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Maestría en la Enseñanza del Inglés

**Using Screen Capture Technology in ELT Graduate Level Writing Feedback – A
qualitative study of student attitudes and actions.**

**A Thesis submitted to the Faculty of Languages
For the degree of Maestría en la Enseñanza del Inglés**

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Using Screen Capture Technology in ELT Graduate Level Writing Feedback – A
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This investigation has been read by the members of the Committee of

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Abstract

There is now an emerging body of literature on screen capture technology (SCT) as a means for providing writing feedback (fb) to students. Much of it focuses on how/why to use it and students' perceptions/attitudes about it (e.g., Edwards, Dujardin and Williams, 2012; Jackson-Vincelette and Bostic, 2013; Séror, 2012). At this point what is needed are empirical studies on how students manage/respond to SCTfb and whether used as formative writing assessment it results in changes in student writing. The study aimed to describe how the study participants, students in an ELT graduate program, actually dealt with SCTfb via think-aloud protocol interviews and compared their traditional ways of receiving feedback to the use of SCTfb. The research questions are RQ1- How do the students manage the SCTfb they received for selected portions of their thesis document? RQ2 In what ways is their management of the SCTfb different from their management of their more customary forms of writing feedback?

The methods used in this project were a think aloud protocol interview and the analysis of the data using the Atlas.ti program. The data gathered from the interviews is about students' management of the SCTfb. The data from the Atlas.to program is a categorization of students' moves when receiving fb. As well, the theory of Martin and White (2005) was used in order to describe students' emotions within the use of the SCT program.

The project describes how participants managed the SCTfb from locating it in the course platform (Blackboard), downloading, filing, listening to/watching and finally responding to the feedback. In conclusion, the present study seeks to fill the gap in our understanding of how students respond to SCTfb and the ways in which it is different from the customary forms of feedback.

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**Using Screen Capture Technology in ELT Graduate
Level Writing Feedback – A qualitative study
of student attitudes and actions.**

This thesis is dedicated to:

My husband whose love, patience, support and understanding certainly contributed to the achievement of this thesis. Thank you for encouraging me to finish this M. A. I love you.

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CHAPTER I – THESIS INTRODUCTION

1.0 Introduction

In today's world, teaching English has become a central topic in education. When people learn a foreign language, they develop different skills such as reading, writing, listening and speaking. Also, people acquire grammar and vocabulary in order to develop communicative competence. At university level, teaching English has become important because the majority of the majors require students to learn English as a foreign language for at least two years.

In some English teaching majors in Mexico, students are required to study English for about five years and, at the end, students are required to do a project. In this case, a thesis project is required to get a Bachelors' or Masters' degree, and in most cases the thesis project has to be written in English. Writing the thesis project is considered to be a difficult task because it involves a lot of reading and writing. Writing is the skill that predominates the most when conducting a thesis project and it is considered to be the most difficult task to carry out. Because of this, students need to have a supervisor when writing their theses in order to help them in a number of ways in this challenging activity. One of those important roles of the supervisor is to help with writing the thesis and this is done primarily through feedback to students' work. Thus, writing feedback is regarded as a central activity in successful thesis completion.

1.1 Study justification

Because of the central role of feedback, it needs to be understood so it can be carried out effectively. That is the overall aim of the study reported in this thesis. Specifically, the study aimed to understand the processes involved in feedback provided through *screen*

capture technology. There is now an emerging body of literature on screen capture technology (hereafter SCT) as a means for providing writing feedback (fb) to students. Much of it focuses on how or why to use it and teachers' and students' perceptions and attitudes about it (e.g., Edwards, Dujardin and Willams, 2012; Jackson-Vincelette and Bostic, 2013; Séror, 2012). At this point what is needed are empirical studies on how students manage and respond to screen capture technology feedback (hereafter referred to as SCTfb) and how students respond to and manage it when used as formative writing assessment. Thus, this study sought to fill the gap in our understanding of SCTfb and the ELT graduate students who received it as feedback to their masters' theses chapters.

1.2 Study significance

The results of this investigation provide a picture of how SCTfb is used by the research participants. It also explores the different ways students reacted to it and how they managed the SCTfb from locating it in the course platform (Blackboard), downloading, filing, listening to/watching and finally responding to the feedback. Students' responses and reactions to the use of SCTfb also form part of the study findings.

1.3 The context of the research

The study is situated in the theoretical and empirical areas of academic writing in higher education, writing in a foreign language, research writing and supervision, and most closely allied with the topic – feedback and feedback technologies, specifically SCT.

In light of this framework then, the study is concerned with the context of writing. In this case, it is a formal context in which English is taught as a foreign language and L2 English writers who have different characteristics and issues compared when writing in their first languages. As well, they have special needs that teachers or supervisors need to take into

account when students are required to write a thesis project. Also, this research is loosely associated with the different ways providing feedback: *feed up, feedback, feed forward* (Hattie & Timperley in Mathieson, 2007).

Other theoretical areas that support this project are related to the unique characteristics that research writing has and the approaches to research supervision. As it was mentioned before, the present project is focused on academic writing and the way teachers provide feedback to students. So, it is interesting to know the special characteristics of writing a thesis project and the approaches successful supervisors use when revising a thesis project. That is the different types of feedback and their use in academic contexts. Those types can be monologic or dialogic. Also, feedback can be written, face-to-face/conferencing, or using a SCT. These topics are explored in more detail in the following chapter. And finally, another area of research associated with the present study provides the methodological framework for the study presented at the end of the following chapter.

1.4 Background of the researcher

The research was carried out in a public university in Mexico. Specifically, in a graduate program of English language teaching. As a part of the program, writing assignments are required throughout the two year program. Also, writing a thesis project is a mandatory requirement to successfully complete the program. The research was carried out in this location because at the time of the study I was attending this program and I had already experienced the process of academic writing. For me one of the most challenging elements of the program was to have to hand in written works to our teachers; however, the bad side of it was to have them back with lots of comments and then not knowing what to do with those.

I was not the only one in this situation. I found that my classmates and I were in trouble and sometimes we could not handle the comments on our written works. Some reasons could be that English is not our mother tongue and we can not manage its features when writing as we do with Spanish. Also, students are taught to write academic papers during their studies but it is believed that the practice or the exposure students have is low and it is not enough to write academically correct. However, it is believed that teachers' feedback was sometimes unclear and caused misunderstanding.

In spite of the feedback and writing responses we received, we approached writing the thesis with equal dread that we had when writing our assignments. It seemed difficult. It was an important project and we knew we had to write clearly and our writing needed to be understandable to others. We knew this could not be achieved on our own – we needed feedback. For that reason, I was very interested in examining students' writing projects and the feedback received associated with the thesis project. Initially, I wanted to survey the types of feedback received, but as this project was refined and revised, in response to a number of factors and in the interests of time and resources available, I refocused the topic on one type of feedback – SCTfb.

1.5 Research location

The present research project was done in a public university in the center of the Mexican Republic. This university is considered one of the top universities in the Mexican Republic due to the quality of its teachers and programs. It is important to mention that in this university there is only one department that offers students a B. A. and M. A. programs in teaching English as a foreign language. For that reason, the population selected to carry

out this project was comprised of students in the ELT masters' degree program in that department.

1.6 Aims

Thus, this study aimed to describe how the study participants, students in an ELT graduate program, actually dealt with SCTfb using two data analysis procedures: Atlas.ti as a way to categorize students' moves when receiving feedback as revealed through the think-aloud protocol interviews (Katalin, 2000), and the activity theory approach (Martin & White, 2005) in order to examine students' emotions towards the use of this program (described in more detail in Chapter III).

1.7 Research questions

In view of what has been said, the present study was guided by the following questions:

RQ1. How do the students manage the SCTfb they received for selected portions of their thesis document?

RQ2. In what ways is their management of the SCTfb different from their management of their more customary forms of writing feedback?

1.8 Chapter conclusion

This chapter presented an introduction to the problem and a brief description of the significance of the project. Also, the context and background of the research are specifying where and why the topic was researched. Last, there is a brief description of the aims and the research questions that supported this project.

In the next chapters, some of these aspects are explained in more detail. Chapter II presents the literature review about the different theories about feedback. In Chapter III, there

is a description of the methodology used for this project such as the participants, the setting, the method and the instruments used. In Chapter IV the results of the data analyses are presented. Finally in Chapter V, the final conclusions are drawn.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

When I entered the masters' degree program, I realized that knowledge is not always enough to feel capable of writing academic papers. Also, I discovered that one thing is to write using the English language for informal contexts and another thing is to write English for formal contexts; in this case for specific purposes for example: writing essays, writing academic tasks but also to write a thesis project. Writing academic papers effectively involves many things such as academic vocabulary, transitional words, meta-discourse, referencing, just to name few skills. Sometimes students do not take into consideration those things until other people or teachers revise their work and find mistakes. That is the reason why I wanted to explore giving feedback to students' academic writing papers.

To understand this topic better, the present chapter will explore the theoretical and empirical areas of academic writing in higher education, writing in a foreign language, research writing and supervision, and most closely allied with the topic – feedback and feedback technologies, specifically SCT.

2.1 Special characteristics of L2 English writers

As the introduction of this chapter states, the present study is concerned with academic writing in higher education. Therefore, it is important to highlight that the characteristics of English writers vary from students whose English language is their mother tongue (L1) to students whose English language is the result of learnt it as a second or foreign language (L2) English writers. It is believed that L1 English writers achieve more appropriately the academic writing task while L2 writers still lack features that they need to develop in order to write academically. Jun (2008, p. 96) stated that “L2 writing is a complex

process of discovery which involves brainstorming, multiple drafting, feedback practices, revision, and final editing”. It means that L1 writers develop more their L2 features in order to achieve academic writing. However, L2 writers already have an L1 that makes the L2 writing process easy. So students believe that they do it in a good way but they sometimes fail when transferring L1 to L2.

In agreement with this view, Crossley and McNamara (2011) investigated about homogeneity within L2 English writers from different first language backgrounds and found that there are four different indices of homogeneity within linguistics patterns and also there are similar patterns of occurrence in the L2 writing. As well, they reported that there are meaningful differences within these indices and conclude that L2 writing can be neither cultural nor independent but that it varies according to the amount and type of linguistic knowledge learners are exposed to. Last, it can be say that the writing ability depends on language experience and learner proficiency level.

Also, Jun (2008) concluded from his study that more skilled L2 writers are older females who had spent more time in English speaking countries or were exposed to writing at home and with peers and had received rhetorical instruction in first and second languages. These L2 writers tend to be confident in their L2 writing ability, have a sense of purpose, are aware of the audience and are committed to the writing task (Hirose & Sasaki, 1994; Sasaki and Hirose, 1996; Victory, 1999). As well, he mentioned that L2 writers write longer texts (Grant & Ginther, 2000; Sasaki, 2000) and within the text they use more adjectives, adverbs, articles, nouns, verbs, personal pronouns, prepositions and conjunctions and in terms of functional categories, they use more amplifiers, conjuncts, demonstratives, downtoners and emphatics (Grant & Ginther, 2000; Kiany & Nejad, 2001). Last, for grammatical features,

they use more modals, nominalizations, past tense, present tense, subordination, third person pronouns, passives, and fewer second person pronouns (Grant & Ginther, 2000).

On the other hand, Baleghizadeh and Gordani (2012) believed that even having studied English as well as academic writing for years, non-native students (NNS) experience great deal of difficulty in their writings. Also, they argued that highly advanced and trained NNS continue to exhibit numerous problems such as ineffectiveness of academic writing task and disparity between the existing teaching and assessment practices in academic writing contexts.

