

The Effects of the Technology-Integrated Writing Lessons: CIPP Model of Evaluation

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Abstract

This paper is about the evaluation of a technology integrated writing course at the English Language Teaching Faculty of a private non-profit foundation university in Turkey. The course has been evaluated by using CIPP Model (Stufflebeam, Daniel L., 2003). The evaluator of the programme has conducted a programme by using the 5E Model (BSCS, 1987) as an instructional design, evaluated the course and given suggestions for the future plans and studies. The study displayed a positive effect on students' writing skills especially on female students' work. In the reflection they made on their own learning process, they mentioned that the 'Write & Improve' tool was beneficial and the comprehensive knowledge of using some other web tools helped them to adapt themselves into new situations in the transition to online education during Corona virus (Covid-19) Pandemic. However, some students stated that they missed face-to-face lessons and got bored of online lessons.

Keywords: course evaluation, online course evaluation, CIPP evaluation model, technology-integrated writing lessons, automated feedback, online learning, online course, remote learning

1. Introduction

Writing is one of the productive skills which can also be called as active skills. As writing is in a reciprocal relationship with speaking and it contains grammatical structures, lexis and the proper use of them, learning process can be really challenging (Golkova & Hubackova, 2014). Therefore, the progress of this skill may be slower than the receptive ones such as reading and listening.

When learners get a regular constructive feedback, the process is smoother and the progress is stronger. One of the massive useful methods in improving writing skills is the corrective feedback given by the teachers. Feedback is the most significant source of assessment information that supports learning and improvement (Hattie, 2009, Ruiz-Primo & Brookhart, 2018, Brookhart, 2020). Teachers and institutions may prefer different ways and methods for this. Variety of giving written corrective in language learning is a massive support to develop writing skills more effectively (Nagode, Pizorn, & Jurisevic, 2014). Automated written corrective feedback is considered to be very effective and it has qualities that distinguish it from the feedback teachers give potentially but it still requires anticipation in error-flagging (Ranalli, 2017).

Today, classrooms continue to make the transition from a print environment to a digital environment as teachers continue to look for different ways to meet the needs of 21st century learners and to change the traditional class into a more communicative learner centred one where students are more involved in their own learning process. As students are exposed to technology nearly everywhere in their daily lives, learning should be supported and blended with technology as well (Oflaz, 2019). Moreover, curriculum designers should make sure that the curriculum is technologically friendly, if the aim is to make a progress in curriculum to fulfill today's changing needs (Diker Coşkun, 2015). Another factor which makes the role of technology pivotal has been the Coronavirus Pandemic. The process during the Coronavirus (Covid-19) Pandemic showed that students need to work more independently which is the advantage of getting new skills and new regulations, platforms and solutions will be needed for future cases (Giorgi & Kvaavdze, 2020). Therefore, using web tools is inevitable as the delivery of teaching has been transformed from a face-to-face lessons to synchronous and asynchronous lessons online. One of the most common and reliable web tools 'Write & Improve' developed by the Cambridge

English¹ is used nearly in 217 countries by millions of teachers and students for effective feedback (University of Cambridge, 2021).

To see how successful language learners would be in technology integrated writing after they use a web tool for corrective feedback, an online writing skills course took place during the Covid-19 Pandemic has been evaluated by using the ‘Context, Input, Process, Product (CIPP) Model’ (Stufflebeam, 2001).

2. Literature Review

Curriculum has existed for centuries and like learning and education, it will maintain its position in the future but of course with some changes. Some of these changes have already started to take place. In Finland, participation has become mandatory so students are digitally working in project groups and express themselves through presentations which will also help them to gain and develop 21st century skills (Spiller, 2017). Harmer (2015:204) says that we can do many of the things we have always done inside the classroom, but we also have the option of going beyond the classroom without necessarily moving from our seats. To put it another way, we can mix the inside and outside learning worlds in what is usually referred to as blended learning (Harmer, 2015).

According to the report on the state of English in higher education in Turkey prepared by British Council, the Times Higher Education Rankings for 2015 include a separate table for countries classified as 'emerging economies' and Turkey makes a strong showing, with three universities in the top ten and eight in the top 100. However, Turkey's performance looks less strong when viewed from other perspectives. First, while Turkey has four universities in the top 200 according to the Times Higher Education, it has none in the top 200 listed by the QS and Shanghai tables, which are calculated according to rather different criteria. Secondly, Turkey has fewer top-ranking universities than other emerging economies such as Mexico and South Korea in the 'MIST'² group of countries. Thirdly, Turkey's own URAP³ rankings include many more (76) universities but also include many more universities much lower down the rankings (British Council & TEPAV, 2015). The report also shows that the use of technology was somewhat ineffective although all classrooms were equipped with adequate levels of technology. Only in 20% of it, the use of technology was imaginative and effective. The report also shows that the use of technology was somewhat ineffective although all classrooms were equipped with adequate levels of technology. Only in 20% of it, the use of technology was imaginative and effective.

Because of the reasons mentioned above, the course in the present study was designed as technology integrated writing skills. Teachers should not confuse curriculum with a simple list of contents. Instead, they need to think of it as a collection of decisions that relates to the selection, ordering, emphases, and breadth of the treatment of the content elements chosen for presentation to students and to the assessment of students' proficiency levels (Armstrong, 2003). Therefore, a world-wide tool ‘‘Write & Improve’’ was used to implement the programme.

‘Write & Improve’ allows learners automated corrective feedback to make them correct their own mistakes, it requires a lot of critical and analytical thinking. For that reason, it seems to be fitted for the university students who are adults. Adults are more motivated and eager to learn if the topic appeals to their interest and several topics / themes which are covered allow them to make connections. They usually would like to learn things they will need in real life and integrated thematic units are helping that. They have life experiences so giving them opportunities to share those can be very useful in the learning process. As the source in this design includes students' real-life experiences, it is definitely useful during the learning and reinforcement process (Gulbahar, 2012). Because of the reasons mentioned above, ‘Write & Improve’ meets the needs of the students effectively.

2.1. CIPP Evaluation Model

Context, Input, Process, Product (CIPP) Model is one of the most commonly used evaluation models and developed by Stufflebeam and Shinkfield in 1985 (Warju, 2016). The model has been employed in the US and around the world in short term and long-term investigations and emphasizes that the most important purpose is not to prove, but to improve. (Stufflebeam, 2003).

The evaluation is carried out according to the four aspects of the CIPP framework. In the Context phase of the evaluation, the lecturer of the course thinks and decides about what needs to be done. It includes an actual reason why the selected programme is or will be implemented. According to the needs and problems, goals and priorities are shaped and plans are made.

¹ <https://writeandimprove.com/>

² an acronym for Mexico, Indonesia, South Korea and Turkey

³ University Ranking by Academic Performance

The Input Evaluation allows the lecturer how the evaluation should be done. Alternative approaches and action plans take place to reach the potential goal. The information about all tools and resources to achieve the objectives of the programme are provided. This is actually considered to be the most important step of the model, but unfortunately it is the most neglected one (Stufflebeam, 2003). The lecturer tries to find out whether the design is well executed or not in the phase called process evaluation. All the details about the process are given and individual feedback is also provided to share how the implementation of plans were delivered.

In the last phase called Product Evaluation, the actual outcomes are measured to see if the programme should be continued or not. The impact of expected and unexpected goals are clearly interpreted.

The core concepts of the CIPP Model and the target questions of each phase are correlated with the steps of the technology integrated writing lessons. Then, instructions for each phase were added by the researcher (Figure 1). According to this, a problem is stated first and its solution is provided.

