The Influence of Automatic Essay Evaluation
and Bilingual Concordancing
on EFL Students’ Writing

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Abstract
The purpose of this study was to investigate how effective an
automatic essay grading system and a bilingual concordancer
would be in helping college EFL students with their writing
specifically with self-correction of errors and improvement of
textual quality. Nineteen college freshmen majoring in English
participated in this study. Two online learning tools were applied:
an automatic grading system, MyAccess, for grading writing and
providing feedback, and a web-based bilingual concordancer,
TOTALrecall, for helping students with word usage problems in
their drafts and self-correcting errors highlighted by the teacher.
Research instruments used were an evaluation questionnaire as well
as checklists on which students recorded feedback used from
MyAccess and words looked up from TOTALrecall. Results
indicate that students consider feedback from MyAccess helpful.

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