According to Leki and Carson (1997 in Baleghizadeh & Gordani, 2012) “what is valued in writing for writing classes is different from what is valued in writing for academic courses” (p. 64). As noticed, informal writing or writing in a course is different from academic writing in a few respects. Thaiss and Zawacki (2006 in Baleghizadeh & Gordani 2012) encountered three characteristics unique to academic writing: 1) clear evidence in writing that the writer(s) have been persistent, open-minded and disciplined in study, 2) The dominance of reason over emotions or sensual perception, 3) And imagined reader who is coolly rational, reading for information, and intending to formulate a reasoned response (p. 161)

In addition, these authors asserted that in academic writing it is necessary to follow the rules of grammatical accuracy, punctuation, and vocabulary in order to organize a coherent written academic discourse (p. 161-162). In this way, these characteristics help learners to be involved in their writings and also help them make sense of the new information they need to communicate. However, if the text lacks these characteristics, this can cause problems for writers because sometimes students or teachers do not give enough importance to them. These characteristics are considered as language tools that according to Hinkel (2004

in Baleghizadeh & Gordani 2012) L2 writers must have in order to construct academic texts which can be organized into a coherent written academic discourse. That is to say, that if the language is hard to understand, the discourse will be opaque and when it is assessed students will find themselves in a failure.

2.2 Research writing and supervision

As discussed previously, when writing a thesis project or a research paper students can experience various problems because they do not know exactly what to write or how to write. Once students have finished their writing task, they typically send it to their supervisors in order to be assessed. It is believed that feedback can be given by peers, tutors or even by the computer itself. Feedback electronically submitted carries effectiveness in writing and also it helps students to become autonomous with their learning process.

Truscott (1996 in Hyland & Hyland, 2006) described how he adopted a “correction-free approach” in his classroom and his students’ accuracy improved over a semester when they corrected their errors after feedback. It is believed that this is a way to promote autonomy because students seemed to be able to improve their language accuracy through feedback by correcting their own work. As well, Hyland and Hyland (2006) stated that students became autonomous because they needed to “invest more effort in processing the input they receive and are forced to notice discrepancies in their own work and the correct pattern they are trying to employ” (p. 86). That is to say, students learnt language rules that helped them to correct themselves in short and long periods of time. Furthermore, supervision enhances students’ competencies. It gives students the opportunity to bring awareness of what they are writing (Davies & Bryer, (2004).

2.2.1 Characteristics unique to research writing

Regarding writing, Ioannou-Georgiou and Pavlou (2003 in Torres, 2009. p.135) mentioned that it is “the most difficult language skill” to develop in a second language since it includes many elements such as handwriting, spelling syntax, grammar, paragraphing ideas, and so on. However, research writing requires many other elements in order to be complete. There are different points of view of what unique research writing is. The following are different perspectives from different authors. First, Lovitts and Wert (2009) discussed different levels of quality of dissertations. In this case, the study focused on the different characteristics that outstanding dissertations have. The following table shows them.

Table 2.1

Different writing characteristics of outstanding dissertations (adapted from Lovitts & Wert, 2009).

An outstanding dissertation / thesis

- * is very well written and very well organized;
 - * exhibits mature, independent thinking;
 - * displays deep understanding of a massive amount of complicated literature;
 - * exhibits command and authority over the material;
 - * challenges the literature and strongly held traditional views;
 - * is thoroughly researched;
 - * is synthetic and interdisciplinary;
 - * clearly states the problem and explains why it is important
 - * has a brilliant research design
 - * has well-planned and well-performed experiments (if experimental);
 - * is theoretically sophisticated and shows a deep understanding of theory;
 - * has rich data from multiple sources
 - * has a comprehensive, complete, sophisticated, and convincing analysis
-

As it can be seen, these authors agreed on characteristics of a high-quality writing by having knowledge of literature and mastery of the subject matter. As well, the author should demonstrate a sophisticated grasp and use of theory and its point of view is in a strong, confident, independent, and authoritative voice. Also, the author sets out ideas very clearly

and concisely; she also anticipates readers' questions. Study data offer new and significant knowledge and come from multiple sources. All pieces of the written dissertation are integrated seamlessly and it is a pleasure to read. Lastly, the writing is clear and persuasive.

As well, Barnes (1995, p 130 in Oliver 2014) described some broad features of a well written thesis which are presented in the following table.

Table 2.2

Characteristics of a well written thesis (adapted from Oliver, 2014)

- | |
|---|
| <ul style="list-style-type: none">* A clear title and abstract which accurately and succinctly reflect the nature of the research study.* A structure and format which help the reader to absorb the subject matter.* An intellectual coherence which starts with precise aims, from which follow the research design, and a clear conclusion.* Accuracy in grammar and punctuation.* Consistency in referencing presentation and the use of terms. |
|---|

Barnes is more concerned with the audience that is going to read the paper; for this reason, he stated that the thesis should have clear aims and explain the way in which the research meets those aims. The thesis needs to have a conclusion to review and discuss the ways in which aims have been addressed. The overall research design and the data collection procedures should be appropriate to the aims. It has a balance between the number and length of quotations, and the main text of the thesis. In a good thesis, there will be consistency in the way the thesis is written and structured; the author needs to be careful when spelling technical terms, using acronyms, and to the way in which subsections are set out and numbered. The thesis needs to have a clear and well-written abstract in which the context of the research, the aims and research design, the results and the conclusion are summarized. Finally, the thesis needs a title which describes precisely the nature of the thesis, and ideally includes some of the key words associated with the subject of the research.

On the other hand, some other characteristics of good research project are that it must be easily legible, written with good font type and size. It is important to avoid plagiarism at all costs. The author needs to ensure that the references she/he uses are all his work; he needs to state where the information comes from. This gives acknowledgment to the original generators of such work. As well, the author can choose among different styles of referencing including APA, MLA etc. depending on the locality and nature of the research write-up (Bunyasi, 2011).

Finally, Umer (2013) agreed that in order to have a good research paper the author needs to present it in a proper way and listed some characteristics of it.

Table 2.3 *Qualities of successful research* (taken from Umer, 2013)

- Rigorous: laborious and hard work in reality; it requires great patience and control.
 - Controlled: everything added to the research paper is preplanned. Author should keep control over the research study from choosing the research topic until the end of the research.
 - Accurate: while testing the hypothesis the researcher should write down the results of the tests accurately so that there is no error. The researcher should leave no chances of error by himself. He should ensure the accuracy of his research to 100 percent
 - Valid: research is applicable to various situations in general or it can be applied to any specific situation, people or society.
 - Verifiable: the researcher should be able to demonstrate that the information in the research paper is verifiable and provable. There should not be any loopholes in the information.
 - Generalizable: the research paper findings should be generalizable and the findings should be applicable to the society in one way or other. Depending on the purpose of the research, the researcher may decide if the findings are useful or not for the society in general but the doors can be open for other researchers to use the same findings in different contexts.
- <http://readingcraze.com/index.php/what-are-the-qualities-of-a-good-research-paper/>

These characteristics differ from the previous authors but are important in order to write a good academic paper. As it can be seen, there are different opinions of what unique academic writing is but the author is the one involved in her or his own writing. Writing is

rigorous and controlled in order to come with accurate, valid and verifiable results that in the end can be applied to different contexts in a general way.

2.2.2 Approaches to research supervision

As mentioned previously, the important part of assessing writing is the communication teachers have with their students. Also, it was mentioned that when studying a masters' degree it is important to write academic papers effectively because most of the time those academic papers are connected to research. Research in today's world is growing and has become recognized in education so in order to have students write effectively in a second language doing research or writing effective academic papers it is essential to have an effective supervisor.

Supervision can be seen as a way of teaching with the supervisor as guide of students (Pearson & Brew, 2002). It is believed that when students are well supervised their writing will reflect effectiveness. Also, when students are supervised they can grow as professionals and the quality of their research can be done in less time and with less errors.

According to Lee (2007, p. 1), "the range and depth of concepts that a supervisor holds will dictate how they supervise and the type of researcher who emerges at the end of the process". It means that behind every effective researcher there is an effective supervisor. She stated that the demands for supervisors are many and that are difficult to achieve but also she said that researchers are emerging within the world and that in order to be a good supervisor you need to meet certain characteristics. It is important to mention that Lee's work is focused on developing people as effective researchers.

For that reason, Lee (2007) classified research supervision into different categories: *functional, critical thinking, enculturation, emancipation and relationship development*. A *functional model*, as its name says, refers to a kind of supervision oriented to getting the

thesis successfully written and defended. It is about having a supervisor as director and project manager. In the first column of the table below the functional model is presented organized.

Table 2.4

A Framework of Approaches to Research Supervision (from Lee, 2012, p. 5)

	Functional	Enculturation	Critical thinking	Emancipation	Relationship development
Supervisor's activity	Rational progression through tasks Consultation Techno-rational	Gatekeeping Introduction to people and networks	Evaluation Challenge Enquiry based partnership	Mentoring Supporting constructivism	Supervising by experience Developing a relationship / team
Supervisor's knowledge and skills	Directing Leading Negotiating Project mgmt	Diagnosis of deficiencies Coaching	Argument Analysis Synthesis	Facilitation Reflection	Managing conflict Emotional intelligence
Possible student reaction	Logical Information giving Organized Obedient	Role modelling Apprenticeship	Constant inquiry Synthesis Fight or flight	Personal growth Reframing	A good team member Emotional intelligence

On the other hand, the *enculturalisation model* has to do with the supervisor as a provider of some specific expertise. He is the one who chooses what do. Both, the researcher and the supervisor are present in a project. Also, Kamler and Thomson (2000 in Lee, 2007) stated that supervisors provide the necessary help to manage the project, to write the literature review and to create arguments within the project.

The *critical thinking model* implies not having a supervisor in the sense of the functional type supervisor (Brew 2001, Pearson & Brew 2002 in Lee, 2007); however, Jackson (2001 in Lee, 2007) called it “Gentle Socratic Inquiry” (p. 690). It means that the supervisor manipulates the project by questioning the researcher in order to let him assume what is right or not according to the context they are working with. Furthermore, the supervisor encourages reflection and a recognition of movement. Once researchers reflect about certain topic automatically they can become critical thinkers.

As well, *the emancipation process* can provide the researcher with the support of a supervisor. The emancipation can be called a mentoring process. The supervisor becomes a mentor who advises the researcher of something. It is believed that mentoring is self-experience and self-discovery when learning. Researchers self-direct themselves in order to accumulate experiences that would help them to learn and to change. In the end, researchers may apply their experience and use their critical abilities in a project.

Lastly, Lee (2007) mentioned the *relationship development* model; it is not a model but there has been an argument about how the qualities of a good supervisor have in order to have successful students when doing research. Sometimes researchers and supervisors mismatch in qualities and desires and this ends in poor unsuccessful researchers' papers. The following is a list of the indicators of the characteristics good supervisors should have.

Table 2.5

Indicators of Effective and Ineffective Postgraduate Supervisors (from Lee, 2012, p. 86)

Indicators of an effective-ineffective postgraduate supervisor role	
Effective	Ineffective
Larger experience base	Small experience base
Encouraging	No encouragement given
Facilitator of learning	Uncertain of role
Resourceful	Not resourceful
Committed to student	No interest in student
Multidisciplinary	Expert in narrow field
Directed by student's needs	Driven by self-needs
Highly organised	Lacks supervision experience
Positive self-image	Lacks research experience
Good writer	Not good at writing
Insightful	Neophyte
Intelligent	Ill-equipped
Knows what he/she wants	Does not know what he/she wants
Supportive	Judgemental

This list can help us identify how these different qualities can or cannot help the researcher to be a competent and effective researcher or not.

