**Abstract**

Learner perceptions toward and utilization of L1 glossed feedback in an automated writing evaluation (AWE) program were investigated in an Intensive English Program (IEP) class. This small case study focused on two Chinese students who responded to weekly surveys, semi-structured interviews, and screen capture videos of their revisions over a four-week period. In weeks 1 and 3, the students received English-only feedback (L2), and in weeks 2 and 4, the students also received feedback in their native language (L1). The data were recorded, transcribed, and coded. Because the L1 has been shown to be helpful in students’ learning, it was hoped that the L1 glossed feedback in AWE would prove helpful as well. The participants felt a need for the glosses but also expressed reservations about relying on the L1. While the participants’ revision behaviors sometimes differed, both showed a positive attitude toward the L1 glossed feedback, toward increased noticing of errors, and toward their autonomy while using AWE.

Keywords: automated writing evaluation, autonomy, l1 glossed feedback, perceptions

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APPENDIX A

TOEFL prompts

*Week 1 prompt: Learn from Mistakes: Persuasive TOEFL*

Do you agree or disagree with the following statement? People always learn from their mistakes. Use specific reasons and details to support your answer

*Week 2 prompt: Prepare for a Trip: Expository TOEFL*

Imagine that you are preparing for a trip. You plan to be away from your home for a year. In addition to clothing and personal care items, you can take one additional thing. What would you take and why? Use specific reasons and details to support your answer.

*Week 3 prompt: Experience or Books: Persuasive TOEFL*

It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

*Week 4 prompt: Preferred Teacher Style: Persuasive TOEFL*

Some people learn best when a classroom lesson is presented in an entertaining, enjoyable way. Other people learn best when a lesson is presented in a serious, formal way. Which of these two ways of learning do you prefer? Give reasons to support your answer.

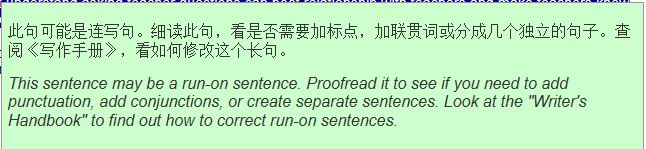
APPENDIX B:

Translation check

**Criterion Category: Grammar**

**Error type feedback: Run-on sentences**

**Verbatim feedback:**

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| Fluency/flow  (with 5 being very fluent and 1 being not fluent.) |  |  |  |  |  |
| Grammar  (with 5 being very correct and 1 being many errors) |  |  |  |  |  |
| Terminology1  (consider the DIFFICULTY of words, with 5 being very easy for an IEP student to understand and 1 being very difficult for them to understand) |  |  |  |  |  |
| Terminology2 (correct WORD CHOICES compared to English feedback-- with 5 being very accurate and 1 showing very frequent errors) |  |  |  |  |  |
| Mechanics  (with 5 meaning very accurate mechanics and 1 being many errors) |  |  |  |  |  |

*Adapted from Goff-Khouri’s rubric, adapted from Heaton, 1990, p. 110*

Please use this space to give any specific examples that you think I should consider: