

TECHNOLOGY-MEDIATED WRITTEN CORRECTIVE FEEDBACK: EFL TEACHERS' BELIEFS AND THIER PRACTICES

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Abstract

The objectives of this research are divided into two parts, 1) to explore the beliefs of the Sohar University General Foundation English teachers of EFL writing regarding TMWCF and 2) To explore how the teachers practice TMWCF in the writing classroom. Seven writing teachers took part in this study. TMWCF beliefs and self-reported practices were investigated using semi-structured interviews with instructors. The findings of the study revealed that: teachers' attitudes and behaviours were both consistent and inconsistent. Teachers' ideas about error detection and repair matched with what they did. However, the teachers' attitudes on redrafting, feedback explicitness, feedback volume, feedback source, and feedback emphasis did not match their behaviours.

Keywords: Technology, Corrective Feedback. Acceptance Model

1. INTRODUCTION

A considerable number of studies have investigated the effectiveness of teacher WCF as a way of developing students' English writing accuracy in a traditional classroom at Sohar University. For example, Trabelsi (2018) investigated written corrective feedback at Sohar University in the Sultanate of Oman. The main elements of his study were three: (1) the extent to which the teachers' practices and beliefs regarding the provision of WCF on the students FL writing aligned, (2) the extent to which the students' perceptions and preferences matched the teachers' practices regarding WFC, (3) what WCF perceptions and preferences the students.

However, little attention has been provided to the role of giving technology-mediated feedback through LMSs. Based on Al-Salah (2018), investigating feedback using CALL tools is becoming a major area of interest in FL teaching all over the world because of the impact of technology on education. Though Sohar University provides computing and IT courses in the GFP as well as IT colleges where students can get a bachelor's in IT major, there is no great attention in using technology in written corrective feedback. Based on some interviews done by Almoqbali (2016), few English teachers tried to use the computer while providing feedback to their students. As a result, both teachers and students believe that the computer plays a great role in developing writing skills (Almoqbali, 2016).

1.1 Statement of the Problem

Many studies have been done on WCF in the Omani context yet, few studies have researched TMWCF. For example, Trablsi (2018) conducted a PhD research to analyse the General Foundation program teachers' beliefs and practices in Oman at Sohar University about Written Corrective Feedback, but he did not pay attention to the importance of using technology in providing feedback. Similar issues were dealt with by Albriki (2015), on which the study conducted was on written corrective feedback, teachers' beliefs, practices and challenges in the Omani context. Many studies have been conducted on WCF, but the present study will deal with TMWCF in the Omani context.

According to some interviews with Sohar University English lecturers, few English lecturers have already started applying technology in their writing lessons (Almoqbali, 2016). They found it helpful to develop the process of writing skills. Students prefer to utilize computers while they correct their teachers' feedback. Although TMWCF can improve writing skills, teachers at SU do not pay great attention to apply it in their classrooms. In addition to that, there seems to be no existing related researches in Sohar University that TMWCF since its inception in 2001. There is no ground research explaining the facts, attitudes, beliefs and behaviours (practices) in executing TMWCF at Sohar University. This leads to a vacuum of information in explaining this phenomenon.

All in all, it is noticed that there is a gap in research on General Foundation program learners in the Omani context due to the scarcity of published literature on teachers' beliefs and practices on TMWCF in the Arab world including Oman (Al-Bakri, 2015). Therefore, a call for the requirement of empirical evidence may be accepted as a valued contribution to the body of research in EFL in Oman in particular, and EFL in general. Hopefully, this study can be a base for those researchers who want to examine TMWCF in Oman in the near future.

1.2 Objectives of the Study

The objectives of this research are:

1. To explore the beliefs of the Sohar University General Foundation English teachers of EFL writing regarding TMWCF.
 - 1.1. To explore how the teachers practice TMWCF in the writing classroom.

2. LITERATURE REVIEW

2.1 Technology-Mediated Written Corrective Feedback

Having learners write on wikis and blogs might help learners to obtain feedback on their tasks (Hubbard, 2009). A wide range of LMSs and computer-mediated communication (CMC) tools can be integrated into FL or L2 learning and teaching to facilitate e-learning. Additionally, Blake (2013) stated that both LMSs and Technology-mediated communication tools facilitate users' exchange of language by texts, video, or audio and organize their e-learning. According to Stockwell and Hubbard (2013), in the modern world, teachers can easily integrate these tools into their learning and teaching contexts which are available on teachers and students' mobile devices.

Nanaukkara (2007) and Fageeh (2011) showed that most teachers, all over the world, have begun to utilize LMS tools to assist their teaching processes inside the classrooms. Yunus, Salehi, and CHenzi (2012) also stated that many ESL students believe social networking sites help them to enhance their writing skills. Stockwell (2012), Alm (2006) and Tuffley & Antonio (2015) observed that interactivity and feedback are two important factors that support learner autonomy in CALL. To conclude, teachers can easily send their feedback and contact their students effectively through the learning management system.

2.2 Learning Management System (Showbie)

Showbie is a simple e-learning platform or LMS which assists learners in their learning and facilitates the teaching process (Foote, 2017). It has been made for teachers who teach writing skills (Pytash, Ferdig & Rasinski, 2013). Some studies (e.g. Meletiou-Mavrotheris, Mavrou, & Papparistodemou, 2015; Knight, 2017) found that Showbie assists teachers to have paperless classes. According to Knight (2017), Showbie assists instructors to expand the lessons through new methods and make it easier for students and teachers to connect beyond the boundaries of institutions. It also helps to create a collaborative learning environment needed to engage and connect with 21st century learners. Khalid, Jurisic, Kristensen and Ørngreen (2014) showed that students' assignments and written work can be shared and saved through Showbie. Wakefield (2013) also suggested that it helps teachers save time as it assists them to create, assign, review, share and

grade assignments. Moreover, Foote (2017) claimed that through Showbie, teachers can easily distribute instructions and materials to all students. Additionally, the teacher can interact with the whole classroom and create writing conferences, so they can give timely feedback to each student confidentially. Williams (2005) and Sutton (2001) claimed that Showbie can provide socially meaningful experiences for students as they have opportunities to connect with digital literacies in schools, as they have already blogs and e-mail as a method to communicate outside of school.

Sohar University is utilizing its E-learning system and its students are learning using a database management system called Sohar University learning management system (SULMS). SULMS is considered the platform of Sohar University. Initially, the system was called PEAK since its introduction in 2001. The upgrade to the system was done in 2011. SULMS was not enough to cover all the teachers' and students' teaching and learning needs. Therefore, several programs have been applied to facilitate teaching and develop learners' performance throughout their studies such as My English Lab and Showbie.

My English Lab is an online tool that provides many activities based on the students' books. My English Lab gives extra support for the learners when there are not in the classroom. As students complete homework, they receive extra trips and hints to support and encourage their learning. Showbie is an app utilized by teachers to collect, assign, and review learners' work. Showbie keeps learners' work organized according to assignments and classes. At a glance, learners can see their upcoming assignments and due dates so they can prioritize their work. Since this study focuses on writing skills, Showbie is the tool that could be used during the writing classroom. Sohar University attempts to encourage its staff and students to apply such tools in their classroom to develop learning and teaching at the university. Yet, many teachers at Sohar University are not aware of how to utilize these tools with their students.

2.3 Technology-Mediated Written Corrective Feedback Theories

2.3.1 Cognitive Writing Theory

One of the most important theories in the writing field is the cognitive approach. Hayes and Flower (1981) tried to clarify the writing process by adopting a cognitive approach in which writing skill is apparent as a set of mental processes. According to Hand (2004), these mental processes are not only rigidly graded but also are embedded in nature. Alamargot and Chanquoy (2001) stated that writing is perceived as a multifaceted activity that requires writers to apply and process an adequate amount of knowledge by using several mental activities.

2.3.2 Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) is one of the most famous models related to the acceptance of technology, first proposed by Davis in 1986. Perceived usefulness and ease of use are the most important determinants of actual system use in TAM. Such factors are influenced by external variables such as political factors, cultural factors, and social factors. According to Almasri (2014), social factor consists of skills, languages and enabling conditions. Political factors are largely the influence of using technology in political crises and politics. The attitude to utilize is concerned with users' evaluation of the desirability of employing a particular system application. Zhao and Zhu (2010) state that behavioural intention is the assessment of the view of a person employing the application.

2.4 The Theoretical and Conceptual Framework of the Study

Since this study focuses on technology-mediated written corrective feedback, the theoretical framework is drawn based on two theories. This section will look generally at writing theory and then move to technology-mediated written theory. In the writing field, there is a variety of theories. The theoretical framework of this research is based on the AfL (Assessment for Learning) concept, Flower-Hayes' Cognitive Process of Writing Theory (1981) and some previous studies on technology-mediated written corrective feedback. Flower and Hayes (1981) stated that the three main aspects of the writing skill are the writing process, the learner's long-term memory, and the task environment. For this study, the concentration is more on the task environment and the writing process.