Next is the planning stage. The lecturer should decide on what instructional design s/he will use. S/he should also make a list of the tools including the online ones and decide where and how to use them. The process stage usually includes ready- made programmes or platforms where the lecturer can follow the process.

Finally, the product phase displays if the course is successful by using the data such as pre-test and post-tests.

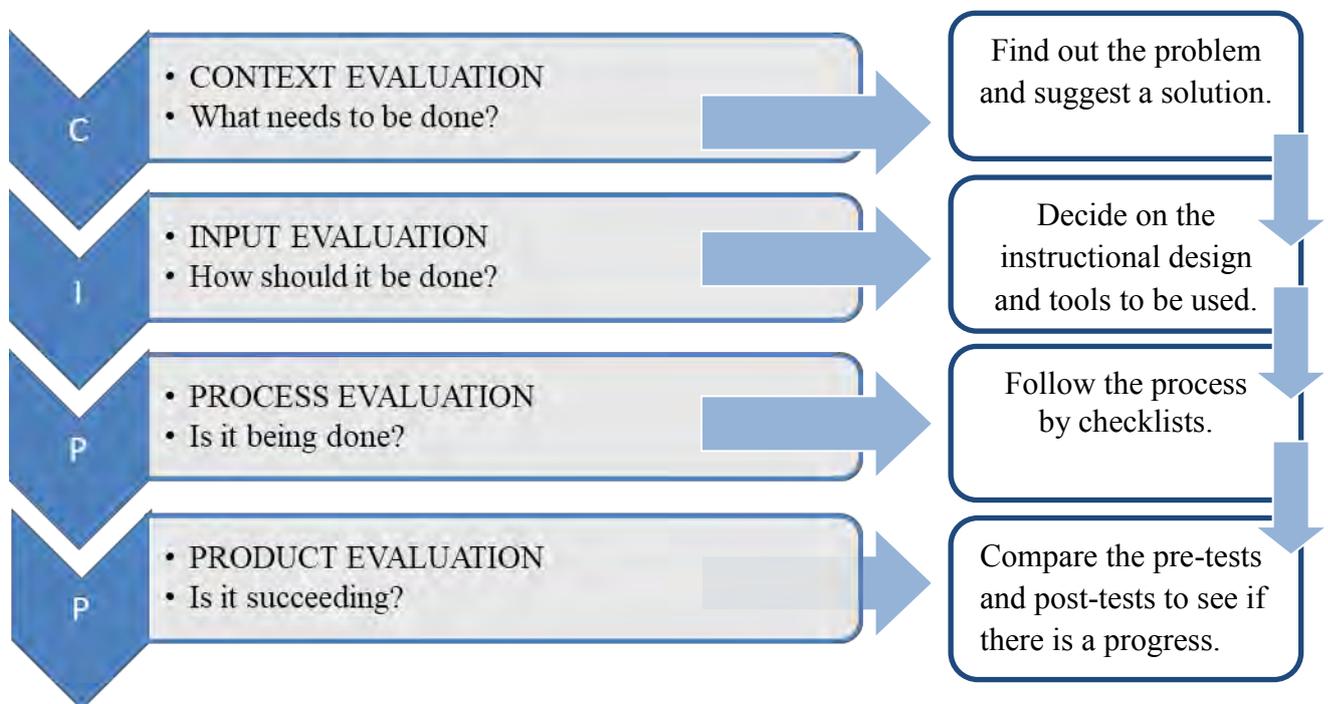


Figure 1: Adapted version of core concepts of the CIPP Model (Stufflebeam, Daniel L., 2003)

2.2. What seems to be missing in the CIPP Model?

Working on use and refinement will appeal to students who want to become more independent in using and monitoring their use of new language (Woodward, 2001). That is why corrective feedback makes students' lives easier by guiding them the language skills to be improved. However, students may still need support and scaffolding during this process and it may be helpful if teachers continue that as an active process (Benko, 2013).

Learners may need scaffolding in different areas. To give an example, learners who have low prior knowledge may need both content and process scaffolding whereas learners with high prior knowledge may need process scaffolding rather than content scaffolding (Azevedo & Jacobson, 2007).

In any case, students will somehow need to be supported at different steps of learning and practising but still some students will know what the whole topic is and get bored and some can be ready to learn while others feel are not ready at all (Willis & Willis, 2007). Although learning is an individual and internal process, students have different inherited features and also cognitive and affective characteristics they gain from their environment and that's why they need help and support at different times.

Hence, if a new core concept called ‘Treatment Evaluation’ (Figure 2) is added to the CIPP Model, the teacher may meet the needs of the students instantly and students can have the opportunity to share their concerns and ask for a support.

This process, which requires a new or re-training, can be expanded to the Process Evaluation, so it can take before, during or after the process but to be finalised before the Product Evaluation.

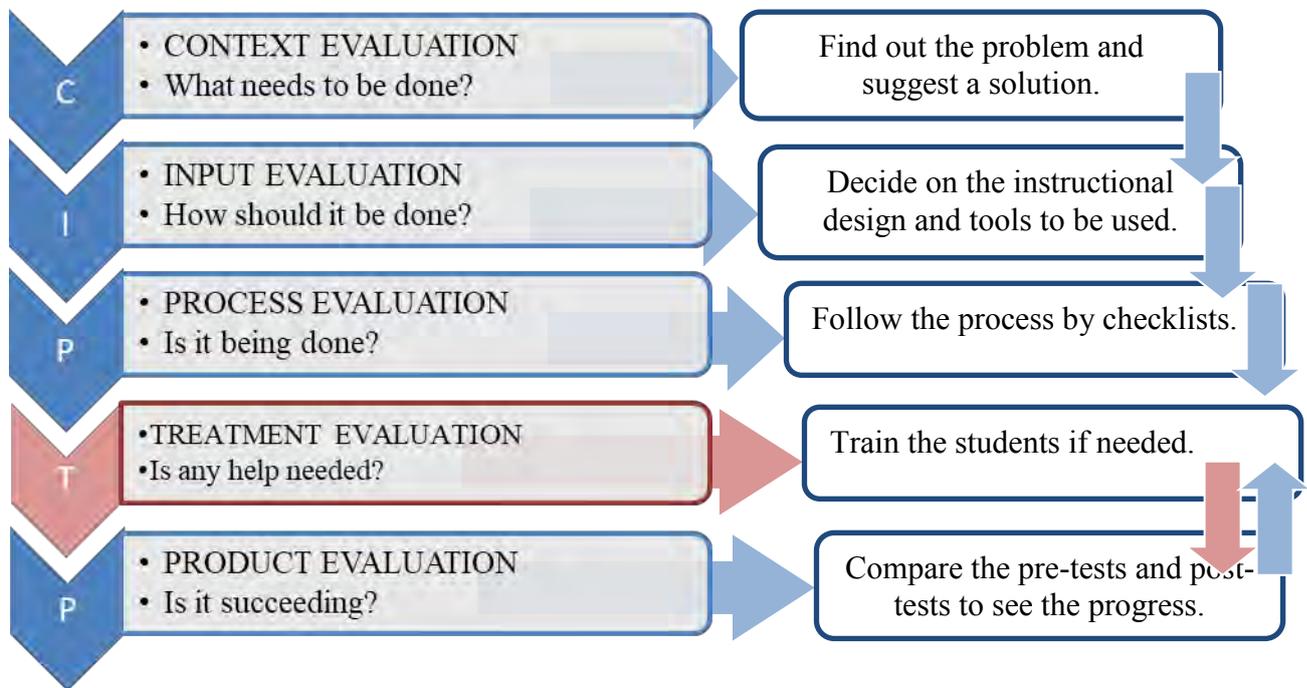


Figure 2: Suggested phase for core concepts of the CIPP Model

2.3. Write & Improve: A Tool on AWCF (Automated Written Corrective Feedback)

Since automated writing evaluation (AWE) tools are providing students with written corrective feedback (WCF), automated written corrective feedback (AWCF) has become a buzz word. AWCF supported teachers in such a way that their feedback burden has been lightened while learners gained more autonomy on revising and proofreading their own work (Ranalli, Jim, 2018).

