Presentation proposal

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**Abstract**:

It is undeniable that attempts to develop automated feedback systems that support and enhance language learning and assessment have increased in the last few years. The growing demand for using technology in the classroom and the promotions provided by automated- written-feedback program developers and designers, drive many educational institutions to acquire and use these tools for educational purposes (Chen & Cheng, 2008). It remains debatable, however, whether students’ use of these tools leads to improvement in their essay quality or writing outcomes. In this paper I investigate the affordances and shortcomings of automated writing evaluation (AWE) on students’ writing in ESL/EFL contexts. My discussion shows that AWE can improve the quality of writing and learning outcomes if it is integrated with and supported by human feedback. I provide recommendations for further research into improving AWE tools to give more effective and constructive feedback.

**Title:** The impact of using automated writing feedback in ESL/EFL contexts

**Description**:

Learning objectives

-To get a brief general overview of the typology of feedback in second language writing.

-To understand the challenges that second language writing teachers encounter when providing feedback.

-To understand how the most widely used automated writing evaluation tools work.

-To be able to recognize the benefits of AWE in second language writing.

-To examine the issues and concerns of using AWE systems in second language writing.

-T discuss the role of the teacher in the presence of these tools.

-To reflect on how to make these tools more effective for both teachers and students.

Questions

-What are the affordances of using automated written feedback in second language writing?

- What are the shortcomings of using automated written feedback in second language writing?

-What is the role of the teacher in the presence of AWE systems?

**Academic profile:**

Ameni is a bilingual TESL Ontario certified teacher with more than 10 years of experience teaching English as a Second and Foreign Language for adults and young learners. She holds a Master of Arts in TESOL from Middlesex University, UK and a Master of Arts in Applied Linguistics from York University, Canada. She also holds a CELTA certificate from the University of Cambridge. She has experience working overseas with international students from North Africa, the Middle East and Canada. Ameni presented a few papers in national and international conferences (TESOL Arabia annual conference, TESL Ontario Webinar, Western University symposium, etc.) on assessment literacy and written corrective feedback. She is currently a teacher assistant/substitute teacher at Ecole Elementaire le flambeau and Ecole Elementaire Dyane-Adam (Conseil Scolaire Viamonde).

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