybe this word shouldn't, the 'partial' shouldn't get together with 'people' like that. Reference 4 - 3.70% Coverage Well, in my article, I always use this word, 'many', 'so many', just because I don't have some other words and I don't know how to express it and just because the limited of the vocabulary. Reference 5 - 2.59% Coverage I know I can get improved according to this specific feedback, but for the, this ones [points to second page of essay], it's just I don't know how to change it

Appendix 15: Descriptive statistics and t-tests for revision success rates

Paired two sample t-tests for means were conducted using Excel data analysis tools. Screenshots of the annotated findings are given below.

1. Comparison of revision success rates between QMs and Comments.

	QMs	Comments
P1	80	85
P2	100	70
P3	86	73

Descriptive Statistics			
QMs		*Comments*	
Mean	88.66666667	Mean	76
Standard Error	5.925462945	Standard Error	4.582576
Median	86	Median	73
Mode	#N/A	Mode	#N/A
Standard Deviation	10.26320288	Standard Deviation	7.937254
Sample Variance	105.3333333	Sample Variance	63
Kurtosis	#DIV/0!	Kurtosis	#DIV/0!
Skewness	1.09029058	Skewness	1.457863
Range	20	Range	15
Minimum	80	Minimum	70
Maximum	100	Maximum	85
Sum	266	Sum	228
Count	3	Count	3
Note: Mean & median are similar. SDs low and similar. Data appears normally distributed and suitable for t-test			

t-Test: Paired Two Sample for Means		
	QMs	*Comments*
Mean	88.66666667	76
Variance	105.3333333	63
Observations	3	3
Pearson Correlation	-0.84702436	
Hypothesized Mean Difference	0	
df	2	
t Stat	1.253504337	
P(T<=t) one-tail	0.168346708	
t Critical one-tail	2.91998558	
P(T<=t) two-tail	0.336693416	
t Critical two-tail	4.30265273	
Note: t Stat is lower than the t critical two tail at a 95% confidence interval, indicating no significant difference between data sets.		

2. Comparison of revision success rates for text-level and surface level feedback

	text	surface
P1	80	83
P2	83	85
P3	86	77

Descriptive Statistics			
text		*surface*	
Mean	83	Mean	81.66667
Standard Error	1.732050808	Standard Error	2.403701
Median	83	Median	83
Mode	#N/A	Mode	#N/A
Standard Deviation	3	Standard Deviation	4.163332
Sample Variance	9	Sample Variance	17.33333
Kurtosis	#DIV/0!	Kurtosis	#DIV/0!
Skewness	0	Skewness	-1.29334
Range	6	Range	8
Minimum	80	Minimum	77
Maximum	86	Maximum	85
Sum	249	Sum	245
Count	3	Count	3
Note: Mean & median are similar. SDs low and similar. Data appears normally distributed and suitable for t-test			

t-Test: Paired Two Sample for Means		
	text	*surface*
Mean	83	81.66666667
Variance	9	17.33333333
Observations	3	3
Pearson Correlation	-0.72057669	
Hypothesized Mean Difference	0	
df	2	
t Stat	0.346843988	
P(T<=t) one-tail	0.380901733	
t Critical one-tail	2.91998558	
P(T<=t) two-tail	0.761803466	
t Critical two-tail	4.30265273	
Note: t Stat is lower than the t critical two tail at a 95% confidence interval, indicating no significant difference between data sets.		

3. **Descriptive statistics for revisions success rates of Criticisms versus Improvement Suggestions**

	criticism	IS
P1	50	91
P2	100	67
P3	86	63

Descriptive Statistics			
criticism		*IS*	
Mean	78.66666667	Mean	73.66667
Standard Error	14.89220527	Standard Error	8.743251
Median	86	Median	67
Mode	#N/A	Mode	#N/A
Standard Deviation	25.79405616	Standard Deviation	15.14376
Sample Variance	665.3333333	Sample Variance	229.3333
Kurtosis	#DIV/0!	Kurtosis	#DIV/0!
Skewness	-1.17595562	Skewness	1.597097
Range	50	Range	28
Minimum	50	Minimum	63
Maximum	100	Maximum	91
Sum	236	Sum	221
Count	3	Count	3
Note: Mean & median are different; SDs are high and dissimilar. This data is not suitable for t-test.			