2.3 Approaches to writing feedback

Although feedback is practiced in education, it is important to have a general agreement regarding the type of feedback that teachers need to use when supervising students' works and in order to avoid misunderstandings; also it is necessary to consider what type of feedback is the most helpful and why. Nelson and Schunn (2008) summarized three meanings of feedback: 1) in a *motivational* meaning, feedback is considered a motivator that increases a general behavior, 2) in a *reinforcement* meaning, feedback may specifically reward or punish very particular prior behaviors such as spelling, and 3) in an *informational* meaning, feedback is used by a learner to change performance in a particular direction. As well, they classified feedback into three different types according to the role feedback plays within the written papers.

Also, Nelson and Schunn (2008, p. 378) said that “feedback specificity refers to the details included in the feedback”. The three different components of specificity are different types of feedback. 1) Feedback about problem identification, 2) feedback to provide a solution and 3) feedback to indicate a location if there is a problem.

Problem identification happens when a problem is defined by the supervisor. This means that the students write and think that everything is correct. However, students lack abilities to detect problems (Nelson & Schunn, 2008). Once the supervisor finds a problem there will be an increment of the feedback given. It is important to mention that if the problem is not explicitly stated, the writer may not find it and leave the writing as it was before.

When feedback is to *provide a solution*, the solution has to be clearly defined and the supervisor should suggest a method to deal with the problem. Nelson and Schunn (2008) suggested that in order for a solution to be helpful, it has to be provided earlier in a task in order to have a better writing performance.

Lastly, feedback can *indicate a location* if there is a problem. This usually happens when the writing is long and students keep repeating the same problem. The idea is to give students the location of the problem in order to identify it and implement a solution in the different parts of their writing.

2.3.1 Feed up, feedback, feed forward

Hattie and Timperley (2007) believed that the central concept of effective communication is feedback and that it is known as one of the most powerful influences on learning and achievement. According to them, feedback “is information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p. 81). Winne and Butler (1994 in Hattie and Timperley 2007) also conceived feedback as “the information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies” (p. 574).

Hattie and Timperley (2007) conceptualized effective feedback as “any form of usual effects of schooling on student achievement” (p. 82). The effects can vary according to the task or to the difficulty of the task; however, they found that the most effective forms of feedback are those that provide cues or reinforcement to learners and/or relate to goals which can be in the forms of video, audio or computer assisted instructional feedback. They proposed an effective feedback model that answered the following questions: 1) where am I going? – related to the goals; 2) how am I going? – related to the progress being made towards the goal; and 3) where to next? – related to the activities that need to be undertaken to make better progress (p. 87).

The first question, where am I going? Addressed the term **feed up** which refers to the attainment of students to the learning goals related to the task or performance. It is believed that according to the difficulty of the task students will develop greater engagement and commitment and as a result they will have greater learning achievement. As well, the authors mentioned that goals have to be stated at the beginning of the task because of two major reasons; first, students' performance as well as effort and actions will be directed straight to the goals which help students to be more accurate on their task. Second, once feedback is done it allows students and teachers to set further challenging goals establishing in this way the conditions for ongoing learning.

The second question, how am I going? Conceptualizes **feedback** as an action which involves someone (teacher, peer, task or self) providing information relative to the task or goal. Most of the time, it is related to the progress done to an expected standard, to prior performance and/or to success or failure on a specific part of the task. Feedback can also be considered as assessment or testing but sometimes these fail to convey information to help teachers and students know about how they are going.

Last, the third question, where to next? Explains the concept of **feed forward** which is instruction provided by teachers and leads to the most powerful impact on learning. It is often associated with more information, more tasks and more expectations to increase the possibilities for learning. These include enhanced challenges, more self-regulation over the learning progress, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood (p. 90). In this way it can be said that after receiving feedback or feed forward, students should improve their writing production.

2.3.2. Dialogic or monologic

There are different types of feedback, and it is important to distinguish among those in any discussion of feedback. Two broad distinctions are those having to do with the type of communication – *dialogic* or two-way communication or *monologic* – one-way communication. According to Carless (2013), dialogic feedback is defined as “interactive exchanges in which interpretations are shared, meanings negotiated and expectations clarified” (p. 90). The process of giving feedback is embedded when students and teachers establish trusting relationships in which there are ample opportunities for interaction about learning and quality. Dialogic feedback often implies face-to-face or feedback given during conferencing. When talking about face-to-face feedback or conferencing we are talking about verbal feedback which means orally. Verbal feedback has its advantages, it is immediate, it gives the spontaneous responses to the recipient, and this may include valuable information. On the other hand, it has limitations. For example, it can be difficult to respond to if the teacher or the student is not adequately prepared. Also, it can be very unplanned, and give a false impression of what the recipient really thinks (p. 21).

On the other hand, there is monologic feedback which in the words of Osborne and Brown (2005) “...is linear, one-way communication that treats communication as an instrument for conveying and receiving organizational messages” (p. 90). Written feedback is mainly monologic feedback because there is only a one way communication – from the teacher to the student. It has to do with written commentaries on students’ work that is aligned with achievement of learning outcomes (p.10). This type of feedback also has its advantages and disadvantages. In many cases it can seem more efficient than forms of feedback in which there is two-way communication between student and teacher. This is because it can be done much more quickly. It also provides a written record of the feedback

–something that is not automatically provided in face-to-face feedback situations. However, it can also be seen as taking away the students’ ability to direct their own writing, to question, and to challenge the teachers’ authority.

Certainly there is no perfect or ideal kind of writing feedback. Each situation calls for its own specific approach. However, there is one relatively new form of feedback that has emerged with the development and improvement of writing technology. This is discussed in the following section.

2.3.3 Screen capture technology (SCT)

As time passes by, technology is taking on larger roles in education. Technology and people are not the same in today’s world. People today use technology for everything even for talking to the person that is next to us. The interrogative is that why we are still using paper or pen to communicate when we have gadgets that make our life easier. Probably people can use the technology in education instead of using pencil and paper in order to enhance students learning. Recently, video-feedback via SCT has become possible through the research and education. It seems that video feedback engages students in their writing process and students respond positively to the technology and methodology (as shown in a number of recent studies, e.g., Edwards, Dujardin and Willams, 2012; Jackson-Vincelette and Bostic, 2013; Séror, 2012). SCT is seen as an innovative and creative way to correct our students’ papers.

Séror (2012) defined screencasting as “the broadcast through the World Wide Web of digital video-recordings of a computer’s on-screen activities” (p. 106). He stated that the use of it in L2 writing pedagogy was explored first by Stannard in 2006-2007 by producing feedback by creating video-recording of both his spoken comments and his on-screen actions as he responded to students’ texts. Rooted in this view, feedback has been seen at a

multimodal focus which allows a wider range of individual learning styles and preferences (Mayer, 2003).

As well, Séror (2012) shared his experiences using screencapture technology because it seems to enrich feedback on his students written assignments. He argued that in second language feedback practices become effective using this digital resource. Also, he mentioned that screencasting technology embodies a low-cost, intuitive, and time-saving compared with the more traditional feedback approaches. Furthermore, Ferris, (2003, 2010; Hyland, 2010 in Séror, 2012) stated that in the field of L2 writing there is always a controversy about the best ways to provide students with comments, corrections and advise about their written assignments. As well, Séror (2012) showed beneficial effects of feedback on students' achievement and mentioned that feedback is a unique opportunity for one-on-one interaction between instructors and students about their strengths or weaknesses as writers (p. 105).

In addition, he mentioned that within an email, he sent his students a link where they could access to their feedback any time on any device and at any location. He stated that students could review their feedback as often as they wish and that they also have the ability to rewind and stop their teacher's feedback. By the time they listen to the screencast, students are like having a face to face conference and can access to live comments without the affective stress that is provoked by having their teacher present. As well, supervisors are not forced to write out everything; on the contrary, supervisors are able to communicate with greater flexibility with the addition of a visual dimension to explanations.

Similarly, Stannard (2007 in Brick and Holmes, 2008) found that multimodal feedback tended to be more extensive in terms of recording more words than in verbal communication; it is also denser because it contains both verbal and nonverbal information. Also, a combination of animation and verbal commentaries is the instructional format that

students find most memorable. Last, Brick and Holmes (2008), added that feedback is well received by students and there is some evidence to suggest that learners value this type of feedback because they find it clearer than the traditional forms.

2.3.3.1 How does SCT work in writing feedback?

While the actual technical aspects of SCT is beyond the scope of this study, it is useful to briefly describe how it works in terms of providing writing feedback. The technology is delivered via software. There is a variety of SCT software available from free to paid versions. The software that was used in this study had a small cost. The SCT program can be bought online and downloaded directly to a personal computer (assuming it has an internet connection). Once installed there is a tutorial, or the user can choose to begin screen-capturing immediately. Most software sites have user groups and help services to solve problems. In the case of the software used in this study, there were no problems and the program was very easy to use.

To use the program, when the program is installed a tab is located in at the top of the computer screen. It is there at all times (unless closed). The user moves the cursor over the tab and it opens. There is a red selectable tab in the middle of the tab which when selected produces a movable frame which the user situates over the part of the screen to be captured. Once that is done, the user can select to capture an image (as in a camera shot) or a video. If the video is selected, the software provides a three second countdown and then recording begins. The recording can be paused and restarted as many times as necessary through the recording session. This is very useful when opening other documents or websites to include in the recording. When recording is finished, a button is selected which takes the user to the save and edit page of the software. Here the video can be reviewed, cut (edited) and saved.

The overall operation of the software is basically intuitive and quite easy to use. However, through a short period of use, the user can learn to use the program to the best advantage. Overall the use of the SCT as a feedback tool to writing is well worth any effort involved because of the positive responses of students to its use as reviewed in the studies mentioned in this section. Attitudes towards feedback are important to learning as established in a number of learning theories and as briefly discussed in the following section.

2.4 Attitudes towards feedback in second language

Once teachers have given students feedback, students' responses to error correction can be either positive or negative. L2 students claimed that feedback had discouraged them and that they do not feel they improved in their subsequent writing (Hyland & Hyland, 2006). Also, students feel frustrated when teachers do not comment anything on their written work, when teachers' feedback is incomplete arbitrary and inaccurate or when teachers are marking mechanical errors.

According to the investigations conducted on the role of affective factors, some researchers (e.g., Dornyei, 1990; Ehrman, 1996; Gardner, 1980; MacIntyre & Charos, 1996) have defined seven areas for affective factors including acculturation, personality, ego, beliefs, emotion, motivation, and attitude. A more detailed discussion of these areas is beyond the scope of this study. They are mentioned to show the wide influence of a variety of elements on how students react to feedback. What is relevant to this study is the positive or negative reactions of students to feedback.

Feedback is conceived as a powerful influence on learning but the impact it can have can be either positive or negative. According to Hattie and Timperley (2007) the effects of feedback depend on "the type of feedback and the way it is given" p. (82). They suggested

that there are four major levels to direct feedback in order to be effective. The first level is about a task or a product; this may include directions to acquire more, different or correct information. The second level is when feedback “can be aimed at the process used to create a product or complete task” (p. 90). It is related to process information in order to complete the task. The third level is about feedback focused at the self-regulation level. It includes self-evaluation or confidence to engage further on a task. Last, the fourth level is when feedback can be personal. It is directed to the “self” it is not related to the performance of the task. Teachers often use phrases in order to motivate students but the phrases teachers use are related to the student e.g. “you are a great student”. As it can be seen, there is a big distinction between feedback about the task, feedback about processing the task, feedback about self-regulation and feedback about self as a person.

Finally, the authors concluded that feedback about self as a person is less effective when talking about the writing task. It does not help students improve their writing ability. Also, they mentioned that feedback as a self-regulation and as a processing task is the most powerful in terms of deep processing and mastery of task. Last, feedback about the task is powerful when the task information is use in order to improve strategies to enhance self-regulation. Thus, the impact of feedback is positive in general.

2.5 Recent studies in feedback to writing in L2

Hyland and Hyland (2006) argued that during the last twenty years the practices in research and writing pedagogy had changed feedback practices by means of teacher written comments, peer feedback, writing workshops, conferences and computer-derived feedback. Even a brief search of databases for research on writing feedback reveals an extensive body of literature on the topic in L2 English writing. These can be roughly divided into several

broad categories: i) peer feedback and collaborative work (e.g., Coté, 2014; Choi, 2014; Yu & Lee, 2014; many of which overlap with ii) a wide variety of studies on feedback and computer mediated learning and uses of the internet and social networks as locations for writing feedback (e.g. Tolosa, Ordóñez, & Alfonso, 2015; Zhang, Song, Shen, & Huang, 2014; Engin, 2014), iii) affective factors and feedback (e.g., Di Loreto, & McDonough, 2013; Mansourizadeh, & Izwan, 2013; McMartin-Miller, 2013, and iv) methods and strategies for delivering feedback: Correa, Martínez Fuentealba, Molina De La Barra, Silva Rojas, & Torres Cisternas, 2013; Ebadi, 2013; Kao & Wible, 2014) just to name a few.

What emerges from this brief examination of the vast amount of literature on this topic is that second language writing is generating a wide variety of investigations, and this indicates a very strong international interest in understanding and helping students writing in English to manage the many writing tasks they will encounter in academic and professional settings. Thus, we feel that this study will contribute to the literature and knowledge on this important topic.

2.6 Study methodological approaches

To address the study research questions¹ two methods were used. The first, used to answer RQ1 a specific interview protocol was used.

As mentioned before there have been a number of studies on SCTfb. However, most of these studies have only sought to understand students' attitudes towards or opinions of SCTfb. What seems to be needed at this point are studies which aim to understand what

¹ RQ1-How do the students manage the SCTfb they received for selected portions of their thesis document?
RQ2-In what ways their management of the SCTfb is different from their management of their more customary forms of writing feedback?

students *do* with SCTfb and why they do it. One way to understand what students do with SCTfb is through observations of them as they encounter this with their papers. However, to understand *why* they do what has been observed, it is necessary to look into the thought processes of students as they encounter SCTfb. One method with a long history of empirical research supporting it is *think aloud protocols*².

This method derives understanding from verbalized (think-aloud) reports from participants as they engage in the activity under investigation. It does not require that they analyze or engage in introspection during the verbalization, only that they report what they are thinking as they engage in the activity (Katalin, 2000). Think-aloud is used to understand the thought processes of participants while they engage in the activity. Stimulated recall is a similar method but rather than being in ‘real time’ the participant is asked to recall actions and thoughts of a previous activity (Gass & Mackey, 2000). To accommodate participants’ availability some research may use a combination of both – as was the case in this study. Much of the protocol for each approach is the same.

There are several areas of special consideration for these methods (Katalin, 2000). Those are i) participant selection and training, ii) language of the verbalization, iii) eliciting verbalization, iv) recording, and v) combining the method with other sources of information. Participants need to be mature enough to be aware of their thought processes and actions and be able to report them. Thus in most cases participants for this method are purposely selected. They also need to be competent in the activity under investigation. Because the protocol is unusual and asks participants to do something they are most likely unaccustomed to, they need to be familiarized with the methods used. One way to do this training is through a group

² Stimulated recall interview protocol was used in this study. From a theoretical perspective, they are the same as think aloud protocols.

session followed by a brief reminder session before the actual interviews. In terms of the language used in the interviews, if participants' first language is different from the one used in the research, then researchers should make sure that participants are able to express their thoughts and actions in the language used. If not then the participants' first language should be used.

Thinking about verbalizations, researchers need to determine beforehand when to elicit verbalizations from the participants. If reports occur frequently, they may interfere with the actions being reported and if gaps are too large between verbalizations, they may omit valuable or interesting elements. Determining the frequency of verbalizations will depend on the ability or action under investigation. Often those will imply logical places for reporting, e.g., when the participant ends one action and begins another. However, one of the most challenging elements associated with these methods is keeping the participant talking. The research also needs to find a balance between getting the participant to report thoughts and interfering with the process as little as possible. The balance should be on the side of the participant who is free to verbalize actions and thoughts as they occur. This is one reason why prior training is important. Some studies are carried out without a researcher present with the participant with only a recording device present. Again this choice needs to be made based on the participants, the nature of the study, and the researchers involved (Katalin, 2000).

Finally, because the method is so far from what we normally do when engaged in an activity, data and findings may be questionable in terms of trustworthiness. Because of this, other sources of data should also be used and triangulated with the findings from the think aloud or stimulated recall methods used (Katalin, 2000).

With this in mind, another method was used to strengthen the findings from the interview protocols. This was an analysis of the interviews using activity theory (Martin & White, 2005). This method as used in the study is explained in detail in 3.5.2 below.

2.7 Chapter conclusion

This chapter provides a review of the literature and theories associated with the topic of the study. First, the special characteristics and challenges of writers writing in an additional language were discussed and the associated literature presented. This was followed by the presentation of the literature and theories related with writing feedback. This was followed by a presentation of the literature on using SCT and attitudes towards writing feedback. And finally the chapter concluded with a brief discussion of the method approaches used in the study. Those are presented in more detail in the following chapter.

CHAPTER III: RESEARCH METHODOLOGY

3.0 Introduction

To gather information about the use of screen capture technology in graduate level writing feedback it was necessary to ask students from a public university to collaborate in the research process. The present chapter describes the context of the research, the participants, the methodology for collecting data and the procedure that was followed in order to obtain the answers to the research questions established in chapter one. The intention with the following methodology is to know how these students managed the screen capture technology feedback (SCTfb) they received. The study compared those findings with how the students reported handling more traditional types of written feedback received during their graduate program in ELT. These data sources are then examined from the teacher's perspective in trying traditional writing feedback (TFB) and using SCT to provide writing feedback. This chapter describes the study design, participants and the data handling procedures.

3.1 Context of the research

The research was done at a public university where English is taught as a foreign language. As a result of this, the study was grounded on the thinking, actions, and emotions of the participant students as L2 English writers. The study was situated in the area of academic writing and writing feedback for formative purposes.

3.2 Participants

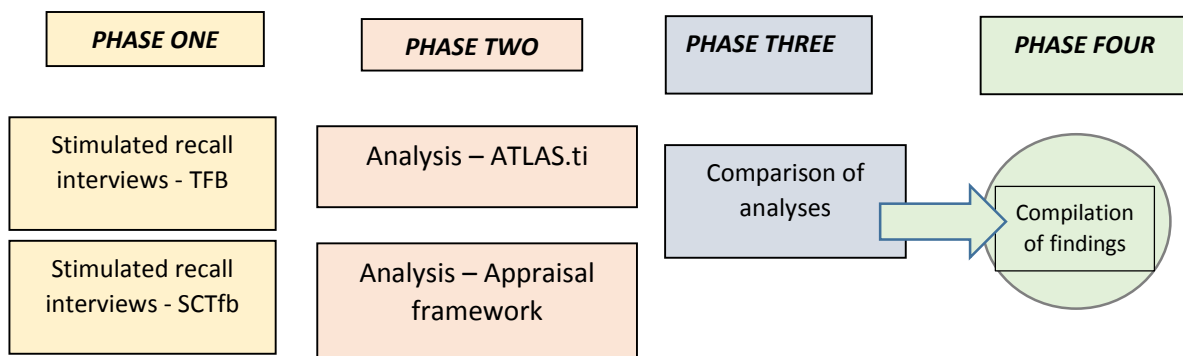
Since the study was focused on the use of SCTfb in a particular location with a particular group of students, the participants were purposefully selected from this group. The participants were selected based on their willingness to participate in the interviews and their record of performance and responses to the feedback given through the graduate program

courses. The study was conducted when the graduate group was in their final two semesters of the program. They were selected from the thesis seminar courses – Fall 2014 and Spring 2015. During this course, of the 20 students in the graduate program, six did not regularly turn in the weekly thesis document advances, so they were eliminated from the list of potential participants. From the 14 remaining students, two were eliminated because of the level of their thesis study production. Their level was very low and they did not hand in drafts in order to be corrected. As a result, they did not get feedback from their thesis supervisor. Then from the remaining 12 eligible students, nine agreed to participate in the two interviews described in the following section. In addition to the nine student participants, data were collected from the teacher using the SCTfb with the students. It was only one thesis supervisor who has helped students revised their drafts.

3.3 Study design

To accomplish the aims of the study (see 1.6) the study was designed to be carried out in several phases. This is shown in Fig. 3.1 below.

Figure 3.1 Study design



3.4 Data collection

As shown in Fig. 3.1 above, the data for analysis came from two sources: i) stimulated recall interviews focused on the participants' TFB actions and reactions, ii) stimulated recall interviews eliciting the participants' procedures and impressions of SCTfb.

Stimulated recall interviews are a way of understanding thought processes of people when they engage in some kind of activity (Gass & Mackey, 2000). This procedure was chosen to answer the research questions which sought to identify and understand how the participants managed the SCTfb during the thesis courses and how is that compared to how they managed the TFB from their other graduate program courses. In eliciting that data, it was also possible to identify their emotional reactions, their editing actions, and their attitudes towards feedback in general and specifically to the types of feedback being investigated.

In the case of this study, the objective for eliciting the recall was the feedback received on academic papers chosen by each participant. Before each interview, participants were asked to select any paper that received TFB and any that received SCTfb. The first interview protocol asked participants to have the TFB paper at hand and to describe the type of feedback received, the actions they took with that paper and with TFB in general and their reactions to the TFB. The same protocol was used with the SCTfb. In this case, students were asked to access the course management platform, describe how they find their SCTfb, what they do with it in a sequential manner and, as they went through the protocol, their reactions, actions, emotions and opinions were noted. The majority of the interviews lasted from 30 to 60 minutes.

3.5 Data analysis

The second and third phases of the study involved the data analysis (Fig. 3.1). In the second phase two analysis methods were used to analyze the interview data: coding and categorizing the data using qualitative data analysis software (ATLAS.ti ver. 5.2), and analysis using the appraisal framework. These two analysis procedures are explained in the following sections.

3.5.1 Analysis procedures using ATLAS.ti

The procedure followed was the one described in Friese (2012, p. 92): the NCT model of qualitative data analysis. NCT stands for *noticing things*, *collecting things*, and *thinking about things*. Those words describe stages of qualitative data analysis. In the first stage, data are reviewed and interesting things in the data are noted and identified. Notes, preliminary codes, or highlights are used in the data to mark the interesting things. The second stage involved collecting the interesting things by using codes. Codes can be either deductively used – predesigned from theory and / or the research questions, or inductively developed by going through the data sources many times and looking for commonly occurring themes. Coding can also be a result of deductive and inductive processes as used in this study. Finally, the last stage is *thinking about things*. This is actually an action that has been going on throughout the NCT process, but it is particularly evident when looking at the generated coded data and thinking about the patterns and relationships evident in the codes. In ATLAS the *query tool*, *co-occurrence explorer* and *network views* are used to assist in this process (Friese, 2012).

The analysis of the data followed a mostly sequential process. First the data were collected and the ATLAS files set up. Then the data were coded. Next the codes were sorted

and codes were revised, and finally codes, quotations, and memos were examined for patterns and relationships.

To complement this analysis procedure, the appraisal framework described in the following section was also used.