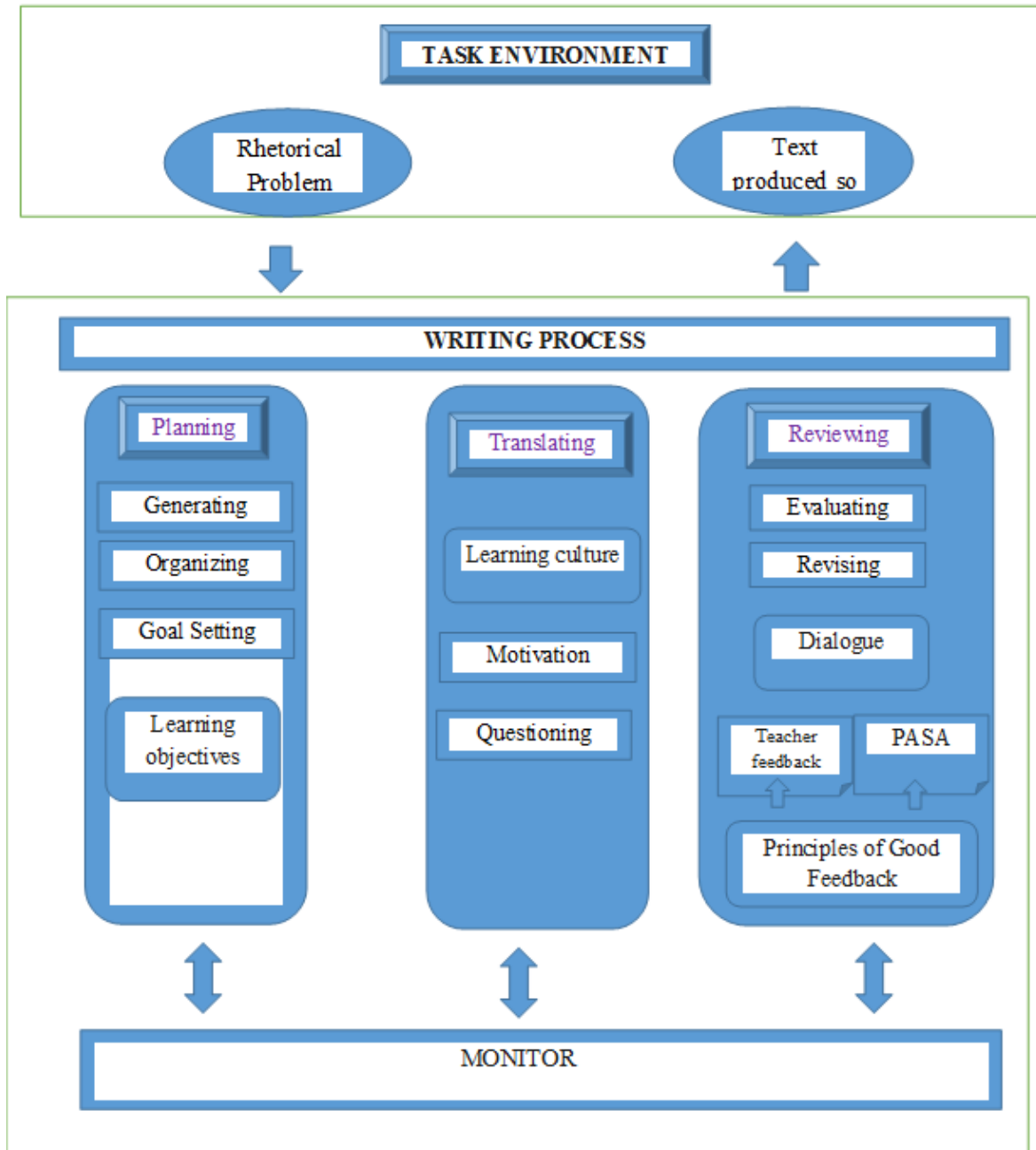


Figure 1.1 Theoretical framework based on The Flower-Hayes Writing Model (Flower & Hayes, 1981).

The second important theory is the Technology Acceptance Model (TAM). It is considered as one of the well-known models related to the acceptance of technology that was originally proposed by Davis (1986). Based on Legris, Ingham, and Collette (2003), the concept of TAM gives a theoretical basis to describe behavioural intentions attitude toward the usage of the actual system, internal beliefs, and external variables impact.

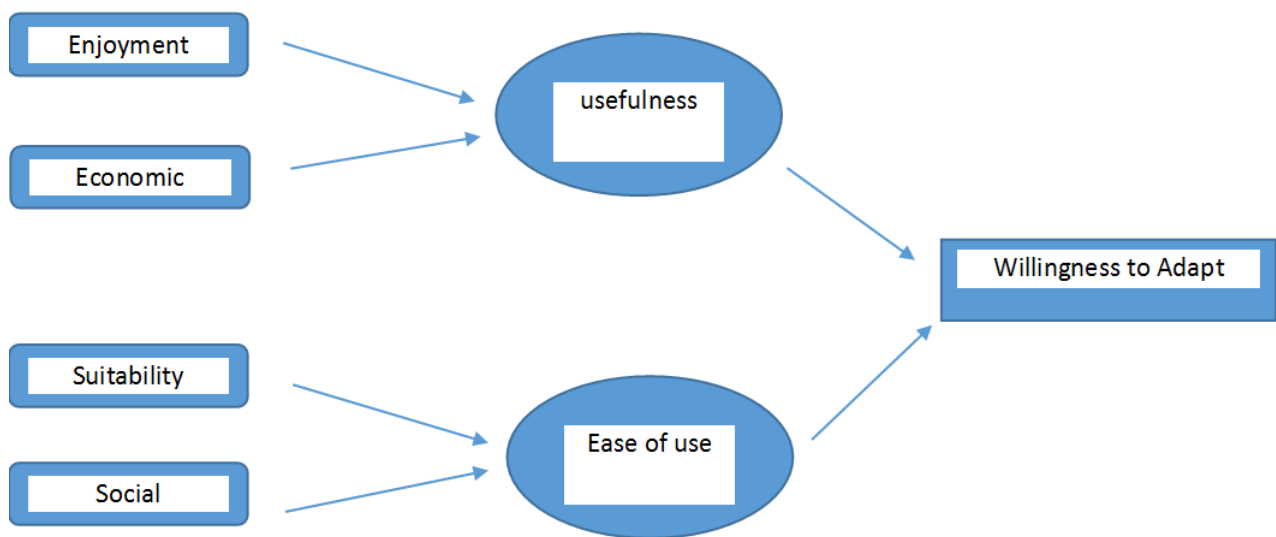


Figure 1.2 Theoretical framework based on the Technology Acceptance Model (TAM) (Davis, 1986).

As shown in figure 1.2, TAM adapts the belief attitude intention behaviour relationship and hypothesizes two influencing factors (perceived usefulness and perceived ease of use). According to Zhao and Zhu (2010), such factors are the key factors dealing with user acceptance of information technology. Moreover, Davis (1989) stated that TAM proposed that external factors address actual and intention use via mediated effects on perceived usefulness and perceived ease of use. Perceived usefulness is known as the degree to which an individual perceives which using a particular system would improve their performance while perceived ease of use refers to the degree to which prospective user expects which using a particular service would be free of effort (Davis, 1989). Also, perceived ease to use is supposed to impact perceived usefulness, which directly affects willingness, attitude as well as intention.

Since this study focuses on MTWCF, technology is considered the second important part of this research. Therefore, the study will be based on TAM which will help to clarify the adoption of the software (Showbie) that was used in this study. Both of its factors (perceived usefulness and perceived ease of use) have a great impact on this study. The perceived usefulness factor shows that the students perceive that the task of this study will be useful for their future goals. There are two external variables of this factor namely, enjoyment and economic. Economic refers to the Showbie solution which predicts the students' economy while enjoyment refers to the feeling when using Showbie devices for learning. The second factor which is an important effect in this study is perceived ease of use. It refers to the degree to which the students expect that using the Showbie service would be free of effort. There are also two external variables of this factor which are the suitability of using the Showbie device in learning and social use of Showbie.

