**Supplementary Materials**

**Hypothetical Scenario**

Imagine that you are teaching International Freshman Composition I this semester

with ten students in your class. Your students have just submitted rough drafts of their argumentative essay (the first major writing assignment) to you for formative feedback (see the assignment guidelines and the rubric in the folder). You have 2-4 days to provide feedback. It is noteworthy that this semester, as part of the curriculum, you are using Grammarly to complement your feedback.

1. Provide formative feedback as you normally would. Formative feedback means feedback for learning. You need to focus on things you want your students to improve before they submit their essays for summative assessment (grades). You should not provide grades!
2. Make sure to look closely at the assignment guidelines. You can use the rubric if you want. But you do not have to. The rubric is normally used for summative feedback.
3. Please download essays and provide feedback in Word document. Comments should be marginal and typed.
4. You can upload students’ essays to Grammarly. But you need to register first. You were also given ten Grammarly reports for ten essays that you can look at to supplement your feedback.
5. Try to provide feedback within 2-4 days. This is usually how much it takes for teachers to provide feedback.
6. Once you finish providing feedback, upload essays with your feedback to the Google folder. Contact me for a follow-up interview. The interview should take no more than an hour.

**Argumentative Essay Prompt**

|  |  |
| --- | --- |
| Due Dates | |
| Rough Draft |  |
| Final Draft |  |

Topic:

New technologies are being invented and refined constantly in the world we live in today. While many of these technologies were created for the good of society, some have impacted the world in negative ways. *Discover Magazine* is creating a special issue that reflects on the changes in technology over the last 100 years. Write an article for this special issue arguing one invention the world would be better without.

Instructions:

Please follow the following guidelines to craft your essay:

1. Craft your own argument using sources as support.
2. No matter which topic you choose, you should consider 2-4 main points for your argument.
3. Address at least one counter-argument.
4. Your essay must make use of at least 3 sources, which you must cite using in-text citation and a reference page in APA style. Do not use Wikipedia or a source that is not in English as one of your 3 main sources. You may use websites from Google or journals from our library databases.
5. ANY outside information, either words or ideas, you MUST cite according to APA format. If you have any questions about this, please contact me or visit the Writing Center.
6. Your essay should be properly formatted according to APA guidelines, proofread, and at least 1000 words in length.

**Argumentative Essay Rubric for Summative Assessment**

|  |  |  |
| --- | --- | --- |
| **Area** | **Points** | **Description** |
| **Content** | **26-30** | **EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic** |
| **21-25** | **GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail** |
| **16-20** | **FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic** |
| **0-15** | **VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate** |
| **Organization** | **26-30** | **EXCELLENT TO VERY GOOD: Clear thesis with controlling idea, organized, unified, coherent, has an introduction, body, conclusion, has transitions/topic sentences, wrap-and-tie sentences.** |
| **21-25** | **GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, has some topic and wrap-and-tie sentences.** |
| **16-20** | **FAIR TO POOR: ideas disconnected, lacks logical sequencing, limited topic and wrap-and-tie sentences.** |
| **0-15** | **VERY POOR: does not communicate, no organization, not enough to evaluate, no topic or wrap-and-tie sentences.** |
| **Language Use** | **16-20** | **EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions** |
| **11-15** | **GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured** |
| **6-10** | **FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused or obscured** |
| **0-5** | **VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate** |
| **Documentation style** | **8-10** | **EXCELLENT TO VERY GOOD: includes properly formatted in-text citations and references page, follows APA page format (title page, page number, Times New Roman, 12 points, double-spaced, etc.)** |
| **5-7** | **GOOD TO AVERAGE: occasional errors of in-text citations and references page, follows APA page format with occasional errors (title page, page number, Times New Roman, 12 points, double-spaced, etc.).** |
| **2-4** | **FAIR TO POOR: frequent errors of in-text citations and references page, follows APA page format with frequent errors (title page, page number, Times New Roman, 12 points, double-spaced, etc.)** |
| **0-1** | **VERY POOR: no mastery of in-text citations and references page; does not follow APA page format** |
| **Mechanics** | **4** | **EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing** |
| **3** | **GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning no obscured** |
| **2** | **FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured** |
| **0-1** | **VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, or not enough to evaluate** |
| **TOTAL POINTS** | **100** |  |

**Semi-structured Interview Questions**

1. *Demographic information*

1. What’s your preferred nickname?

2. Where are you from?

3. What’s your first language?

4. What’s your degree?

5. Do you have L2 writing teaching experience? If yes, how long have you been teaching L2 writing?

6. What’s your overall English language teaching experience?

1. *Questions about prior experience with AWE*

7. What do you know about automated writing evaluation (AWE) systems and similar tools? Have you ever used one before?

8. What is your general attitude toward using AWE in L2 writing classrooms?

1. *Questions about teachers’ perceptions of Grammarly to supplement their feedback*

9. Have you ever used Grammarly before? If yes, how long? for what?

10. (Reminds the scenario) How did you feel about using Grammarly to supplement your formative feedback in this scenario?