'Write & Improve' is a unique feedback tool for English language learners to support and encourage writing and it is provided by Cambridge English. 'Write & Improve' gives a chance to the students to check their written work and correct themselves according to the semi-corrective feedback including spelling, grammar and vocabulary. It also gives a summative feedback by recording the progress of the students so that they can see their CEFR⁴ levels as an overall assessment and they are allowed to make necessary changes in their writing. It is considered as a necessary and useful tool to improve writing especially when it is used regularly (Shirazizadeh & Amirfazlian, 2018).

'Write & Improve' can be used anywhere at any time with any mobile device. It may be possible to assert that mobile devices affect not only student behaviors in social and psychological terms but also contribute to the instructional technology (Kızılkaya, 2015).

In addition to the corrections in the written text of the students, encouraging and motivating are also beneficial. No matter what their ages are, using words of praise really helps students overcome the difficulties and stay motivated. Appropriate praise and stimulation makes positive changes in promoting learners' sense of achievement and enhancing their motives in learning. Some non-verbal languages play a big in easing students' nervousness and anxiety as well (Zhuang, 2010). Even the use of emoji makes a change in students' work as they allow transparent emotional exchanges and further direct the cognitive effort of teachers' (Sun, et al., 2019).

Receiving feedback for a written task or work is essential in an ongoing learning environment. That is what helps the students to move forward in terms of academic success. Working together with another person,

⁴ CEFR (Common European Framework of Reference) is an international standard for describing language ability (cambridgeenglish.org).

either an adult or a more competent peer at a level that is just above a learner's present capabilities is the best way for the learner to move into the next layer (Burden & Williams, 1997).

Recent years have seen a steady embedding of digital technologies both in class and out of class. As a result, technology integrated lessons and related online tools for automated written feedback have become increasingly popular to help language learners to acquire and improve their practical skills in writing (Karpova, 2020). Automated written corrective feedback tools have the potential to find and correct common L2 error types and deliver feedback synchronously. Synchronous corrective feedback may aid L2 development (Ranalli & Yamashita, Automated written corrective feedback: Error-correction performance and timing of delivery, 2020).

3. Method

An evaluation study was conducted. In this study, the freshmen of the ELT Department of a private foundation university took an online writing course for 14 weeks. Lessons were delivered face-to-face during 5 weeks but a 9-week programme was prepared as an emergency remote online teaching because of the COVID-19 Pandemic. That's why the lessons were redesigned by the instructor accordingly and it was evaluated by using the CIPP Model (Stufflebeam, 2001). The reason why CIPP Model was used is that the detailed and extensive evaluation it provides and its easily applicable process (Fitzpatrick, Sanders, & Worthen, 2004, Önal, 2020).

Synchronous parts of the lessons were delivered as 40 minutes weekly. In addition to this, the students were introduced a web tool called 'Write & Improve' where they worked on essay writing individually and received technology-integrated written corrective feedback for their writing. They used the tool 'Write & Improve' which is defined as a pioneering online technology developed by Cambridge Assessment English Project at the University of Cambridge to assess writing skills quickly and give feedback on students' writing based on Common European Framework of Reference (CEFR) for languages (Karpova, 2020).

In order to measure the potential effect of treatment, a writing exam on an opinion essay was implemented as a pre-test before students start to use the 'Write & Improve' tool and another exam on an opinion essay was implemented as a post-test. For both pre-test and post-test, students were given opinion essays which were conducted with a standardized rubric⁵ assessing the (1) content, (2) organization, (3) communicative achievement, and (4) mechanics of student writing (in the language part). To make the criterion related validity high, the rubric chosen was an international criteria used in the B2 Cambridge English exams⁶.

Finally, students were asked to write reflections on the online writing lessons they have attended and the tool they used. 7 of these reflections were picked randomly and shared in the study.

The following research questions were designed to see how the CIPP Model worked for the evaluation of a technology integrated writing lesson:

1. What is the effect of technology-integrated written corrective feedback in a writing skills lesson evaluated according to the CIPP Model?
2. Does technology-integrated written corrective feedback have any influence on male and female students' writing skills?
3. What are the opinions of the students on the technology integrated writing lessons?

3.1. Participants

Due to the fact that the study was implemented in an ELT department during the pandemic, the researcher did not have the required autonomy to use the simple random sampling in the study. That is why she used a convenient non-random sampling method in the study. Year 1 students were picked for the study.

The number of the students were 73 in total. 50 of them were females and 23 of them were males. Their ages were between 18 and 20.

3.2. Procedure

The procedure of the study was designed according to the core concepts of CIPP Model and the steps of each phase is designed and followed accordingly. The flow of the course under the core concept of the CIPP Model step by step is as below:

⁵ Appendix 1

⁶ <https://www.cambridgeenglish.org/exams-and-tests/first/>

Table 1. CIPP Model used for the study

Core Concepts of CIPP		Action Taken
Context Evaluation	What needs to be done?	<ul style="list-style-type: none"> • A 9-week online course of writing skills was redesigned for the ‘emergency’ remote online teaching. • The lessons were planned according to the observation notes taken during the face-to-face 5 weeks of the course
Input Evaluation	How should it be done?	<ul style="list-style-type: none"> • Synchronous lessons of 40 minutes were delivered on Microsoft teams. • Asynchronous activities were provided through Padlet⁷. • Students used the tool “Write & Improve” to get an automated corrective feedback on their writing. • Students stayed in touch with their teacher and classmates through the class Padlet. • 5 E Model was used for each synchronous lesson as an instructional design model.
Process Evaluation	Is it being done?	<ul style="list-style-type: none"> • The teacher uploaded all the materials on the assigned channel of Microsoft Teams which was coordinated and followed by the university administration. • The synchronous lessons were recorded on the assigned channel of Microsoft Teams which was coordinated and followed by the university administration.
Product Evaluation	Is it succeeding?	<ul style="list-style-type: none"> • A t-test was implemented by using the results of the writing exams as pre-tests and post-tests. • Students’ reflection on the technology integrated writing lessons were collected.

3.2.1. Context Evaluation

Context evaluation helps to assess the needs, problems and opportunities within a defined context or an environment (Stufflebeam & Shinkfield, 2007). Different types of methods for the evaluation of context include surveys, document reviews, data analysis and interviews (Stufflebeam, 2003). Context evaluation deals with questions to investigate if the aims are suitable or not, if the course is relevant to the aims or if the programme is fulfilling the needs (Aziz, Mahmood, & Rehman, 2018). It also seeks answers to the potential problems expected during this process (Önal, 2020). That’s why addressing these important issues at this stage is vital.