For a variety of reasons, the researcher preferred to use the TAM 1989. First and foremost, the old one is simple to understand while still demonstrating a high degree of productivity in a range of situations. TAM 2&3 are more complicated because to the large number of variables involved. Furthermore, the researcher discovered that it was easy to modify in any type of study. Furthermore, the TMA model is most commonly used in the context of work-related and IT-related technologies because it refers to IT adaptation in workplace contexts.

2.4.1 Conceptual Framework of the Study

The conceptual framework of the study is illustrated in the figure below:

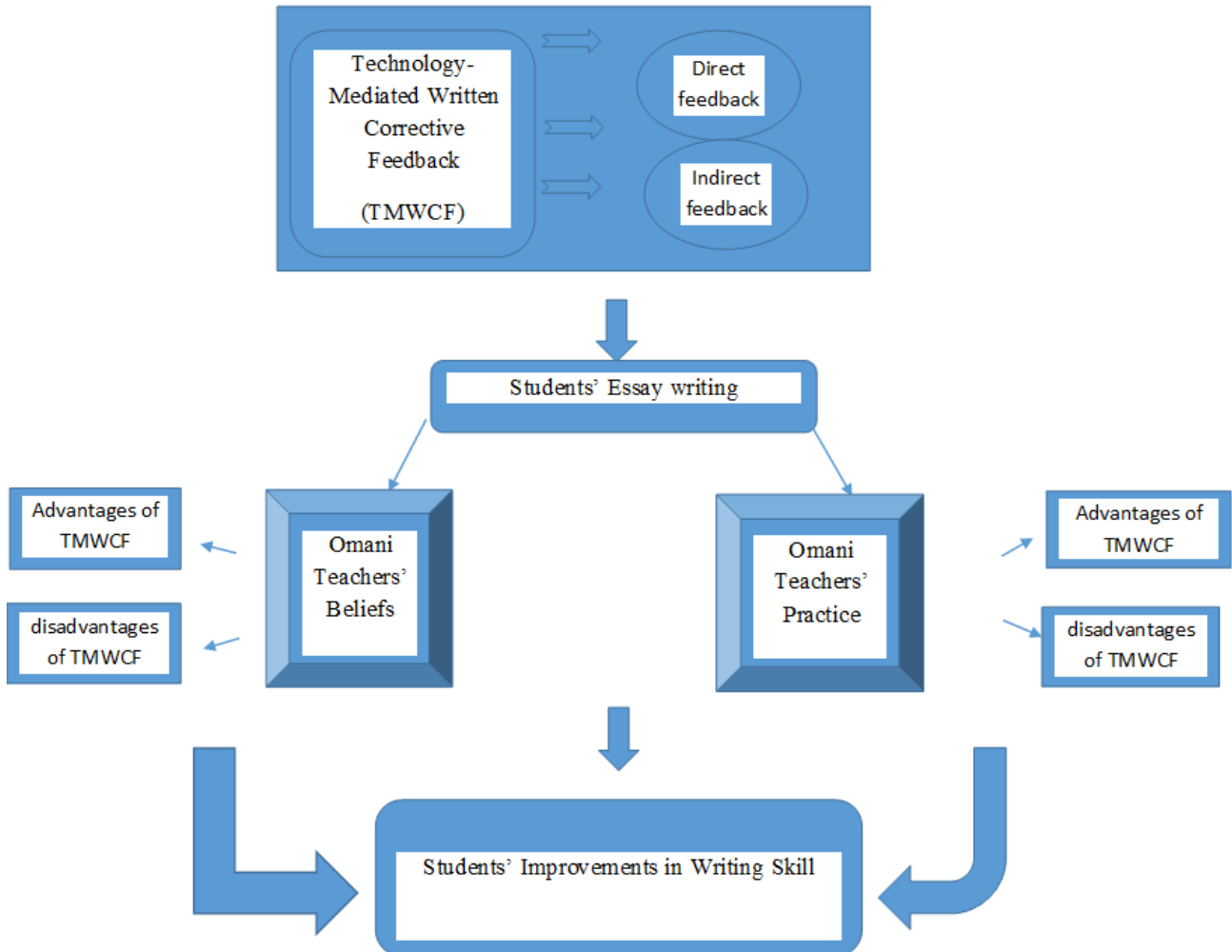


Figure 1.3: Conceptual Framework of TMWCF

As shown in Figure 1.3, the conceptual framework of the study is based on Sheen (2010) which suggested that "corrective feedback promotes learning because it reduces noticing and noticing-the-gap". This study provides a deep insight into the importance of written corrective feedback via technology. According to Yunus, Salehi & Chenzi (2012), technology includes a variety of tools that provide incredible benefits that play a great role in developing students' writing skills.

Two main forms of written corrective feedback utilized by teachers are direct and indirect corrective feedback. The Technology-Mediated Direct Corrective Written Feedback is a detailed correction in the form of content, linguistic and organization of the writing. It concerns correcting the error of structure or linguistic forms such as the inclusion of a missing word or phrase, the crossing word or phrase, or the correct structure or form (Bitchener, Young & Cameron, 2005). Sheen (2007) believed that Technology-Mediated Direct Corrective Written Feedback is more effective in supporting the acquisition of specific grammatical features. Ellis (2009) also supported this opinion because it is advantageous for students who do not know what the correct form is.

