THE APPLICATION OF TECHNOLOGY TO FEEDBACK IN ACADEMIC WRITING CLASSES: THE USE OF SCREENCASTING FEEDBACK AND STUDENT ATTITUDES

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ABSTRACT

This paper explores the attitudes of tertiary level English learners towards the innovative technique of screencasting feedback and its effects on writing improvement. Screencasting is the broadcast of digital video recordings of a computer screen through the Internet and can also be used to give feedback to students' written work. The researchers tried out this innovative technique of giving feedback in the context of a first-year academic writing course at a private university in Ankara, Turkey, namely, Ufuk University. The subjects of the study were 20 first-year students studying at the Department of Applied English and Translation Studies at the Vocational School of the university. In the present study, attitudes towards two feedback types were compared: written feedback with symbols without direct correction and feedback through screencasting with oral plus written feedback signaling errors without direct correction. The students' attitudes were compared by means of questionnaires which were administered after each different type of feedback were utilized in the writing course; first after the implementation of classical written teacher feedback and secondly after the implementation of screencasting feedback. The results indicated that students developed more positive attitudes towards screencasting feedback compared to traditional written teacher feedback.

Keywords: academic writing, screencasting feedback, written feedback, oral feedback

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AKADEMİK YAZMA DERSLERİNDE TEKNOLOJİNİN DÖNÜTE UYGULANMASI: EKRAN KAYDI İLE DÖNÜT VERME VE ÖĞRENCİ TUTUMLARI

ÖZ

Bu makalede, üniversite düzeyinde İngilizce öğrenen öğrencilerin yazma derslerinde yenilikçi bir yöntem olan ekran kaydı ile dönüt verilmesine karşı olan tutumları araştırılmıştır. Ekran kaydı "screencasting" bir bilgisayar ekranının video kayıtlarının Internet üzerinden yayınlanmasıdır ve aynı zamanda öğrencilerin yazılı üretimlerine dönüt vermek için kullanılabilir. Bu çalışmada araştırmacılar, bu yenilikçi dönüt verme yöntemini Ankara'daki bir vakıf üniversitesi olan Ufuk Üniversitesi'nde birinci sınıf İngilizce akademik yazma dersi kapsamında kullanarak denediler. Çalışmanın katılımcıları Ufuk Üniversitesi Meslek Yüksekokulu bünyesindeki Uygulamalı İngilizce ve Çevirmenlik Bölümü'nde öğrenim gören 20 birinci sınıf öğrencisiydi. Çalışmada iki farklı dönüt türüne yönelik öğrenci tutumları karşılaştırıldı: doğrudan düzeltme olmadan hata sembolleri ve kısa notlar kullanılarak verilen yazılı öğretmen dönütü ve doğrudan düzeltme olmadan ekran kaydı yapılarak ve semboller de kullanılarak verilen sözlü öğretmen dönütü. Öğrencilerin tutumları her iki dönüt türü yazma derslerinde kullanıldıktan sonra, ilk olarak klasik yazılı dönüt sonrası ve ikinci olarak da ekran kaydı ile dönüt sonrası uygulanan anketler yoluyla karşılaştırıldı. Çalışmanın sonuçları öğrencilerin klasik yazılı öğretmen dönütüne kıyasla ekran kaydı ile dönüte yönelik daha olumlu tutumlar geliştirdiklerine işaret etti.

Anahtar Kelimeler: akademik yazma, ekran kaydı ile dönüt, yazılı dönüt, sözlü dönüt

1. INTRODUCTION

Feedback is a pivotal part of writing instruction since it provides guidance for students as to how they can improve their writing. However, the benefit of feedback depends on the degree to which it involves the student in the process of revising a text. Depending on the degree of involvement of the teacher in the correction of error in writing feedback has been categorized into three types by Ellis, Loewen, and Erlam (2006). In the first type, the teacher indicates the error; in the second type, the teacher locates the error and provides correction, and in the third type, the teacher provides metalinguistic information about the type of the error. The feedback type in which the teacher identifies the error and corrects it directly is called direct feedback whereas the feedback type in which the teacher locates the error and encourages students to correct it themselves is called indirect feedback. Indirect feedback benefits students more since it increases students' engagement and attention and develops their problem-solving skills. Using consistent error codes which are understood by students is a way of providing indirect feedback (Bitchener & Knoch, 2009; Ferris, 2003; Ferris & Roberts, 2001).

Since giving personalized feedback presents a challenge for the writing teacher in the case of tertiary settings with time limitations, it has become necessary to find effective but time-saving and more innovative techniques. One of these innovative techniques is using screencasting software (Bellard, 2009) which allows writing teachers to video record the screen while they are commenting on student text. Screencasting feedback can effectively replace classical written teacher feedback to save time as the student hears the teacher's voice and sees the teacher's comments synchronously as she produces them on the screen. Screencasting makes feedback more personalized as the student can hear the teacher's voice and interpret the feedback better with additional clues from the intonation of the teacher. One other benefit of screencasting is that the teacher and learner can share a common space and time online which is free of the restrictions of the real-time and space.

Screencasting is the broadcast of digital video recordings of a computer screen through the internet. Screencasting applications allow for both creating video recordings of activities on a computer screen and sharing them through the world wide web. An audio recording can also be added to the video recording if needed. The term 'Screencasting' was first coined by InfoWorld journalist Jon Udell (Carr & Ly, 2009). YouTube tutorials which show how to operate computer programs are commonly used examples of Screencasting applications. Screencasting is used widely by software developers, gamers, information technology specialists. Its potential for education has also been discovered by educators as well for exploring, recording and sharing actions and processes of students and instructors as they are engaged in language-related tasks (Hamel & Caws, 2010; Mathisen, 2012; Park & Kinginger, 2010; Séror, 2012).

A new term associated with screencasting in the context of teaching is 'veedback' which is a blended word consisting of video+feedback. Thompson & Lee (2012) examined the use of and student reactions to receiving veedback «as they called it» in order to provide guidance on a variety of assignments. They share the following comment on "veedback"

> We argue that screencast video feedback serves as a better vehicle for in-depth explanatory feedback that creates rapport and a sense of support for the writer than traditional written comments (p.14).

There are a variety of screencasting applications available freely on the web which could be used for many purposes including educational ones. To name a few: Jing (http://jingproject.com), Screencastomatic (https://screencast-o-matic.com/), Wink

(www.debugmode.com/wink/), Screenflow, by telestream (www.telestream.net), Camtasia (https://camtasia-studio.tr.softonic.com) can be given as examples of screencasting applications which are also used in educational research.

This type of feedback has been documented as being very successful for language learners (Kiliçkaya, 2012; Séror, 2012; Valeri, 2015). According to Loch and McLoughlin (2011), screencasting can be effective if instructors consider self-regulated learning (SrL) theory when constructing a screencast, using it not as a repetition of a lecture, but as scaffolding material, to enable them to monitor progress and to reflect on self-knowledge and self-achievement. It should also be noted that while there are so many media fads available freely, only a few would be worth redesigning a course; however, screencasting has proven to be a promising application with its additional features. Valeri (2015) comments on screencasting and points out that it is flexible enough to meet a variety of needs in a number of different disciplines and easy to access, easy to integrate with existing technologies, and easy to assign as a tool for student assignments.

Since giving personalized feedback presents a challenge for the writing teacher in the case of tertiary settings with time limitations, it has become necessary to find effective but time-saving and more innovative techniques. Screencasting software (Bellard, 2009) allows writing teachers to video record the screen while they are commenting on student text. Screencasting makes feedback more personalized as the student can hear the teacher's voice and interpret the feedback better with additional clues from the intonation of the teacher. One other benefit of screencasting is that the teacher and learner can share a common space and time online which is free of the restrictions of the real time and space. Since giving personalized feedback presents a challenge for the writing teacher in the case of tertiary settings with time limitations, it has become necessary to find effective but time-saving and more innovative techniques.

As a teacher and researcher of writing who has experienced screencasting, Séror (2012) shares his ideas as follows:

> I argue that at a time when effective feedback practices for second-language (L2) writers more often remains an ideal than a reality, screencasting technology represents a low-cost, intuitive, and time-saving interface the multimodal nature of which can counter limitations typically associated with more traditional feedback approaches (p. 106).

In the 21st century, literacy requirements in writing classes have started to include computer literacy and word processing skills. Especially in tertiary settings, computer literacy should be made part of the writing classes. In this context, it is argued that screencasting as a practical and creative technology, can also be used to address 21st century literacy requirements in writing classes in order to enhance the social presence of the instructor in online learning environments (Valeri, 2015). This also fits the Statement of the National Council of teachers of English (NCtE, 2008) on literacy in the 21st century as Valeri (2015) suggests:

> Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable (p. 154).

In line with the global developments in education, in our country digital literacy has become one of the priorities of the Higher Education Council and the council has announced that it has initiated a pilot project called Digital Transformation Project on February 18, 2019. In the statement from the Higher Education Council (2019) the following remarks have been made:

> Today, universities are in a competitive environment both for students and academicians. Digital capacity is considered as one of the most important elements in order to be ahead of the game. The Digital Transformation Project aims at creating a structure for Turkish Higher Education institutions which could compete globally. The purpose is to use the opportunities offered by digitalization in many fields of higher education.