The course evaluated in this paper was originally planned as a 14-week face-to-face programme⁸ but transferred into online course after the COVID-19 pandemic. As it took place as an emergency remote teaching programme, the instructor / researcher could not implement a survey for the needs analysis. However, she has used the observation notes she took during 5 weeks of the course which was face-to-face and 9 weeks of the course was planned accordingly. Some significant details from her observation notes are as follows:

- Week 1
 - Students seem to have a prejudice against academic writing.
 - Most of them mentioned that they hardly received feedback for their writing tasks in the previous semester.
 - Some of them stated that they usually have no idea about what to write although they understand the instructions or the topic.
- Week 2
 - Students had difficulties to make an introduction for their essays.
 - Most of them seemed to have enjoyed working in groups.
 - Few students needed help or support during the group work.
- Week 3
 - Students had difficulties to pick the correct academic words for their essays.
 - Most of them found finding supporting ideas difficult.

⁷ Padlet is a digital canvas where users can post text, videos and images.

⁸ Appendix 2

- The visuals and warm up games seemed to have helped them to find supporting ideas.
- Week 4
 - Students were a bit nervous when they were introduced peer correction.
 - When they experienced how peer correction worked, they seemed to be relieved.
 - Some of them mentioned that they felt more confident about the tasks they prepared as they had a chance to work on them according to their peer’s feedback before they submitted them to the teacher.
- Week 5
 - The rubric of the first written exam was introduced and they mentioned that it reduced their stress.
 - Students wrote an essay as a group and marked each other’s essays according to the rubric. They stated that taking the teacher’s role made them aware of their mistakes.
 - Some of them seemed to be surprised after the teacher introduced the real marks because they were too harsh during marking.

According to these notes, the instructor / researcher did not limit the lessons with the live sessions. The 9-week course actually took place as synchronous officially but considering the students who need support and who benefited from their peers’ communication and collaboration, the lecturer of the programme added asynchronous support in the curriculum as well. Asynchronous e-learning helps the learners to communicate and collaborate outside the class as well and it can give a chance to students to reflect and assess their peers’ ideas as they have more time (Hrastinski, 2008).

Students gave positive feedback in their reflection about the platforms where they could communicate and collaborate with their peers whereas the group work and fun activities planned did not work properly as most of the students connected the lessons with their cameras off. Moreover, some students failed to join in the live written discussions because they were physically away though they were online in class.

3.2.2. Input Evaluation

The purpose of input evaluation is to provide information for determining the resources to meet the aims of the programme. These include human resources, physical resources and curriculum as well (Khuwaja, 2001, Aziz , Mahmood, & Rehman , 2018). Questions come under this phase is usually about the skills students will gain, the balance between the theory and practical work, teaching skills for effective learning and teachers current knowledge and skills for teaching.

Considering these details, an online platform was provided for the students firstly. Synchronous lessons were delivered in the channels of Microsoft Teams and students were provided with the access of this software by the institution. A channel as an online class was created and the link of the channel was shared with the students to invite them to join the online classes. Once students joined the channel, they were able to receive all notifications such as the date and times of the lessons, comments made and documents shared. Synchronous lessons were delivered weekly and each lesson was recorded for the students who missed the class or the ones who wanted to watch the lessons again. Lecturers were asked to deliver at least 20 minutes for each lesson so the duration of the weekly lessons were 40 minutes as minimum. In some weeks, lessons were extended due to the active participation of the students, questions which were asked by them and the pedagogical and technical support they needed. Students were expected to adapt to the lessons on Microsoft Teams. However, they had difficulties to participate the lessons actively by turning their cameras on or working in groups.

When it was decided to begin remote classes, the curriculum and course syllabus was revised⁹ for the online platform as below and new skills to be introduced and developed were also added in the programme. Some web tools were also used to support the lessons both synchronously and asynchronously.

Building an efficient instructional design is as important as planning the activities and developing the materials of the lesson. It presents support to organize learning and teaching to achieve the goals planned. As a framework, an instructional design model provides an overall view of all the components that should be taken into consideration in a course. That’s why an instructional design was used to plan the lessons. Lessons which were designed according to the 5E Instructional Model (BSCS, 1987)¹⁰ aimed to promote active learning by involving learners in all stages of learning and develop their skills on top of their old ideas and share their experiences with their peers. They were encouraged to work collaboratively in some activities to lead them to their own discoveries and to help them to be active thinkers and construct their own understanding.

⁹ Appendix 3

¹⁰ Appendix 4

The steps of the lessons were arranged in five the phases of 5E Instructional Model as engagement, exploration, explanation, elaboration and evaluation. In the engagement phase, students were motivated to share their prior knowledge. Then, they interacted with materials through discussions in the exploration phase. In the next phase, explanation allowed them to connect their previous learning with their current learning. After that, their experiences were applied and extended to new situations in the elaboration phase by connecting their ideas and drawing conclusions. Finally, the evaluation phase allowed them to see how they made a progress. A reflection session after each lesson to guide this last phase was also added by the lecturer.

Preparing each and every lesson according to the 5E Model was time consuming for the teacher / researcher and some topics were difficult to adapt especially the ones related with academic rules (Figure 1). The most challenging part was the Engage Phase as they have never come across or used it before. However, they really enjoyed working on the Explore Phase while trying to find new information with the guidance of the teacher (Figure 2).

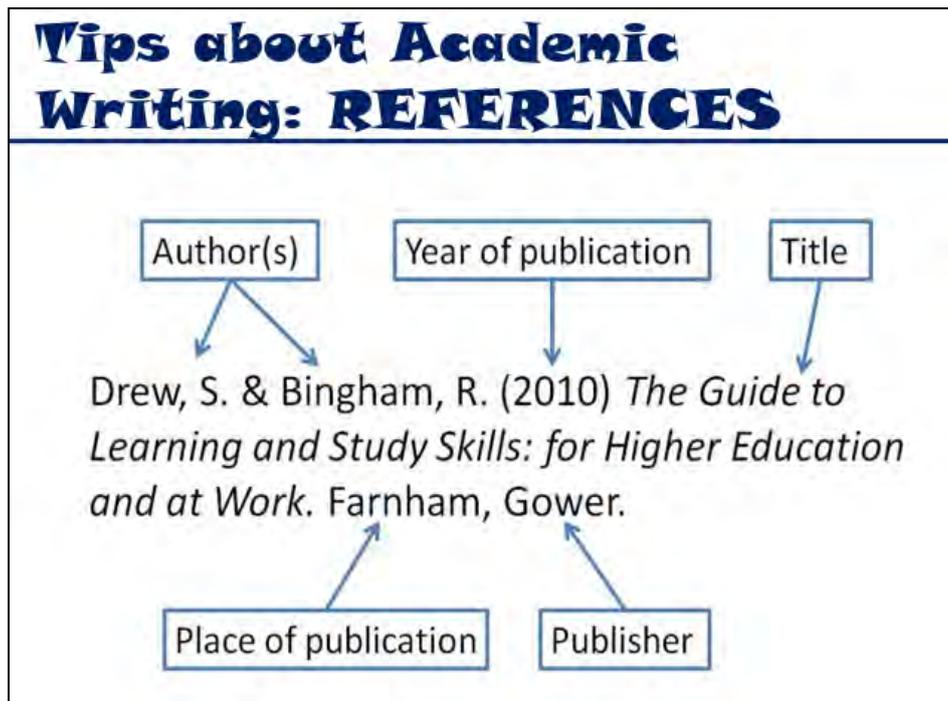


Figure 3: A slide from the PP of Week 7 Topic



Reflection - Mini Task

1. Read the blog post below.
<http://www.merveoflaz.net/internet-adabi.html>

2. How would you tweet about this post? Write it in the comment box on Padlet.

 **till we meet next time ...**

Figure 4: A slide from the PP of Week 8 Topic

3.2.3. Process Evaluation

Process evaluation focuses on the running of the programme which includes the teaching and learning process. This is assessed to see how a programme works and what could be done for a better implementation (Patil, Y.; Kalekar, S.; 2014, Aziz, Mahmood, & Rehman, 2018). It deals with the types of activities conducted, effective ways of delivery and if the students and teachers participate in different activities.