On the other hand, the Technology-Mediated Indirect Corrective Written Feedback is in the form of underlining the errors without correcting them. In this method, teachers usually provide a code to show the error and where it occurs rather than providing explicit correction (Ferris and Roberts, 2001). Therefore, students attempt to work on their own by making their minds up and correcting their errors as highlighted by

teachers. Ferris and Roberts (2001), also believe that this method promotes students' learning skills as they attempt to internalize the correct form. It gives opportunities for students to test their understanding which also leads to the development of their cognitive skills. This type of written corrective feedback is more likely to lead to long-time learning. Overall, Technology-Mediated Direct Corrective Written Feedback, either directly or indirectly, play a great role in developing the students' writing skills.

This conceptual framework also illustrates that this study utilises three main parts of TMWCF. The first part is the teachers' beliefs of TMWCF and this is divided into two parts, which are the advantages and disadvantages of TMWCF. The second part is the teachers' real practice in the classroom. Students' preferences will also be taken into consideration and it has two elements, which are the advantages and disadvantages of TMWCF. All of the three parts would have an impact on the development of the students' writing skills.

The combination of The Flower-Hayes Writing Model & TAM has a great influence on the conceptual framework of his study. Since this study has two main theories (written corrective feedback and technology), it is important to refer each part to its model to create the conceptual framework. This combination helps to shape the conceptual framework. Secondly, it gives a deeper understanding of the importance of written corrective feedback via technology. Such models will provide a clear picture of the issue of TMWCF. This combination guided the researcher through all stages of the study.

2.5 An Overview of the Studies on TMWCF

Several studies have been conducted to assess the effects of technology in providing written corrective feedback in teaching writing to EFL students. For example, Kim (2018) tried to explore the Technology-enhanced feedback on learner writing in the English-medium instruction classroom. This research employed a mixed-method design utilizing a pre-post questionnaire and pre-post writing tasks to explore what beneficial affordances this type of media-rich feedback could offer for writers in an English-Medium Instruction (EMI) classroom. It also tried to identify the effects of Audi-Visual Feedback (AVF) on changes in students' motivation, and to explore learners' perceptions towards screencast feedback. The results showed that AVF significantly develops students' academic motivation and writing performance. Furthermore, results suggested that AVF is positively received by EFL students and that simultaneous visual cues and detailed explanations promote better active listening, engagements, and understanding. This study concluded with some suggestions for further research. (Kim, 2018).

Al-Saleh (2018) conducted a study that aimed to explore the influence of computer-mediated positive, corrective feedback by a learning management system called Showbie on Saudi learners' English writing in Riyadh. It also investigated learners' attitudes towards receiving computer-mediated positive and corrective feedback while they use Showbie as a medium. Moreover, the research aimed to find out the written corrective feedback strategies which had a positive influence on the learners' English writing performance. The sample of the research included 24 EFL female learners from the 5th level. There were two groups of participants: 12 participants in an experimental group and 12 participants in a control group. Two research instruments were used to collect data: 1) questionnaire and 2) pre and post-essay writing tests. This research yielded several important findings. The results showed that corrective feedback via Showbie and computer-mediated positive was valuable. Moreover, the results showed that indirect corrective feedback was the least prioritized written corrective feedback strategy while direct corrective feedback had a positive influence on the students' performance. Furthermore, Saudi students differed in their priorities of written corrective feedback strategy. The result revealed that there were statistically significant differences between the performances of the control group and experimental group on the post-writing test which showed the effectiveness of giving positive, written corrective feedback by Showbie on the learners' English writing. Pedagogical recommendations and implications were also provided. (Al-Saleh, 2018).

Al-Mufarriji (2018) studied the effect of blogging on learners' general performance. It mainly focuses on the effect of blogging on learners' writing skills, knowledge, and critical reflection. To gather the data, the quantitative method was used in this study with a questionnaire distributed among 25 students within Sultan Qaboos University (SQU). The participants' ages were between 19-26 years old. This study argues that schools' and universities' teachers should give the students opportunities to share and blog their writing by offering them specialised courses to fully benefit from blogging (Al-Mufarriji, 2018).

3. METHODOLOGY

3.1 Research Approach

In this study, qualitative analysis was chosen to investigate the Technology-Mediated Written Corrective Feedback among Omani students for many points. The qualitative method works with a huge number of data

one of various types of written texts (Dörnyei, 2007). Such an approach is indispensable because the data must capture complex and rich details. Another reason behind adopting this method is that in the qualitative study, the researcher is fundamentally the main measurement device, and his/her personality, position, and values become an integral part of the inquiry (Haverkamo, 2005). In addition to these two reasons, the qualitative approach in this study is flexible and the developing nature of qualitative research permits the researcher to conduct further study when needed. Some researchers, for example Dörnyei (2007), states that qualitative research accounts for the use of the categories and words of the participants to produce a vivid and convincing case for other audiences. A wide range of data obtained from the participants can contribute to a widened understanding.

The present study followed a qualitative method (case study) in which it tries to investigate the Technology-Mediated Written Corrective Feedback in EFL in terms of Omani teachers' belief and their practice. Three instrumentations were applied in this study, teachers' interviews.

3.2 Site of the Study

The study took place at Sohar University, a private university in Oman. The researcher chose this university for several reasons. First of all, the researcher has worked there since 2014, so it will be easier for him to conduct a study where he has enough experience. Secondly, the administrators and lecturers of the university are very cooperative and helpful. The third point is that the students who study in the General Foundation Program at the University are from different governorates of Oman, so the researcher can get students from various parts of Oman. In addition, many teachers who teach at GFP use technology while providing Written Corrective Feedback while the rest give written corrective feedback manually. This difference offers opportunities to explore the efficacy of the Technology-Mediated Written Corrective Feedback improving the writing skills of GFP students.