In this context, using innovative approaches such as screencasting for providing feedback in writing classes provides the additional benefit of improving students' digital literacy. In turn, this would not only benefit their writing improvement but also prepare them for the global competition environment. When compared to face to face feedback, screencasting provides a medium free of time and place restrictions; for example, students can access their feedback on the device and in the location of their choice and they can review the feedback as often as they wish during the revision process. Screencasting also relieves the students of the stress they might feel when they have their teacher present.

However, similar to all kinds of technological aids used for educational purposes, screencasting could offer some challenges for the teachers and students. Common challenges could be producing, encoding, and transferring large media files to students (Brick & Holmes, 2008) and restrictions posed by e-mail servers' attachment size restrictions (Silva, 2012; Stannard, 2007). Solutions offered to overcome these challenges also come from technological channels; for example, using cloud computing and online data storage (Carr & Ly, 2009). Another challenge is to be faced at the initial steps of getting used to the application as with most computer-mediated pedagogic practice. Thus, an initial investment of time and effort is required before screencasting can be used with confidence and ease. Other technical aspects which require practice are coordinating voiced comments smoothly with visual scaffolding and fitting comments into a limited time frame imposed by the program for each screencast.

2. METHODOLOGY

The purpose of this study was to explore the attitudes of tertiary level English learners towards the innovative technique of video feedback and writing skills. The researchers argue that the video feedback can effectively replace classical written feedback to save time as the student hears the teacher's voice and sees the teacher's comments synchronously as she produces them on the screen. The challenges which may arise during the feedback process with screencasting were also investigated.

Research Questions

The study investigated the following research questions:

1. Do students develop positive attitudes towards video feedback through screencasting after its implementation in EFL writing classes?
2. Do students express additional benefits attached to the use of screencasting as a feedback technique in EFL writing classes compared to traditional written teacher feedback?

Participants

The researchers tried out screencasting, an innovative technique of giving feedback, in the context of a first-year academic writing course at a private university in Ankara, Turkey. The subjects of the study were 20 (16 female, 4 male) first-year students studying at the Department of Applied English and Translation Studies at the Vocational School of the university. The student sample participating in the study was chosen using convenience sampling. Convenience sampling represents a sampling technique in which a group of individuals who conveniently are available for study are chosen as participants (Fraenkel, Wallen & Hyun, 2012, p. 99) This sampling technique was preferred since the number of students available for the study was small and did not allow for random sampling.

The students were required to take a two-semester academic writing course which aims at developing students' paragraph writing and essay writing skills with a step-by-step approach. In the context of the course, students were assigned writing tasks every two weeks. During the two-semester academic writing course, students had to complete a total of 12 tasks as assignments: 6 in the first semester and 6 in the second semester. The tasks included narrative paragraphs, process paragraphs, definition paragraphs, cause and effect paragraphs, comparison and contrast paragraphs, and various related essay types. For the first 6 assignments in the first semester, students were given traditional written teacher feedback whereas for the last 6 assignments in the second semester, students were given video feedback by the teacher through screencasting.

The academic writing course followed a multiple draft process approach, and students handed in a portfolio at the end of each semester. The teacher gave feedback to the first drafts of students, and then the students wrote their second drafts by taking into account the teacher's comments. In the present study, attitudes towards two feedback types were compared: written feedback with symbols without direct correction and feedback through screencasting with oral plus written feedback signaling errors without direct correction. In both feedback types, students were given clues about the type of mistake they did in their text, and they were required to correct their own mistakes. However, with the use of screencasting, technology was integrated into the feedback through sound recording of the teacher and video recording of the screen.

The study followed a matched pairs design in which the same group of students experienced both feedback applications. Their attitudes towards both feedback types were determined by means of a questionnaire (Appendix A) after experiencing both feedback types; firstly, for traditional written feedback, and secondly, for screencasting feedback. The participating students were given a questionnaire which consisted of 3 parts as A, B, and C:

A: This part contains 15 items concerning information about students' educational background, English background, computer literacy and access to personal computers.

B: This part contains 6 items in 7-point Likert scale format requiring information about students' attitudes towards academic writing and feedback they received during their classes.

C: This part contains 4 open-ended items in order to get more detailed explanations from students on their ideas on academic writing and feedback to supplement the attitudes part.