The teacher was assigned to make sure if the materials were uploaded on the required platforms and if the students continued their in-class and out of class activities. A weekly confirmation and upload of the materials and lesson recording were expected from the teacher so that nothing is missed.

Students who attended the present study performed their writing tasks on their own and did not get any help or support from peers or family. However, the teacher noticed that students needed an on-going support both technically and technologically. That's why a new core concept was suggested for the CIPP Model by the researcher (see 2.2 for more details). That is labelled as Treatment Evaluation and it was suggested to take place before, during after the process evaluation. This way, students will be scaffolded and supported at any time they needed so that they can achieve a task with guidance and encouragement (Vygotsky, 1978). The most common questions asked were usually about to increase the prompt relevance (Figure 5) in their work because the feedback given automatically focused on the language and lexical errors whereas students could not have a chance to see how they could improve the content of their writing task.

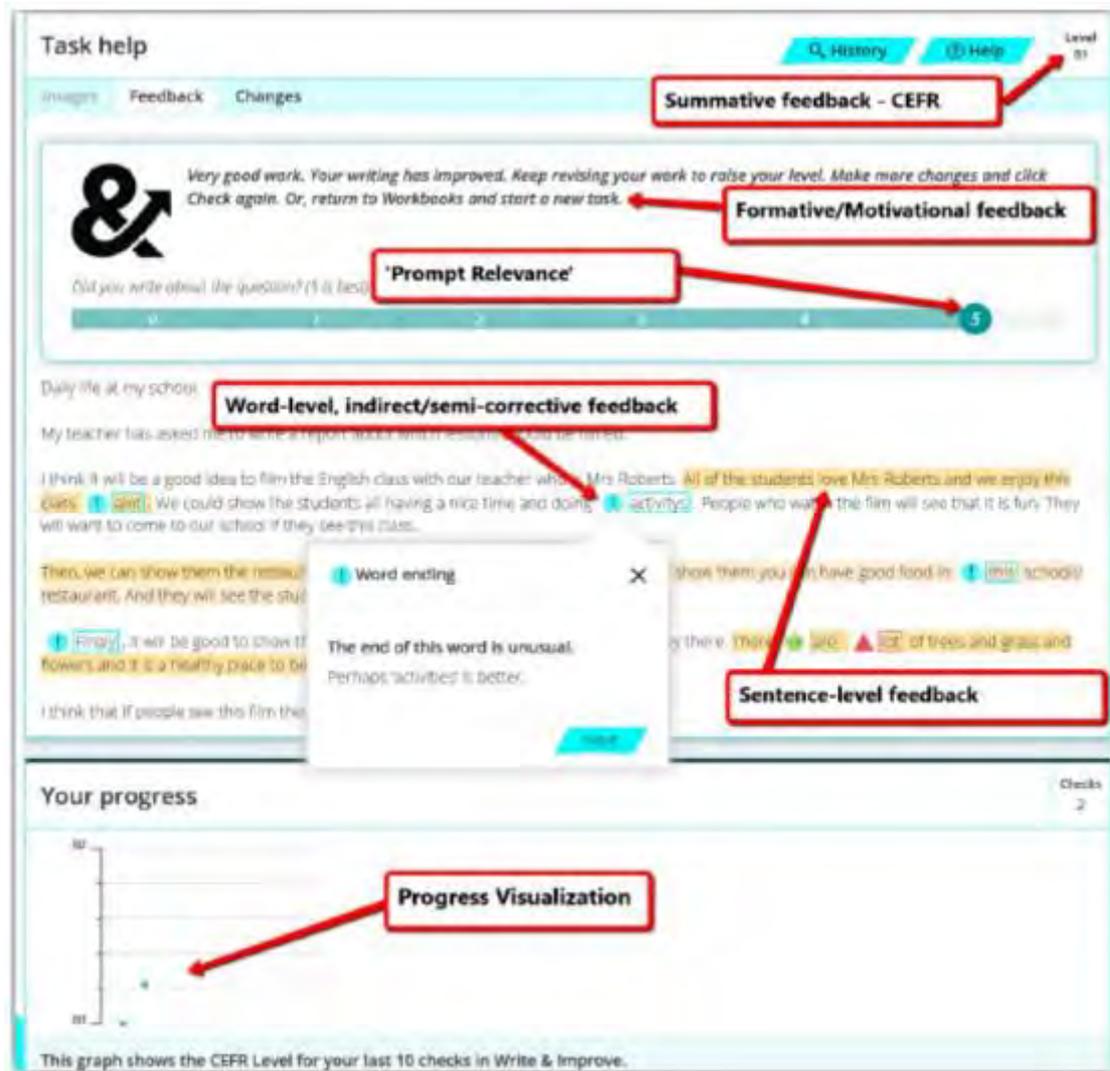


Figure 5: Screenshot of 'Write & Improve' corrective feedback (Karpova, 2020)

The normal class size was 73 and the average of the attendance was 30,67 % in the five weeks of the face-to-face courses whereas the average of the synchronous lesson attendance was 36,68 %.

Although the number of the live participants in the synchronous lesson decreased each week, the recordings of the lessons were viewed by the students. It is seen that the first two weeks of the course had the biggest number of participants and there is a clear decrease in the attendance after week 3 (Table 2).

The attempts of participation for two weeks could not have been recorded because of technical issues. The rest of the attempts to participate the lessons via chat seems to be enough considering the number of the participants.

Table 2. The Statistics of the Synchronous Lessons

Lesson Number	Date of the Lesson	Duration of the Lesson (by minutes)	Number of the Participants (out of 73)	Attempts to participate (via chat)	Number of the Recording Views
1	27.03.2020	45	41	105	69
2	03.04.2020	47	31	58	58
3	10.04.2020	89	21	60	37
4	24.04.2020	50	10	39	31
5	27.04.2020	48	13	failed to record	42
6	02.05.2020	60	14	42	15
7	06.05.2020	57	17	failed to record	21
8	15.05.2020	50	15	143	20
9	22.05.2020	51	23	41	59

In addition to the synchronous lessons, students completed 5 different writing tasks on the tool ‘Write and Improve’. Unfortunately, the tool itself does not provide the teachers to create a class or administer their students’ work so the teacher asked the students to take the screenshots of their last attempts (Figure 6) in the tasks, the feedback provided by the system (Figure 7) and also their progress reports (Figure 8). They were also asked to prepare a portfolio of these documents.

W&I Advanced

Write paragraphs to answer the question: about medical doctors

Most medical doctors want to work in cities where they will make a lot of money. Yet in many rural areas there are not enough doctors. What are the reasons for this problem? How can it be solved?

Start again   Saved

Health is an important part of the human life. In the past, because of the uncurable diseases, people were dying. Doctors were desperate, not to be able to do anything. However, at the present time patients and also the doctors are not at risk, science is very developed and it is easier to cure ill people. Doctors have some options to work such as working at cities or working at rural areas. Mostly, working at cities is more appealing to the doctors because of the money they have earned. The need for health workers is really high at the rural areas. There are some reasons for the doctors not choosing to work at rural areas.