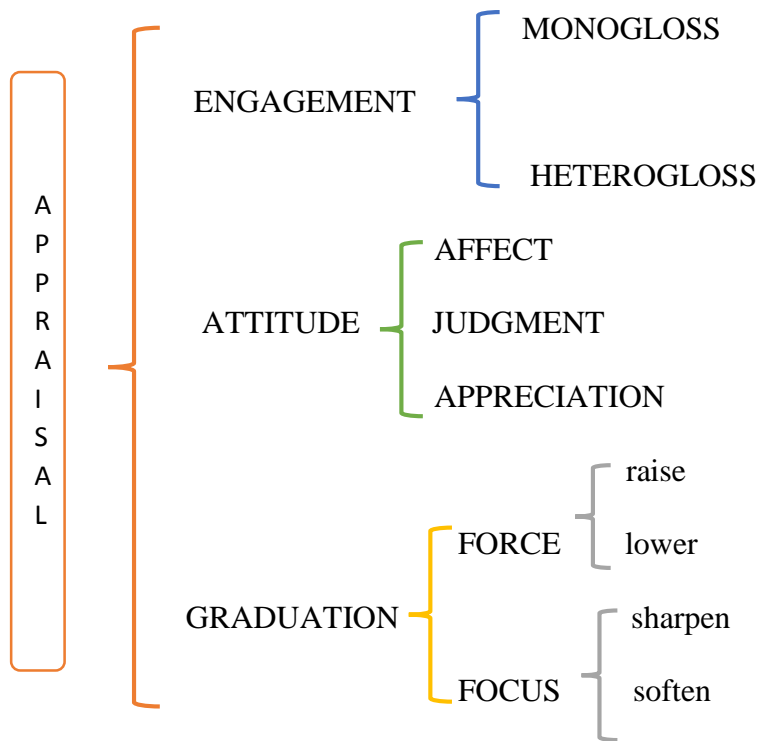
3.5.2 Analysis procedures using the appraisal framework

According to Martin and White (2005), the Appraisal framework serves to explore, describe and explain the way that language is used to evaluate, to adopt stances, to construct textual personas or identities and to manage interpersonal positioning and relationships. It is an extension of the systemic functional linguistics (SFL), originally developed by Halliday (1994), which pays attention to the interpersonal meanings. So the appraisal analysis looks at how relationships are negotiated in a text by the strategic use of language in order to communicate attitudes and evaluations. Appraisal “is concerned with the constructions by text of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotion, tastes and normative assessment” (Martin & White, 2005, p. 1).

Martin and White (2005) situate appraisal within SFL as an interpersonal system at the level of discourse semantics, the appraisal system is comprised of three different domains (sub-systems) which are engagement, attitude and graduation. Engagement deals with sourcing attitudes and the interplay of voices around opinions in discourse. Attitude is concerned with feelings including emotional reactions, judgments of behaviors and evaluation of things. And graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35).

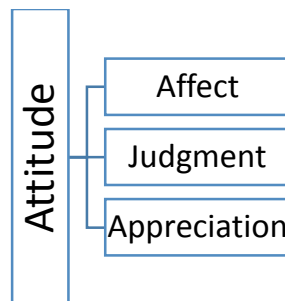
The following figure describes each domain. Each domain is divided into different regions or typologies.

Figure 3.2 An overview of appraisal resources (Martin & White, 2005, p 38).



For the purpose of the first question, that is identifying how the students manage SCTfb, I only focused on the first level of appraisal: **attitude** which includes the following semantic regions *affect, judgment and appreciation* (see Fig. 3.3).

Figure 3.3 Semantic region: Attitude (Martin & White, 2005)



I decided to adopt this level to categorize the data from the protocol interviews because the main interest of this research is to look at students' reactions, actions, emotions and opinion while using the SCTfb.

3.5.3 Comparison of the analyses and compilation of the findings

Phases three and four of the study design (Fig. 3.1) pulled together the two analysis procedures described in 3.5.1 and 3.5.2. For phase three the results of the Atlas analysis and the appraisal analysis were compared. This phase was used to verify the results of the Atlas analysis and to add further data to the overall results formed in the final phase.

3.6 Conclusion

The following chapter presents the findings from the methods described in this chapter.

CHAPTER IV: STUDY FINDINGS

4.0 Introduction

This chapter will present the results of the students' experiences when writing academic papers using the English language. First, in the study a think-aloud protocol was used in order to elicit students' experiences when receiving regular feedback and screen capture technology feedback (SCTfb) as a qualitative method. The analysis of the interviews were made using codes and categories and via the appraisal method. The findings are presented in this chapter.

4.1 Research questions

The researcher pursued to answer the two main research questions through the analysis of the methods mentioned before. The questions are:

RQ1- How do the students manage the SCTfb they received for selected portions of their thesis document?

RQ2- In what ways is their management of the SCTfb different from their management of their more customary forms of writing feedback?

4.2 Findings

Two interviews were carried out with each of the nine participants. The interviews were analyzed in ATLAS using an open coding system, i.e., the recordings and transcripts were reviewed, coded and categorized (3.5.1). Then, analyses were carried out using the appraisal framework focusing on attitude features of the discourse: affect, judgment, and appreciation. The results are described in the following sections.

4.2.1 Findings from the ATLAS analysis

Two stages of codes were developed. The initial codes are pictured in Table 4.1.

Table 4.1

Initial Coding Scheme

	Code description	Codes
1	SCTfb as face to face interaction with their thesis supervisors	F2FSUP
2	SCTfb as a practical way to receive feedback	FBPRAC
3	SCTfb as a motivating tool	FBMOT
4	SCTfb as a facilitating tool to improve written work/documents	FBIMPRV
5	SCTPROCEDURE (combines all the SCT procedure codes)	SCTPROCEDURE
6	SCTfb clearer than traditional fb	FBCLEARER
7	SCTfb technical issues	FBTECH
8	Mention of emotional responses	FBEMOTION
9	SCTfb as a teacher	FBTEACH
10	Traditional FB procedure	TFBPROC
11	Traditional FB positive emotions	TFBPOS
12	Traditional FB negative emotions	TFBNEG
13	Traditional FB clear or not	TFBCLEAR OR NOT

After further work with the data the codes were refined a number of times. The final code sets are pictured in Fig. 4.1 below and defined in Table 4.2.

Figure 4.1 Final revised codes with number of data items attached to each code. Codes beginning with 1 are SCTfb codes and beginning with 2 are TFB codes

Name	Grounded	De...	Author	Created
1_F2FSUP	10	0	Super	05/09/1...
1_FBEMOTION	17	0	Super	05/10/1...
1_FBIMPRV	34	0	Super	05/09/1...
1_FBTECH	16	0	Super	05/09/1...
1_SCTPROCEDURES	82	0	Super	05/09/1...
2_TFBCLEAR OR NOT	30	0	Super	05/16/1...
2_TFBPROC	10	0	Super	05/16/1...

Table 4.2

Code Definitions

	Code descriptions	Codes
1	SCTfb as face to face interaction with their thesis supervisors	F2FSUP
2	SCTfb as a facilitating tool to improve written work/documents	FBIMPRV
3	1_SCTPROCEDURE (combines all the SCT procedure codes)	1_SCTPROCEDURE
4	SCTfb technical issues	FBTECH
5	SCTfb as a teacher	FBTEACH
6	Traditional FB procedure	2_TFBPROC
7	Traditional FB clear or not	TFBCLEAR OR NOT

Data extracts from participants' answers in the protocol reveal the participants' perspectives towards the use of SCTfb.

4.2.1.1 SCTfb as face to face interaction with their thesis supervisors (1_F2FSUP)

This category describes students' opinions of SCTfb as a face-to-face interaction with their thesis supervisors. One aspect that was mentioned is that when students listen to the teacher's voice they feel like talking with their teacher instead of only listening to the computer. To illustrate this view, one student said "I prefer to listen to the teacher's voice and recommendations" because it is like "giving me feedback in a personal way". Other students reported similar reactions to this quality of the SCTfb:

8:19 she 'talks' to me in the fb (26:48 0:09)

18:21 hearing the tone of voice, intonation, like being there with the professor (19:23 0:40)

18:24 final comments. Again it's like being live. Useful ... (21:38 0:26)

18:25 next best thing to being there f2f is the mp4 (22:09 0:06)

20:13 a great tool, time saving, like the T is there (9:17 1:10)

17:12 I never ever have any extra questions or doubts when I finish listening to .. (169:173)

As well, students reported that it is good for them to hear exactly what the teacher wants them to correct instead of only having marks or commentaries in the written document. According to students' answers, when receiving regular feedback they do not know what to correct because commentaries sometimes are not well written, they are confusing and even aggressive.

4.2.1.2 SCTfb as a practical way to receive feedback (1_FBIMPRV)

Students reported that the SCTfb is a practical way to receive feedback considering their age, the nature of their task – writing their graduate thesis, and the quality of the feedback. Some student's comments were along these lines: "SCT is an appropriate program for our ages considering that we are all now familiar with technology use". Furthermore, students reported that SCT is a practical tool because they can "go through it again and again, pause it or listen to it twice".

Some further comments similar to the above were:

5:10 Sct gives the entire idea of the fb (6:23 0:34)

5:11 better way to understand fb 100% (7:03 0:30)

6:2 useful understandable (0:48 0:39)

6:4 better than regular feedback (4:27 0:07)

8:5 the bb comment is useful because it shows what's coming up in the paper fb (7:41 0:13)

8:11 doesn't understand something highlighted in the paper fb but knows it will be explained in the MP4. (17:08 0:28)

8:15 mp4 fb showing how to make figures and adjust them (24:09 0:29)

8:16 useful because she can see the teacher using the Word tools to format the figures (24:47 0:14)

18:19 goes back a forth. Useful better than tfb (18:00 0:54)

18:20 very clear (19:01 0:15)

19:4 sct more efficient than tfb because of the amount of detail that can be included in the mp4.. (2:35 0:31)

19:9 if Teachers don't have time to make extensive and CLEAR fb then the sct would be the best

approach for giving writing feedback.. (7:41 0:10)

20:1 the good thing is it's two kinds of fb written and oral (0:17 0:27)

4.2.1.3 Emotional responses to the SCTfb (1_FBEMOTION)

As discussed in Chapter Two, emotions are closely tied to how well students learn and manage their learning. Writing is difficult and stressful for many students especially when they are writing in a second language. Many of the students expressed emotional responses to both types of feedback and much of that was positive emotions associated with the more personal SCTfb and negative emotions such as frustration and annoyance associated mainly with traditional forms of writing feedback. Traditional forms were too brief such as highlighting without further explanations and grades that did not match the teacher end comments in a paper. These characteristics do not tend to happen with SCTfb because of the nature of the technology. Some of their comments associated with their emotional responses to SCTfb were expressed as follows:

6:3 needs to be shown the corrections "wonderful" (3:26 1:00)

6:8 tone of voice affects how fb is taken (6:46 0:30)

8:8 noticing fb made from previous fb - happy (12:32 0:24)

8:9 happy faces make her happy and responding to improvements from previous fb (13:59 0:30)

8:14 happy response to praise makes her proud of her work (22:12 0:29)

8:21 reaction to positive comments (28:42 0:20)

17:22 I. I think what I definitely wanted to highlight is how positive I feel about the feedback... (313:315)

4.2.1.4 SCTfb from a technical perspective (1_FBTECH)

Almost all of the students expressed being completely comfortable using the technology. As mentioned above, it was the first time students were exposed to the SCTfb. It can be said that students were comfortable within the use of the SCT program because they

had reported that they felt as if they were talking live with the supervisor. They also mentioned that the quality of the SCT was great that allows them to correct their papers in a more accurate way, better than in written documents. On the other hand, students expressed that some of them had trouble managing editing features of their word processing software, but none expressed any trouble using the SCT software. Many worked out ways to use it and edit their writing which were specific to the qualities of the SCT approach (as presented in 4.2.1.5 below). Their SCTfb was delivered to them via the course management platform Blackboard. These students had been using Blackboard throughout the graduate program, but in the Fall 2014, thesis seminar course was the first time they had received the SCTfb. They all knew when they saw the file extension – mp4 – that the file was some kind of multimedia file, and as mentioned above, this did not cause any problems for them. Some representative comments were as follows:

5:8 no problems with download time only with computer volume sometimes (4:54 0:32)

5:9 uses headphones if he needs to hear better (5:50 0:09)

6:1 not used to working with technology (0:13 0:10)

6:5 volume is too low (4:36 0:29)

8:1 downloads quickly (36:03 0:08)

8:2 volume is low (36:14 0:13)

8:7 not understanding Word editing marks. (11:24 0:32)

8:10 not knowing how to format figures (15:38 0:27)

8:26 No problem first time using. volume low (35:25 1:23)

17:6 The only question probably, was how long would it take to download. But it was really fast.. (78:82)

17:11 Do you ever feel that it goes too slow? I. No, I enjoy it and then sometime.. (151:158)

20:10 no problems opening and watching but hasn't figured out how to save it so she has to listen to it only when she has internet access... (5:12 0:48)

As can be seen in the comments, many students mentioned that the volume was too low. To compensate for that, many started using headphones or made sure they were working in quiet locations. After seeing those comments, the instructor using the SCT software adjusted her microphone setting and this has hopefully corrected this problem.