11. When using Grammarly to complement your feedback, how have your ways of feedback provision changed as to feedback amount and feedback type?

12. Can you tell me about the process of using Grammarly to supplement your feedback?

13. Did you find Grammarly useful? If so, please describe how did it help you?

14. Do you think Grammarly feedback is beneficial to students?

15. Would you use Grammarly as a complement to your feedback?

16. What would you recommend to other teachers in regard to using Grammarly to supplement their feedback?

17. Is there anything you want to add?

**Error categories used to code teachers’ feedback**

|  |  |  |
| --- | --- | --- |
| Grammarly feedback evaluation | Comments on Grammarly’s feedback | |
| Positive feedback | Praise for achievement or encouragement about performance | |
| General | The overall quality of an essay in all its aspects often coupled with positive feedback | |
| Higher-order concerns (HOCs)    Discourse Level | Content | Clarity or understandability |
| Development or lack of development |
|  |
|  |
| Accuracy of information, truth value of claim, accuracy of interpretation |
| Organization, coherence, cohesion | Transitions |
| Thesis statement |
| Topic Sentence |
| Coherence, cohesion |
| Idea placement |
| Paragraph order |
| Lower-level concerns (LOCs)    Form Level | Vocabulary | Word choice, collocations, phrasing |
| Grammar/Syntax and morphology | Sentence structure |
| Word choice |
| Verb Tense |
| Noun endings (singular/plural) |
| Verb form |
| Word form |
| Articles/determiners |
| Pronouns |
| Preposition |
| Conjunctions |
| Subject-verb agreement |
| Fragments |
| Missing word |
| Extra word, redundancy, or repetition |
| Overall quality of grammar |
| Mechanics | Punctuation |
| Spelling |
| Documentation or attribution |
| Formatting and style |
| **Adapted from Ene & Upton (2014) and Ferris (2006)** | | |

**Detailed breakdown of teacher feedback (Findings)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Mik**  % | **Mei**  **%** | **Maria**  **%** | **Rob**  **%** | **Jackson**  **%** | **Heaven**  **%** |
| Grammarly feedback evaluation | Comments on Grammarly’s feedback | | - | - | - | - | - | 1.7 |
| Positive feedback | Praise for achievement or encouragement about performance | | 7.9 | - | - | 14.3 | 3.9 | 22.0 |
| General | The overall quality of an essay in all its aspects often coupled with positive feedback | | - | 1.7 | - | - | - | 10.2 |
| Higher-order concerns (HOCs)  Discourse Level | Content | Clarity or understandability  Development or lack of development  Accuracy of information, truth value of claim, accuracy of interpretation | 10.5  23.7  - | 1.3  1.3  0.4 | 3.2  23.8  - | -  8.6  2.9 | 9.3  19.4  7.0 | 5.1  13.6  3.4 |
| Organization, coherence, cohesion | Transitions  Thesis statement  Topic Sentence  Coherence, cohesion  Idea placement  Paragraph order | 5.3  2.6  2.6  7.9  2.6  2.6 | -  0.4  1.3  0.4  1.3  - | -  -  4.8  1.6  -  - | 11.4  -  2.9  14.3  5.7  - | -  1.6  0.8  -  2.3  - | -  1.7  1.7  -  -  - |
| Lower-level concerns (LOCs)  Form Level | Vocabulary | Word choice, collocations, phrasing | 2.6 | 14.9 | 12.7 | 11.4 | 8.5 | 3.4 |
| Grammar/Syntax and morphology | Sentence structure  Word choice  Verb Tense  Noun endings (singular/plural)  Verb form  Word form  Articles/determines  Pronouns  Prepositions  Conjunctions  Subject-verb agreement  Fragments  Missing word  Extra word, redundancy, or repetition  Overall quality of grammar | 2.6  -  -  -  -  -  -  2.6  -  -  -  2.6  -  -  - | 10.2  1.7  0.4  4.7  3.8  4.3  3.8  0.9  3.4  1.7  2.1  0.4  6.4  6.4  0.4 | 11.1  -  -  -  -  -  -  -  -  -  1.6  1.6  -  1.6  - | 5.7  -  -  2.9  -  -  -  -  -  -  -  2.9  -  -  14.3 | 2.3  -  -  -  -  -  -  -  0.8  -  -  -  -  2.3  - | 10.2  -  1.7  -  1.7  5.1  1.7  -  1.7  -  -  -  1.7  -  - |
|  | Mechanics | Punctuation  Spelling  Spacing  Documentation or attribution  Formatting and style | -  5.3  -  18.4  - | 11.1  7.7  0.4  4.7  2.6 | 6.3  4.8  -  27.0  - | -  -  -  -  2.9 | 1.6  13.2  0.8  20.2  6.2 | 1.7  8.5  -  3.4  - |