It can be said that hard conditions of the rural areas make the decision of working difficult for the doctors. Not having enough equipment and contagious diseases may be counted two of the hard conditions. In addition, the money they earn may be not enough to make a living. It is not as organized as hospitals and the number of patients most likely to be fewer. So, wages are shaped in this situation. It might not look like an important issue for the people who are not aware of the health

problems of the rural areas. However, it is a big problem. As every problem has a solution it can be also solved by taking some actions. Government can make an offer to the doctors who will be working at rural areas. Salary increase might one of them.

In conclusion, Doctors are the people who are responsible for their patients health. Some of them are working at cities while others work at rural areas. Most of the doctors do not want to work at rural areas because of some problems such as difficult conditions and low salary. However, those problems can be solved by taking some actions.

314 words entered. For this task you should enter between 150 and 300 words.

Check again →

Figure 6: The Screenshot of ‘Write & Improve’ task of Student 17

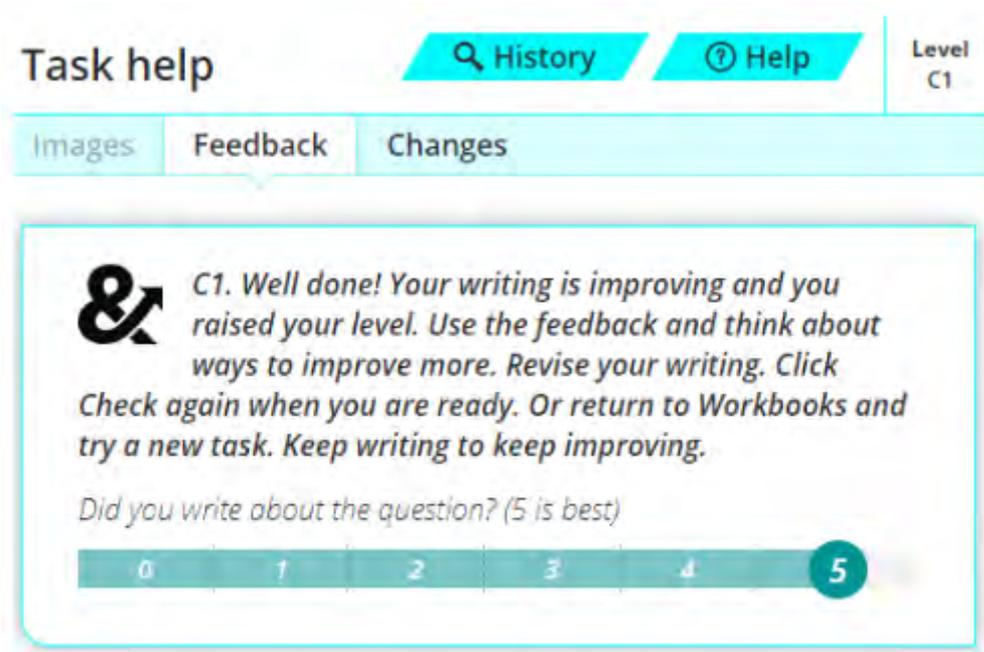


Figure 7: Screenshot of feedback for the ‘Write & Improve’ task of Student 17



Figure 8: The Screenshot of the Progress Report for the ‘Write & Improve’ task of Student 17

3.2.4. Product Evaluation

Product evaluation is the assessment of the outcomes so that the focus is on the students’ achievement of grades which would be an evidence to see if the programme was successful or not. For this, students were given an exam on essay writing before and after completing their 5 tasks on ‘Write & Improve’. These were considered as pre-tests and post-tests and t-test was implemented to see their progress.

In addition to that, students were asked to write a reflection on the tool ‘Write & Improve’ was also collected. The word limit was 50 as the maximum.

On the whole, students seemed to have made a progress in essay writing and analysing their own errors and managed to self-edit with the help of the tool ‘Write & Improve’.

More details about this phase have been discussed in the following part.

4. Results and Discussion

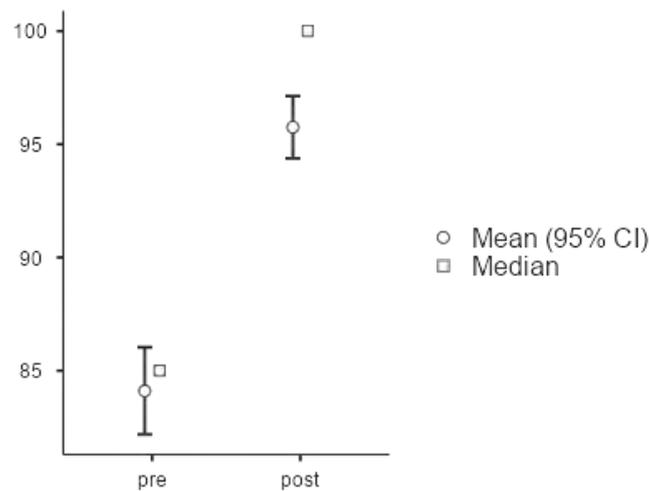
As the descriptive statistics (Table 3) and the t-test results (Table 4) indicate, there is a significant difference in the mean scores of the participants in the pre-test ($M = 83.1, SD = 8.39$) and the posttest ($M = 95.8, SD = 5.99$) $t(72) = -12.2, p > .001$.

Table 3. Descriptives

	N	Mean	Median	sd	SE
Pre-test	73	84.1	85	8.39	0.982
Post-test	73	95.8	100	5.99	0.701

Table 4. Paired Samples T-Test

		T	df	p
pretest	posttest	-12.2	72.0	< .001



After examining the male and female academic performance on writing skills before and after using the tool “Write & Improve”, a *t*-test was conducted to identify the potential differences between the two groups. Descriptive statistics for the two groups (Table 5) indicated that the male participants had a higher mean score ($M = 85.2, SD = 8.21$) than females ($M = 83.7, SD = 8.50$).

Table 5. Descriptives statistics for the gender

		N	Mean	Median	SD	SE
pre	Female	53	83.7	85	8.50	1.168
post	Female	53	95.8	100	5.67	0.778
pre	Male	20	85.2	85.0	8.21	1.84
post	Male	20	95.8	100.0	6.93	1.55

Specifically, the results obtained from the *t*-test run (Table 6) identified a significant difference between the two groups in their writing $t(52) = -10.9, p > .001$

Table 6. Paired Samples T-Test

		T	df	p
pre	Female	-10.9	52.0	<.001
post	Male	-5.51	19.0	<.001

In the study, it is hypothesized that the students who receive technology-integrated written corrective feedback for their writing would increase their writing scores. The current generation students are digital natives and they

enjoy the digital platforms. This tendency of the millennium students can be effectively used in the process of language learning. In so doing, can receive feedback using a tool or an application, and it is hypothesized to be effective in teaching writing.

Regarding the first question ‘What is the effect of technology-integrated written corrective feedback in a writing skills lesson evaluated according to the CIPP Model?’ the study displayed a positive effect on students’ writing skills. Academic achievement does not only give a clue about the learner's performance but also acts as an indicator for the efficiency of the educational systems and curriculum (Aydın, Sarier, & Uysal, 2014).

The second question ‘Does technology-integrated written corrective feedback have any influence on male and female students’ writing skills?’ asked revealed that the t-value of the females’ was higher than the males. Although some research showed that females had less confidence in using technology (Yau & Cheng, 2012, Shashaani & Kahalili, 2001), the results is mostly related with the academic performance and task completion. The research indicates that female students outperform male students when it comes to task completion (Parajuli, Mankumali; Thapa, Ajay, 2017, Dayıoğlu & Aşık Türüt, 2004).

These results indicated the technology integrated writing lessons were successful considering the increasing academic performance of the students and also the lessons designed according to the 5 E Model. This reveals how essential preparing a lesson by following the steps a model is. Teachers today need to do their best to set or adapt their instructional design to meet the needs of their students and for this, they should have a comprehensive knowledge about different instructional design models. They also have to know their students well, understand their needs, make every step of learning meaningful and plan accordingly. Moreover, they must find a way to integrate technology with the other materials and spare time to their own reflection to develop themselves and create a more effective instructional design.

The third question raised ‘What are the opinions of the students on the technology integrated writing lessons?’ provided different views from the reflection of the students which may be beneficial for future research. Some sample statements from students’ reflection are shared and discussed as below:

Reflection of Student 1: ‘I felt safe because my teacher and class materials were accessible.’

Teachers inspire their students in academic matters more when they have personal interactions with them and react to their concerns in an empathy. This helps them to establish a relationship of mutual trust and also respect (Dörnyei & Murphy, 2003). That’s why the teacher of the course stayed in touch with the students through the class Padlet. In addition to the in-class materials and out of class activities¹¹, messages¹² and discussions¹³ were also posted on Padlet so that students had the opportunity to keep in touch with their teacher and friends.

Reflection of Student 2: ‘I found the lesson flow a bit different at the beginning. I was nervous and even anxious to participate the lessons even from the chat box but the in-class tasks were motivating, especially when we were assigned to be the teacher of the day in turns.’

Most of the students were too shy and nervous to participate the lessons actively at the beginning but the teacher tried to give them more responsibilities through some activities like ‘the teacher of the day’. This made them feel more confident as full participation resulting in student empowerment is most likely to occur if teachers are willing to negotiate power and make classrooms less teacher – fronted. (Patricia A., 2003)

Reflection of Student 3: ‘I found the “Write & Improve” tool very beneficial. I started to feel confident because I corrected my mistakes by looking at the automated feedback.’

Students received automated written corrective feedback through Write & Improve and made their corrections accordingly. By taking the responsibility of their own learning process, they also received positions of genuine authority (Dörnyei & Murphy, 2003).

Reflection of Student 4: ‘I believe correcting the mistakes on sample paragraphs and essays and marking them together in class was very helpful. The teacher’s model sentences and texts helped me, too. I will do the same when I become a teacher.’

Analyzing the grammatical errors and problems students encounter will be beneficial for the learning process (Kerr, 1996) so that the teacher tried to draw attention to the common mistakes and made students work on them. When students are involved in this stage, they have taken responsibility and that helped them to learn in more meaningful contexts.

¹¹ Appendix 5

¹² Appendix 6

¹³ Appendix 7

Reflection of Student 5: ‘Some topics were not interesting. I did my best but I didn’t enjoy writing about them. I did it to get a good grade.’

The tasks and instructions on the tool ‘‘Write & Improve’’ are not editable or adaptable as it has a limited list of answers for the feedback. If it was not like that, tasks could be adapted, shaped and maybe reshaped to fit the design problem set by a particular student group, syllabus or course goal (Woodward T. , 2001).

Reflection of Student 6: ‘I believe I gained new digital skills during the pandemic. This will definitely help me in the future but I wish lessons were in face-to-face classes. I miss the lessons at the beginning of the semester. Especially, the secretary runner game and the balloon activity.’

The students were under lockdown during the Covid-19 Pandemic and all lessons were delivered online. A variety of engaging activities including visuals and media were provided by the teacher. In spite of this, it seemed that students missed activities in which they could interact as seeing includes not only written texts, pictures, charts and graphs but also activities with any sort of physical activity (McHay & Tom , 1999). That’s why, some physical activities can be included in the plans for different parts of the lessons such as warmers, ice breakers, fillers or wrap ups.

Sample Reflection 7: ‘Doing the activities individually was sometimes boring. I hate online classes.’

Working together with another person, especially with a competent peer at a level that is just above a learner’s present capabilities is the best way for the learner to move into the next layer (Burden & Williams, 1997). However, the video conferencing platform used by the university did not have an effective feature to provide pair and group works.

5. Limitations and Ideas for Future Research

The data collected have demonstrated that there are positive effects of technology integrated writing lessons and automated written corrective feedback to improve writing skills in language learning. However, the classrooms and lesson times were joined because of the online course started after the covid-19 Pandemic. Consequently, the programme was designed and the CIPP Model was implemented for only one group. If it was an experimental group design, it would be much better to compare the process and the results with the control group. It could also be implemented on a bigger group including different English levels of students.

The findings of the study may not be generalized since each instructor at each university in Turkey follows a different curriculum and uses different materials including the ones they develop themselves.

The present study took place in a private foundation university, so students did not have major problems in terms of internet access or required devices (computer, laptop, tablet and so on). However, if the study is expanded to the state universities or private universities in the suburbs, students may have difficulties to obtain the required devices and they may also lack internet access which is likely to affect the learning, teaching and research process negatively.

During the reflection sessions delivered, some students mentioned how safe and confident they felt after they started to correct their own mistakes and saw their own progress whereas others got bored of studying and trying the activities alone.

When students needed help about technical support and online studying strategies, there was an on-going support and even scaffolding during the process. An orientation session may not have been enough for this. Additional sessions may be included at different times of the learning and teaching process. In order not to steal time from the teaching process, these sessions may be separate from the syllabus.

Providing a technical support for the students was found time consuming for the teacher during the hectic working schedule. That’s why this so-called technical support may be planned to be followed up by the distance learning department of the university.

If the present study is expanded to other universities or other educational institutions, more teachers will have to take roles. These teachers, especially the ones who are not tech-savvy will definitely need to be trained for online learning and its requirements.

Conclusively, teachers should be aware of the changes and be ready to adapt themselves to these changes so that they can guide their students who are expected to be confident, actively involved and creative. The skills which were predicted to take place as the future jobs in 2025 consisted of active learning, learning strategies, critical thinking and technology use (Future of Jobs Report, 2020) so the employers are likely to be seeking for

candidates who can meet these needs to make an essential change. That being the case, teachers of the 21st century teachers should keep updating themselves, be ready to help and support their students accordingly because their students are the future and the future is in the teachers’ hands.

APPENDIX 1

B2	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader’s attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	<i>Performance below Band 1.</i>			
	Content is totally irrelevant. Target reader is not informed.			

Retrieved from cambridge-english-assessing-writing-performance-at-level-b2.pdf

APPENDIX 2

THE PROGRAMME for WRITING SKILLS II

Department: ELT

Course: Writing Skills II

Lecturer: Merve Oflaz

Semester: 2019 - 2020 Spring

Contact Hours: 2 hours (of 40 mins) per week

Textbook and Other Required Materials: Introduction to Academic Writing

Course Goals: To read for writing, to write for reading, to raise awareness about the writing process, to expand ideas, to evaluate writing tasks by self-editing and peer-editing, to write an opinion essay.

Prerequisite(s): Writing Skills I

Assessment Methods:

	TYPE	LABEL	TOTAL CONTRIBUTION
1	Assignments	Paragraph Writing Essay Writing Essay Writing	10x3= 30
2	Midterm	Opinion Essay	35
3	Final	Opinion Essay	35
			TOTAL: 100

Course Learning Outcomes

Course Learning Outcome
Students will be able to <ul style="list-style-type: none"> • define basic concepts about writing process • plan the required steps for essay writing • plan the process of opinion essays • build skills to write opinion essays • analyze the principles of marking sample papers

Weekly Syllabus

1	What is Academic Writing? & Essay Organization
2	The Introductory Paragraph & Marking Sample Paragraphs
3	Body Paragraphs & Marking Sample Paragraphs
4	The Concluding Paragraph & Marking Sample Paragraphs
5	Self-Editing and Peer-Editing
6	Planning an Essay : Prewriting / Organizing / Group Ideas Logically / Making an Outline
7	Punctuation and rules for using quotations and statistics
8	Opinion Essay: The Writing Process
9	Organization of an Opinion Essay: The Introductory Paragraph
10	Organization of an Opinion Essay: Body Paragraphs
11	Organization of an Opinion Essay: The Concluding Paragraph
12	Developing Supporting Details: Quotations
13	Developing Supporting Details: Statistics
14	Correction Symbols and Marking Sample Papers

Type of Course: Lecture
Course Material: Textbooks, Multimedia, PC, PP, Web Tools, Access to Internet
Teaching Methods: Lecture, Presentation, Question and Answer, Brainstorming, Discussion, Role-Play, Debate, Demonstration, Seminar

APPENDIX 3
THE REVISED PROGRAMME for WRITING SKILLS II ONLINE COURSE

Department: ELT

Course: Writing Skills II

Lecturer: Merve Oflaz

Semester: 2019 - 2020 Spring

Contact Hours: 2 hours (of minimum 20 mins) per week

Textbook and Other Required Materials: Introduction to Academic Writing

Course Goals: To read for writing, to write for reading, to raise awareness about the writing process, to expand ideas, to evaluate writing tasks by self-editing and peer-editing, to write an opinion essay.

Prerequisite(s): Writing Skills I

Assessment Methods:

	TYPE	LABEL	TOTAL CONTRIBUTION
1	Midterm	Opinion Essay	35
2	Assignments	5 Essays on 'Write & Improve'	30
3	Final	Opinion Essay	35
			TOTAL: 100

Course Learning Outcomes

Course Learning Outcome
Students will be able to <ul style="list-style-type: none"> • define basic concepts about writing process • plan the required steps for essay writing • plan the process of opinion essays in an online platform

- build skills to write opinion essays
- analyze the online error correction to self-edit in an online platform

Weekly Syllabus

	Topic
1	Planning an Essay : Prewriting / Organizing / Group Ideas Logically / Making an Outline
2	Punctuation and rules for using quotations and statistics
3	Opinion Essay: The Writing Process
4	Organization of an Opinion Essay: The Introductory Paragraph
5	Organization of an Opinion Essay: Body Paragraphs
6	Organization of an Opinion Essay: The Concluding Paragraph
7	Developing Supporting Details: Quotations
8	Developing Supporting Details: Statistics
9	Correction Symbols and Marking Sample Papers

Type of Course: Lecture		
Course Material: Microsoft Teams Programme, Textbooks, Multimedia, PC, PP, Web Tools, Access to Internet		
Teaching Methods: Lecture, Presentation, Question and Answer, Brainstorming, Discussion, Role-Play, Debate, Demonstration, Seminar		
Online Tools:		
Coggle - https://coggle.it/	Mindmapping & Brainstorming	
Grammarly – https://www.grammarly.com/	Language and Lexical Correction	
Mentimeter https://www.mentimeter.com/	Brainstorming & Feedback	
Padlet https://tr.padlet.com/	Communication, Colaboration	
Write & Improve https://writeandimprove.com/	Automated Corrective Feedback	

APPENDIX 4

A Sample Lesson Flow

Theme of the lesson: Social Media and Personal Relationships

ENGAGE:

- Show the images about social media and personal relationships and ask students what they know and what they can tell about the topic.
- Then, ask them to discuss what they see under the titles below and allow them to talk about their ideas by using the images shown.

K	W	L
What do I already know?	What do I want to know?	What have I learned?

EXPLORE:

- Encourage them to think and reflect.
- Support them through questions by eliciting when needed.

EXPLAIN:

- Allow the groups to pick ‘pros’ or ‘cons’ of social media and ask them to discuss the positive or negative effects on personal relationships.
- Tell them to make a poster about their ideas.
- Ask them to display their poster and share their ideas.
- Encourage the rest of the students to ask or make positive comments on each other’s work.

EXTEND:

- Assign them a newspaper article on social media and personal relationships. Then, make them discuss.
- Ask them to share their ideas for the last section of the KWL chart (What have I learned?) to compare what they already know.
- Ask them to work in groups and pick a task referring to their interests from the list below and start working.

Write an essay on social media and personal relationships

Report a news for a magazine on social media and personal relationships

Make an interview on social media and personal relationships

Make a presentation on social media and personal relationships

Prepare a role play on social media and personal relationships

Make a short video on social media and personal relationships

Write a chant / song on social media and personal relationships

- Ask them to share and present their work to the rest of the class.

EVALUATE:

- Ask them to reflect on their own work in order to evaluate.
- Ask them to watch the presentations of each group and evaluate them by rating stars.
- Encourage them to ask questions to each other at the end of each presentation.

APPENDIX 5

A Sample Class Activity¹⁴

1. Read the blog post below.

<http://www.merveoflaz.net/internet-adabi.html>

2. How would you tweet about this post? Write it in the comment box on Padlet.



till we meet next time ...

Lecturer: Merve Oflaz

3

12 comments

H. [redacted]
This is a great, explanatory article about today's digital world and the place in which education is in. Lots of tips, makes life easier for both teachers and students! #education

A. [redacted]
An excellent article that reminds us of the educational difficulties of the past and enables us to realize the current conveniences, explaining that we are lucky and that the next ones are luckier than us. #technology

[redacted]
An enlightening article about the importance of technology in education and also highlights that there are some rules in the virtual world too so teachers and students should remember them and always use all the digital tools with caution.

H. [redacted]
<http://www.merveoflaz.net/internet-adabi.html> In this post teacher Merve Oflaz emphasized that use of technology by teachers can be the most effective way to keep the students' attentions alive and reminded how we can use that technology carefully without forgetting that we are digital individuals.

S. [redacted]
It is a great article about using technology in education in the right way. It emphasizes how teachers should use technology in a meaningful and useful manner and how teachers should teach students to be aware of the digital world and make them use it carefully. #education #technology #netiquette #teachers

N. [redacted]
An amazing article about how we can benefit from technology in education by @oflazmerve. This article has useful, enlightening tips for teachers who want to raise awareness about using technological advances in the classroom. A must read. Definitely recommend! Thank you for this article. #digitalnatives #technology #education

E. [redacted]
It is an article that demonstrates clearly and in a useful way the importance of using technology effectively by teachers and conveys it to the reader with an understandable language. It is also an article that provides some strong examples of the importance of Technology in education, as well as examples of the self-improvement and awareness-raising process of people around person. #technologyineducation #netiquette

N. [redacted]
This is a great post about how to benefit from modern technologies for the education system. Not only does it show how to use it the best possible way but also how important it is to respect certain norms even on the internet. #makelearningenjoyable

A. [redacted]
It is getting more and more difficult to keep up with the rapid changes in the world. In order not to get lost between developments and catch up with the age, we need to improve ourselves in many subjects. This exquisite article mention about all of these. It's about etiquette and new age learning for educators. So, I think every educator should read this article. #Etiquette #Newagelearning #Education #Educator #Teachers

¹⁴ Created on tr.padlet.com by Merve Oflaz

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