3.3 Interviews Procedures and Protocol

Interviews can be defined as asking people direct questions of how they are involved in the target topic (Tuckman, 1999). In the present study, the qualitative semi-structured interview approach was used to ask the interviewees. The items for the interview were designed in an open-ended manner which is more flexible than the closed ones (Silverman, 2008). It allows the researcher to easily access interviewees' opinions, understanding, interpretation of events and beliefs, and obtain more information. The researcher developed the interview questions by himself to meet the objectives of the study. The questions were formed based on the research problems and questions.

3.4 Data Analysis and Interpretation

By utilising qualitative phenomenological perspectives and interview approach, data was analysed via thematic analysis to explore the experiences of teachers in using TMWCF at Sohar University. Then, the researcher discussed using the DCR (Describe- Compare-Relate) suggested by Bazeley (2009). Seven informants have been recruited in this study to answer the two research questions: "What are the beliefs of English teachers of EFL writing regarding TMWCF?", and, "How do the teachers practice TMWCF in the writing classroom?"

To answer these questions, the researcher interviewed seven teachers to collect data. As result, the answer to each part of the RQs provided meaningful themes.

The Teachers' Beliefs Regarding Tmwcf- Table 1.17

Themes	Summary
Theme 1: promote learning through various tools (5 participants)	More than half of the participants (five of them) believed that TMWCF plays a great role in promoting learning through communication via a variety of technical tools.
Theme 2: TMWCF as an assessment tool in teaching and learning (3 participants)	TMWCF helps to reduce the time, resources, and disruption to learning required by the administration of paper assessments. Assessment through technology can also provide a more complete and nuanced picture of students' needs. Based on the interviewees, three of them

	<p>supported this point.</p> <p>By eliminating paper exams, TMWCF helps to save students' time and money, as well as prevent disruptions to their studies. Students' needs may be better understood by using technology to assess them. Three of the interviewees agreed with this statement.</p>
Theme 3: Use error correction code (4 participants)	<p>It is most productive to a student's learning when they are providing with corrections and explanations as to what is inaccurate about their writing.</p> <p>A student's learning process is most effective when they provide corrections and explanations as to what is incorrect in their writing.</p>
Theme 4: Saving time and effort (4 participants)	<p>Online digital forms are some of the simplest tools which are able to save the teachers and students time. Online forms enable teachers to create students' assessments, polls or providing feedback forms quickly. Regarding the first point which is no need to provide much effort.</p>
Theme 5: Discussing students' errors individually (5 participants)	<p>It is vital that the teachers take into consideration each student individually when providing feedback</p> <p>When offering feedback, teachers must take each student's specific needs into account.</p>
Theme 6: Praising boost students' confidence (4 participants)	<p>The second important point mentioned by four participants was praise which can promote the self-esteem of the students.</p>
Theme 7: Praising motivates students (5 participants)	<p>Praise is a powerful tool for motivating the students.</p>
Theme 8: Valuing by applying feedback and thankful comments (6 participants)	<p>Based on the teachers' interviews, the students varied in the value they placed on feedback.</p>
Q9 Theme 9: Making survey to know students' preferences: (3 participants)	<p>As an overall view, teachers were conscious of the students' preference in getting feedback which is one of the keys to the student's development in the writing skill. However, teachers varied in getting to know their students' preferences.</p>
Theme 10: academic cheating (2 participants)	<p>With the development of technology, academic cheating is becoming more prolific.</p>

The Teachers' Self-Reporting of TMWCF Practices-1.18 Table

Themes	Summary
Theme 1 Writing a second draft as a requirement (5 participants)	1. A second draft is usually requested by most professors, but it cannot be forced on students.

Theme 2 A mixed type of feedback (5 participants)	2. The majority of teachers employed a variety of feedback methods.
Theme 3 The source of Feedback (2 participants) Only teachers (5 participants) Both 5	3. Teachers are more likely to let students begin comments and then offer their final feedback. Other instructors, on the other hand, agreed that teachers should be the only ones who provide comments on students' progress in their classes.
Theme 4 The timeliness of feedback (5 participants)	4. Students' learning and performance in terms of writing abilities and areas of concentration would be greatly enhanced if the professors could offer it as fast as possible.
Theme 5 students' low level is the main challenge (4 participants)	5. There are two primary obstacles to overcoming: <ul style="list-style-type: none"> • They did not have the language skills to deal with or deal with the feedback. • Not enough desire and interest, as well as academic dishonesty, as well as lack of time

4. DISCUSSION, CONCLUSION AND RECOMMENDATION

4.1 Introduction

The general objective of this study was to explore the probability of implementing TMWCF at Sohar University Foundation Programme to enhance writing performance according to the beliefs and practices of teachers and to test the acceptance of including the students' preferences in the learning process to engage the learner in all writing processes.

This chapter is divided into three main parts, discussion, conclusion and recommendations. In the first part, the researcher attempts to provide a clear picture of the relations between the findings and previous studies based on the two theories that were implemented in this study. There are five main categories are undertaken during the first part namely, 1) teachers practice TMWCF, 2) The teachers' self-reported practices regarding TMWCF, 3) The students' TMWCF preferences, 4) The students' experiences of the teachers' TMWCF practices, and 5) Comparing the students' preferences and the teachers' actual practices.

To achieve the objectives of this study, two theories concepts from the Assessment for Learning theories (AfL), which was developed by Hayes, (1981), were implemented. Regarding his theories, this study focused only on writing progress and task environment as major areas of teacher students' contact in developing the writing process. The effectiveness of Technology Acceptance Modal (TAM) proposed by Davis (1986), and later was developed further by Legris, Ingham, and Collette (2003), was used to determine the benefits for the learners when usefulness and ease elements were considered with other possible factors.

4.2 The Teachers Practice TMWCF

Data were collected by interviewing seven Foundation Programme teachers at Sohar University, who have implemented (AfL) and (TAM) techniques in their classes considering factors of enjoyment and economic to achieve the students' willingness to develop writing skills. However, they had some challenges.

4.2.1 Promote Learning Through Communicate Using Various Tools

With the necessity of distance learning, TMWCF can become one of the influential techniques that give writing feedback to learners because it allows opportunities of communicating with the students in post-class sessions with the possibility of one-to-one meetings that increases their willingness to improve writing skill. Five studies conducted between 2013 and 2017 support the reliability of the system as it provides the flexibility of scheduling extra class activities.

4.2.2 As Assessment in Teaching and Learning

TMWCF assesses learners by completing enjoyable tasks as well as online, timed assessment challenges. It also reduces the time consumed on exam logistics and causes fewer disturbances to learners and administrators. It also gives indirect feedback about the learners' performance. The teachers' plan for further improvement can be based on its results.

4.2.3 Use Error Correction

Since the TMWCF system is based on giving feedback about the general performance of learners' and the quality of teachers' questions it also targets good students as well as weak ones who probably do not benefit much from it as they are not aware of their errors. However, the system can assist the learners who only seek teachers' comments to confirm whether their responses are correct or need reviewing. For the requirements of slow learners, teachers can use correction code without going into details, as they may face challenges such as class size and time management.

4.2.4 Saving Time and Effort

To overcome the time constraint, this study recommends introducing Showbie as a reliable technical tool that can easily be used and economical for meeting the learners' needs. Learners preferred to use Showbie because it saves time and can easily be accessible from their mobile phones. However, Bultron (2014) reported drawbacks of using technology as it lacks body language. These types of risks can be managed when there is a necessity for distance learning.

4.2.5 Discussing Students' Errors Individually

Regarding weaker students, the TMWCF system allows the probability of individuals to get constructive feedback from their teachers as they use technology, and this is also confirmed by Al-Saleh (2018). Two other studies also recommended implementing technology considering weaker learners to find themselves improving as they are reachable by their teachers and can easily access the teaching materials.

4.2.6 Praising Boost Students' Confidence

As praising is an effective factor in engaging learners and improving the language they acquired, most of the studies in the field recommended implementing technology for language enhancement. Although technology can be challenging from the teachers' perspective who only comment on good works by writing general notes due to time and class size challenges, a study conducted in the region reported that confidence was realised among the students who were given negative feedback on their writing performance as a psychological factor. This study found that these teachers seemed focused on the negative areas of the assignments and ignored praising the bright parts of the students' texts as they were not able to cover all the areas of the text.

4.2.7 Valuing By Applying Feedback and Thankful Comments

Feedback and thankful comments, which were valued by the students, assisted the teachers in improving their teaching materials and methods as well as motivating learners to work harder. Therefore, the students considered these notes were written carefully and appropriately to express the real situation of their language progress. This study finds learners accepting these comments and able to overcome their language mistakes, and thus were assigned to extra advanced writing tasks.

4.2.8 Making Survey to Know Students' Preferences

Making surveys to know the students' preferences is a key objective to improve, review teaching material and methods as well as equipping the teachers to address what is offered. This study finds teachers observing their students' performances in the classrooms and advising them during scheduled meetings. The study also concludes that learners were allowed to comment on what they learned and report on the entire procession of teaching and services. Thus, the learning process flourished and the students' willingness to improve their writing skills aligned with what was offered in a healthy and accepting environment.

4.2.9 Academic Cheating

The technology implementation in classrooms activities benefited the learners although they faced some challenges. Some students who used these technological tools have plagiarised the works of other students. Over time, academic institutes have developed cheating detection applications to reduce the percentages of plagiarism. However, students were able to mislead these programmes by implementing more advanced plagiarism techniques.

4.2.10 Summary

This section summarizes Sohar University English language teachers' opinions and practices to develop the process of learning writing skills, considering the preferences of their students and the university beliefs. This study concludes the possibility of introducing technology in teaching and assessment as well as its validity in giving constructive feedback for success in all learning processes. It also contributes to the development of blended learning and makes it possible to be implemented in the academic institutions in the Sultanate of Oman.



Figure 1.4. The teachers practice TMWCF

4.3 The Teachers' Self-Reported Practices Regarding TMWCF

4.3.1 Introduction

This section is based on the practices of teachers at Sohar University Foundation Programme in their use of technology in giving feedback to their students to develop the writing skill and its importance in engaging the students during these practices.