4.2.1.5 SCTfb procedures and TFB procedures (1_SCTPROCEDURES / 2_TFBPROC / TFB CLEAR OR NOT).

This category is associated with RQ1 which intended to collect information about how the students actually handled the SCTfb. While the interview protocol was focused on eliciting procedures, much of what the students ended up talking about was related to what was categorized in codes other than the procedure codes. After multiple readings and analysis of the interview responses, it seems that what they do differently has to do first with the nature of the SCTfb and second with whether they are required to resubmit their writings or not. So there were no notable differences between what they do with the SCTfb and what they do with their TFB other than for reasons mentioned in the previous sentence. However, it is possible to identify a few things mentioned in the interviews.

Table 4.3

Comparison of Students' SCTfb Procedures and TFB Procedures

SCTfb	TFB
4:2 first makes time for FB (0:08 0:20)	22:1 looks through fb (0:10 0:12)
4:4 entering Bb. looks at grade.. (1:21 0:14)	22:2 reads the paper and analyzes if there's negative fb.. (0:27 0:17)
4:5 reads the paper version first.. (1:36 0:29)	22:3 makes changes and tries to restate ... (0:46 0:25)
4:6 then opens SCT listens carefully.. (2:07 0:14)	23:2 hesitates and is unsure (0:25 0:09)
4:7 repeats audio several times... (2:24 0:07)	24:1 glances at it first and leaves it till later . . . (0:10 0:38)
4:8 compared SCT with paper FB... (2:32 0:13)	24:2 needs to be on her own (0:54 0:35)
5:1 Opens and looks for grade or comment if it's good he doesn't open the file (0:06 0:30)	

5:2 gets excited if there's a good comment but waits about a week before looking at FB... (0:52 0:17)	24:7 goes to the end and checks the grade and final comments first. (4:40 0:05)
5:3 checks the word doc first (1:12 0:18)	18:10 papers that need to be rewritten make her pay attention to the fb (10:30 0:24)
5:4 then opens the SCTfb and compares it to the document to understand the doc fb... (1:26 0:19)	19:6 tfb can be confusing (3:51 0:50)
5:7 never takes notes (4:10 0:15)	19:7 confusing tfb (4:53 0:28)
6:6 waits until entire audio is downloaded (5:05 0:27)	19:8 frustration with not knowing what to do (6:28 0:50)
6:9 needs to download her version to compare it with the fb version (7:29 0:28)	23:1 tfb unclear (0:07 0:11)
6:10 makes changes to her original not the fb version. uses different colors ... (8:04 0:23)	23:2 hesitates and is unsure (0:25 0:09)
6:11 saves that doc with a different name (8:28 0:08)	23:3 just highlighting is unclear. ... (0:50 0:20)
6:12 only makes notes in the original version. none in a notebook or handwritten.. (9:54 0:27)	23:4 frustrated (1:13 0:16)
8:3 logging in and can see that there is something new indicated upper right side.. (6:44 0:08)	24:3 only highlighting is difficult.. (2:08 0:07)
8:4 finds assignment, grade and comment in Bb (7:02 0:27)	24:4 fb needs to be specific (2:26 0:14)
8:6 goes to the written fb before the MP4 (7:56 0:10)	24:5 the student thinks it's correct but the teacher has marked it without comments ... (3:09 0:15)
8:8 noticing fb made from previous fb - happy (12:32 0:24)	24:6 needs very specific information.. (3:29 0:11)
8:12 makes changes to her original not the fb copy (18:42 0:36)	24:9 thinks maybe they don't understand what she's trying to say.. (5:13 0:32)
8:23 play pause correct (30:20 0:23)	24:10 worse if they don't explain what they mean ... (5:40 0:11)
8:24 uses both written and mp4 fb for revisions (30:47 0:30)	24:11 tone of feedback can be upsetting (5:57 0:35)
8:25 makes changes and then pastes correct version into the master version (31:56 0:17)	
17:10 always opens the written document first to see until what grade there is ... (144:149)	
17:15 Do you ever listen to it a second time? K. I. Yes, I listen to it when you .. (197:203)	
18:12 wctfb she starts the download because it takes a long time	
18:14 saves it to a special folder (14:10 0:12)	
18:15 has a folder for written and one for sctfb (14:40 0:18)	
18:16 listens watches the entire thing (15:05 0:30)	

18:17 then goes through it again going back and forth pausing to make changes and... (15:37 0:46)	
20:2 opens mp4, makes a list of things in the fb (0:45 0:27)	
20:4 watches twice because doesn't get it all in the first time (1:40 0:10)	
20:5 when finished listening opens doc and looks at the paper fb and knows why fb was made ... (1:51 0:14)	
20:11 writes notes from the fb (7:23 0:34)	

From Table 4.3 we can see that the students were better able to talk about what they do with the SCTfb than what they ordinarily do with the TFB (thus making RQ2 difficult to address). As mentioned previously, this is probably because of the nature of the SCT and the different handling required to use it and to respond to it and at the same time the varied nature of TFB. Nevertheless, a few things can be noted. With the SCTfb, all of the students indicated they refer to the written feedback and the SCTfb rather than rely on one or the other. They tend to look at the written first and then listen to / watch the SCTfb. Many mentioned going through the MP4 (SCTfb format) first and then going through it again to understand sections and also to make changes to their written copy. Several mentioned having specific folders to store the feedback and the SCTfb. Some mentioned always looking for the grade first with SCTfb and TFB. Much of the comments in the TFB interviews had to do with checking grades first and generally looking through the comments / feedback. However, the conversations always turned to a tone of frustration or unhappiness with TFB. Most of these comments were associated with it being vague, confusing, having an angry tone or unfriendly sounding, or appearing that the teacher did not understand what the student was expressing. Some students also made the comment that when a teacher just marks a language problem, it does not provide useful information when the students think what they wrote was correct. So

marking without explanation does not help the student correct the problem. In contrast because of the nature of SCTfb and the ability to express more and add more explanation, many students were happy and satisfied with the type of feedback.

So recognizing the importance of opinions and attitudes in learning and the overall environment for students, the data also was looked at through the appraisal framework. Those results are presented in the following sections.

4.2.2 Findings from the appraisal framework

In the following sections, there will be an analysis of students' perceptions about the use of SCT when receiving feedback in their thesis documents. As previously mentioned, the analysis method is based on the appraisal framework (Martin & White, 2005).

4.2.2.1 Moments of affect

The typology of affect is concerned with feelings or emotions, either positive (+) or negative (-). The following variables are included in the affect typology, which were used to examine the reactions to the SCTfb use.

Un/happiness: it includes emotions concerned with “affairs of the heart” (Martin & White, 2005, p. 49), such as sadness, hate, happiness and love.

In/security: it covers emotions concerned with eco-social well-being such as anxiety, fear, confidence and trust. According to Martin and White (2005) in gendered communities these feelings are related to “mothering” in the home which mean protection or not from the outside world (p. 49).

Dis/satisfaction: it is about emotions concerned with the pursuit of goals such as boredom, displeasure, curiosity and respect. These feelings have to do with achievement and frustration. As well, Martin and White (2005) stated that in gendered communities these feelings are related to “fathering” which means mentoring in general (p.50).

Dis/inclination: it is about feelings that involve intention which are represented by desiderative mental processes that are related to wishes or desires.

As it was mentioned, the typology of affect is concerned with feelings or emotions, either positive (+) or negative (-). This framework allows us to show how these feelings and emotions were realized by EFL students when using SCTfb. Table 4.4 summarizes the lexis of affect either positive or negative that will help us to classify the types of affect used by students when using SCTfb.

Table 4.4

Types of Affect (Martin and White, 2005, p. 51)

Affect	Positive	Negative
dis/inclination	miss, long, yearn for	wary, fearful, terrorized
un/happiness	cheerful buoyant, jubilant; like, love, adore	sad, melancholy, despondent; cut-up, broken-hearted, heavy-hearted, sick hearted, sorrowful, dejected, joyless, dreary, cheerless, unhappy, gloomy, down, low, weepy, depressed
in/security	together, confident, assured, comfortable, trusting	uneasy, anxious, freaked out, startled, surprised, astonished
dis/satisfaction	involved, absorbed, engrossed, satisfied, pleased, chuffed/impressed, charmed, thrilled	flat, stale, jaded; cross, angry, furious; bored with, sick of, fed up with

The results of the analysis are presented in Table 4.5 below which shows the moments of affect identified during the interviews associated with the students' and their SCTfb.

Table 4.5

Moments of Affect

Participants	Positive	Negative
P1	6	0
P2	5	1
P3	1	2
P4	1	1
P5	1	0
P6	3	0
P7	0	0
P8	0	2
P9	1	0
<i>Totals</i>	<i>18</i>	<i>6</i>

Evidence of positive moments of affect

As can be seen there were more positive moments of affect than negative ones. The participant that showed more positive moments of affect was P 1 and all the moments of affect she presented were related to the comments that the teacher made on her paper. The majority of the comments she found were positive comments and happy faces which made the participant feel positive about the feedback she was receiving. Also, P 2 mentioned several positive moments of affect and those were related to the way the teacher used technology to give feedback (*i.e.*, the SCTfb). As well, this participant mentioned that she felt positive about receiving feedback. Similarly, P 6 had some moments of positive affect when stating that SCT is a way to communicate with the professor.

It is worth mentioning that Ps 3, 4, 5, and 9 showed only 1 moment of affect and it was related to the way they felt when receiving this kind of feedback. Also, two participants commented that the audio file is a good tool because the teacher illustrates what to correct. Finally, Ps 7 and 8 did not specifically mention any moments of affect which means that the comments they received did not make them feel neither positive nor negative about the use

of the SCT. Table 4.3 contains some extracts of the participants' experiences within the use of SCTfb in order to show evidence of this positive moments of affect.

Table 4.6

Evidence of Positive Moments of Affect

	Evidence
P1	I have a happy face which makes me really happy and those comments make me think that the teacher really went through it in a personal way and I feel respected because the teacher really saw any one of my things which not all teachers do.
P2	Even if you feel really good about your writing you still feel excited .
P3	I really like feedback. It's really fruitful because it is given to us in two ways
P4	I get really excited when I see a really good comment and a really good number.
P5	I like the audio because I feel like if I have the teacher in front of me.
P6	Sometimes for time reasons/management SCT is way better from actually meeting up
P7	<i>Did not mention any positive moment of affect</i>
P8	<i>Did not mention any positive moment of affect</i>
P9	Because I am more visual so I like to watch where the mistake, where the fb is wrote and in what points is the fb focusing on.

Evidence of negative moments of affect

Students had reported that SCT makes them feel something positive towards its use but there are always some negative things about it. As shown in Table 4.6 P3 and P8 mentioned that they have two negative moments of affect when using the SCTfb. In the case of P3, she mentioned that those negative moments were related to the use of the printing machine. She did not like to print anything. That is a reason why she prefers to compare fb and the original paper on her computer. However, P8 mentioned that in her case she felt something negative when the SCTfb was downloading because it took too long but she

mentioned also that her computer was slow so the SCT was not the problem. She also mentioned that something negative about regular or written fb is that sometimes teachers send it late and that makes her feel frustrated. P2 and P4 indicated one negative moment of affect. In the case of P2, she reported that not having fb makes her feel stressed. And P4 commented that bad grades make him feel disappointed, frustrated and even anxious. Lastly, P1, P5, P6, P7 and P9 did not mention anything negative about SCTfb use which means that they were “content” about having it as a way to improve their writing. Also, it is believed that students who did not report any negative moment of affect could manage the computer well so that they did not present any negative comments on the use of it. As it can be seen in the table, the majority of negative moments of affect referred to the way students felt when using the SCT and the majority agreed that they felt unsatisfied because their computers take long to download the file or because of their grades; that is something that they supervisor cannot manage by itself. Students who reported negative moments of affect were more focused on the TFB than the SCTfb. The following table will illustrate students’ perceptions about these negative moments of affect.

Table 4.7

Evidence of Negative Moments of Affect

	Evidence
P1	<i>Did not mention any negative moment of affect</i>
P2	Without fb I would feel much more stress .
P3	I don't print so I compare both documents.
P4	When it is a bad grade, I get disappointed and sometimes frustrated . I become anxious and I reflect about my writing.
P5	<i>Did not mention any negative moment of affect</i>
P6	<i>Did not mention any negative moment of affect</i>
P7	<i>Did not mention any negative moment of affect</i>
P8	I get desperate when downloading SCTfb because my computer is slow.
P9	<i>Did not mention any negative moment of affect</i>

4.2.2.2 Moments of judgment

As mentioned by Martin and White (2005, p. 52) judgments can be divided into two categories. First, judgments related to *social esteem* which have to do with normality (how unusual someone is), *capacity* (how capable they are) and *tenancy* (how resolute they are). Second, judgments related to social sanctions which have to do with *veracity* (how truthful someone is) and *propriety* (how ethical someone is). Therefore within the use of SCTfb it can be concluded that these kinds of processes exist. As well, it is important to mention that for this particular study only *social esteem judgments* are going to be taken into account due to the fact that they “tend to be policed In the oral culture through chat, gossip, jokes and stories with humor but often having a critical role to play” (Eggins & Slade, 1997 in Martin & White, 2005, p. 52). The next table shows the positive and negative moments of behavior

concerned with judgment and this table helped the researcher to classify them within the use of the SCTfb.

Table 4.8

Types of Judgment (Martin & White, 2005, p. 53)

Social esteem	Positive (admire)	Negative (criticise)
normality how special?	lucky, fortunate, charmed, normal, natural, familiar, cool, stable, predictable, fashionable, celebrated, unsung	unlucky, hapless, star-crossed, odd, peculiar, eccentric, unpredictable, dated, daggy, retrograde, obscure, also-ran
capacity how capable?	powerful, vigorous, robust, sound, healthy, fit. adult, mature, experienced, witty, humorous, droll, insightful, clever, gifted, balanced, sane, sensible, expert, shrewd, literate, educated, learned, competent, accomplished, successful, productive	mild, weak, whimpy, unsound, sick, crippled, immature, childish, helpless, dull, dreary, grave, slow, stupid, thick, flaky, neurotic, insane, naïve, inexpert, foolish, illiterate, uneducated, ignorant, incompetent, unaccomplished, unsuccessful, unproductive
tenacity how dependable?	plucky, brave, heroic, cautious, patient, careful, meticulous, tireless, persevering, resolute, reliable, dependable, faithful, loyal, constant, flexible, adaptable, accommodating	timid, cowardly, gutless, rash, impetuous, hasty, capricious, reckless, weak, distracted, despondent, unreliable, undependable, unfaithful, disloyal, inconstant, stubborn, obstinate, wilful

Table 4.8 shows the results of the moments of judgment that were identified from the interviews.

Table 4.9

Moments of Judgment

Participants	Positive	Negative
P1	3	2
P2	9	2
P3	3	3
P4	4	3
P5	4	0
P6	6	3
P7	5	0
P8	4	2
P9	3	1
<i>Totals</i>	<i>41</i>	<i>16</i>

As it can be seen, the majority of students showed positive and negative moments of judgment when using SCTfb. It means that the majority of students either positively or negatively evaluate the use of this kind of feedback; that is to say that participants either admire or criticize the use of this tool.

Evidence of positive moments of judgment

According to Table 4.9, participants indicated strong positive moments of judgment. P2 was the one who presented the most and she revealed that SCTfb is a good tool for giving and receiving feedback. As well, she and P6 and P7 criticized it in a positive way by mentioning the advantages of this powerful tool. Then, P1, P3, P4, P5, P8 and P9 mentioned that the use of SCTfb (mp4 or audio) was a great tool due to the fact that you can listen to your teacher as if you were having class with him/her. Also, they agreed that the audio is easy to download and that it complements the written fb that is given in the document. They also mentioned that it is easy to see the mistakes or where the feedback is written. Last, they mentioned that comments helped them to improve their work.

To conclude, it can be said that participants admired the potential use of the SCTfb and that they were mature enough to reflect about their writing and the use of the SCTfb. At the same time, participants had recognized that without receiving fb in this way they would not understand fb in the same way and as a result they would not be able to improve their academic writing. The following table will show some students positive judgments within the use of SCTfb.

Table 4.10

Evidence of Positive Moments of Judgment

	Evidence
P1	SCT is very useful because the teacher is doing and teaching me about something and how to do it.
P2	SCT is very helpful to receive information and at the same time to see the comment and listen to it orally,
P3	When using SCT you can take advantage of technology devices; you can listen to fb at wherever place .
P4	SCT fulfills all the possible hesitations, doubts or concerns you are having on a paper.
P5	I haven't had any problems to download the SCTfb.
P6	The program shows you exactly what the teacher wants to tell you with her own voice even with the arrow she points what you need to change.
P7	I prefer to listen the teacher's voice or her recommendations because for me it is like if the teacher were giving me fb in a personal way.
P8	The mp4 is a great tool because the teacher has more time to give us an explanation of what we need to be aware of or what we need to do
P9	Comments are very very useful to improve our overall work.

Evidence of negative moments of judgment

As mentioned by Martin and White (2005) judgments can be also be negative. In this project, participants criticized the use of SCTfb and their reactions are described in the following lines. P3, P4 and P6 mentioned three different moments of negative judgment which dealt with personal management of technology and fb as well as technical problems with their computers. Students reported that something negative about technology is that they are not used to and that it causes problems when receiving fb. On the other hand, students conveyed that the volume of the audio is bad and that they cannot hear or concentrate. It is a problem of each computer so it does not really have to do with the use of the SCTfb because the rest of the participants did not have that problem on their computers subsequently these kinds of judgments might not be valid in terms of the use of the SCT to give feedback or to improve academic writing. The next table illustrates participants' negative moments of judgment.

In the case of P1, P2, P8 and P9 the negative moments of judgment are related to personal experiences that make them experience problems *e.g.*, they cannot concentrate while listening; they cannot listen and write at the same time; they do not like to wait for the mp4 to download, and so on. It is worth mentioning that those comments are not related to the use of the SCT but they cannot be left aside because they cause problems when participants are correcting their papers. Finally, P5 and P7 did not mention any negative moment of judgment.

Table 4.11

Evidence of Negative Moments of Judgment

	Evidence
P1	I don't process comments at the moment so that means lack of concentrations.
P2	It is pretty hard to think and understand both things at the same time.
P3	I am not used to work with technology
P4	The only problem I have with SCT is the volume of my computer.
P5	<i>Did not mention any negative moments of judgment.</i>
P6	The bad thing of the mp4 is that my computer is not set up to save it.
P7	<i>Did not mention any negative moments of judgment.</i>
P8	Downloading the mp4 bothered me because it took a lot of time because I had a slow Ethernet signal so I prefer the written one.
P9	<i>Did not mention any negative moments of judgment.</i>

4.2.2.3 Moments of appreciation

Martin and White (2005, p. 56) claim that appreciation is when we evaluate “things” in a positive or negative way. These things are specially “things we make and performances we give, but they also include natural phenomena” p. 56. In short, appreciation means the way we “react” to things (do they catch out attention, do they please us) and their composition (balance and complexity) and their value (how innovative, authentic, timely, etc.). The next table shows appreciation categories which helped me to identify the positive and negative moments of it within the use of the SCTfb.

Table 4.12

Types of Appreciation (Martin and White, 2005, p. 56)

	Positive	Negative
Reaction: impact ‘did it grab me?’	arresting, captivating, engaging, fascinating, exciting, moving, lively, dramatic, intense, remarkable, notable, sensational	dull, boring, tedious, dry, ascetic, uninviting, flat, predictable, monotonous, unremarkable,
Reaction: quality ‘did I like it?’	okay, fine, good, lovely, beautiful, splendid, appealing, enchanting, welcome	bad, yuk, nasty, plain, ugly, grotesque, repulsive, revolting, off-putting
Composition: balance ‘did it hang together?’	balanced, harmonious, unified, symmetrical, proportioned, consistent, considered, logical, shapely, curvaceous, willowy	unbalanced, discordant, irregular, uneven, flawed, contradictory, disorganized, shapeless, amorphous, distorted
Composition: complexity ‘was it hard to follow?’	simple, pure, elegant, lucid, clear, precise, intricate, rich, detailed,	ornate, extravagant, byzantine, arcane, unclear, woolly, plain, monolithic, simplistic
Valuation ‘was it worthwhile?’	profound, deep, innovate, original, creative, timely, long awaited, landmark, inimitable, exceptional, unique, authentic, real, genuine, valuable, priceless, worthwhile, appropriate, helpful, effective	shallow, reductive, insignificant, derivative, conventional, prosaic, dated, overdue, untimely, everyday, common, fake, worthless, pricey, ineffective, useless, write-off

As with affect and judgment, I recognized positive and negative moments of appreciation which are summarized in the following table.

Table 4.13

Moments of Appreciation

Participants	Positive	Negative
P1	3	0
P2	2	0
P3	5	1
P4	3	0
P5	3	0
P6	1	0
P7	1	0
P8	4	0
P9	3	0
<i>Totals</i>	<i>25</i>	<i>1</i>

Table 4.13 shows that appreciation to the use of SCTfb and that there were more positive than negative moments.

Evidence of positive moments of appreciation

When asking participants about the use of SCTfb I found that P3 and P8 were the ones whose reaction to SCTfb causes more positive moments of appreciation. P3 had these positive moments of appreciation regarding the way the teacher gives feedback. Indeed, P8 described the way in which SCTfb is good because students can listen to the teacher's explanations and correct their paper right away. As well, P1, P2, P4 and P5 explained that the positive moments of appreciation were done when they reflected about the teacher. They admired the way the teacher has worked with this tool and they say teacher's comments helped them realize that the things they wrote were correct and that those comments bring up their spirit too because they were positive comments. Last, P6, P7, and P9 agreed that the SCTfb is a good thing that has helped because it comes in two parts; the mp4 or audio and the document in which they can make the changes that the professor is suggesting. The following table will describe students' positive moments of appreciation.

