



**NEAR EAST UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE EFFECTS OF VIDEO CORRECTIVE FEEDBACK  
ON ENGLISH AS A FOREIGN LANGUAGE STUDENTS' WRITING  
PERFORMANCES**

**PhD Thesis**

**Asil ATANER**

**Nicosia**

**June, 2022**

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**June, 2022**

### APPROVAL

We certify that we have read the thesis submitted by Asil ATANER, titled “The Effects of Video Corrective Feedback on English as a Foreign Language Students’ Writing Performances” and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

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### **Declaration**

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Asil Ataner  
20 /05/ 2022

Signature: .....

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**ASIL ATANER**

**Abstract****THE EFFECTS OF VIDEO CORRECTIVE FEEDBACK  
ON ENGLISH AS A FOREIGN LANGUAGE STUDENTS' WRITING  
PERFORMANCES****Ataner, Asil****PhD, Department of English Language Education****Supervisors:****Assoc. Prof. Dr. Hanife BENSEN BOSTANCI****Prof. Dr. Mustafa KURT****June, 2022**

Video corrective feedback (VCF) is seen as a new approach in the feedback process and it can be regarded as a successful alternative to traditional approaches to feedback in English as a foreign language (EFL) teaching. However, there is not much research on the effectiveness of VCF on improving the writing skills of EFL students. The main purpose of this study was to investigate the impacts of VCF on improving EFL students' writing exam skills and its comparison with the effects of indirect written corrective feedback (IWCF) by carrying out a small-scale study in a private language school in North Cyprus. Besides this, the study aims to find the actual reactions and perceptions of students and teachers after employing and being engaged in the VCF process.

To be able to collect the data, interviews were carried out with students and the teacher. Students' written drafts and their feedback were also analysed. In total, 150 written drafts were analysed to investigate the impacts of VCF and traditional WCF on the self-correction rates and improvement of students' errors after receiving each type of feedback. The results of the analysis of these drafts presented that VCF outperformed WCF when their effects on the differences between the five drafts (each) of students were considered. On the other hand, the interviews showed that the participants mostly had positive perceptions when VCF was implemented and the results provided some valuable data regarding the possible advantages of VCF such as being more memorable, engaging, efficient, easy to use and more understandable than indirect written corrective feedback. Using VCF as a feedback method for improving students' writing

skills in the exam was beneficial for the learning process of EFL students if employed effectively by the instructor. Once the software is ready for the process and the teacher has the basic training to be able to use the method, it helps in improving not only the skills of EFL students but also are motivated for writing drafts.

**Keywords:** English academic writing, written corrective feedback, teaching writing, video feedback, indirect feedback

## Özet

# VİDEOLU GERİBİLDİRİMİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİ YAZMA PERFORMANSLARI ÜZERİNDEKİ ETKİSİ

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Videolu geri bildirim, geri bildirim sürecinde yeni bir yaklaşım olarak görülmektedir ve yabancı dil olarak İngilizce öğretiminde geleneksel geri bildirim yaklaşımlarına başarılı bir alternatif olarak kabul edilebilir. Ancak, Yabancı dil olarak İngilizce öğrenen öğrencilerin yazma becerilerini geliştirmede videolu geri bildirim etkinliği hakkında çok fazla araştırma yoktur. Bu çalışmanın temel amacı, Kuzey Kıbrıs'daki özel bir dil okulunda küçük ölçekli bir çalışma yürüterek videolu geri bildirim yabancı dil olarak İngilizce öğrenen öğrencilerin yazma sınavı becerilerini geliştirmesinin üzerindeki etkilerini ve yazılı geri bildirim etkileriyle karşılaştırmasını araştırmaktır. Bunun yanı sıra, öğrencilerin ve öğretmenlerin videolu geri bildirim sürecinde ve sonrasındaki gerçek tepkilerini ve tutumlarını bulmayı amaçlamaktadır.

Verilerin toplanabilmesi için hem öğrenciler ve öğretmen ile görüşmeler yapılmıştır hem de öğrencilerin yazılı taslakları ve geri bildirimleri analiz edilmiştir. Videolu geri bildirim ve yazılı geri bildirim, öğrencilerin geri bildirimleri aldıktan sonra kendihatalarını düzeltme oranları ve bu hatalarının iyileştirilmesi üzerindeki etkilerini araştırmak için toplamda 30 öğrenciden toplanan 150 adet öğrenci kompozisyonu analiz edildi. Bu taslakların analizinin sonuçları, her bir öğrencinin yazmış olduğu beş taslağının birbirleri arasındaki farkları göz önüne alındığı zaman, videolu geri bildirim yazılı geri bildirimden daha iyi performans gösterdiğini ortaya



koydu. Öte yandan, görüşmeler, videolu geri bildirim uygulandığında katılımcıların çoğunlukla olumlu bir tutuma sahip olduğunu gösterdi ve sonuçlar, videolu geribildirim daha akılda kalıcı, ilgi çekici, verimli, kullanımını kolay ve daha anlaşılır olması gibi avantajları hakkında bazı değerli veriler sağladı. Öğrencilerin, sınavda yazma becerilerini geliştirmek için videolu geribildirim kullanması, eğitmen tarafından etkin bir şekilde kullanıldığında, Yabancı dil olarak İngilizce öğrenen öğrencilerin öğrenme süreci için faydalı oldu. Videolu geribildirim verimli uygulanabilmesi için gerekli olan yazılımlar doğru kullanıldığında ve öğretmen de bu yöntemi kullanabilmek için temel eğitime sahip olduğunda, bu sadece İngilizce öğrencilerinin becerilerini geliştirmekle kalmaz, aynı zamanda öğrencilerin motivasyonunu da artırmakta etkin bir rol oynar.

**Anahtar Kelimeler:** İngilizce akademik yazı, yazılı geribildirim, yazma öğretimi, videolu geribildirim, dolaylı geribildirim

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### **List of Abbreviations**

<b>VCF:</b>	Video Corrective Feedback
<b>WCF:</b>	Written Corrective Feedback
<b>IWCF:</b>	Indirect Written Corrective Feedback
<b>DWCF:</b>	Direct Written Corrective Feedback
<b>TA:</b>	Thematic Analysis
<b>EFL:</b>	English as a Foreign Language
<b>SV Agreement :</b>	Subject verb Agreement

## CHAPTER I

### Introduction

In this chapter, the importance of corrective feedback on writing performances and the aim of this study is going to be explained briefly including the problems in writing classes that made this research essential for educational institutions and EFL writing teachers. In addition to these, the context in which this study was carried out is going to be mentioned besides the limitations of the study.

#### Background of the Study

Feedback is one of the controversial topics in the field of English language teaching. Both teachers and researchers are curious about the actual effects of feedback on students' performances. Therefore, there are many studies related with different results. An increasing amount of importance is given to Written Corrective Feedback (WCF) in second/foreign language (L2) writing and L2 acquisition (Bitchener & Storch, 2016; Papi et al., 2020). Through WCF, language teachers can have control over their students' written accuracy up to a certain level (Bitchener & Storch, 2016; Ferris et al., 2013; Kang & Han, 2015; Leeman, 2007; Shintani & Ellis, 2013). Besides, some studies provide that indirect WCF (IWCF) in which errors are marked but with no provision of correct forms may be more effective for long-term learning than direct WCF (DWCF) in which errors are marked and correct forms are provided (Ferris, 2006).

Moreover, many studies provided that explicit WCF (in which the codes or metalinguistic explanations are used) may be more valuable than implicit WCF (in which the errors are not labelled) (Bitchener, 2008; Bitchener & Knoch, 2010; Ellis et al., 2008; Ferris, 2006; Sheen, 2007). In addition, some variables affect the effects of WCF including the proficiency level of students, the nature of the information included in the feedback, the ability of the students to relate the feedback to other linguistic knowledge, and the complexity level of the linguistic focus in the feedback (Bitchener & Storch, 2016; Kang & Han, 2015). Regarding these variables, although IWCF seems more successful for the students in the long run (Li, 2010), beginner-

level students seem to get more benefit from DWCF (Ferris, 2002). Furthermore, as the engagement level with feedback increases when students have more sense of responsibility and ownership in their learning during the feedback process, the IWCF method is more advantageous as it forms better responsibility-sharing culture between the instructor and students utilizing its higher level of demand when it is compared to DWCF (Winstone & Carless, 2019).

In this field, technology, which is raised after the screencast feedback idea of Russell Stannard (2006) could be employed. This technology can broaden the feedback topic in various beneficial ways for both teachers and students. For exploring the potential of screencast (video) feedback more, Screencastomatic software was used in this study for providing VCF on writing exam drafts of students.

### **Context of the Study**

This study was carried out in a private school's writing class which focused on academic writing exam skills in the Turkish Cypriot context of North Cyprus. The students in these classes were grouped according to their English proficiency levels varying from intermediate level to advanced level. Beginner or elementary level students need to take General English classes until they reach intermediate level before they can attend writing exam preparation classes. In these writing classes, students receive instructions on writing according to different types of writing exam questions and then write their drafts for each given topic. The teacher provides WCF for each of the students' drafts and expects another draft from them. In this way, students are expected to decrease their errors and improve their writing skills according to the assessment criteria for the writing exam (see Appendix F). Therefore, the students need to understand each feedback in detail and learn from their errors in order not to repeat them in their next drafts. Students are provided classes until they reach their target level and the duration of the course depends on the level of the students and their target results in the writing exam. Teaching is delivered in a face-to-face classroom environment and students are asked to write their drafts at home as homework. As students submit their drafts, the teacher provides their feedback in written form, and then the next drafts are written by the students.



### **The Problem of the Study**

As academic writing exams are a challenging exam for most students and they are required to get an academic certificate to be able to register for their target universities, the effectiveness of this learning process is crucial for their future. Moreover, because of the application deadlines of the universities, students generally have time constraints and expect to reach their target level in the writing exam in the shortest possible duration. Therefore, the quality of the classes possesses great significance, especially for the writing section of the exam in which Turkish Cypriot students struggle the most. As most universities ask for a certain score from each section of the exam, some students fail to enrol in their universities just because of their writing scores despite having the required scores for all other sections. As writing classes include multiple drafts and feedback, the benefit they get from this process should be maximized to improve the students' skills in the shortest possible time. Although students have reasons to be motivated for these classes, it is generally observed that they have difficulties in focusing on the WCF they receive from the teacher and they may not engage with the feedback enough. For these reasons, they repeat the same errors in their next writings which in turn increases the time they need to reach their target level in writing. The main problem in such writing classes is the low level of engagement in feedback as the students do not spend time to learn from their errors enough and continue to make the same errors in their next products. Therefore, indirect written feedback seems to be ineffective for improving the products of English as a foreign language students.

### **Significance of the Study**

When recent studies are taken into account, it is seen that the VCF method as an alternative to WCF may be a better approach to increase the engagement of students with the feedback while increasing their motivation. As the VCF is considered a relatively new process for both students and the teacher (especially in the Turkish Cypriot context), the study can have some useful findings and guidelines for teachers who want to start using this technology in their language courses, particularly in writing classes. Nowadays, the increasing use of mobile devices enables students and teachers to transform the teaching and learning process into a more engaging and

practical form by means of new technologies such as screencasting. Although, there are many studies about this specific technology (Henderson & Phillips, 2014; Thompson & Lee, 2012), its effects on writing exam preparation skills have not been explored in the Turkish Cypriot context yet. In addition, most previous research (Moore & Filling, 2012; Seror, 2012) focus on the effect of the feedback on the revision of the same text but not on its effects on the new pieces of writing that students write on a new topic afterwards. This study contains data related to the effects of corrective feedback on the new pieces of writings as well. In other words, it is seen that immediate effects of the VCF approach are provided in most of the related previous research but it is important to find out the benefits in the longer term which can be the reflection of the actual acquisition of students and can give us clues about the memorability of the feedback. Therefore, this study will fill this gap in the literature by analyzing the effects of the VCF over a longer period alongside other important aspects including perceptions of the students and the teacher and the effects of the feedback on each type of grammatical error. The findings of this study can shed some light on using this technology which is new in the Turkish Cypriot context for improving students writing skills, especially for writing exams.

### **Aim of the Study**

The main purpose of this research was to reveal the impacts of VCF on writing exam papers in comparison with the impacts of WCF while exploring the feelings and reactions of students and the teacher about the VCF process. For reaching such a wide range of findings, a variety of data should be gathered. Therefore, the approach for reaching a useful combination of results in this study was formed of interviews with the teacher and students and an analysis of draft papers written by 30 students in the writing exam preparation course. In this approach, a comparison between the first and fifth drafts enabled me to find out the efficiency of VCF and its comparison with IWCF. Besides this, the interviews presented the thoughts and feelings of students and the teacher about the process of the incorporation of VCF.

To reveal and compare the effects of VCF on various error types, each error type is counted and the difference in occurrence between the drafts was analyzed. In this way, the results included the comparison between the grammatical and lexical errors and how effective VCF can be for each type of error.

This study is exclusively devoted to answering the research questions stated below:

- 1- What is the impact of video corrective feedback in contrast to indirect written corrective feedback on enhancing students' grammatical range and accuracy in the writing exam?
- 2- What are the perceptions of the English as a foreign language students and teacher towards the utilization of video corrective feedback?

### **Limitations of the Study**

As the length of the study was limited, it restricted the process of collecting data significantly. As the whole study process had to be carried out in three months, both the actual process and data collection procedure had to be kept short. For this reason, five drafts could be taken from each student and only two approaches to feedback could be investigated in this study. There could be examples of audio feedback as a third approach to feedback as well, which could enhance the findings of this study much more. Moreover, if the duration of this study was longer memorability of the feedback could be tested in more detail if the duration of this study could have been extended over a longer period. In this study, the difference in the number of errors between the first and the final feedback, feelings of students provided in the interviews, and the amount of time spent on VCF by students were used as data to show how memorable the VCF was. Even though there are reliable findings that support the potential that VCF is more memorable than indirect WCF, it was not possible to test the memories of students for more than three months.

Secondly, the low number of participants is another limitation of this study. As there were only 30 students who participated in this study, the scope of the study was limited and this decreased the amount and variety of findings, especially with some error types that were not present. Although, interviews and in-depth analysis helped to reach interesting and valuable findings in such a small study, there would be much more valuable findings if it was possible to have more students in the study.

## **Definition of Key Terms**

### ***Written Corrective Feedback***

Written Corrective Feedback (WCF) can be explained as the responses and comments of the instructor on students' written production in a second language. WCF can be provided in oral or written form. The written form of WCF is provided in the students' written production while the oral form can be provided as verbal feedback during class sessions (Bitchener & Knoch, 2009) or individual conferencing (Erlam et al., 2013). WCF may target both language and content (Ashwell, 2000).

### ***Video Corrective Feedback***

This term was defined by many researchers as screencast feedback (Turner & West, 2013). Screencast feedback includes a video recording of the marker's computer screen which presents the movements of the mouse on the screen, typing, and scrolling besides a simultaneous audio narration (Henderson & Phillips, 2014; Thompson & Lee, 2012). This provides students' feedback including the audio of the marker and the moving image but it does not have to include the image of the marker while producing the feedback. Therefore, this form lacks some features of the face-to-face interaction including facial expressions and body language of the marker (Borup et al., 2015).

### ***Direct and Indirect Corrective Feedback***

Direct Feedback and Indirect feedback are two major feedback types that are focused on by many researchers. Direct corrective feedback contains the correct form of the errors while indirect corrective feedback presents the errors but does not provide the correction of the errors. The benefits and comparison of the effects of these two types of feedback are commonly debated topics and there is a controversy about these (Nassaji, 2016). Some researchers claimed that direct feedback benefit students more as it explicitly shows how the errors should be corrected (Bitchener, 2008) while some others argued that indirect is superior to direct feedback in the long run with its higher engagement and problem-solving learning features. (Ferris, 2006).

## **Conclusion**

Feedback has been a controversial topic and its effects on students' actual learning are an ongoing discussion. Nowadays, some technologies can benefit students and it is crucial to investigate the effects of such advancements on the students' writing skills. Although there are many previous studies on WCF and VCF, the effects of the VCF on each grammar error category in the writing exam context were not analyzed. This study was devoted to this and focused on the actual effects of VCF on the grammatical range and accuracy of EFL writing exam students over three months period. This first chapter introduces the main ideas of the topic by explaining the background, the problem, the aim, and the limitation. The upcoming chapter contains further details of the topic by covering the review of the literature and the previous related studies that are available in this field.

## **CHAPTER II**

### **Literature Review**

#### **Introduction**

In the foregoing chapter, the problem and the significance of the topic are explained in a wider context including some previous related studies. This literature review chapter aims to provide the necessary theoretical background for understanding the details of the topic clearly. Therefore, feedback types and their effects are provided first and then the writing exam is explained with the details of the assessment in the writing section of the exam. Following these, related studies of the literature are explained with their findings including the perceptions of English as a foreign language (EFL) students.

#### **Errors**

When the first approaches in this field were considered, problems in language teaching were approached with constructive analysis (CA), and with this approach, errors are seen as sins and should be prevented. CA makes comparisons between languages and considers errors as a result of mother-tongue interference which is its major weakness. However, another approach that overcomes these weaknesses of CA is provided and it is named Error analysis (EA). This approach considers errors as an indication of learning and they are not seen as a sin anymore. Errors of students help second/foreign language teachers realize and overcome the problems students have during the learning process (Kashavarz, 2015). While CA makes comparisons between the first and the second languages to find the similarities and differences, EA focuses on the interlanguage objectively without considering the first language.

#### ***Types of Written Errors Committed by EFL Students***

According to Kashavarz (2015), there are five main categories of errors which are orthographic, phonological, lexical, morphological, and syntactic. These error categories contain subcategories to provide a more detailed presentation of errors. For instance, wrong use of tense error types is classified under syntactic errors. Moreover,

according to Darus and Ching (2009), the most common errors that were found in his error analysis were singular/plural forms, verb tense, word choice, subject-verb agreement, and word order errors. Furthermore, there is another classification that presents global and local errors. Global errors include the ones that interfere with the comprehensibility of the text while the local errors consist of minor errors including grammar, punctuation, and spelling which do not affect the understanding of the writing produced (Ferris, 2002).

Another study conducted by Ceteresi and Bostanci (2018) presented that the most committed errors found in written texts that are produced by EFL Turkish Cypriot students are linguistic errors. Some studies that have implemented Kashavarz's taxonomy of written errors show that errors under the syntactic category are the most common (Kashavarz, 2015). On the other hand, Hariri's study provides that, in written products, the use of prepositions error type which is a subcategory of morphological errors is the most frequent error type while the use of relative clauses, relative pronouns, and wrong use of verbs are the less frequent ones (Hariri, 2012).

Apart from the identification and classification of errors, it is important to realize the reasons lying behind these errors and in this respect, Kashavarz (2015) explains the reasons for second language errors as interlingual and intralingual, and developmental errors. Interlingual errors are caused because of the transfer 'Interlingual errors result from the transfer of phonological, morphological, grammatical, lexical, and sociocultural elements of the learner's mother tongue to the learning of the target language' (Kashavarz, 2015, p. 111). While, intralingual and developmental errors are caused by the mutual interference of items in the target language' (Kashavarz, 2015).

There are subcategories of intralingual and developmental errors which are overgeneralization, ignorance of rule restrictions, false analogy, hyperextension, and faulty categorization. Overgeneralization errors are caused by limited knowledge and lack of exposure to the target language. This category of errors is caused by the misapplication of grammatical rules. Ignorance of rule restrictions is caused by not knowing certain rules of the target language. When false analogy errors are considered, they are the errors in which students use the elements of the target language inappropriately (Kashavarz, 2015). The other subcategory, hyperextension occurs when the learner extends the rules that they know to other areas where they are

not possible to be applied. The last subcategory is faulty categorization in which students classify the items of the target language inaccurately (Kashavarz, 2015).

### **Feedback**

Feedback is generally considered an essential part of all learning processes (Castle et al., 2008 as cited in Mills & Matthews, 2009) and it has a significant role in encouraging learning in education (Bostanci & Şengül, 2018). Therefore, feedback in teaching and learning English as a Foreign language (EFL) writing is seen as a topic worth investigating. Many experts in the field of second/foreign language writing claim that students themselves want to receive feedback on their writing and students expect their teachers to provide feedback along with providing their written errors as they value written accuracy in many contexts (Bostanci & Şengül, 2018). Teachers must be aware of the fact that any feedback that they provide has an impact on students' writing because students value that feedback and want to please their teacher and obtain higher marks (Ferris, 2008), and if students do not receive such constructive feedback they may feel anxious in their learning process. However, how and whether to provide feedback on the written errors of EFL students are seen as debatable topics among instructors, students, and researchers (Bostanci & Şengül, 2018).

In this respect, a few studies have explicitly examined the difference in writing quality and accuracy between groups of students who have received and who have not received WCF. Findings of these few studies have shown conflicting patterns and a clear finding has not been established. On the other hand, some studies, which have examined the improvements in students' written accuracy over time, found that student groups who received WCF showed progression and this progression was significant in some cases (Bostanci & Şengül, 2018).

Moreover, in the study of Song et al. (2017), it is stated that academic writing class students are engaged with the feedback more when the feedback is based on



macro issues (Task Response and Cohesion and Coherence) rather than micro issues (Lexical Resources and Grammatical Range and Accuracy).

In addition to these, the timing of the feedback given to a written text is another issue that needs to be considered. Feedback can either be delayed or immediately provided. According to Brookhart (2008), the timing of the feedback should be determined according to the situations of the students, and generally, the best time to provide the feedback is to provide it immediately as students are still engaged with their production. Therefore, providing feedback in two or more weeks is a faulty practice. In the same line with this, Thurlings et al. (2013) stated that immediate feedback results in better production among the students, and immediate feedback outperform delayed feedback. On the other hand, Clariana (1999) provided that the timing of the feedback should be determined by considering the complexity of tasks. This study provided that immediate feedback should be used for difficult tasks and delayed feedback should be used for simple tasks.

### ***Direct and Indirect WCF***

WCF is a way of “accommodating the new knowledge into the existing knowledge and prompts the students to stick the learned stuff in their long term memory” (Maleki & Eslami, 2013, p. 1255). There are two types of WCF provided in the literature and these are DWCF and IWCF. By providing DWCF, teachers correct errors in students’ drafts explicitly which makes the process significantly easier for students as they just need to copy the correction in their next drafts. On the other hand, IWCF is provided in a way that teachers indicate that there is an error but do not include correction of the error which forces students to solve the problem and find the way to correct the error themselves (Hosseiny, 2014). Furthermore, IWCF “indicates in some way that an error exists but does not provide the correction, thus leaving it to the student to find” (Eslami, 2014, p. 446). Many studies provided that IWCF is beneficial for developing students' second language and writing abilities

(Alhumidi & Uba, 2016). Moreover, many researchers which have focused on the effects of DWCF and IWCF on grammatical accuracy advancement suggest that IWCF outperforms DWCF in supporting grammatical accuracy and IWCF “led to either greater or similar levels of accuracy over time” (Phiewma & Padgate, 2017, p. 1) Another important conclusion reached by Zareil and Rahnama (2013) which explained that students with lower proficiency levels prefer to be provided DWCF while students with higher proficiency levels prefer to be provided IWCF.

Lira Gonzales and Nassaji (2018) provide that English as a foreign language (EFL) teachers mostly prefer four methods while providing IWCF and these are colour coding the error, using codes to indicate the error type, adding comments about the errors in the margin, and underlining the errors.

In another study on the effect of IWCF on EFL students, it is provided that when the accuracy in using past tense verbs was analyzed the experimental groups were more successful in both direct post-test and delayed post-test (Frear & Chiu, 2015). Overall, this means in the feedback process that instructors act as more capable peers when they provide IWCF and students begin to solve the problem themselves which enables the learning process to occur.

Despite the agreement on the benefits of providing feedback in general, there is a controversy about the effectiveness of different types of feedback (Nassaji, 2016). According to some researchers, DWCF is more beneficial as it clearly shows how the errors ought to be corrected (Bitchener, 2008; Ellis et al., 2008). In addition, Shintani and Ellis (2013), provide similar data that explains the fact that metalinguistic explanation successfully helped students to improve EFL explicit knowledge.

However, others suggest that IWCF outperform the DWCF by the means of engaging the students in problem-solving and enabling them to be independent students (Ferris, 2006). Moreover, other researchers support the idea that this is not a matter of being superior but it is a matter of suitability as different types of corrective feedback are beneficial for language learning differently (Al-Rubai'ey & Nassaji, 2013; Chen et al., 2016). In a recent study, Suzuki et al. (2019) focused on the effects of feedback explicitness on two target structures namely past perfect tense and English indefinite articles. When findings of this study are concerned, it is seen that both DWCF and IWCF were beneficial for students and helped them to improve their accuracy of both of these target language structures in revision. Although the effects

of feedback explicitness were partially significant when the revision of the past perfect tense was considered, the same effect was not found in new pieces of writing.

All these variations in the results of studies related to the effect of feedback should be seen as evidence of the fact that many factors intervene in the effectiveness of corrective feedback. (Nassaji, 2017). The factors that play role in the effectiveness of WCF are provided by Kang and Han (2015) as context and the linguistic knowledge level of students. Moreover, feedback intensity and variety of error types are other reasons for such mixed findings of different feedback types (e.g. Ferris & Roberts, 2001). It is also important to consider the way that feedback is operationalized and which assessment tools are used to measure the feedback effectiveness (Bitchener 2008; Ellis et al., 2008; Ferris, 2006; Sheen, 2007).

### ***Important Components of WCF***

According to previous research and studies, some essential components of WCF are listed as timing, accessibility, structure, fostering autonomy, understandability, being selective, suitability for formative learning, and being encouraging.

First of all, the timing of feedback is crucial because if it takes a long period to provide feedback after receiving the draft, engaging students with the feedback becomes harder as they may have forgotten their thoughts and ideas while writing the draft (Little, 2012). Therefore, the instructors need to provide the feedback as soon as possible to enable students to get enough benefit from the feedback. Secondly, accessibility of the feedback is another essential component of WCF, and today's technology enables teachers to use different ways of providing feedback and make them more accessible to their students in a non-traditional way (Little, 2012). Today, students have their own mobile devices which they carry with them all the time which enable them to reach technological feedback anytime and anywhere they want. Therefore, this makes such feedback provided in a technological way more accessible than indirect written corrective feedback provided on a paper. The third essential component of WCF is the fact that it has to be carefully structured (Fell, 2009) to show the importance of each error, categorize errors and help students to follow feedback easily. Another important component of WCF is fostering the autonomy of students. Autonomy in learning means that students should be the one who is responsible for their learning and they need to know that after finishing writing they

must review and improve their writings (Lee, 2009). This is also supported by Hyland (1990) who claims that students must review their work, reassess and work on their work even after assessment.

In addition, the understandability of a WCF is crucial (Nicol & McFarlane-Dick 2006 cited in Middleton et al. 2009) as it has to enable students to easily understand and link the comments on WCF with their learning to benefit students. In addition to these, especially for second language students, it is important to provide more selective WCF instead of comprehensive WCF because selective feedback is more manageable, focused, and less demotivating for EFL students. Comprehensive WCF can easily be threatening, overwhelming, and demotivating, especially for second language students (Ferris, 2003 as cited in Lee, 2009). Another important essential component of WCF which is provided above is being suitable for formative learning and this means that teachers' role must be helping students for finding out their most important errors and corrections for them (Fell, 2009; Lee, 2009).

Finally, in order to make WCF encouraging it must have balanced criticisms and praises. Therefore, teachers need to show positive points that students have in their writings besides negative points that they need to improve as this is especially helpful for weak students. (Cardelle & Corno's, 1981 as cited in Cohen & Cavalcanti, 1990).

### ***Advantages and Disadvantages of Feedback***

The feedback and its effectiveness have been investigated over the years. When early Studies between 1982 and 2004 are considered, the majority of them presented that there are positive effects of corrective feedback but they do not have significant design flaws which is a big weakness (Bitchener, 2008; Ferris, 2008; Storch, 2010). For example, these early studies did not compare the results of the group that received corrective feedback with the results of a control group that received no feedback. In the absence of a control group, it is not easy to decide whether the effect is because of the error correction or other possible factors. Furthermore, the past studies focused on the revision accuracy only and did not consider analyzing the actual development of accuracy in new pieces of writing (Ferris, 2010). The analysis of the revision of the writings may not be reliable as there is a possibility that the students may not engage in the feedback enough and they can just copy the instructors' corrections and repeat them without any understanding,

especially in the DWCF approach. it is important to analyze the ability of the students while editing or revising a text while improving their EFL writing skills, however, this data can not be regarded as evidence that students can use the knowledge they acquired from the feedback in their subsequent writings or their writings in a new context (Truscott, 2007). In other words, successful corrections of the students in the revisions do not show if they can use the same form accurately in their future writings.

Related studies that were carried out between 2004 and 2018 (Bitchener, 2008; Ferris, 2008; Storch, 2010), have focused on these areas that were absent in the early research. First of all, the research designs are prepared in a way that includes a control group in addition to the treatment group which provides an ability to make a more reliable analysis of the data. Secondly, they started to consider the effects of different types of feedback and their comparisons with each other which enable the findings to become more in-depth and specific. Finally, they have attempted to investigate if the students can use the knowledge they acquire from the feedback in new contexts and in their subsequent writings.

### ***Problems of WCF***

In the field of WCF, there are a few studies that were carried out by Clements (2006) and Nurmukhamedov and Kim (2010) that show that students can have difficulty in interpreting and understanding margin comments on WCF, therefore they fail to use those comments for correcting their errors in their next drafts successfully. After interviewing students about the way that they used WCF and the types of corrections that they made according to this feedback, it is found that students believe that some comments made little sense, some were indecipherable and some comments were disregarded completely (Clements, 2006). What is more, according to Clements (2006), WCF may result in focusing students on errors with low priority, however, spending that time working on global, high priority errors can result in better results in a shorter period.

There is a possibility of miscommunication in all types of communicative exchanges as both written and spoken communications have problems and they are intrinsically flawed (Coupland et al., 1991). As a result of such problems of WCF, some new ways of providing WCF by using technological tools become important in language learning. With the aid of technological tools, such problems of WCF can be

solved (Thompson & Lee, 2012). It is argued by Thurlow et al. (2004) that in the spoken way of communication there are some nonverbal cues like tone of voice which can transfer a variety of emotional and social information from the speaker to the listener. Moreover, when everyday speech is taken into account, it is seen that there are many hesitations, repetitions, afterthoughts, false starts, and some more sounds that help the listener gather more information that is communicated at the same time (Georgakapolou, 2004). When these advantages of spoken communication over written communication are considered in terms of providing feedback, the importance of providing audio feedback comes to the fore.

According to Bitchener (2008) and Chandler (2003), the effects of corrective feedback, in the long run, are debatable so it is important to be sure that the effect of feedback is not just for the time being and it continues in the long run. In addition, Truscott and Hsu (2008), states that successful error correction in subsequent drafts on the same topic is not an indicator or predictor of learning. The results of most of the previous related studies show the correction rates of students in subsequent drafts of the same text which does not investigate if the students learned from their errors. Therefore, this study adopts a longitudinal approach to provide more data if the students learn from the feedback or not. This study includes students' writings on three different topics over three months period to show the effect of the feedback of students' performances in their next writings over this period.

### ***Audio Feedback***

Audio feedback is one of these methods which can overcome some problems of indirect written corrective feedback. Audio commentaries for delivering feedback on written papers of students are not a new idea and it has been used since 1972 (Coleman, 1972). Today, many technological tools or software programs make providing this type of feedback possible. These tools and programs include Adobe Acrobat, Microsoft Word (Still, 2006), handheld MP3 recorders (Rotheram, 2007), and a variety of sound recorder software on personal computers for recording audio comments (Merry & Orsmond, 2007). Findings of studies that used audio feedback by using the tools and software that are mentioned above show that students had positive reactions to this type of feedback and they are observed to be engaged with the feedback more when it is compared with indirect WCF alone (Merry & Orsmond, 2007; Rotheram, 2007; Still, 2006). The nature of the audio medium makes audio

feedback an effective type of feedback. It is claimed by Fell (2009) and Mccullagh (2010) that audio feedback provides a more personalized form of feedback than written forms of feedback by the means of its advantages like the tone of voice and nuances in the audio. These advantages of audio enable students to use the tone, use of language, expression, personalization, and pronunciation of the audio comments for understanding their feedback easily (Nicol & McFarlane-Dick 2006 as cited in Middleton et al., 2009; Rust, 2001). The audio as a medium for conveying perceptions, feelings, and atmosphere at the same time is believed to be extremely powerful (Mason & Rennie, 2008). In addition to these, Dixon (2009) and Mccullagh (2010) describe audio feedback with similar words; Dixon says audio feedback is 'informal' (with the tutor's own voice in a genuine and personal way) while Mccullagh (2010) describes it as being more friendly. Besides these advantages, other advantages of audio feedback include being more engaging for the students (Ice, et.al., 2007), being more personalized, and contributing to a greater sense of social presence besides maintaining teacher immediacy (Moore & Wallace, 2012). These characteristics enable the audio feedback to form a more emotional and personal connection between the students and the instructors (Rasi & Vuojärvi, 2018) during their revision process. Audio feedback is preferred both by the students and the teachers as it is quicker to prepare audio feedback and it is generally more detailed than the WCF (Morris & Chickwa, 2016).

### **Drawbacks of Audio Feedback**

Audio feedback has some important drawbacks as well. One of the main disadvantages of audio feedback is the fact that the audio recording is separate from the written papers of students. Therefore, students can have difficulties in finding out and seeing the points that are mentioned in the audio recording. In addition, being separate from the object, makes audio feedback a less practical method of feedback, as a student needs two different modes of material which are the written paper and the audio recording at the same time. In addition to this, being separate from the object makes the feedback less understandable for the learner as they need high-level listening skills for understanding and link the feedback with the errors on their actual papers. Some students in the previous studies reported this problem and explained that they had difficulty finding the exact point in the text which was mentioned in the audio (Brearley & Cullen, 2012; Morris & Chikwa, 2016). Another important

drawback of audio feedback is the fact that it is not suitable for students who are hearing impaired (Lunt & Curran, 2010). Accordingly, another technological invention that can eliminate these disadvantages and improve the process of providing WCF even more is called video corrective feedback (VCF) or screencast feedback.

### ***Video Corrective Feedback***

Although it was not possible to use visual feedback until 2000 because of some limitations like computing power, disk space, and bandwidth, Russell Stannard (2006) has found an effective way of using a screen recording software for the feedback process in language teaching. For implementing this idea into a real teaching context, screen recording software that enables teachers to add a simultaneous oral commentary while they are marking, correcting, and commenting on written papers of students was used in a course when teaching English as a foreign language (Russell Stannard, 2006).

A screencast is done by recording the screen of a computer and this video recording includes actions done by the user on the screen over time accompanied by voiceover narration. Therefore, this technology has mostly been preferred by computer software training which uses screencasts to show how to write or use a program step by step on the computer screen. When this is considered for teaching, it enables teachers to show the whole process that they do on a computer screen while including their voices during that process. Furthermore, this technology is suitable for creating additional tutorials to extend classroom lectures. When the nature of such VCF is considered, it caters to more learning styles of students as it includes both visual and audio elements combined simultaneously in the feedback (Mathisen, 2012). Students gain the advantage of controlling the speed of the feedback, by rewinding and pausing the recording to follow the errors mentioned in the feedback more efficiently. This advantage also mentioned by Bostancı and Cavuşoğlu (2018) as it explains the advantage of the blended learning approach which means the combination of face-to-face classroom activities and online work. Bostancı and Cavuşoğlu (2018) state that students have the freedom to write their essays at their own pace and time which in turn results in better production.



Moreover, Mathisen (2012) provides that the amount of content that is provided in the feedback increases with VCF as the teachers in the study stated that VCF decreases the effort spent on the feedback while increasing the extent of the feedback at the same time. With the aid of these advantages, positive results were reported about screencast technology as it enables students to have multimodal feedback or easily accessible tutorials and materials.

Another important point is mentioned by Lee (2003) as it provided that the combination of the codes of errors with the VCF is mostly preferred by the students. This combination enables students to get audiovisual feedback which makes the revising process more enjoyable for the students. Besides, Seror (2012) claimed that VCF is beneficial especially for students with a lower level of proficiency in English by the means of more assistance and extra visual scaffolding.

### **Screencasting Software**

For this study, it was important to keep the costs low and make the process as easy as possible for the teacher, administrators, and students as well. For this reason, Screencastomatic software is preferred for creating screencasts as it is free, easy to use, user friendly and it provides free storage space on <https://screencastomatic.com/> website for sharing screencasts with students and keeping them organized in the same folder. Although there are software programs like Camtasia®, CamStudio®, AdobeConnect®, and Snagit® which have different features than Screencastomatic, Screencastomatic is chosen to have the best combination of cost, ease of use, practicality, and required features for this study.

### **Advantages of VCF**

By using VCF, visual dimension and immediacy can be added to the feedback as it enables students to hear the teacher's comments while their paper scrolls down on the screen. It also becomes much easier for students to see which error is being referred to by the audio comments as the voice of the teacher is accompanied by the video on the screen at the same time.

In addition to these, VCF enables teachers to provide students a reader response while adding cues that help students to get benefit from the feedback and this decreases the effect of personal criticism significantly. Therefore, by the means of

the verbal delivery of feedback, in VCF the possibility of negative interpretation of students is mitigated as well.

By means of screencasting technology, teachers have the chance to provide a reader's response to their students' papers and this type of feedback can be effective in continuing the conversation about the work of students (Thompson & Lee, 2012). This VCF process enables students to listen to their teacher while their teacher is acting as an authentic reader. While commenting on papers of students, teachers try to provide a response, which includes confusion, interest, and a desire to understand the ideas of the writer. This type of response from the view of another reader provides a chance for students to see, hear and feel an effective type of engagement with their work, which they can rarely experience (Thompson & Lee, 2012). Therefore, students have the chance to listen to an emotional response from a different point of view from out of their heads, and also this response is communicated more clearly by using spoken words rather than writing. As a result of reading students' work aloud in VCF, teachers started to engage their students on an interpersonal level, which is not possible to find in indirect WCF. Furthermore, by using the screencasting software for providing feedback and comment about students' work-in-progress, another level of interpersonal engagement which humanizes the process is added (Davis & McGrail, 2009; Liou & Peng, 2009). As a result of all these advantages, screencasting which is an audiovisual type of feedback can increase students' motivation and engagement in their learning. Many more of these positive aspects of VCF are mentioned in the related studies section of this chapter.

### **Writing Exam and Assessment of Writing**

The International English Language Testing System (IELTS) is an English language proficiency test that is internationally accredited and it is designed to measure 'the language proficiency of people who want to study or work in environments where English is used as a language of communication' (IELTS, 2003a, 2003b, p. 3). The exam has gained importance for students as universities regard it as proof of the sufficient English language level to study a course through the medium of English. Uysal (2010) explains that the IELTS exam is appropriate for its specific target examinees when their purpose and the necessity of the test are considered. IELTS exam is designed to meet the expectations of the target examinees including international students who need the certificate for the registration to the universities,

people who want to have qualifications to meet the immigration requirements, people who want to apply for a job, and people who are undertaking training. For these purposes, IELTS has two main types which are General Training and Academic.

The IELTS writing test contains tasks that are communicative and contextualized which is in the same line with the recent developments in the literature about this field. There are two sections of the writing section which are task 1 and task 2. The first one expects examinees to write approximately 150 words by summarizing and reporting on the data provided with a given chart, diagram, or table while task 2 requires test takers to write essays that address a problem or an argument with approximately 250 words. Although the task 2 sections are the same for both academic and general training exam types, task 1 is different in General Training as it asks candidates to write a letter including a solution to a problem. Exam takers are expected to write these two writing tasks within 60 minutes (IELTS, 2016). Then each task is evaluated by trained and certified IELTS assessors separately and task 2 weighs more than task 1 in marking as it is a longer task. The official assessment criteria for the writing component of the exam include task achievement, coherence, and cohesion, lexical resource, grammatical range, and accuracy. When the writing scores and others scores of the examinee are determined, the average of all four skills is shown as his/her band score. Then the band score is turned into an IELTS band score as a number ranging between 1 and 9. Therefore, test takers do not have a pass or fail notion as they receive their scores in numbers (Uysal, 2010).

### **Related Studies**

In the studies found in the literature which focus on VCF and compare its effects with WCF, there are valuable findings to consider. Some of these studies are in favour of VCF while others show that WCF is more effective for students.

When these previous studies are concerned, many findings support the advantages of the VCF. Firstly, Students state that VCF is more detailed as the instructors have the opportunity to explain their suggestions and comments made on the WCF which makes it easier to understand in detail. Moore and Filling (2012) found that as the instructors try to make comments on language use and elaborate details in the VCF, the feedback includes more detailed suggestions. Moreover, they believe that they can see their paper while listening to the comments of the teacher makes the process more comprehensive and enable them to improve their writing

more easily (Borup et al., 2015; Crook et al., 2010; Elola & Oskoz, 2016; Henderson & Phillips, 2014; Lamey, 2015).

Lamey (2015) and Thomas et al. (2017) provided that VCF enables and encourages the instructors to mention positive aspects of the writings of students more which increases the motivation of the students during this process.

Other findings that support VCF suggest that as the video aspect increases the interaction with the students, especially during a pandemic and similar periods in which face-to-face interaction is not possible, it motivates the students and this is also in line with the findings of Lamey (2015). As the instructor can greet the student, call them by their names, and can tell positive aspects of their product as well, VCF feels more like a real interaction and may strengthen the relationship between the students and the instructor by the means of such characteristics similar to face-to-face interaction (Anson et al., 2016; Crook et al., 2012; Mann, 2015). Therefore, the perceived distance between the teacher and the student may be decreased significantly (Thomas et al., 2017). Grigoryan (2017) explained this point as VCF is beneficial for maintaining interaction with the students. Through features like addressing the student's name during the feedback and greeting the student, a more conversational environment is formed in the VCF (Brick & Holmes, 2008). The underlying reason behind these may be psychological, as the process is more like a real interaction the teacher feel that it is necessary to greet the students and mention positive aspects of their work too (Anson et al., 2016). This point is also supported by Chen (2019) and Lamey (2015) as they stated the interaction which occurs in VCF may motivate the students. As the students can hear the voice of the teacher and the achievements of the text are also emphasized in the video, students feel more cared for and safer during the process. (Anson et al., 2016; Harper et al., 2012). Especially in the cases where there is no possibility to meet the teacher face-to-face, VCF provides a new path in which students can interact with their teacher about their writings. (Crawford, 1992; Goldstein & Kohls, 2002; Zamel, 1985)

As screencasts provide the relational aspect that students look for in feedback interactions, it is beneficial in the way that it makes the students feel that their teacher wants to help them with an interactive communication process and they have shared tasks and goals (Telio et al., 2015). When the teacher is genuinely interested and makes more effort to engage with them by a specific piece of feedback, students are

also more likely to spend more effort in engaging with the details of the feedback. (Telio et al., 2016). Therefore, with such advantages, VCF can strengthen the educational alliance and form positive feedback behaviors (Carless, 2013). Another study by Mese and Sevilen (2020) suggested that the absence or low amount of social interaction made EFL students have negative perceptions of online learning and this problem can be an approach for increasing the social interaction among the students and teachers in online lessons. As the advantages of VCF outweigh the advantages of audio feedback when the previous studies are taken into account, VCF is chosen as the focus of this study.

Moreover, the study by Henderson and Phillips (2015), suggested that VCF encourages the teachers to focus more on global aspects of the writings rather than surface-level mechanics (Lamey, 2015; Orlando, 2016). In this way, content development, organizational problems, coherence, and unity aspects are more emphasized by the teachers in the VCF. This, in turn, enables students to focus on such global errors when they receive VCF for their text. Similarly, in the study of Elola and Oskoz (2016), students stated that teachers elaborated on global issues like content and organization-related errors but they would like to have more comments on their mechanical errors in VCF. This finding is also provided in the previous studies (Anson et al., 2016; Borup et al., 2014; Henderson & Phillips, 2015).

However, in the studies of Borup et al. (2015) and Orlando (2016) students stated that they find it easier and faster to access and skim through the comments of the WCF. Besides, they believe that when they need further explanation about some points mentioned in the WCF, they can contact their instructors about those points and solve all possible confusion in the WCF. Such students may find it safer to use the written method that they are used to however, it is important to keep in mind that it may not be possible for students to contact their teachers about the feedback in person as there may be occasions like pandemic or teachers may be busy and they may not be able to provide time for explaining the feedback to each student further.

Similarly, Çapar (2021) and Agormedah et al. (2020) provided that although students are in favour of using technology, they had negative experiences as they were not trained enough for online learning and because of poor internet connection in some cases. This resulted in negative perceptions towards using technology in education. Students started to feel that the technical requirements of the VCF

feedback is a waste of time for them. The reasons for such negative perceptions can be explained by the fact that, during the pandemic which created an urgent need for a change, both the teachers and students were not ready enough for the technology used for educational purposes.

## **Conclusion**

This chapter provided the theoretical foundation of the study and the explanation of the key concepts in this field. As the first step, errors that are committed by EFL students were provided and then the types of feedback that are found in the literature were presented with some valuable data from the previous research studies. Brief information was provided on different types of feedback including their advantages and disadvantages. Following these, the IELTS exam and its assessment criteria were explained. Finally, the related studies in this field were taken into account in a more detailed way. The next chapter will include the research design that was used in this study including information about the context, participants, sampling, data collection procedures and tools, and assessment criteria with the underlying reasons and their compatibility with the research questions.

## **CHAPTER III**

### **Methodology**

#### **Introduction**

The previous chapter provided the available literature in this field. This chapter aims to extend the details of the methodology that was used in this study which focuses on the effects of control group and experimental group on students' writing tasks and their perceptions towards VCF. In this chapter, the research design, the participants, the context of the study, the course design, the data collection procedure and tools, and the data analysis techniques will be explained.

#### **Research Design**

A quasi-experimental research design was employed in this study as it includes two groups (IWCF: control and VCF: experimental groups) and the comparison between the progress of these groups were made. The word quasi simply means resembling thus research that mimics experimental research but is not actually experimental is called quasi-experimental research. Participants are not randomly assigned to conditions or orders of conditions, even while the independent variable is altered (Cook & Campbell, 1979). Researchers frequently use field experiments, also referred to as quasi-experiments, in specific circumstances. When it is impossible to randomly assign people to treatment and control groups, these circumstances typically arise (White & Sabarwal, 2014). Similar to an experiment, a quasi-experiment distorts the independent variable in order to test the causal hypothesis (Campbell & Stanley, 1963). In this study both quantitative (analysing errors) and qualitative methods (interviews) were used

Quantitative research focuses on the numerical, mathematical, or statistical analysis of data. In this method, numerical data is collected and generalized for groups of people or provides a specific phenomenon (Cresswell, 2013). The quantitative aspect of this study is formed from the data collected from the error types and numbers of errors found in the written drafts produced by the students. The number of each type of error is calculated and analyzed which enables the research to make a reliable comparison between the effects of the two types of feedback. The experimental group received Video Corrective Feedback (VCF) and the control group received Indirect Written Corrective Feedback (IWCF). On the other hand, a qualitative approach focuses on the descriptions of a group of people (Maxwell, 2013). The qualitative aspect of this research includes the data collected from the interviews to answer the research questions that are related to the perceptions of students and the teacher towards VCF.

#### **IWCF: Control Group**

For the control group, students were used to getting IWCF, therefore, the steps were familiar for the students and the teacher. Students wrote their drafts handwritten on a paper and submitted their assignments as hardcopies. Then the teacher marked the errors on the same paper and provided the feedback as hardcopies. After that, students were expected to analyse and rewrite their drafts according to the feedback they received. Once students submitted their second drafts on the same topic, teacher provided them their second feedback on the same topic. Following this, students reviewed the feedback and moved on to writing the 'assignment two' which was on a different topic. For the assignment two, all of the steps that were mentioned above were repeated. Finally, students wrote on 'assignment three' and received their fifth and final feedback. At the end of this process, all feedback were analysed and the difference between the first and final feedback of students were emphasized to be able to compare the effects of the feedback with the experimental group. There was no interview process for the control group.

#### **VCF: Experimental Group**

On the contrary, the experimental group used to receive IWCF, but for this study, VCF was used as the feedback method for their written assignments which was a new method for the students. All of the steps that were provided above for the



control group were done for the experimental group in the same way except the means of feedback. Once the students submitted their papers as hardcopies, teacher prepared the feedback on the paper and scanned the paper to the computer in order to create the video feedback on the computer. As soon as the video feedback was ready, it was saved on screencastomatic.com and the link for the video was sent to the students' mobile phones. The main difference for the experimental group was the fact that they received their feedback in the digital format as a link for the videos. At the end of the writing process, when students wrote all their drafts and received all their feedback, they were interviewed one by one. These interviews were carried out in Turkish language which is the mother tongue of the students in order to make them be more relaxed and descriptive.

### **Context of the Study**

The language school where this study was carried out is a private language school where Turkish Cypriot students learn English as a foreign language (EFL) with courses designed especially for writing exam preparation (see Appendix E). The school is located just two kilometres away from the centre of Nicosia, which is the capital city of Cyprus. Currently, there are seven classrooms and three administrative offices in the school. In this school, the most common purpose of learning English is to achieve a high writing exam score. For this reason, courses are offered to increase students' writing exam scores in a short period of time. In this way, students can obtain acceptance from universities in Europe especially Europe with the aid of higher writing exam scores. The reason for choosing this school was the fact that it is an institution where the most needed technological hardware, like laptops, reliable wireless connection, and suitable writing exam preparation classes were present during the period of this study. The teachers were also experienced in English language teaching but they were not very familiar with screencasting technology. Therefore, both the students and the teacher were trained on using this technology beforehand. In this training process, the details of each step and the features of the software programs (Screencastomatic & Adobe Acrobat Reader) were provided in order to enable the participants to get the most out of the process.

The study was carried out for three months. As most of the classes at the institution commenced at the beginning of the summer term, students had previous

knowledge about writing exam question types and they had already worked on many sample writing exam questions and sample answers. Therefore, this helped students to be able to write the assignments without any help during their writing process on their own. In this way, this study process including drafts and feedback benefitted students in realizing their errors and improving their writing exam skills.

During this period in North Cyprus, precautions against COVID-19 were continuing but the lesson and interviews were done face-to-face with precautions. Although, some students had some delays in their submissions of their drafts because of being in quarantine or being tested positive, this did not cause any major problems for the schedule and efficiency of the study.

### **Participants and Sampling**

In this study, 30 students at the age of 17 with different levels of proficiency in English (ranging from four to seven overall writing exam scores) and a teacher participated. Students were used to getting IWCF as they had been receiving feedback for their previous written products but they had no previous experience with VCF. Teacher had 14 years of teaching experience in teaching English as a foreign language who has taught classes including up to 40 students besides of small private classes with around five students. However, he did not have experience in using screencasting and Adobe Acrobat Reader software as a tool for providing feedback on written products of students. When students are considered, this sample is assumed to be representative of the population of the study including all Turkish Cypriot students who are between the intermediate and advanced level of proficiency in English and who take writing exam classes. The selection of the participants from the population was built upon convenience sampling which is the most popular type of nonprobability sampling used in behavioural research in cases where it is difficult to recognize all the members of a target population and sampling can be done from an accessible population. As it can be understood from its name, a convenience sample is selected out of convenience which in this case means that participants are chosen depending on their availability to participate in the study. Convenience sampling is summarized and defined by Privitera and Ahlgrim-Delzell (2019) as a method of sampling participants that are chosen for a research study by considering the ease and convenience of accessing them based on their availability to take part.

## Procedures

The IELTS (Academic) writing scores of candidates are measured based on scores gained from two separate tasks. In this study, writing task 2 part of the exam was preferred to be used as it is longer than task 1. This feature makes task 2 more suitable for the first VCF experience from both teacher's and students' perspectives. The teacher tried to keep the VCF as short as possible in this respect, Dunne and Rodway-Dyer (2009) claim that some students think that recordings, which are longer than ten minutes are too long and make it more difficult to focus on. In task 2, candidates are provided a question including a statement or a premise, and participants are required to write an essay with a minimum of 250 words in response to the question.

As writing task 2 is longer than task 1, it provided more data to analyze and reach effective results with this study. There is an official assessment criterion used by IELTS examiners that have to be considered to get high marks in writing tasks. These criteria for writing components are task achievement, coherence and cohesion, lexical resource, grammatical range, and accuracy. The last criterion which is based on grammar was taken into consideration in this study while providing the feedback for students although the teacher marked all related errors. This aspect of the IELTS writing marking criteria was especially considered in order not to make the process too complicated for students and provide detailed results on the grammar aspect of the writing. Otherwise, the feedback would be too long and distract students' focus which would in turn decrease or delay the effect of the feedback (Bitchener & Storch, 2016; Kang & Han, 2015). In this way, students could focus on learning the essential grammatical details with a little mention of the semantic and lexical aspects of their writing skills and enough data could be collected based on this chosen criteria.

The main focus of this study was on comparing the number of errors students on the first draft and the fifth (final) draft. This study was carried out with 30 writing exam preparation course students and a teacher with little experience in using screencast technology. Therefore, training was provided to the teacher before carrying out the study to be able to use the software and one pilot trial study was conducted with a student to face the difficulties in the process before starting the actual study. The student who participated in this pilot study did not participate in the actual study in order not to make the experience the same for all other student participants. As all students who participated in this study had no experience with the software, they all

started the process with the same level of experience. In this way, all the subjects of this study experienced this process for the first time and this enabled the results of this study to include the difficulties that may be faced at the beginning stage of using such technology for language learning and teaching as well. There were some technical details of this software called Screencastomatic and the document reader named Adobe Acrobat reader which teachers and participants should become familiar with. On the students' side, they should be aware of some features of the software like pausing, playing, stopping, and increasing or decreasing the volume and these were going to be experienced by them for the first time. On the teacher's side, getting used to both the features of Adobe Acrobat reader while marking the errors on the pages with the tools of the software and the features of the screen recording software as he needed to make a recording while marking and explaining the errors on the screen.

At the initial stage, a lesson about 'writing exam tips and techniques' was carried out with the students just to remind them of some useful words to use and for practicing some brainstorming activities before starting the writing process. As an example, one of these activities was 'fill in the gaps' activity in which students filled in the spaces in a paragraph with the connective words provided in a box above the paragraph. In this activity, students revised the use of conjunctions which is an important aspect of their written assignments. The students were grouped into two groups randomly as one group was going to receive VCF while the other group was going to receive IWCF. For this grouping to be done, all 30 students were told to enter and sit in one of the these two classes (Classrooms had 15 chairs each) and the groups were arranged according to the classes they entered. One of the classes was assigned as VCF group and the other class was assigned to be IWCF group. At the end of the lesson, assignments are provided for students and they are asked to complete these tasks as homework in the given order. The assignments which were three different writing exam questions, were planned to be written by students at home as they would feel more comfortable while writing and have more time to focus on the details and especially on the feedback. One of these assignments is provided below as an example:

'You should spend about 40 minutes on this task. Write about the following topic.

**People nowadays sleep less than they used to in the past. What do you think is the reason behind this? What are the effects on individuals and people around them?**

Write at least 250 words.'

Therefore, in the following week after the lesson, the first topic of writing tasks (see Appendix E) was written by students. Students were asked to bring it to the school to submit each draft once they complete them at home. Each draft consisted of a minimum of 250 words and this took students approximately 40 minutes which is also the time allowance for task 2 in the actual writing exam. Once they wrote on the first topic and submitted their work, the teacher provided the feedback and students received their first feedback on their first assignment (see sample of video feedback and written feedback Appendix H). Fifteen students who were in the WCF group received their feedback in writing as hardcopy and the other 15 students who were in the VCF group received the feedback as a message on their phones including the link to the video on [www.screencastomatic.com](http://www.screencastomatic.com). Students were given two days for submitting their next drafts after receiving each feedback. Then, students worked on the feedback for the next two days and they revised their drafts and prepared their second drafts on the same topic before receiving their second feedback. After that, they read their feedback on their second drafts before moving on to the next assignment which was 'Assignment two' (see Appendix E) on a different topic this time. The same process was repeated for 'Assignment two'. After writing two drafts for 'Assignment two' with feedback after each, as the last step, students wrote on 'Assignment three' which is their fifth and final production in this study that is on another topic (see Appendix E). Students received one more feedback (fifth feedback) on their first draft for 'assignment three'. Students were provided their final feedback and they were not expected to write a second draft for this final assignment. This submission and receiving feedback process took three months to complete as students wrote five drafts in total. Although students attended a writing lesson which took 80 minutes at the beginning of the process (see Appendix E), they did not have any other writing classes during the assignment period. They were given the three topics in the format of assignments and they were expected to write on these with their previous knowledge from their writing classes. This enabled this study to see the effects of the

feedback process clearer without any other benefit or interruption caused by any other classes during the period.

For the WCF group the feedback was given to students as hardcopies while for the VCF group, the papers were transferred to the computer to be used in the preparation of VCF. As soon as each recording of the VCF was completed, the link was sent to the students as a message on their smart phones. The preparation for each WCF took approximately ten minutes for each paper while it took around 15 minutes for each VCF to be prepared including the recording stage. The duration of the video recordings varied between three minutes and 10 minutes depending on the number of errors that occurred in the draft (see Appendix H).

After the collection of all the papers from the students, another English teacher with 13 years of experience was asked to check the papers and prepare feedback by finding the errors in the text. For this purpose, the papers of the students were copied before writing anything on the papers, and the copies were sent to another teacher who was responsible for marking the errors related to grammar on each paper. At the end of the whole process, the number of errors that were found in one teacher's analysis was compared with the number of errors marked by the other teacher to see if there was any significant difference between the error numbers. In other words, Inter-rater reliability was carried out to see if both assessors detected the same number of errors for each paper (see Table 1).

**Table 1**

*Correlation of Errors*

		<b>Teacher 1</b>	<b>Teacher 2 e</b>
<b>Teacher 1</b>	Pearson correlation	1	<b>0.997**</b>
	Sig. ( 2 tailed )		<b>0.000</b>
	N		<b>13</b>
<b>Teacher 2</b>	Pearson correlation	0.997**	<b>1</b>
	Sig. ( 2 tailed )	0.000	
	N	13	

When the results of the Pearson correlation test (Table 1) are considered, as the Pearson correlation number is very close to one, it is seen that both assessors found the same type and number of errors committed by the students.

The comparison was made based on the difference between their performance on the first and final drafts by analyzing their error counts in their feedback to find out the differences between the students' writings before and after experiencing the feedback process. The difference between the two groups' results was found by analyzing the number of errors made by the group that received VCF and the group that had indirect WCF. Following this drafts and feedback process, interviews were carried out with the 15 students in the VCF group and with the teacher to find out their perceptions towards the VCF. It should be noted that both groups (VCF and IWCF) were taught by the same English teacher.

### **Writing Test (IELTS) Validity**

IELTS exam is taken into account in this study to help find ways of improving IELTS courses in North Cyprus where IELTS is very popular among high school students who want to apply for undergraduate study in an overseas university. IELTS exam consists of Writing, Reading, Listening, and Speaking components. This study includes data about the writing component as it is the weakest section of candidates in Cyprus according to the statistics provided in 2019 (IELTS, 2019). Besides this, an analysis of IELTS exam results which are provided on the official website of IELTS shows that students with Turkish native language had the lowest mark in the writing section of the exam (see Table 2, Appendix G).

By the means of its acceptable level of validity and reliability in test content, scripts evaluation and test instruction, IELTS test is considered as a standardized writing test which provides evaluation of the proficiency level of the test takers (Soleymanzadeh & Gholami, 2014). IELTS exam has a good face validity as it tests the targeted abilities of participants and the test takers find the exam relevant and useful for testing those abilities (Brown & Abeywickrama, 2004). Besides, IELTS writing test emphasizes on task response, and coherence and cohesion for the scoring of the papers and this maintain good validity in scoring (Soleymanzadeh&Gholami, 2014). According to Hughes (2007), criterion related validity involves concurrent

validity and predictive validity. IELTS writing test has strong concurrent validity while predictive validity of the test is still questionable.

The assessment criteria that IELTS examiners use for deciding the band score of the examinees for the writing section including the band scores ranging from zero (the lowest) and nine (the highest) are presented in Appendix F. The IELTS writing assessment criteria include four main aspects which are task response, coherence and cohesion, lexical resource, and grammatical range and accuracy. In this study, the grammatical range and accuracy aspect is particularly considered which made it possible to reach more detailed data on this aspect. By focusing mainly on the grammatical range and accuracy aspects, feedback was kept shorter and less complicated for the students which in turn made the analysis more accurate and comparable between WCF and VCF groups.

### **Pilot Study**

Before starting the actual study, a pilot study was initially carried out. In this pilot study the whole process was done with a voluntary student (who did not take part in the actual study) and the teacher. This pilot study enabled teacher to get used to each step of providing feedback on the screen while recording it and sending it back to students. As the first step, one assignment was given to the student and he wrote on that assignment which was sent to the teacher for the feedback process. The teacher scanned and uploaded the document to the computer before providing the feedback while using the video recorder on the computer. Once the feedback was sent back to the student, he was asked to work on the feedback and write his second draft on the task according to the feedback. Then the student submitted his second draft. After this, the interview process with the student was also carried out in the pilot study.

Some possible problems that could be encountered in the actual study were figured out beforehand. One of these was the fact that the student felt a bit worried and stressed while explaining his thoughts in details in the interview which was carried out in English. Therefore, it was decided to do the interviews in the mother tongue of the students which is Turkish. Another difficulty that was realised in the pilot study was that the teacher had to plan his words and points to mention in the video feedback before starting the recording because when he made a mistake it was very time consuming and not possible in some cases to cut any part of the recording



where a mistake was done by the teacher. By this way, teacher understood that spending a few more minutes on planning the points to mention in the video feedback was necessary before starting the recording and used this strategy in the actual study.

### **Data Collection Tools**

In this study, the data collection instruments were chosen according to the nature of the research questions. Significantly, more than one instrument was necessary to collect enough data for such a wide topic which covers many points such as student engagement, perspectives, experience, problems, weaknesses, and strengths of the VCF technology besides the comparison of the VCF method and IWCF method.

Therefore, besides the draft analysis, this study includes one more data collection instrument, which was interviews. Implementing interviews has provided a chance for a deeper investigation than it was possible with using only a draft analysis.

### ***Drafts***

The teacher who participated in this study focused on the preparation of the written feedback and the video feedback on the productions of students for all these 150 drafts in total. For marking the errors, the teacher underlined and circled errors and numbered the errors on the text. Then the type of each error was provided at the back of each paper (see Appendix H). Once the teacher received a paper, errors were marked on the paper and presented the errors without correcting the errors by using the indirect written corrective feedback method. As the teacher focused on the grammatical range and accuracy, all grammar errors were marked on the drafts and then the type of errors found were labelled. Therefore, when all of the papers were analyzed, all error types were identified with their number of occurrences in the drafts. In this way, the analysis of the drafts presented the information regarding the occurrence of each type of error and how each type of error was affected by the feedback.

For the detailed analysis of error correction, errors were categorized under 19 different error categories. For each error category, the number of marked errors were found in both video and WCF and then students' next drafts were analyzed to see how

the feedback helped them to decrease their errors related to the mentioned errors. In this process, the teacher marked each error including their error codes in the feedback, so that, it was possible to count the errors under each category and analyze to see how many of those similar errors were repeated or successfully learned by the students. The assessment criteria were chosen as grammatical range and accuracy which is an important element in the criteria for IELTS writing task 2. The teacher marked all the grammatical errors in the drafts of the students and all error types found in the drafts were added to the analysis. For the analysis of improvement in the written products of students, the number of each error type in the first feedback and the fifth (final) feedback of each student were compared. The number of errors under each error category in the first feedback provided the data for the students' initial error numbers before taking any feedback. Besides, the fifth (final) feedback provided us the data showing the error numbers of each student after students received consecutive feedback for their written products on three different topics. Therefore, improvement in students' written products were analysed both individually and as a group which in turn made it possible to compare the two groups' progress during this process. In this way, it became possible to reach a very detailed analysis of the effects of these two feedback types on all common grammatical error categories providing a clear comparison between the impacts of these two approaches to feedback.

As was already mentioned before, one of the main focuses of this study was to reveal the impact of the two approaches to feedback according to the number of errors that were corrected in students' drafts after the feedback process. Therefore, each student had three different 'IELTS writing task 2' topics to write and get feedback on. Students wrote five drafts each and the comparisons between their first drafts and final drafts were made according to the number and kind of grammatical errors committed by the students (see Appendix H). During this process, copies of papers and WCF were collected and videos were stored on [www.screencast-o-matic.com](http://www.screencast-o-matic.com) which is a website that compresses the video files into smaller files to copy and paste, and shares them as links with the students. These links were provided to students by using Facebook messenger, Whatsapp, as all students have access to at least one of these platforms on their smart phones. In this way, the privacy of the feedback is maintained as only students themselves could reach these accounts by using their login details and passwords.

### *Interviews*

Interviews were conducted in the first language of the student participants which is Cypriot Turkish in order not to limit the findings of the study because of the lack of speaking, reading, or writing ability of students in English. In the Pilot study which was carried out before starting the real study process, it was found that the students felt more comfortable while doing interviews in their first language. Therefore, using English in this part of the research could limit the quality and variety of the findings. Although interviews were conducted in their mother tongue, it is observed that some students still felt shy and worried during the interview as they were not used to talking while being recorded. This observation proved that providing the interview in English would diminish the information collected from students significantly.

As 15 of the students received VCF, interviews were crucial for collecting sufficient data from those 15 students who had received VCF. Those 15 students were interviewed about the whole process of VCF. The actual interviews took less than five minutes each and the interviews aimed to find out information about the students' actual feelings, perceptions and experiences during the VCF process. A smartphone, iPhone 12, was used as the recording device. The device was kept in flight mode during the interviews to prevent any interruption by incoming calls, messages, or notifications.

During the interview, notes were not taken in order not to distract the participants, rather they were recorded and then analyzed from the recordings afterward. In this way, the process of asking questions during the interview could be done without any distractions. In the semi-structured interview, there were both closed and open-ended questions (see Appendix B). Open-ended questions enable participants to express their opinion without being influenced by the researcher while close-ended questions limit the participants' answers with given alternatives (Foddy, 1993).

Following the drafting and feedback process, semi-structured interviews were conducted with 15 students and the teacher who were in the VCF group. The interview for the students included 11 questions which can be seen below and the interview for the teachers included 10 questions (see Appendix B).

Interview with Students (English Translation of Interview Questions)

1. How long did it take for you to watch the video feedback and correct your errors?
2. Did you experience any technical problems?
3. Where did you watch the video feedback, on your laptop or your smartphone?
4. Can you briefly explain how you used this video feedback while correcting your answers?
5. Do you think that the amount of feedback was too much in the video feedback? Why?
6. Do you think that video feedback is more memorable than indirect corrective feedback? Why?
7. After watching the video feedback, did you want to talk with your teacher about mentioned errors? Why?
8. Do you think that Screencastomatic is a successful software for this process? Do suggest the software to others as well? Why?
9. Do you think that your teacher implemented this tool accurately and effectively? Do you think the time of the feedback was used effectively for mentioning all your errors in the feedback? Why?
10. Do you think that video feedback is more understandable and motivating than indirect corrective feedback? Why?
11. Do you have anything to add?

By using semi-structured interviews, participants were asked the same set of questions but there was flexibility in the interviews which enabled the researcher to ask other in-depth questions during the interview where the potential of new concepts emerged (Dearnley, 2005). The purpose of the interviews was to collect data about the thoughts and perceptions of the students and the teacher towards the VCF process.

The closed-ended questions were used for gathering information about fixed facts and open-ended questions were used to collect detailed information like the perceptions of students towards VCF and how this process affected their learning. The number of closed questions was kept as low as possible because the participants prefer to explain what they think including their reasons rather than being limited to closed questions (Aberbach & Rockman, 2002).

## **Data Analysis**

### ***Drafts***

The drafts of students were handwritten and they have been submitted as hard copies. Then these hardcopies were analyzed by the teacher and feedback was provided on the papers in handwritten format. After that these were given back to WCF group students as hardcopies while they were transformed into digital format and sent to VCF group students. Transforming into the digital format was done by taking photos of the pages and opening them with Adobe Acrobat Reader which makes it easy to go through and highlight the errors while recording the VCF. Recordings were provided by using Screencastomatic software and uploaded to the cloud of the same software which was easy to access by the students via a link which was provided to them by the teacher.

The chosen assessment criteria for this study were grammatical range and accuracy. Therefore, the teacher analyzed each paper of the students and marked all errors related to the grammatical aspect. Then all the errors in the papers were analyzed by the researcher and all error types found in the feedback were counted. In total there were 19 error types which were: Missing word, SV Agreement, Active/passive, Unnecessary word, Word choice, Word form, Formal/Informal, Spelling, Tense, Singular/Plural, Punctuation, Repetition, Capitalisation, Gerund/infinitive, Article, Preposition, Word order, Meaning ambiguity, Possessives.

The assessment criteria are limited to grammatical range and accuracy and it does not include cohesion, coherence, or lexical resource aspect of the writing to keep it more focused and effective for the students. This is also in line with Ferris (2002) as it supports selective marking. Ferris (2002) explained this as ‘when it focuses on patterns of error, allowing teachers and students to attend to, say, two or three major error types at a time, rather than dozens of disparate errors’ (Ferris, 2002, p. 50).

### ***Interviews***

As it is mentioned above, interviews were carried out with all 15 students in the VCF group and the teacher in the classroom on assigned dates and times for each of the participants. The interviews were recorded by a smartphone and transcribed by the researcher before being analyzed using thematic analysis (TA). TA is an approach that is used within qualitative data for identifying, analyzing, and interpreting patterns

of meaning. TA is a method that can be used across a range of theoretical frameworks and research paradigms. As TA is developed in a way that it can be used for positivist frameworks that emphasize the importance of coding reliability (Guest et al., 2012) and positivism in positive psychology (Friedman, 2008), it is not surprising that it is favoured by qualitative researchers (Selvam & Collicutt, 2013). Some versions foreground an organic approach to coding and theme development in which researchers have an active role. Therefore, some positive psychologists believe TA offers great flexibility for the qualitative researcher (Holmqvist & Frisén, 2012).

### **Ethical Considerations**

Confirmations were assured from the university, institution, and participants. As the first step, an ethical approval form was submitted to the ethical committee of the Graduate School of Educational Sciences of Near East University via email to be able to conduct the study and get the ethical clearance of the study (see Appendix C). Secondly, written permission was taken from the educational institution where the study was carried out and they were informed about the procedures that would be followed during the study. Then the students and the teacher were informed about the process in detail including the confidentiality of their personal information, the aims and procedures of the study, and the use of the data in the study. A written consent form which is approved by the supervisors before the data collection was signed by each participant (see Appendix D). Before the interview and feedback processes, students were informed that the security and confidentiality of their data would be assured and recordings of the interviews would be used in an anonymized way. In total, 30 students consented to take part in this study and they knew what is expected from them during the process before data collection. Furthermore, as the students were informed that their names and personal data would be kept confidential, the letters of the alphabet are used instead of their names while analyzing and presenting the findings which anonymised the identity of the students. This is in line with Creswell (2015), as it states that the names of participants should not be included in the study and pseudonyms should be used instead. Moreover, the thesis was checked for similarity by the Turnitin in order to eliminate the possibility of any referencing errors and maintaining the uniqueness of the thesis (see Appendix).

### **Conclusion**

In this chapter, a detailed explanation of the chosen methods and tools were provided for this study. In this way, design, context, participants, and data collection procedures were explained with the underlying reasons. The Data collection tools which were drafts and the interviews, and the steps are taken while analyzing the data collected with them were described in-depth. Then, in the final stage, ethical procedures that were carried out for this study were provided and explained. The next chapter will be on the presentation of the findings and discussion about the findings based on the related themes and categories.

## **CHAPTER IV**

### **Findings and Discussion**

#### **Introduction**

In the previous chapter, the adopted methodology was provided in detail starting with the design, context, participants, and sampling and continuing with the data collection procedures, tools, and the stages of analysis of the data. Finally, information related to the validity and reliability of the study was stated. In this chapter, the trends and patterns of the data that was reached by the analysis of drafts and interviews. The data that emerged from the drafts was quantitative and the data collected with interviews were qualitative. The findings reached by these two tools were separated into different sections. Firstly, the analysis of a draft is going to be provided under the ‘Students’ Writing Performance Analysis’ title mentioning details of each feedback under its subcategories. This section is going to explain quantitative data and the comparisons between the two groups which took part in this study. Following this, qualitative data that was collected during interviews will be explained in detail under subcategories identified according to the themes of the interview questions and the answers of the participants. All of these were utilized to answer the following research questions:

- 1- What is the impact of screencast video corrective feedback in contrast to indirect written corrective feedback on enhancing students’ grammatical range and accuracy in the writing exam?
- 2- What are the perceptions of the English as foreign language students and teachers towards the utilization of video corrective feedback?

The results of the study will be categorized, presented, and discussed under related titles based on the themes associated with the research questions.

### **Students' Writing Performance Analysis**

In this study, one of the two groups received video corrective feedback (VCF) and the other group received indirect written corrective feedback (IWCF). Even though both groups (VCF and IWCF) improved their writing performances. When we compare the total number of errors made before and after the feedback process, the VCF group had a significant decrease in errors as compared to the IWCF group. Student errors in the VCF group decreased from 342 to 180 which shows -a 47,4% difference, whereas student errors in the IWCF group decreased from 297 to 265 which shows -10,8% difference. It is evident from the findings that both types of feedback are effective although VCF is seen to be more effective.

These findings support the benefits of VCF while students revise their work. As Lee (2003) provides the fact that teacher feedback may be misinterpreted by learning especially in IWCF as the errors are indicated with a symbol in the paper without additional comments made on that point. However, VCF is more information-rich which makes it more reliable (Stannard, 2006, 2008).

This advantage of VCF especially affects the success of students in the complex mechanical errors (e.g., verb tense, subject-verb agreement, prepositions) as they are more difficult to realize. Even though, VCF shows the errors with the same indicator and corrections symbols, additional teacher comments about the reasons and solutions of the problem help students to realize and correct their errors more accurately and easily during their revision process.

### **VCF Group's First Feedback (Experimental Group)**



According to the first VCF results, 15 students who are determined as the sample group and mentioned in table 3 with the letters from A to P, made a total of 342 grammatical errors in the first drafts 5 (see Appendix A).

Students who made the most errors in the first VCF are Student C (31 errors), Student A (29 errors), Student I (29 errors), Student L (29 errors), and Student P (29 Errors). Participants who made the least errors were Student B (eight errors), Student E (14 errors), Student N (16 errors), Student H (19 errors), Student F (21 errors), and Student D (21 errors).

The most common errors made by the participants in the first VCF were Word of choice (67 times), Missing Word (44 times), Tense (36 times), SV Agreement (34 times), and Article (29 times). The least errors are Meaning ambiguity (never done), Repetition (two times), Active/passive (five times), Preposition (five times), Gerund/infinitive (five times), and Formal. /informal (six times) among the 15 students.

### **VCF Group's Final Feedback (Experimental Group)**

According to the final VCF of the 15 students determined as the sample group, it was determined that a total of 180 grammatical errors were made (see Appendix A-Table 4).

The students who made the most errors as a result of the final VCF are Student C (30 errors), Student D (21 errors), Student P (18 errors), Student I (16 errors), and Student E (16 errors).

Participants who made the least errors are Student G (4 errors), Student F (5 errors), Student N (six errors), Student H (six errors), Student M (seven errors), and Student O (seven errors).

The most common errors made by the participants as a result of the final VCF were Word choice (30 times), Singular/plural (21 times), Spelling (19 times), and Word form (15 times).

Grammar topics with the least errors are Formal/informal (never done), Gerund/infinitive (never done), Possessives (never done), and Word order (two times).

### **Summary of Individual Student Progress Analysis (Experimental Group)**

In the first feedback Student A had seven mistakes in word choice and six errors in missing words. In the final feedback both were improved. Errors such as in spelling, tense and punctuation were seen in the final feedback. Total errors made by student A in the first feedback were 29 whereas only nine errors were made in the final feedback.

In the first feedback Student B had three mistakes in word choice and two errors in spelling. In the final feedback both were improved. Errors such as capitalization, and repetitions were seen in the final feedback. Total errors made by student B in the first feedback were eight whereas 10 errors were made in the final feedback.

In the first feedback Student C had 10 mistakes in word choice and five errors in spelling. In the final feedback word choice was improved but spelling errors remained the same. Errors such as singular/plural, and article were seen in the final feedback. Total errors made by student C in the first feedback were 31 whereas 30 errors were made in the final feedback.

In the first feedback Student D had six mistakes in word choice and five errors in S/V agreement. In the final feedback both were improved. Errors such as tense, article and missing word were seen in the final feedback. Total errors made by student D in the first and final feedback were 21.

In the first feedback Student E had two mistakes in word choice and three errors in missing words. In the final feedback both were improved. Errors such as singular/plural, and word form were seen in the final feedback. Total errors made by student E in the first feedback were 14 whereas 16 errors were made in the final feedback.

In the first feedback Student F had five mistakes in article and four errors in missing words. In the final feedback both were improved. Errors such as word choice, and repetitions were seen in the final feedback. Total errors made by student F in the first feedback were 21 whereas only five errors were made in the final feedback.

In the first feedback Student G had five mistakes in missing words and four errors in tense. In the final feedback both were improved. Errors such as punctuation were seen in the final feedback. Total errors made by student G in the first feedback were 22 whereas only four errors were made in the final feedback.

In the first feedback Student H had two mistakes in word choice and four errors in tense. In the final feedback both were improved. Errors such as capitalization, were seen in the final feedback. Total errors made by student H in the first feedback were 19 whereas only six errors were made in the final feedback.

In the first feedback Student I had six mistakes in word choice and four errors in tense. In the final feedback both were improved. Errors such as S/P, and unnecessary words were seen in the final feedback. Total errors made by student I in the first feedback were 29 whereas 16 errors were made in the final feedback.

In the first feedback Student J had four mistakes in word choice and four errors in S/V agreement. In the final feedback both were improved. Errors such as tense, were seen in the final feedback. Total errors made by student J in the first feedback were 26 whereas 12 errors were made in the final feedback.

In the first feedback Student K had three mistakes in word choice and five errors in missing word. In the final feedback both were improved. Errors such as active passive, and word form were seen in the final feedback. Total errors made by student K in the first feedback were 24 whereas 13 errors were made in the final feedback.

In the first feedback Student L had five mistakes in punctuation and four errors in missing word. In the /final feedback both were improved. Errors such as tense, and punctuation were seen in the final feedback. Total errors made by student L in the first feedback were 29 whereas only seven errors were made in the final feedback.

In the first feedback Student M had six mistakes in word choice and three errors in spelling. In the final feedback both were improved. Errors such as punctuation, and repetitions were seen in the final feedback. Total errors made by student M in the first feedback were 16 whereas only six errors were made in the final feedback.

In the first feedback Student N had four mistakes in word choice and five errors in tense. In the final feedback both were improved. Errors such as capitalization, and preposition were seen in the final feedback. Total errors made by student N in the first feedback were 24 whereas only seven errors were made in the final feedback.

In the first feedback Student O had seven mistakes in word choice and six errors in S/V agreement. In the final feedback both were improved. Errors such as unnecessary words, article and active/passive words were seen in the final feedback. Total errors made by student O in the first feedback were 29 whereas 18 errors were made in the final feedback.

### **IWCF Group's First Feedback (Control Group )**

Fifteen students were determined as the IWCF group and they made 297 grammatical errors in total according to the 1st IWCF results (see Appendix A, Table 5).

The students who made the most errors as a result of the 1st IWCF are Student Y (32 Errors), Student V (30 errors), Student AC (30 errors), Student AF (25 errors), Student U (21 errors), and Student W (21 errors).

Participants who made the least errors were Student S (three errors), Student R (11 errors), Student AA (13 errors), Student AB (14 errors), Student T (15 errors), and Student Z (16 errors).

The most common errors made by the participants as a result of the 1st IWCF; Word choice (80 times), Missing Word (31 times), Unnecessary word (31 times), Singular/plural (24 times), Spelling (22 times) and Article (21 times), Repetition (13 times).

Grammar topics with the least errors are Active/passive (never done), Formal/informal (never done), Gerund/infinitive (never done), Possessives (1 time), and Meaning ambiguity (1 time).

### **IWCF Group's Final Feedback (Control Group)**

According to the final IWCF results, the 15 students determined as the sample group made 265 grammatical errors in total (see Appendix A, Table 6).

Students who made the most errors as a result of final IWCF; are Student Y (26 errors), Student AC (26 errors), Student V (21 errors), Student X (21 errors), Student W (19 errors), Student AD (19 errors), and Student AF (19 errors).

Participants who made the least errors were Student S (11 errors), Student R (12 errors), Student AA (12 errors), Student AB (12 errors), Student U (16 errors), and Student AE (16 errors).

The most common errors made by the participants as a result of the final IWCF; Word choice (44 times), Missing words (35 times), Spelling (24 times), Unnecessary words (22 times), Article (17 times), Preposition (16 times), Singular/plural (16 times), Tense (15 times) times) and Capitalisation (15 times). Grammar topics with the least errors are Formal/informal (never done), Gerund/infinitive (never done), Meaning ambiguity (never done), and Possessives (never done).

### **Summary of Individual Student Progress Analysis (Control Group)**

In the first feedback student A1 had three mistakes in word choice and two errors in missing words. However, in the final feedback they improved in word choices but error in missing words was the same. Student A1 had no improvements in unnecessary words and article. Total errors made by student A1 in the first feedback were 11 whereas 12 errors were made in the final feedback.

In the first feedback student B1 had one mistake in word choice and one error in unnecessary words. However, in the final feedback they improved in unnecessary words but error in word choice increased. Errors such as capitalization preposition repetition were seen in final feedback that was not present in the first feedback. Total errors made by student B1 in the first feedback were three whereas 11 errors were made in the final feedback.

In the first feedback student C1 had five mistakes in word choice and two errors in articles. However, in the final feedback they improved in word choice and articles. Errors such as tenses, capitalization was seen in final feedback that was not present in the first feedback. Total errors made by student C1 in the first feedback were 15 whereas 18 errors were made in the final feedback.

In the first feedback student D1 had 11 mistakes in word choice and two errors in word form. However, in the final feedback they improved in word choice and word form both. Errors such as missing words, spelling were also seen in final feedback.

Total errors made by student D1 in the first feedback were 21 whereas 16 errors were made in the final feedback.

In the first feedback student E1 had five mistakes in word choice and four errors in missing words. However, in the final feedback they improved in word choice and missing words both. Errors such as Spelling, punctuation, article were also seen in final feedback. Total errors made by student E1 in the first feedback were 30 whereas 21 errors were made in the final feedback.

In the first feedback student F1 had five mistakes in word choice and four errors in missing words. However, in the final feedback they improved in word choice but errors in missing words remained the same. Errors such as Spelling, unnecessary words were also seen in final feedback. Total errors made by student F1 in the first feedback were 21 whereas 19 errors were made in the final feedback.

In the first feedback student G1 had six mistakes in word choice and four errors in singular/plural. However, in the final feedback they improved in word choice and singular/plural both. Errors such as word form, repetition, and preposition were also seen in final feedback. Total errors made by student G1 in the first feedback were 30 whereas 21 errors were made in the final feedback.

In the first feedback student H1 had 12 mistakes in word choice and five errors in missing word However in the final feedback they improved in word choice but errors in missing words remained same. Errors such as singular/plural, capitalization, and preposition were also seen in final feedback. Total errors made by student H1 in the first feedback were 32 whereas 26 errors were made in the final feedback.

In the first feedback student I1 had four mistakes in word choice and three errors in missing words. Both errors remained same during final feedback as well. Errors such as punctuation, spelling, and unnecessary words were also seen in final feedback. Total errors made by student I1 in the first feedback were 16 whereas the same number of errors were made in the final feedback.

In the first feedback student J1 had two mistakes in word choice and three errors in unnecessary words. However, in the final feedback they improved in unnecessary words but errors in word choice remained same. Errors such as singular plural, spelling, and s/v agreement were also seen in final feedback. Total errors made by student J1 in the first feedback were 13 whereas 12 errors were made in the final feedback.

In the first feedback student K1 had four mistakes in word choice and three errors in unnecessary words. Both errors were improved during final feedback. Errors such as s/p, spelling, and missing words were also seen in final feedback. Total errors made by student K1 in the first feedback were 14 whereas 13 errors were made in the final feedback.

In the first feedback student L1 had nine mistakes in word choice and three errors in missing words. Student improved word choice but errors in missing words remained same. Errors such as repetition, preposition were also seen in final feedback. Total errors made by student L1 in the first feedback were 30 whereas 26 errors were made in the final feedback.

In the first feedback student M1 had four mistakes in word choice and three errors in missing words. Both errors were improved during final feedback as well. Errors such as punctuation, tenses, and singular/plural were also seen in final feedback. Total errors made by student M1 in the first feedback were 18 whereas 19 errors were made in the final feedback.

In the first feedback student N1 had three mistakes in word choice and three errors in repetition. Both errors were improved during final feedback. Errors such as active passive, word form and missing words were also seen in final feedback. Total errors made by student N1 in the first feedback were 18 whereas 16 errors were made in the final feedback.

In the first feedback student O1 had six mistakes in word choice and four errors in article. Both errors were improved during final feedback. Errors such as unnecessary words, spelling and S/V agreement were also seen in final feedback. Total errors made by student O1 in the first feedback were 25 whereas 19 errors were made in the final feedback.

### **Detailed Grammatical Improvement Analysis**

Detailed analysis of drafts enabled us to see how successful students were in decreasing the number of each type of error with the help of these two feedback types (see Appendix A, Table 7).

When the data in Table 7 is examined, while 342 grammar errors were made in the 1st VCF, 180 grammar errors were made in the final VCF. The rate of difference in errors made is -47, 4%.

When the negative difference in the errors made is considered, the most changes successfully done are in Formal/informal (-100%), Gerund/infinitive (-100%), Possessives (-100%), Word order (-80%), Tense (-69.4%), SV Agreement (-82.6%) error types.

When the positive differences in the errors made are controlled, it is seen that the most differences are in Repetition (150%), Active/passive (100%), Unnecessary words (22%), and prepositions (20%), Meaning ambiguity (N/A) error types.

On the other hand, 297 grammatical errors were made in the first IWCF, and 265 grammatical errors were made in the last IWCF. The rate of difference in the errors made is -10.8.

The most negative difference in the errors made are; Grammatical Errors in Possessives (-100%), ambiguity (-100%), Word choice (-45%), Repetition (-30,8%), Singular/plural (-29.2%), Unnecessary word (-29%) and SV Agreement (-26.7%).

When the positive difference in the errors made are checked, it is seen that the most differences are in Uppercase Letter (87.5%), Punctuation (55.6%), Preposition (45.5%), and Time (25%) grammatical errors.

There was no difference in Formal/informal grammar errors between the 1st IWCF and the final IWCF.

## **Detailed Analysis Based on Each Error Type**

### ***Missing word***

When we analyze the numbers of errors under this error type, it is obvious that VCF is by far more successful than IWCF as the number decreases from 44 to 11 after the VCF process while it increases from 31 to 35 after the IWCF process (see Appendix A, Table 7).

### ***SV Agreement***

Subject verb (SV) agreement is the error type which occurs when verb form doesn't fit with the subject. The results of this error category show that both feedback types helped students to have fewer errors under this category although VCF had a more significant benefit for students when the numbers are compared. The group which received VCF had 34 SV agreement errors in their first draft and decreased the



number of errors to six in their final drafts. While, the IWCF group decreased the error number from 15 to 11 after the IWCF process (see Appendix A, Table 7).

### *Active/Passive*

When the active/passive error numbers are considered, it is seen that the error numbers increased from five to 10 VCF between the first and the final feedback. However, the numbers of the group who received the IWCF could not be analyzed as there was no error under this category in the first draft of students while they had seven passive/active errors in their final drafts (see Appendix A, Table 7).

### *Unnecessary Word*

In this error type, it is seen that IWCF outperforms the IWCF feedback with -29% as opposed to 22.2%. VCF group's unnecessary word errors increased from nine to 11 while the number decreased from 31 to 22 in the IWCF group (see Appendix A, Table 7).

### *Word Choice*

Under this category of errors, the results showed significant positive results which are -55.2 % for the VCF group and %45 for the IWCF group ( see table 7). This data contradicts the findings of Lee's study (2003) as it concluded that students had more successful results in correcting surface errors than correcting meaning & word choice errors after receiving IWCF. Another obvious aspect of word choice errors in this study is the fact that it is the most common error type for both groups with 97 errors in total for the VCF group and 124 errors in total for the IWCF group (see Appendix A, Table 7). A reason for this high number of word choice errors in this study can be the knowledge required for correcting meaning errors is related to expressing themselves in the target language and students in North Cyprus may lack such knowledge as they learn English as a foreign language and they are not exposed to the target language outside of the classroom in their daily lives. Therefore, this lack of practice in English may lead to the lack of ability in expressing themselves in the English language which results in semantic errors including word choice errors. However, students in this study managed to decrease the number of their word choice errors significantly when the results of their first and last drafts are compared.

### ***Word form***

When the data for this error type is analyzed, it is seen that there is not a big difference between the numbers as after the VCF process the number increases from 13 to 15 while it remains constant at 12 errors for the IWCF group (see Appendix A, Table 7).

### ***Formal/ Informal***

As there is no error made under this category in the IWCF group, the comparison of the data could not be made, however, when we analyse the numbers for the VCF group, six errors were made in the first drafts which plummeted to zero in their final drafts and this indicates that VCF process helped to decrease the formal/informal error numbers (see Appendix A, Table 7).

### ***Spelling***

In this error type VCF slightly outperform IWCF as the former had -24% difference while the latter had 9% difference (see Appendix A, Table 7). This data shows that VCF helped students to decrease the students' spelling errors while the number of spelling errors increased in the IWCF group when their first and final compositions are compared.

### ***Tense***

In this error type, the benefit of VCF is by far more obvious than the benefit of IWCF. The number of tense errors decreased from 36 in the first drafts to 11 in the final drafts while the number for the IWCF group increased from 12 to 15 (see Appendix A, Table 7). The extended speech advantage provided in the VCF seems to have a significant effect on enabling students to correct and memorize their errors for this error type which in turn helped them to have fewer errors in their next drafts. However, this does not correlate with the findings of Rummel and Bitchener (2015) and Frear and Chiu (2015), as they state that IWCF was effective for improving simple past tense errors.

### ***Singular/Plural***

In this error category, the IWCF group outperforms the VCF group which is only seen for singular/plural, repetition, and unnecessary word error types. For

singular/plural errors, the difference for the VCF group is -16% while it is -29.2% for the IWCF group (see Appendix A, Table 7).

### ***Punctuation***

For this error type VCF process is more successful than the IWCF process as students in the VCF group managed to decrease the number of errors from 10 to six while the IWCF group increased the errors from nine to 14 (see Appendix A, Table 7). This data shows that there is no positive effect of the IWCF process on the punctuation errors while the VCF process had a little impact on decreasing punctuation errors in their compositions.

### ***Repetition***

This error type is one of the three error types where IWCF outperforms the VCF. When the VCF group is considered, there are two repetition errors in the first feedback which increased to five errors in the final feedback. On the other hand, the number decreased from 13 to nine in the IWCF group (see Appendix A, Table 7).

### ***Capitalization***

This error type is another error type that neither of these groups shows improvement in this study. Error numbers in the VCF group increased from 10 to 11 while they increased from eight to 15 for the IWCF group (see Appendix A, Table 7).

### ***Gerund/ Infinitive***

The data could not be compared between these two groups as students in the IWCF group did not have any gerund/infinitive errors in their texts while the VCF group managed to decrease their number from five to zero which is -100% improvement (see Appendix A, Table 7).

### ***Article***

Both groups have improved for this error type with -69% in the VCF group and -19% in the IWCF group which shows that VCF is slightly more successful in this error type as well (see Appendix A, Table 7). It is seen that both feedback types had positive effects on the use of the article and this is also supported by Shintani and Ellis (2013), Bitchener and Knoch (2010) as all of them confirmed the immediate

positive effect of teachers' corrective feedback on the grammatical accuracy of EFL students, particularly on the use of articles.

### ***Preposition***

Neither of these two groups managed to be successful in decreasing the preposition error numbers in this study. The number of errors increased from five to six in the VCF group and it increased from 11 to 16 in the IWCF group (see Appendix A, Table 7).

### ***Word order***

This is another error type in which VCF managed to show much more success than IWCF. Students in the VCF group managed to decrease their word order error numbers from 10 to two whereas the IWCF group could not improve their word order error numbers and increased their errors from six to seven (see Appendix A, Table 7).

### ***Meaning Ambiguity***

A proper comparison cannot be made for this error category as the VCF group had no meaning ambiguity errors in their first drafts while the IWCF group decreased the number from one to zero in their final drafts (see Appendix A, Table 7).

### ***Possessive 's'***

In the VCF group, students had seven errors in their first drafts while the IWCF group had only one error for this type and there is no possessive 's' error made in the final draft for each group which shows improvement in both groups (see Appendix A, Table 7).

## **EFL Students and Teacher Perceptions**

To be able to answer the second research questions the EFL students and the teacher were interviewed. The general findings indicated that the EFL students and the teacher had positive perceptions towards VCF. The following themes emerged from the data collected from the interviews.

### ***Ease of Use***

Fourteen out of 15 students made positive comments about the advantages of VCF. This was stated in the words of Student G 'As I had never experienced the VCF process before, I thought that I was going to have difficulty while using this process but I found it very easy even on my first try.' In this respect, Student D stated that the VCF process was very beneficial for him, especially in terms of understanding some grammatical aspects better.' However, Student F who was not in favor of VCF in general stated the opposite and explained that he can learn better in written way from the methods including pen and paper, and found it difficult to use and follow the VCF.

Therefore, these findings present the fact that most of the students found the process of VCF very easy to use and useful. These positive results were maintained with the help of Screencastomatic software as it enabled the teacher to save and share recordings with students by using links to the recordings easily. Then students had the chance of using the recordings that had been recorded successfully in a silent environment by the teacher with ease. This advantage is also supported by the study of Bostanci and Çavusoglu (2018) as it explained that when the students have the freedom of writing their drafts at their own pace and time they produce better products.

### ***Screencastomatic software***

Fourteen out of 15 students who were interviewed reported that they could advise this software to other people for similar educational processes, however, Student F stated that the software was difficult to use due to the need for technical knowledge. Moreover, the words of Student C added another perspective to this aspect as she stated her opinion 'It was useful for this VCF process but I believe that there are better programs for this purpose as well'.

When the teacher's thoughts about Screencastomatic software are concerned, they correlate with this sentence of Student C. He mentioned his thoughts about the software as 'it is a free software and it had other advantages like being easy to download and use as well as being user friendly, it was one of the best software to be used in this study. Although significantly, there are many better programs with more features, we did not need those paid features of other programs in this process as it

would unnecessarily increase the cost of the study. As a result, this inevitably made it a problem-free process for me and my students.

These positive findings about using Screencastomatic and screencast feedback also support previous research that presents the fact that students generally have positive perceptions about audio-visual feedback (Brick & Holmes, 2008; Mathisen, 2012; McLaughlin, et al., 2007; Silva, 2012; Stannard, 2007b). In this respect, student A had a comment about this process ‘As face to face feedback is always my first choice but in such cases that it is not possible, VCF is a great method with lots of advantages like being able to watch again anytime’. This sentence of Student A is also supported by feelings of a student in another related previous study which is provided by Mathisen (2012) that a student provides a very similar comment by saying ‘Screencastomatic is a very good replacement for traditional advising, and if it is not possible to complete an advisory session in real-time, this is absolutely the best alternative’ which is also in line with the findings of Lamey (2015).

### ***Efficiency of Feedback***

Another important advantage of the screencast feedback is the amount of feedback provided by this method. This point is observed when feedback videos are analyzed and mentioned by the teacher in the interview as well. It is found in the recordings that the teacher had the chance to use more than 800 words in all of the recordings. 400 words are equal to one standard paper which is full of written text (Stannard, 2007b, 2008). Therefore, the amount provided by the teacher in this study is approximately 150 words in 1 minute, which is much more than the number of words that can be provided by IWCF on the paper in the same period. Also, the teacher explains in the interview that it was ‘possible to use much more words’ in the videos but he lost some time while trying to provide effective IWCF in the videos as he used to provide DWCF in his whole previous teaching experience. The teacher explains this point in the interview ‘I even lost some time while providing IWCF as I used to give DWCF in my previous years of teaching. Sometimes I stopped and thought about which words to use to not give too explicit feedback’.

In addition, the teacher mentions that he thought that students may find his explanations too fast and they may not be able to correct their errors if he talks faster in the recordings. The teacher added that the amount of feedback that was possible

with screencasting technology as ‘I am amazed by the number of words that was possible to convey in VCF and I am sure it would take more than twice as much time to provide the same amount of feedback by using IWCF’.

Besides, it is seen in students’ interviews that they are happy about the amount of feedback in the videos. Student B explained this as ‘I learned a lot from each VCF I have received as teacher’s comments made me focus on my weaknesses by understanding the reasons of my errors.’ Student H even stated that he wants to see more corrections when he receives VCF next time. Student H uses these words in the interview:

Interviewer: ‘Do you think that the amount of feedback was too much?’

Student H: ‘No, on the contrary, I think that the amount of feedback was low.’

This opinion is also supported by the findings of the study by Elwood and Bode (2014) which states that the students preferred to receive detailed feedback addressing both content and mechanical errors. Therefore, we can say that although the student had almost double the amount of feedback he used to have with IWCF, still managed to use the feedback comfortably. He found this feedback process easy to follow so he felt the amount of feedback was low despite this high amount of feedback.

In a related study carried out in an academic writing class by Song et al. (2017), it is found that students paid more attention to the feedback that was more focused on macro issues related to the clarity of their text and the logical development of their ideas in the writings.

The sentences of the teacher on the amount of content in the video feedback support the findings in a previous study provided by Mathisen (2012) as “Teachers confirm the extent of feedback is increasing at the same time the level of work being done is decreasing” (Mathisen, 2012, p. 107).

In this respect, Lee (2003) has provided that students prefer the combination of the codes of errors with the VCF. This combination makes the feedback audiovisual and students enjoy this process while revising their drafts. Therefore, this type of feedback may benefit lower-level classes as the students need more assistance besides “extra visual scaffolding” (Seror, 2012, p. 110).

### ***Additional Comments on VCF***

Supporting the above findings, students added positive comments to the open-ended questions of the interviews. Nine students explicitly explained that they prefer VCF in future writing classes. One of these students was Student A and she explained her positive attitude towards VCF ‘I do not want to receive written feedback anymore as I believe that video feedback helped me to realize my weaknesses in my grammar significantly.’ However, three students stated that they have some concerns regarding the late delivery of the VCF and they see this as a weakness. For example, this can be seen in the words of Student J as he said ‘When I received the feedback, I couldn’t remember what I wrote about and it took me a lot of time and effort to read and remember the topic before focusing on correction of my errors.’. Although this problem could be overcome, as the teacher had a busy schedule at the institution, preparation of the VCF and IWCF took around eight to nine days (between the writing process and feedback process), therefore, loss of time was inevitable between each draft. This created dissatisfaction for some students as they expected it to be faster. This is in line with the findings of Thurlings et al. (2013) as immediate feedback helps students to have better results when it is compared with delayed feedback as in immediate feedback students are still engaged in their productions.

Moreover, one of the main benefits of VCF is that it acted as an effective substitute for the face-to-face interaction especially in a period in which there was the COVID-19 outbreak. VCF was found to be beneficial in the way that it enabled students to work in their own time and space at their homes without being present in the classroom to continue their studies.

### ***Memorability and Engagement with VCF***

Firstly, four students stated that they watched the video three times and the other students said they watched it twice. Two of these students mentioned in the interviews that they first watched the video without correcting their errors, and then they started correcting their errors the second and the third time by pausing the recording while correcting errors. Besides these, all 15 students mentioned that they all used the pausing feature of recordings every time they were correcting their errors. Therefore, repeating the video over and over again and using pause and rewind options means that they were engaged with the feedback significantly. Also, this amount of engagement with feedback causes feedback to have more chances to be



more memorable than indirect written corrective feedback for the students as the teacher also explained in the interview that students used to read IWCF only once. Also, all students except student F. Student F who believes that VCF is not more memorable than IWCF explains his answer with these words:

*As I am used to learning everything by writing down and reading from the paper in the IWCF method, now it is not easy for me to become familiar with this new method. Considering this, I feel that IWCF makes the feedback in a more memorable way for me.*

Another point to consider under the engagement and memorability aspect is mentioned by Student I. He stated ‘I am sure that I can learn better when I hear and see something at the same time.’

Regarding this aspect, the teacher commented ‘I believe that all students were excited about using this tool for the video process and I think that this tool made them engage more with the feedback’.

This aspect of video feedback can be supported by the findings of Stannard (2007) as he suggests that repeating and playing the recording multiple times increases its influence on the memory of students and this influence is claimed to be more significant when feedback is detailed and complicated (Mathisen, 2012). This finding is also supported by Crook et al. (2012) as it found that 80% of the students enjoy the process more and engaged with the feedback more when they are addressed in the videos. Thus, they prefer to be provided with VCF for their next assignments as well.

The mentioned findings of this study on memorability and engagement with the feedback support the fact that VCF appeals to a more variety of learning styles (Seror, 2012) and multiple intelligences instead of only one which is found in the WCF process (Stannard, 2008). Although WCF includes only linguistic intelligence, VCF has multimodality features with its audiovisual characteristics (Mann, 2015; Seror, 2012). As VCF has features like audio, videos, written work, and digital tools including pointers, graphic shapes, symbols, and markers, it is obvious that it appeals to a wider range of learning styles which in turn increases engagement with the feedback as it is seen in the results of this study as well.

In addition to the multimodality aspect of VCF, it is provided by both Seror (2012) and Mann (2015) that VCF increases the sense of authenticity in students with

its emotional colour, increased personalization, and the relationship it builds between the feedback and the students.

In this study, as five writings of each student were analyzed during three months, the differences between the first and the final feedback support that VCF is more memorable than WCF as the VCF group showed more improvement when they are compared during three months period.

### ***Clarity of Feedback***

In this respect, twelve of the fifteen students said that they understood how to correct their errors better with the reasons lying behind them and this helped students in their learning process. Examples of these comments of students in interviews are:

Student A: ‘I understood my errors better in the VCF’

Student E: ‘I became more aware of the reasons for my errors with the speech of my teacher while correcting my paper which helped me to understand how to write better in my future writings.’

Student B: ‘I have learned how to correct my errors better by the means of VCF.’

However, when interviews are taken into account, it is seen that three students would prefer to ask some questions to their teacher after watching the feedback. Students explained the reason lying behind this need as there were some errors that they could not understand in the feedback and they wanted to ask those points to the teacher (Interview question 8). Therefore, this presents that students felt that some explanations of feedback were insufficient for correcting their errors. This problem may be because of the nature of IWCF or the importance of dialogue in the feedback process. This important limitation of feedback makes it hard for students to understand everything clearly because of the absence of a dialogue with their teachers and VCF is not a replacement for face-to-face feedback sessions with the teacher.

One of the main advantages of the nature of VCF is the fact that it facilitates a multimodal interaction between text, picture, and sound (Brick & Holmes, 2008). By the means of this multimodal interaction, VCF enables teachers to overcome one big

challenge in the field of providing feedback which is to avoid being vague, confusing, and unclear (Crawford, 1992; Goldstein & Kohls, 2002; Zamel, 1985). This means that VCF makes the feedback process clearer and more understandable for students with the help of the combination of pictures, sound, and text (Mathisen, 2012).

## **Challenges and Solutions**

### ***Initial Stage***

At the initial stage of the process, it was not easy for the teacher to start to work in a digital environment. The teacher explains the initial stages of the process as ‘I was looking for a pen and a paper while working on the computer screen but after some practice, I started to get used to the marking tools provided by Adobe Reader’. This initial stage of the study was time-consuming while the teacher was learning the tools and becoming familiar with the marking tools of the software that are useful for linking text picture and sound with each other. The teacher explains his feelings about these tools that are helpful in the process:

*the marking tools of Adobe software helped me as it makes the corrections in the screencast feedback similar to the pen corrections in the IWCF. It was useful to circle or underline errors at the same time with the audio feedback simultaneously. I believe that this feature of VCF helped students to get used to receiving feedback in the digital environment, especially at the beginning of the process.*

However, Student F and Student J stated that they had difficulty watching the VCF on the screen and trying to correct their errors on the paper at the same time. They added that, as the process involved watching the related part on the video for each error and making corrections on the paper, this made them feel a bit stressed.

These findings of the technical issues of the VCF which made the process less preferable for some students and teachers are also provided in the findings of the study of Çapar (2021) as it stated that some participants preferred written only feedback method due to the possible technical issues of VCF. Similarly, Agormedah et al. (2020) stated that even the students who prefer using technology may have difficult times due to technical issues including poor internet connections, and this, in turn, makes students avoid such technologies in education.

### *Difficulties of the Software*

A drawback of the Screencastomatic software is that it is not possible to delete any part of the recording so when the teacher makes an error during the recording it forces users to delete and record the whole recording again.

The teacher explains this issue with these words: ‘A few times, I realized that I was adding corrections of the errors in the feedback and needed to delete the whole recording and record again. Sometimes I stopped and thought about which words to use in order not to give too explicit feedback’ (Interview question 4).

As the teacher had to provide IWCF, he realized in the middle of a recording that he was providing the corrections of the errors in the feedback like a DWCF. Although deleting the last two sentences of the recording would be enough, he had to delete all the recording and record it again. This was one of the main drawbacks of the software for this study.

The findings of this study suggest that VCF is a beneficial alternative to IWCF with its advantages including higher engagement with the feedback, stronger student-marker relationships, and higher motivation in the revision and feedback process, particularly for IELTS writing classes. When we consider ease of use, amount of feedback, engagement, memorability, and clarity of feedback, VCF is more advantageous than IWCF. As VCF enables instructors to transmit more in-depth information in a more personalized way it gives a more conversational feel by the means of the richness of relational cues.

However, as VCF is providing one-way transmission of information, it limits the students' ability to participate in the conversational process as an agent. Therefore illusion of dialogue is formed by the current VCF format which is mentioned by Harper et al. (2012) as an imagined dialogue. Although VCF provides advantages like personalization, audio, and visualization, it does not maintain the chance for students to respond to the comments of the instructor which limits the conversational aspect of the feedback. According to Boud and Molloy (2013), all feedback formats have difficulty in maintaining the shared meaning between the instructor and the students as the intended meanings of the instructor generally differ from students' interpretations. As students cannot play an active role in the feedback process to defend their work by responding to the instructor's comments. Therefore, it is important to consider the fact that VCF in its current format cannot provide back and

forth discussion aspects that could enable students to have a better understanding of standards and to correct their evaluative judgment.

### **Conclusion**

This chapter included the results of the study and discussed them by considering the literature available, the context of the study, Students' drafts and feedback analysis, and comments of students and the teacher provided in the interviews. The major finding was that the students' error correction was more successful in VCF than in IWCF and both students and the teacher had positive perceptions toward the VCF overall. Although some grammatical error types were in favor of IWCF and some other types showed a little or no difference in the comparison of the effects of VCF and IWCF, it is obvious in the overall comparison of correction numbers that VCF had more positive effects on the productions of the students. Finally, there are some concerns related to the use of VCF due to its technical issues which affect the perceptions and experience of some students during the process. However, these constraints of VCF were significantly less than its benefits when the overall results are taken into account.

## **CHAPTER V**

### **Conclusions and Recommendations**

#### **Introduction**

The previous chapter contained the results based on the analysis of drafts and the interviews based on the literature available in the field. This chapter focuses on the summary of the findings and the concluding points reached by discussing the major points to consider with the pedagogical implications. Finally, a few suggestions for future research will be included. This chapter aims to present the nature of the findings that were mentioned in the previous chapter and expand them.

#### **Summary of the Findings**

Although the writing section of exams is the most problematic section for the Turkish examinee, it is seen that it is possible to decrease the errors and improve the writings of students by means of indirect written corrective feedback (IWCF) for most of the error types. It is found that the video corrective feedback (VCF) group showed better improvement than the indirect written corrective feedback (IWCF) group as is seen in the comparison of the differences in total error numbers and most of the error types. When the total number of errors is considered, the percentage of difference for the VCF group is -47,4% while it is -10,8% for the IWCF group.

Moreover, when we analyze each error type, it is seen that VCF was more successful in 15 out of 19 error types whereas IWCF is more successful in the improvement of four types of errors which are namely ‘unnecessary word’, ‘word form’, ‘singular/plural’ and ‘repetition’.

When the reactions of students and the teacher after the VCF process were taken into account, it is seen that both teacher and students were happy to use VCF as it has significant advantages. First of all, all participants and teacher found Screencastomatic software easy to use and students mentioned that they did not have any technical problems anytime during the process. Another important finding is the higher engagement with the feedback with the aid of VCF. Students provided that they watched VCF at least twice. Therefore, this increased engagement with the feedback is linked with the memorability of the feedback as it is more likely for students to remember the feedback when they engage with that feedback more. In addition to these, clarity of the VCF is another important point that was mentioned in the interviews as well. As the nature of the VCF includes a multimodal interaction between picture, text, and sound at the same time, students have higher chances to understand and implement points mentioned in the feedback (Brick & Holmes, 2008). For this reason, VCF can be accepted as a more understandable approach to feedback than IWCF. However, it is important to consider the fact that neither VCF nor IWCF can eliminate the need for a dialogue with the teacher.

### **Pedagogical Implications**

In the previous section, a summary of the findings is provided including the major results of the study. This section will discuss what this study added to the literature and how these points can be implemented in future EFL writing classes.

Firstly, as technologies are becoming more and more integrated into the classroom environments Çapar (2021), teachers should be aware of the advantages and disadvantages of tools that are available in this field. In this study students expressed their positive feelings towards the VCF and it is stated that screencasting technology makes the feedback process more memorable and understandable while increasing the engagement of the students with the feedback (Borup et al., 2015). Moreover, as positive comments can be added to the VCF, the feedback increases the motivation of the students (Thomas et al., 2017).

Moreover, as grammatical range and accuracy were the main focus of the feedback in this study a detailed analysis of the occurrence of each type of grammatical error was done and the results were in favour of the VCF when it is compared with WCF for most of the grammatical error types. These findings are important for not only IELTS writing classes but also for all EFL writing classes regardless of the proficiency level of students. There are some possible reasons for these positive findings that were supported by the previous research. One of these supportive findings is provided by Lamey (2015) as it stated that the speech of the teacher in VCF includes the greetings, names of the student, and more phrases similar to face-to-face interaction and this motivates students when they do not have the chance to meet with their teacher in person. Such positive characteristics of the VCF decrease the perceived distance between the teacher and the students significantly (Thomas et al., 2017).

On the other hand, the institutions and teachers need to be aware of the possible technical issues and necessary devices to have before implementing VCF into their curriculums. As the process can be affected negatively when such issues are experienced, it is crucial to be sure about the technical details before the course starts (Agormedah et al.,2020).

Such important advantages of VCF shouldn't be neglected and should be integrated into the curriculum of writing classes by the institutions and EFL teachers. It is obvious that with VCF, the writing classes become more effective for both the teachers and students when it is used as an alternative to WCF.

### **Recommendations for Further Research**

There are a few related significant points that were beyond the scope of this study. In the light of the findings of this study, the recommendations of this study for the future research are:

1- Given the fact that the present study included the comparison between the effects of only two types of feedback, a study with three types of feedback can be conducted by adding an audio feedback group. Such a study may extend the findings to a level that compares the results of all three types of feedback and provides an additional perspective to the findings.



2- This study had a limited period which was three months in total and this limited the findings reached on the long-term memorability of the feedback. Thus, the researcher recommends a study to be conducted over a longer period to include more drafts and make the comparison over a longer span. In this way, memorability and actual learning of the students can be tested in a more detailed way which broadens the scope of the study.

3- As this study included 30 students in total, which can be regarded as a low number in such a study, analysis of some grammatical error types could not provide an accurate comparison as they were not found in drafts. With a higher number of participants, there will be more frequency of errors in each type and a more detailed comparison can be provided for each error type. Thus, a study with a higher number of participants can extend the details provided in comparison to error correction for each error type.

### **Conclusion**

In this study, total of 150 written drafts were analysed to find out the impacts of VCF and IWCF on the self-correction rates and improvement of students' errors after receiving feedback. The control group received IWCF while the experimental group received VCF. The results of the analysis of these drafts presented that VCF outperformed WCF when their effects on the differences between the first and final feedback of each student were analysed. Furthermore, the interviews showed that the participants mostly had positive perceptions when VCF was implemented and the results presented some valuable findings regarding the advantages of VCF such as being more memorable, engaging, efficient, easy to use and more understandable than indirect written corrective feedback.

Implementing VCF as the method of feedback for improving students' writing skills was beneficial for the learning process of EFL students in case it is employed effectively by the instructor. It is important to make sure that teacher has required training and skills to use the software effectively in order to support students with the advantages of VCF which in turn has positive impacts on learning and motivation of the students.

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## Appendices

### Appendix A

#### Tables

**Table 3.** VCF Group ( 1st feedback)

<i>Error Type</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	<i>O</i>	<i>P</i>	<i>Total</i>
<i>Missing word</i>	6	1	1	1	3	4	5	3	3	1	5	4	2	3	2	44
<i>SV Agreement</i>	2	1	2	5	0	0	4	2	3	4	0	2	2	1	6	34
<i>Active/passive</i>	2	0	0	0	0	0	0	0	0	0	2	1	0	0	0	5
<i>Unnecessary word</i>	1	0	0	0	1	1	2	0	0	1	2	1	0	0	0	9
<i>Word choice</i>	7	3	10	6	2	2	1	3	6	4	3	3	6	4	7	67
<i>Word form</i>	1	0	2	0	1	0	2	2	2	0	2	1	0	0	0	13

<i>Formal/Informal</i>	1	0	1	1	0	0	0	0	0	1	0	0	0	0	2	6
<i>Spelling</i>	2	2	5	0	0	0	1	2	2	2	0	3	3	3	0	25
<i>Tense</i>	5	0	5	1	1	1	4	4	4	1	2	1	0	5	2	36
<i>Singular/Plural</i>	1	0	2	2	2	1	1	0	2	3	3	1	0	3	4	25
<i>Punctuation</i>	0	0	0	0	2	3	0	0	0	0	0	5	0	0	0	10
<i>Repetition</i>	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
<i>Capitalisation</i>	0	0	0	1	0	3	0	0	2	0	1	1	0	0	2	10
<i>Gerund/infinite</i>	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	5
<i>Article</i>	1	0	2	2	1	5	2	2	2	3	1	2	1	2	3	29
<i>Preposition</i>	0	1	0	0	0	0	0	1	0	0	0	1	2	0	0	5
<i>Word order</i>	0	0	0	0	1	0	0	0	0	4	1	2	0	2	0	10
<i>Meaning ambiguity</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Possessives</i>	0	0	0	2	0	0	0	0	2	2	0	0	0	0	1	7
<b>TOTAL</b>	29	8	31	21	14	21	22	19	29	26	24	29	16	24	29	342

**Table 4.** VCF Group (Final Feedback)

<b>Error Type</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Total</b>
Missing word	3	0	2	2	0	0	1	0	0	1	0	0	1	0	1	11
SV Agreement	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	6

<b>Error Type</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Total</b>
Active/passive	0	1	2	0	2	0	0	0	1	0	2	0	0	0	2	10
Unnecessary word	0	0	2	2	1	0	0	0	2	0	1	0	1	0	2	11
Word choice	2	2	6	3	1	2	1	1	2	2	1	1	1	2	3	30
Word form	0	1	1	2	4	0	0	1	1	1	3	0	0	0	1	15
Formal/informal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spelling	1	0	5	2	2	0	1	0	2	1	2	0	1	0	2	19
Tense	1	0	1	4	0	0	0	0	1	2	0	1	0	0	1	11
Singular/plural	0	1	6	1	3	1	0	1	3	1	1	1	0	1	1	21
Punctuation	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	6
Repetition	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	5
Capitalisation	0	2	1	0	1	0	0	2	1	0	1	0	0	2	1	11
Gerund/infinitive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Article	0	0	2	2	0	0	0	0	1	1	0	1	0	0	2	9
Preposition	0	1	0	1	1	0	0	0	0	1	1	0	0	1	0	6
Word order	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2
Meaning ambiguity	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	7
Possessives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>9</b>	<b>10</b>	<b>30</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>16</b>	<b>12</b>	<b>13</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>18</b>	<b>180</b>

**Table 5.** WCF Group (1st Feedback)

<b>Error Type</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	<b>AA</b>	<b>AB</b>	<b>AC</b>	<b>AD</b>	<b>AE</b>	<b>AF</b>	<b>Total</b>
Missing word	2	0	0	2	4	4	0	5	3	2	0	3	3	1	2	31
SV Agreement	0	0	1	1	3	0	3	2	0	0	1	2	1	0	1	15
Active/passive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unnecessary word	1	1	1	1	4	3	2	2	2	3	3	2	2	2	2	31
Word choice	3	1	5	11	5	5	6	12	4	2	4	9	4	3	6	80
Word form	0	0	0	2	0	1	0	3	0	0	0	3	0	2	1	12
Formal/informal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spelling	1	0	1	1	2	1	3	2	2	1	1	2	2	1	2	22
Tense	1	0	0	1	1	0	3	1	1	0	0	2	1	1	0	12
Singular/plural	2	0	2	0	3	1	4	0	2	1	1	0	3	2	3	24
Punctuation	0	0	0	1	3	0	0	1	0	2	0	1	0	1	0	9
Repetition	0	0	1	0	0	0	3	0	0	1	1	2	0	3	2	13
Capitalisation	0	0	0	1	0	3	0	1	1	0	0	1	1	0	0	8
Gerund/infinitive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Article	1	0	2	0	3	1	4	2	1	0	1	1	1	0	4	21

<b>Error Type</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	<b>AA</b>	<b>AB</b>	<b>AC</b>	<b>AD</b>	<b>AE</b>	<b>AF</b>	<b>Total</b>
Preposition	0	1	1	0	0	2	1	1	0	1	1	0	0	2	1	11
Word order	0	0	1	0	0	0	1	0	0	0	1	2	0	0	1	6
Meaning ambiguity	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Possessives	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	11	3	15	21	30	21	30	32	16	13	14	30	18	18	25	297

**Table 6.** WCF Group (Final Feedback)

<b>Error Type</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	<b>AA</b>	<b>AB</b>	<b>AC</b>	<b>AD</b>	<b>AE</b>	<b>AF</b>	<b>Total</b>
Missing word	2	1	3	1	2	4	2	5	3	2	2	3	2	2	1	35
SV Agreement	1	0	0	0	1	2	0	0	0	3	1	1	0	0	2	11
Active/passive	0	0	0	0	0	0	1	0	1	0	0	0	1	4	0	7
Unnecessary word	1	0	2	1	2	3	0	3	2	1	1	0	0	2	4	22
Word choice	2	2	3	9	3	3	4	4	4	2	1	1	2	1	3	44
Word form	0	1	0	1	0	0	3	0	1	0	0	2	0	3	1	12
Formal/informal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spelling	2	1	0	2	3	1	2	0	2	1	2	4	0	2	2	24



Error Type	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	Total
Tense	0	1	3	0	1	0	2	2	0	0	0	3	2	0	1	15
Singular/plural	1	0		0	3	2	0	3	0	2	2	0	2	0	1	16
Punctuation	1	0	0	1	3	1	0	0	2	0	1	1	4	0	0	14
Repetition	0	1	0	1	0	0	3	0	1	0	0	3	0	0	0	9
Capitalisation	0	2	2	0	0	0	1	4	0	0	0	2	0	2	2	15
Gerund/infinitive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Article	1	0	1	0	3	1	0	2	0	1	2	1	3	0	2	17
Preposition	0	2	3	0	0	0	3	3	0	0	0	3	2	0	0	16
Word order	1	0	0	0	0	2	0	0	0	0	1	2	1	0	0	7
Meaning ambiguity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Possessives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	12	11	18	16	21	19	21	26	16	12	13	26	19	16	19	265

**Table 7. Comparison of Groups**

Error Type	1 <sup>st</sup> NVF	Final NVF	Difference %	1 <sup>st</sup> NWF	Final NWF	Difference %
Missing word	44	11	-75	31	35	12,9

<b>Error Type</b>	<b>1<sup>st</sup> NVF</b>	<b>Final NVF</b>	<b>Difference %</b>	<b>1<sup>st</sup> NWF</b>	<b>Final NWF</b>	<b>Difference %</b>
SV Agreement	34	6	-82,6	15	11	-26,7
Active/passive	5	10	100	0	7	N/A
Unnecessary word	9	11	22,2	31	22	-29
Word choice	67	30	-55,2	80	44	-45
Word form	13	15	15,4	12	12	0
Formal/informal	6	0	-100	0	0	0
Spelling	25	19	-24	22	24	9,1
Tense	36	11	-69,4	12	15	25
Singular/plural	25	21	-16	24	17	-29,2
Punctuation	10	6	-40	9	14	55,6
Repetition	2	5	150	13	9	-30,8
Capitalisation	10	11	10	8	15	87,5
Gerund/infinitive	5	0	-100	0	0	0
Article	29	9	-69	21	17	-19
Preposition	5	6	20	11	16	45,5
Word order	10	2	-80	6	7	16,7
Meaning ambiguity	0	7	N/A	1	0	-100

Error Type	1 <sup>st</sup>	Final	Difference	1 <sup>st</sup>	Final	Difference
	NVF	NVF	%	NWF	NWF	%
Possessives	7	0	-100	1	0	-100
<b>TOTAL</b>	<b>342</b>	<b>180</b>	<b>-47,4</b>	<b>297</b>	<b>265</b>	<b>-10,8</b>

*Key: NVF: Number of errors in video feedback NWF: Number of errors in written feedback*

## Appendix B

### Interviews

#### *Interview with Teacher*

1) How did you use Screencastomatic? Can you explain me the actual process of preparing video feedback shortly?

Teacher: Firstly, I marked the errors on the papers by using ink like indirect written corrective feedback and put some short notes to help me during the recording process. Then I wrote down some short notes to remind me my comments about the organisation and content of the paper. After that I scanned papers in order to see them on the screen of the computer. This part of the process was quite confusing at the beginning because I had to convert the scanned document into pdf and open it with Adobe Reader software. When the paper was ready in the Adobe and markings tools were ready to be used on the screen, I turned on Jing and started recording. During the recording, previously marked errors and small clues helped me for not losing time and still when I needed time I paused the recording and thought about what to say and continued again.

2) How much time did it take for you to get prepared for recording process with screencastomatic ?

Teacher: I needed to have a look through the paper at least once and mark all the errors to give me clue during the recording process. Therefore, I can say that it takes between 5-8 minutes for me to be ready for the recording.

3)How much time did you need before starting to feel that you are ready to use Screencastomatic feedback at the initial stage of the process?

Teacher: After the training session with you, I was still quite stressed about the process but after finishing the pilot study in a successful way I felt confident in this process. So I can say that after first 2-3 trials I became ready for the process.

4) Did you feel you were able to give more feedback using Screencastomatic when compared with written comments? Did it save you time or cost you more time?

Teacher: I was worried if students can not catch the words if I talk faster but then I remembered the fact that they can pause, rewind and play the parts when they do not understand. I could speak even faster but I think that the amount of feedback that I provided was more than enough for students. I even lost some time while providing indirect feedback as I used to give direct feedback in my previous years of teaching. A few times, I realized that I was adding corrections of the errors in the feedback and needed to delete the whole recording and record again. Sometimes I stopped and thought which words to use in order not to give too explicit feedback. However, I believe that this amount is much more than it is possible in written feedback. It could take more than double of the time to provide the same amount of feedback by using indirect written corrective feedback.

5) From your perspective, were students engaged more with your feedback using Screencastomatic when compared to written comments?

Teacher: Yes, I believe that all students were excited about using this tool for the video process and I think that this tool made them to engage more with the feedback. Also According to my previous experience in using written feedback I observed that students only read written feedback once and try to correct their errors after just one reading.

6) From your perspective what are the advantages and disadvantages of Screencastomatic?

Teacher : I was looking for a pen and a paper while working on the computer screen but after some practice started to get used to the marking tools provided by the Adobe Reader Software. These marking tools of the adobe software helped me as they make the corrections in the screencast feedback similar with the pen corrections in the indirect written corrective feedback. It was useful to circle or underline errors while talking in the feedback simultaneously. I believe that this feature of video feedback helped students to get used to receive feedback in the digital environment especially at the beginning of the process. But, I believe that some students may not get benefit from the advantages of video feedback if they feel uncomfortable with learning through the screen as some students need to read from the paper and write them down in written way in order to learn something.

7) What difficulties did you experience during this process?

Teacher: I knew that it was possible to record one more recording but I felt the pressure that I need to finish my words in one video in order to make it more practical and less time and energy consuming for both me and my students. I had to explain the importance and benefit of writing the second draft on the same question and convinced them to write their second drafts especially after indirect written corrective feedback. Also I had another difficulty related with screencastomatic software. I made a few errors during the recording process. Once I gave direct feedback instead of indirect feedback and when I realised that, I paused the recording but there was not any option to delete only last part of the recording so I had to delete and restart recording that feedback.

8) Are you planning to use video feedback instead of indirect written corrective feedback in your next classes after this study? Why?

Teacher: Definitely, when I do not have time to have dialogue with my students about their drafts, I am going to use video feedback rather than written feedback, First reason is the fact that it saves time and I can provide much more feedback in the same period of time with the written feedback. Second reason is that I want my students to spend more time working on their drafts and engage more with my feedback. I believe that video feedback makes them excited about rewriting process and make them to spend more time working on their second drafts and feedback

9) Are you planning to use any other software for this recording process next time?

Teacher: I do not think that I need another paid software because I learned how to use Screencastomatic and its features are enough at least for now for me. It is a free software and it had other advantages like being easy to download and use as well as being user friendly, it was one of the best software to be used in this study. Although it is significant that there are many better programs with more features, we did not need those paid features of other programs in this process as it would unnecessarily increase the cost of the study. As a result, I am glad that we made this decision as it made it a problem-free process for me and students.

10) Is there anything else you would like to add?

Teacher: No, this is all actually, thank you

***Interview with Students :***

1. How long did it take for you to watch feedback and correct your errors?
2. Have you experienced any technical problems?
3. Where did you watch the video feedback?

4. Can you explain how did you use this video feedback while correcting your answers shortly?
5. Did you watch the feedback from your laptop or smartphone? Why?
6. Do you think that the amount of feedback was too much in the video feedback? Why?
7. Do you think that video feedback is more memorable than indirect written corrective feedback? Why?
8. After watching video feedback, did you want to talk with your teacher about mentioned errors? Why?
9. Do you think that Screencastomatic is a successful software for this process? Do suggest the software to others as well? Why?
10. Do you think that your teacher implemented this tool in an accurate and effective way? Do you think the time of the feedback used effectively for mentioning all your errors in the feedback? Why?
11. Do you think that video feedback is more understandable and motivating than indirect written corrective feedback?
12. Do you have anything to add?

### *Sample student interview transcript*

#### **Interview of Student B**

**Interviewer:** How long did it take for you to watch feedback and correct your errors?

**Student:** It took almost 20 minutes

**Interviewer:** Have you experienced any technical problems?

**Student:** Only a few times but generally I had faster improvement as I saw my errors clearly. I had a few unknown words which was a bit problematic for me. There was no technical problems while opening the link and watching the video. I learned a lot from each VCF I have received as teacher's comments made me focus on my weaknesses by understanding the reasons of my errors.

**Interviewer:** Where did you watch the video feedback?

**Student:** At home in my study room.

**Interviewer:** Can you explain how did you use this video feedback while correcting your answers shortly?

**Student:** I generally used the video as a reference and I corrected the parts which include the errors only and when there were sentences that I had to change , I changed those. When I had wrong word choice, I looked up from a dictionary and I found the correct versions to use in that particular sentence. I watched the parts of the video that included my errors twice in order to understand better.

**Interviewer:** Did you watch the feedback from your laptop or smartphone?Why?

**Student:** Smartphone because it was easier and more practical

**Interviewer:** Do you think that the amount of feedback was too much in the video feedback? Why?

**Student:** It was enough for me as it included all the clues about the errors.

**Interviewer:** Do you think that video feedback is more memorable than indirect written corrective feedback? Why?

**Student:** Absolutely because I had the chance to watch again whenever I need.

**Interviewer:** After watching video feedback, did you want to talk with your teacher about mentioned errors? Why?

**Student:** No I didn't, it was clear for me.

**Interviewer:** Do you think that Screencastomatic is a successful software for this process? Do suggest the software to others as well? Why?

**Student:** Yes it was useful for this purpose.



**Interviewer:** Do you think that your teacher implemented this tool in an accurate and effective way? Do you think the time of the feedback used effectively for mentioning all your errors in the feedback? Why?

**Student:** Yes, I found the video very useful and teacher seemed experienced with it.

**Interviewer:** Do you think that video feedback is more understandable and motivating than indirect written corrective feedback? Why?

**Student:** Yes it was motivative for me because I could see my error in a clearer way. I have learned how to correct my errors better by the means of VCF.

**Interviewer:** Do you have anything to add?

**Student:** I could only add that, this process could be done on a mobile app as well, in order to submit and receive the feedback on the same platform. This could make the process even more practical for me. It would be much more systematic by the means of a mobile application.

**Appendix C**  
**Ethical Approval from Near East University**



26.12.2019

Dear Asil Ataner

Your application titled "Effectiveness of Video Feedback ( Screencasting Technology ) on IELTS exam writing skills of students" with the application number YDÜ/EB/2019/394 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

## Appendix D

### Informed Consent Form

*A Study of Impacts of Video Feedback on IELTS writing grades of Students  
Participant Information Sheet and Informed Consent Form*

Dear Participant,

This scale is part of a research study that we are carrying out in order to understand benefits of video feedback and its impacts on IELTS exam writing grades of students in comparison with impacts of traditional written feedback. By filling in the following scale, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

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East University  
Tel: 00905338615888  
E-mail: [asilataner@gmail.com](mailto:asilataner@gmail.com)

By signing below, you agree to take part in this study.

Full Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Appendix E**  
**Lesson Plan**

## Week One: Fundamentals of IELTS writing task 2

**Date:** 06.09.21

**Class:** IELTS STUDENTS

**Class level:** Intermediate - Advanced

**Characteristics:** Turkish Cypriot high school students, both male and female.

**Assumed knowledge:** They are assumed to have some knowledge of academic writing.

**Time Allowed:** 80 minutes for the lesson and 40 minutes for each draft writing as homework.

**Number of students:** 30 students.

**Objectives:** Improving IELTS writing task 2 writing skills.

**Materials:** Whiteboard, marker

**Procedures:**

	<b>Activities:</b>
<b>Step 1 : introductory paragraphs</b>	<b>A sample introduction is given An Analysis of the text is expected from the learners</b>
<b>Step 2</b>	<b>Brainstroming about a given topic</b>
<b>Step 3</b>	<b>Brainstroming about a given topic</b>
<b>Step 4</b>	<b>Activities about structuring the text Activities about providing a strong argument</b>
<b>Step 5</b>	<b>Assignments – writing on task 2 questions on 3 consecutive tasks.</b>

Activity 1 > Introductory paragraphs > 20 minutes

It is important that you make a good start to your composition remember that first impressions last, and your opening paragraph will give the examiner his or her first impression of your work. Your opening paragraph should not be too long. The function of the paragraph is to introduce the topic, but also to tell the reader how your essay is going to be organised. A mistake that many IELTS candidates make is to use the opening paragraph to make general statements about the topic. Instead, make sure that your first paragraph is completely focused on the question. Here is an opening paragraph for the example question about distance learning. Read the questions again, and then read the paragraph. Cross out the sentences which you think should not be included.

The number of courses offered by distance has increased a great deal over the last few years. In the past, this type of learning was sometimes called correspondence learning. The advent of the Internet as a learning medium has helped to create distance learning opportunities worldwide. Learners need to have a computer and an Internet connection in order to follow these courses. However, is it really possible to learn from home? Are such courses suitable for all learners? I know several people who have tried this type of course and they all gave up after a few weeks. I will examine these questions below, firstly by considering the advantages and disadvantages of learning in this mode, and then by looking at the kind of learner that suits distance learning. But first, here is a brief history of distance learning.

Activity 2 > Brainstorming ideas (1) > 20 minutes

In the last part we looked at ‘brainstorming’ as a way to generate ideas before you start writing. Spend 20 minutes now brainstorming ideas for the example question we have been working on. Use the following headings: Advantages of distance learning  
Disadvantages of distance learning  
What makes a learner suitable for distance learning

Activity 3 > Brainstorming ideas (2) > 20 minutes

Here are some ideas that could possibly be included. Put each idea under the correct heading. it can be difficult to fit time for study into a busy working or family life it is difficult to get quick feedback on course work from tutors students are isolated and get little opportunity to meet fellow students students have to wait some time before tutors can answer their questions students learn at their own pace need to be highly motivated need to be self disciplined need to be well organised should have a good learning environment at home should be good at using technology, especially computers should have a good idea about what they need to study students can study in the comfort of home technology breakdowns can hinder learning the content of the course can be viewed or read again and again by students there are possibilities to study at universities from all over the world

#### Activity 4 > Structuring and argument (1) > 10 minutes

Once you have brainstormed ideas, you need to pick out the best ones and build them into a structured argument. There are two ways you can do this: The first way is to put a series of supporting points one after another. For example, Distance learning allows you to study from home. Furthermore, it means you can study at your own pace. The second way is to join together two opposing points of view. For example, Presentation of distance learning material through the Internet or television broadcasts can often be more interesting than classroom presentations. However, not all students are comfortable using the computer technology. Here are some useful phrases for joining ideas. Which phrases are for joining supporting ideas and which ones are for joining opposing ideas? Put each phrase into the correct group.

#### Joining supporting ideas

#### Joining opposing ideas

also  
besides this  
furthermore  
however  
in addition  
in contrast  
moreover  
nevertheless  
on the other hand  
what is more

Activity 5 > Structuring and argument (2) > 10 minutes

Now use the phrases from 'lesson 3 activity 2' to join these ideas.

1 Classroom based courses provide opportunities for learners to meet each other and socialise. [...], distance learners can often feel isolated.

2 A key advantage of distance learning is that learners work at their own pace. [...], they can choose the parts of the course that suit their learning needs.

3 Distance learning demands that learners are highly motivated and organised. [...], many learners find they need a lot of guidance and cannot study independently.

4 It can be difficult for distance learners to contact their tutor to ask questions. [...], they may need to wait weeks for feedback on assignments.

5 Distance learning these days can be difficult for people who find computers difficult to use. [...], if the technology breaks down, learning is disrupted.

Instructions:

AFTER COMPLETING THIS LESSON ABOUT THE IELTS TASK 2, STUDENTS ARE EXPECTED TO WRITE ON THE FOLLOWING TOPICS. ONCE THEY WRITE THE FIRST DRAFT FOR THE FIRST TOPIC, THEY WILL RECEIVE FEEDBACK AND THEY WILL BE EXPECTED TO WRITE ONE MORE DRAFT FOR THAT TOPIC. ONCE THEY COMPLETE THEIR SECOND DRAFT THEY



ARE GOING TO WRITE ON THE NEXT TOPIC. ALL THESE ASSIGNMENTS WILL BE WRITTEN AS HOMEWORK AT HOME.

ASSIGNMENT 1 :

You should spend about 40 minutes on this task. Write about the following topic.

**Some believe that people are naturally born good leaders while others think leadership skills can be learned.** Discuss both views and give your opinion.

Write at least 250 words.

ASSIGNMENT 2 :

You should spend about 40 minutes on this task. Write about the following topic.

**People nowadays sleep less than they used to in the past. What do you think is the reason behind this? What are the effects on individuals and people around them ?**

Write at least 250 words.

ASSIGNMENT 3:

You should spend about 40 minutes on this task. Write about the following topic.

**Some people say that the internet provides people with a lot of valuable information. Others think access to so much information creates problems.**

Which view do you agree with ? Use specific reasons and examples to support your opinion.

Write at least 250 words.

## Appendix F

### Writing Exam Assessment Criteria

## WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

## Appendix G

Table 2: (IELTS Official Website, 2019)

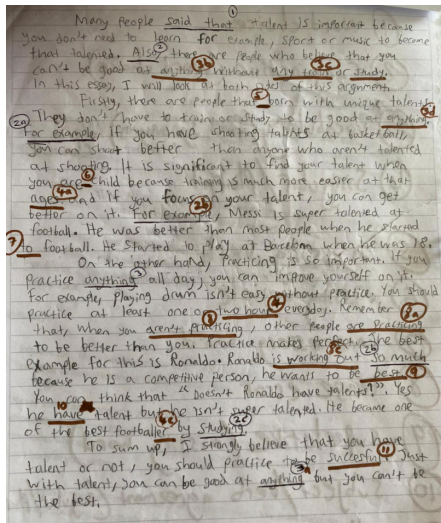
### Academic mean performance by nationality

Nationality	Reading band score	Listening band score	Writing band score	Speaking band score	Overall
Bangladesh	6.0	6.4	5.7	6.3	6.2
Brazil	7.0	6.8	5.9	6.7	6.7
Cambodia	5.6	5.9	5.5	5.8	5.8
Canada	6.9	7.2	6.1	7.2	6.9
China	6.2	5.9	5.5	5.4	5.8
Colombia	6.8	6.5	5.8	6.5	6.5
Egypt	6.4	6.8	5.8	6.5	6.4
France	7.1	7.0	5.9	6.6	6.7
Germany	7.7	7.9	6.3	7.4	7.4
Greece	7.3	7.5	6.1	6.8	7.0
Hong Kong, SAR of China	6.9	7.1	6.0	6.3	6.6
India	5.9	6.5	5.8	6.0	6.1
Indonesia	6.7	6.8	5.8	6.3	6.5
Iran	6.1	6.4	5.8	6.4	6.2
Iraq	5.4	5.5	5.2	5.8	5.6
Italy	7.3	7.0	5.9	6.6	6.8
Japan	6.1	5.9	5.5	5.5	5.8
Jordan	6.1	6.4	5.6	6.5	6.2
Kazakhstan	6.3	6.3	5.6	6.0	6.1
Korea, Republic of	6.3	6.3	5.6	5.8	6.0
Kuwait	5.2	5.6	5.1	5.9	5.5
Malaysia	7.1	7.4	6.1	6.8	6.9
Mexico	6.7	6.6	5.8	6.5	6.5
Nepal	5.8	6.3	5.6	5.8	5.9
Nigeria	6.5	7.0	6.2	7.2	6.8
Oman	5.0	5.1	5.1	5.5	5.2
Pakistan	6.1	6.6	5.8	6.4	6.3
Philippines	6.8	7.3	6.1	6.8	6.8
Qatar	5.1	5.6	5.0	5.8	5.4
Russian Federation	6.9	7.0	6.0	6.7	6.7
Saudi Arabia	5.2	5.4	5.0	5.8	5.4
Spain	7.3	7.2	6.0	6.8	6.9
Sri Lanka	6.2	6.6	5.8	6.5	6.3
Taiwan, China	6.3	6.3	5.6	6.0	6.1
Thailand	6.1	6.4	5.5	5.9	6.0
Turkey	6.5	6.6	5.7	6.2	6.3
Ukraine	6.6	6.7	5.8	6.5	6.5
United Arab Emirates	4.8	5.0	4.7	5.4	5.1
Uzbekistan	5.6	5.9	5.4	5.7	5.7
Vietnam	6.3	6.2	5.7	5.7	6.1

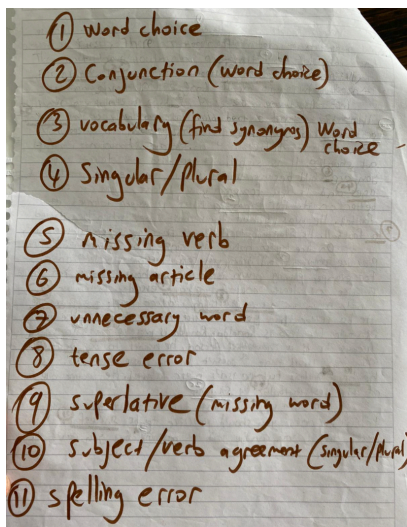
## Appendix H

### Sample Written Corrective Feedback

## Page 1



## Page 2



## Sample Video Corrective Feedback

### Screenshot

In the world there are people that have talents on different things like sports, music and etc but also there are people which don't have a talent and work very hard to become better than talented people. People who work hard tries to prove that ~~people can become~~ any child can be taught to become a good musicians or sports person but some of the people believed that the people who is a good musician or a sports person must be born with that certain talent to become successful.

On the first hand, it is generally believed that some people are born with a certain talent. Most of the footballers get their talent from their genetic origin. People like this doesn't need any lessons or to be taught to be successful and

0:17 5:59

**Link**

<https://screencast-o-matic.com/watch/cr63OLVlc6L>

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## Appendix J

### CV

# Asil Ataner

Educational Director / ICT Manager / English Teacher

40, Kemal Semiler Caddesi  
Lefkoşa , Metehan 99010  
**+ 90 533 8615888**

**asilataner@gmail.com**

## EXPERIENCE

Ataner English Academy, Cyprus —English Teacher / Educational Director / ICT Manager / E-Learning Manager  
February 2016 - PRESENT

Ataner Study Abroad Consultancy, Cyprus—English Teacher / University Application Specialist ( Online/ Traditional)  
June 2015 - February 2016

## EDUCATION

**Near East University , North Cyprus – Phd. English Language Teaching**

September 2016- Present

University of Warwick, United Kingdom — *MA English Language Teaching ( with a specialism in ICT and Multimedia)*  
September 2014 - September 2015

University of Essex, United Kingdom —BA Teaching English as a Foreign Language  
September 2011 - June 2014

I have been the educational director of a private English institution which mainly required coordinating teachers and teaching English ( all levels and all ages) for more than 6 years now. Therefore, I have gained considerable experience in online and

## SKILLS

Communication  
Patience  
Adaptability  
ICT  
Teaching  
Teamwork  
Leadership  
Creativity

## AWARDS

Article published & presented at ‘ The Future of Education’ conference

## LANGUAGES

English ( Advanced)  
Turkish ( Native)

face-to-face teaching, leading teachers, satisfying students and their parents besides of curriculum design and implementation of technological solutions that fit the needs of the new generations.

I am well aware of the motivators and interests of different age groups of students so I can handle applying the suitable IT related solutions while training the staff to enhance students' learning in order to meet their educational expectations. After acquiring a distinguished educational background, I have had the chance to put the theoretical knowledge into practice which made me a highly qualified and confident manager and an educator who is ready to touch more students' lives.

As I believe that learning can only occur by having excitement and fun, I have been focusing on variety of fun ways in teaching English while training the staff on these interactive and effective methods of teaching with IT and multimedia sources.

Teaching and researching simultaneously has improved my knowledge in the underlying factors of students' success in the exams. As I have written, published and presented articles (related with student success on IELTS exam) at international conferences, I have developed my knowledge in the field of education further. As I focused on providing video feedback for the students so as to enhance their exam results in IELTS writing, I am currently writing my thesis on 'Improving students' success on IELTS writing by using video feedback'.

As the educational director of Ataner English Academy, I have implemented blended and flipped classroom methods for different age groups and had the chance to improve the effectiveness of English courses for various needs proving the benefits of online teaching despite the traditional conservative thoughts of the parents and students. Having such successful results after a difficult process of persuading the students about the effectiveness of online learning during such a problematic period (pandemic & problematic local internet access in some parts of the country) made me believe that online education will be with us forever in every part of the world.

I have been managing complex variables among the teachers in the team, curriculum, timetable scheduling, students' needs and parents' needs which require high levels of empathy and problem solving skills. As I am well aware that there are many underlying combinations of factors for an organization to work effectively, I think it is crucial to have strong relationships with all members of the team in order to maintain a high level of motivation in the team and help each other to handle the demands of students at the most practical and satisfying level.

- **Experience:** 9 years of total experience in education field (with 6 years as educational director & English Teacher)