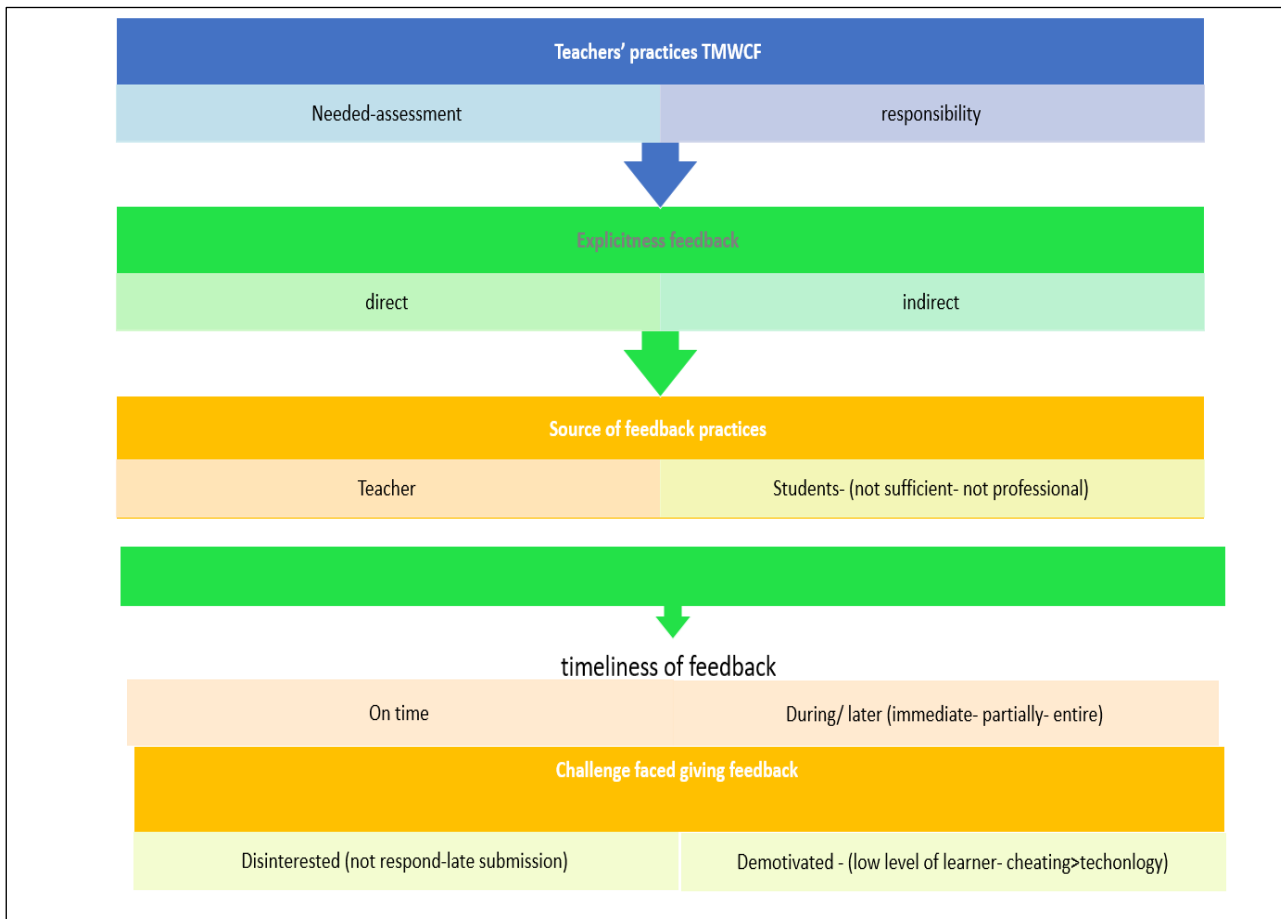


Figure 1.5: The teachers' self-reported practices regarding TMWCF

4.3.2 A Second Draft

As this study concludes the practices of teachers in giving feedback through technology, it confirms that feedback was also part of the assessment and evaluation of the students' written performance. In the case of evaluation, students write the paragraph or essay two to three times to ensure that they mastered all the errors that may have appeared in the first or second draft and the students could not recognize or acquire them. While some teachers underestimated such a practice as students are part of the educational process, thus they have to bear some responsibilities.

4.3.3 Type of Feedback

Regarding the practices related to comments, the study found two types of comments; direct and indirect, as well as some mixed cases. The teachers' use of some written comments were for clarifying the errors and aimed to delve deeper into identifying the type of errors, especially in low levels and dealing with these cases individually. On the other hand, teachers at the advanced level only followed the indirect method which is applied by identifying and highlighting the errors.

4.3.4 Source of Feedback

While the students rely on their teachers' practices as trusted sources of feedback to develop their skills, the teachers implemented modern strategies which are assumed to be effective methods of giving feedback and improving the students' performance by blending technology with other traditional methods. The application of technology in the correction processes led to an immediate and responsive according to the students' preferences. As a result, the study showed that the teachers were satisfied with their students' performance when using mixed methods.

4.3.5 Obstacles in Implementing TMWCF

It is natural for any educational system to come across challenges. But not all of them are obstacles in implementing feedback for students. While some of the comments that the teachers have provided to learners were found useful for some of the students who wish to develop their academic performance, the

study, on contrary, showed some others who were negatively affected by these comments. Thus, the impact of the comments led to a lack of low participation or delayed submission of their written activities during the allocated time. Among these difficulties encountered by this system was meeting the learning outcomes. Another challenge found was due to the students' reluctance to do the homework late and taking the feedback, as measuring criteria.

The study also revealed some challenges related to students' ability to accept the feedback after receiving information that they do not see as necessary for them. The challenge of cheating using technology was another factor that teachers considered to have a psychological impact on evaluating students' performance and the students would like to show that their written work was done honestly.

4.3.6 Summary

The university uses other software applications to reduce the number of similarities. However, this study confirmed that the students were able to mislead these programmes using more advanced techniques.

5. CONCLUSION

The study's initial goal was to look into the relationship between teachers' practices and views about how TMWCF should be applied to students' FL writing, as well as how those beliefs were represented in their practices. The research was conducted as part of a General Foundation Programme at a private institution in the Sultanate of Oman. Over the course of one semester, data was collected using a triangulated strategy that included teacher interviews

The study addressed three research issues to achieve its goals. RQ 1 focused on the teacher's perceptions of TMWCF. The teachers' self-reported and real TMWCF practices were studied in RQ 1.1

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