Table 4.14

Evidence of Positive Moments of Appreciation.

	Evidence
P1	Teacher always made comments that bring up my spirit .
P2	The mp4 it is such a nice and wonderful complement to what we ever had receiving before that.
P3	The way in which we work with our professor was nice .
P4	If I saw a good grade sometimes I do not open the file right away; I know I have done a good job .
P5	SCT makes me understand more or much better what was written in a normal document.
P6	The good thing about SCTfb is that it comes in two parts; it has the mp4 and a document where I can do changes.
P7	SCT is good . It helps me a lot
P8	Downloading the mp4 was good because in the mean time I wrote.
P9	I can listen pretty good to teacher's comments

Evidence of negative moments of appreciation

There was only P3 who mentioned a negative moment of appreciation in which she mentioned that when she received a bad grade. Then, she compared the fb given by the teacher with the original document she sent and she stated “If the **grade is bad** I check it right now. I compare it where I was wrong”. The negative moment occurred when she noticed the bad grade however it was associated with TFB and not the SCTfb. It means that the negative moment of appreciation was related to the TFB and not with the use of the SCTfb audio. The other participants did not show any negative moment of appreciation.

4.3 Chapter conclusion

This chapter has presented the findings of the study. The analysis was carried out in two approaches: the first was using ATLAS.ti qualitative data analysis software utilizing coding and categories, and the second was via the appraisal framework. The first method intended to identify the procedures the students used when responding to SCTfb and TFB. However, so much other data emerged from the interviews that another approach was used to help understand the more emotional responses of the students towards these kinds of feedback. These findings are summarized and discussed further in the following chapter.

CHAPTER V: DISCUSSION AND CONCLUSION

5.0 Chapter introduction

This chapter will summarize the findings of the data analyses presented in the previous chapter as well as the answers to the research questions stated in the first chapter. It also presents the study implications and limitations. In order to state some of the limitations and identify areas for further research the chapter presents ideas on directions and suggestions about this. At the end, there is a personal reflection section that is about the project itself, the method used for this project and the experience about doing research.

5.1 Summary of the findings

This project is about giving effective feedback to ELT graduate level students when writing their thesis project. Specifically, this study explored the use of screen capture technology (SCT) in order to give feedback. The study can be used as an example for teachers who supervise students when writing their theses. This study shows that using SCT can be a practical and useful way to give feedback to students.

For thesis supervisors, the present study shows that SCT is an effective tool that helps supervisors to communicate with students without seeing them face-to-face. It also shows that using this tool, the supervisor can revise students' papers effectively that in turn helps students to correct their papers with a minimum of misunderstandings or doubts. It also helps supervisors to monitor their students' progress (individual or as a group).

Regarding the student participants, the SCTfb generated a number of positive responses. The most common response was that after receiving SCTfb, they had no further questions regarding their writing feedback. They all expressed strong positive emotions about the feedback which was in contrast to the overly negative comments they made about the

other more traditional forms of feedback they received on their writing during the masters' program.

Finally, it can be stated that this study is another example of using SCT as a tool to provide effective feedback. Many authors have explored it (as reviewed in Chapter II); however, we were not able to find studies that looked at how students actually managed SCTfb. Also there are few such studied that look at second language writers. Thus, the present study is important because seeks to add to those gaps in the current research on this type of writing feedback. In light of this, it is useful to supervisors to enhance their professional practice and also helping students understand their writing feedback through an accessible format.

5.2 Answers to the research questions

The main research questions that guided this study referred to the different ways students manage SCTfb. They also aimed to explore the ways in which students' management of the SCTfb was different from their management of their more customary forms of writing feedback.

The results for the first question are that students and the supervisor used the SCTfb for different purposes such as formatting issues, language issues, and provider of positive feedback, provider of explanations of complicated concepts and explanations of things that cannot be said in a written way.

First of all, students stated that the use of the SCT helped them to feel they have a face to face interaction with their supervisor. They explained that the SCT was efficient because the supervisor provided them with detailed explanations in order to correct the format of tables and figures. They also suggested that the SCT can be used in order to correct

language issues in terms of identifying infinitives, gerunds, and other complicated linguistic issues that sometimes are minor errors but that students keep making. As well, the students felt that within the use of SCT the supervisor could provide them with positive feedback. As the feedback was given in oral and written way, one student reported that it was a pleasure for her to listen to the supervisor's voice in the feedback. She stated that the tone of voice affected how feedback was taken. As well, when students found happy faces on their papers they could notice easily that their work was well done.

Lastly, the students mentioned that the oral form of the SCT helped them when they did not understand something on the written paper or they found complicated concepts. The supervisor tried to explain every correction in a very clear way so students could understand what the problem was. Last, there were things that cannot be said in a written way. If the supervisor would write something the student did not understand, the supervisor would take a lot of space when writing the expansion. Within the use of SCT the supervisor can explain orally and much more quickly what the student needs.

On the other hand, when seeking answers about the ways the students' management of the SCTfb differed from their management of their more customary forms of writing feedback they mentioned that this has to do with the nature of the feedback. This means that SCTfb is given orally and in writing. It differs from traditional feedback because first they look at the written form and then they watch/listen to the oral form. Also, students can play the mp4 (oral form) as many times as they wish in order to make changes on their written text. Lastly, many of the students store the SCTfb in different folders to facilitate their use of it – to make it easier to locate and listen to again.

What these findings mean is that students do not really *do* something different with SCTfb than when receiving traditional feedback. However, they stated that it is a completely

different story when receiving the SCTfb. Students reported that when revising traditional feedback they felt frustrated and unhappy. As well, they agreed that traditional feedback many times is vague and confusing; it did not help them to correct the problem if it is marked without explanations. Also, students mentioned that in traditional feedback comments have an angry or unfriendly tone that makes them unhappy. Lastly, the students reported with the traditional feedback that they felt that the teacher did not understand what they were expressing and that resulted on a negative grade or negative feedback. There did not seem to be that same feature with the SCTfb.

5.3 Study implications

The implications of this study raise awareness of the importance of giving correct and clear feedback. Most teachers in the study context in graduate levels are asked to be thesis supervisors when students are developing their thesis projects. For this reason, the present study about giving feedback and the use of the SCT, shows how teachers can add it to their program in order to provide corrective feedback. On the other hand, students can improve their writing habits and can change their attitudes towards the writing skill and feedback.

5.4 Study limitations

There are significant logistical and methodological issues limiting the conclusion which can be drawn from the study data. The first limitation is that the study is based on the experiences of nine students. Thus the results only represent their personal experiences. Also, another limitation is that in the end there was only one data collection method used – the think aloud protocol interviews. However, the interview data were analyzed using two different methods. The first was via qualitative data analysis software which was used to code and categorize the interview data. The second data analysis method looked at the actual

linguistic features of their responses via Martin and Whites' (2005) appraisal method. Those two analysis methods combined helped to create a picture of the students' experiences with the SCTfb and their traditional writing feedback.

However, there was another study limitation that has affected the interpretation of the findings. This was the difficulty experienced when trying to carry out the interviews. There were some students I could not interview because of time conflict. And in other cases, some of the students were ineligible because they had not turned in their works and so had not receive feedback. I believe that if I could have the opportunity of interviewing everyone again, I would ask them in advance to participate with me and to finish their projects in order to gain experience using the SCT. The consequence of this situation was that there was that there were not as many interview participants as there could have been. Nevertheless, these types of situations are common with research and we have to make the best of what we have. The following section seeks to address these limitations and also to suggest further areas for research in this topic.

5.5 Directions for further research

My suggestions for further research is to make changes to the methodology as explained before. Based on the information presented in the limitations section I recommend that it would be a good idea to ask students who are willing to participate in the project to finish their projects on time so they can experience within the use of the SCT. Also, it would be a good idea to use the SCT feedback with a larger group and with different supervisors to gather more information and to make it generalizable or at least to have a wider idea of the SCT management. One thing I intended to do at the beginning of the project was to take a look at certain features of the students writing before and after receiving traditional feedback

and SCTfb. This was impossible to do because of a number of factors, but I would recommend this as something worthy of further research.

5.6 Reflective account

Personal reflection on the research experience

In this final section of this study project I want to express my personal experiences in the realization of my thesis project. This reflection is presented in four perspectives: a) the beginnings of the research project, b) the project development period, c) the ending / write-up project period, and d) personal changes I have experienced as result of this process.

First of all, at the beginning of the research project I did not know what to research about. The only thing I knew was that it had to be something related to writing. I really love writing but I am not an expert on it. The idea of doing research about writing was really about improving my own writing. Then, I decided that feedback was a good topic because many students experience writing problems in academic papers and when writing their thesis projects. However, I received many comments from professors who told me that feedback is a topic that has been explored a lot at the university. They told me to focus on something new or different so it can have an impact. Thus, my thesis supervisor suggested doing the project based on the SCT program. The idea of working with this program was that it is a new tool the supervisor was exploring in order to give feedback to her students. This supervisor stated that the SCT was working and giving her effective results when giving students feedback. Consequently, I started to work in this project in the winter of 2014.

At the project development period, I adapted the objectives, research questions and the methodology according to the circumstances. For example, as there are some projects already done with the SCTfb I did not want to repeat them. I wanted to add more information

to the use of the SCT by itself so one of the questions was about students SCT management. Also, due to time constraints the methodology changed, I omitted the reflection of the thesis supervisor. Another limitation was that some students did not finish their projects and the ones who finished them on time did not have the time to do the interviews or did not hand in corrections to the supervisor.

Regarding writing up this project, I could say that it is a very tiring process in terms of reading and writing. It demands a lot of time in order to be complete. There was the problem of very little time to read and write and I believe that if I had had the time to read more I would have the opportunity to explore more about my topic. Most of the time, I followed the examples that my supervisor suggested and those helped me to write more precisely about the different sections of the thesis. Writing became more normal to me. I believe that writing the project helped me improve my academic writing but the idea of receiving feedback was something that impacts me the most. This project is the result of the use of the SCT program to give feedback. It helped me because the supervisor showed me what to correct and when or how to do it. It made the experience of writing the thesis project not a tiring experience but a satisfying experience because I learned a lot.

Finally, there are personal and professional changes I have experienced as result of this process. When I reflect about the two last years, I think about the whole process it took in order to be here finishing this project. Personally, I feel that I had grown in the way that my mind changed. I also believe that I can achieve my goals even if they demand a lot from me. Having well prepared teachers and classmates helped me to expand my knowledge. As well, I feel that I am a more educated person than before because even the way I express myself has changed. I became more tolerant to listen to others' ideas. Finally, I had changed

the way I saw my classmates; today I see them as colleagues who are there always willing to help me.

In the professional field, this growth will help me to expand my teaching practice and it also will help me to be aware of the needs I have in order to improve my academic writing. Being at the MEI has also helped me to develop myself as a researcher because the professors had taught us to write academic articles in order to publish them. For me, having a master's degree is amazing because in the outside world you can have lots of opportunities. Being a teacher is something I really enjoy and as the following quote says "*Elige un trabajo que te guste y no tendrás que trabajar ni un solo día*" (Confucio). I chose to do this job as a teacher and it is something I really like; it is not a work for me.

5.6 Final comments

To conclude, at the beginning of this study students have thousands of complaints about how feedback was given at the university when they were asked to write academic papers. Students mentioned that the way they manage with the SCTfb is more or less the same as they manage TFB however; they had not had the experience of being exposed to the program so they did not know how to react to it. At the end, students' comments showed that there was a positive change in the way feedback was given within the use of the SCTfb. Students were quite motivated using this tool when writing their thesis project and it helped them to manage the changes in the thesis in a more organized way.

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