The student questionnaire was designed by the researchers by taking into consideration the research questions which motivated the study. The items on the questionnaire were written so as to receive responses which would help researchers to answer the research questions

adequately. Researchers' colleagues were asked to review the items on the questionnaire and gave fruitful feedback. The questionnaire was piloted with another student group at the same department prior to the study in order to find out if any items on the questionnaire were ambiguous. The pilot group consisted of 18 prep class students studying at the Applied English and Translation Studies Department. The students did not report any ambiguity with the items on the questionnaire.

The teacher also provided a short reflection about her experience with implementing both feedback types.

Part B of the questionnaire was applied twice. First, after students received classic pen and paper teacher feedback on their assignments and a second time, after they received on-line screencasting feedback. The differences between their responses to the 7-point Likert scale items were compared using a non-parametric statistical test: Wilcoxon Signed Ranks Test. This test was chosen since the number of participants was small, originally there were 29 students in the sample, but in the post-test there were some missing data and 18 students were compared as a result.

The Wilcoxon Signed Rank test is a non-parametric analysis that statistically compares the average of two dependent samples and assesses for significant differences. The Wilcoxon sign test is the non-parametric alternative of the dependent samples t-test. Data come from two matched, or dependent, populations. The data are continuous.

3. RESULTS AND DISCUSSION

In this section, the responses to the questionnaire are provided with a discussion of the responses. Each section of the questionnaire is discussed separately. The first section of the questionnaire inquired about students' access to computers and their use of computers. The items aimed at collecting information from the participants about whether they own a PC, whether they use a PC for learning purposes, which activities they most frequently carry out with a PC, their self-perception of their own computer proficiency and their ideas about the usefulness of a PC for learning purposes.

3.1. Results of Questionnaire Part A

Items 1 through 9 in the first part of the questionnaire were aimed at collecting demographic information and language learning background information from students. Items 10 through 15 in the first part of the questionnaire, namely Part A, concerned students' engagement with computers. The responses for the items in this part are summarized in Table 1. The responses to Item 10 in Part A showed that the majority of students (81%) own a PC, 10% of the students reported not having a PC and 9 % reported having access to a PC: Considering that the university where the study was carried out had student computer labs supports the fact that all students whether they have a PC or not have access to a PC. Since the study aimed at testing students' attitudes towards video-enhanced feedback, having access to a PC was of crucial importance. Therefore, it can be safe to say that students were not at a disadvantage for receiving feedback through a computer.

Table 1
Responses to Questionnaire Part A.

Items	Item description	Responses %				
Item 10	computer ownership and access	own a PC	not own a PC	have access to PC		
		98,7	10,3	10,3		
Item 11	use of a PC for learning purposes	Use a PC for learning	do not use a PC for learning			
		96,6	3,4			
Item 13	activities done with a PC	Fun	education	communication	news	vocational
		2,4	1,9	2,6	3,7	4,4
Item 14	perceived computer proficiency	very proficient	proficient	moderately proficient	not very proficient	not proficient at all
		31,0	48,3	58,6	10,3	3,4
Item 15	usefulness of a PC	very useful	useful	moderately useful	not very useful	not useful at all
		82,8	41,4	17,2	6,9	3,4

In Turkish higher institutions, both public and private, a great deal of importance has been given to digitalization in the past decades and computer resources have been increasing, so it is time to utilize these resources effectively for educational purposes. As shown in Table 1, Item 12 in this part of the questionnaire supports this view since almost all of the students reported that they used a PC for learning purposes (97%). This is also a positive finding since it shows that students perceive the PC as a learning tool in addition to its other uses.

With the rise of mobile phones and their increased capacity to run various applications which were only possible with computers earlier, the university student population has started to use mobile phones and devices more than computers. However, the participating students in the study are students in the translation and interpretation department, and this causes them to use a PC for vocational purposes. This is indicated by the response to Item 13, which asked students to rate activities they carried out with a PC. The highest rating was given to vocational use by the students (4,4) followed by following the news (3,7), communication (2,6), fun (2,4) and education (1,9). Education was given the lowest rating by the students; however, vocational purposes which were rated highest also serves an educational purpose in the students' context since the vocational use refers to making translations on a PC and carrying out terminology work. This response also indicates that although students perceive the computer as a learning tool as shown by the responses to Item 12, they still need to be introduced to ways through which they can use computers for educational purposes.

Students were asked about their perceived computer proficiency in Item 14 of the questionnaire. Their responses indicate that students' perceived computer proficiency is quite high with only

10,3 % reporting being not very proficient and 3,4 % reporting being not proficient at all. Still, we cannot say that students perceive themselves as highly proficient since more than half of the students (58,6%) perceive themselves as moderately proficient whereas 48,3 % as proficient and 31 % as very proficient respectively. For the present study, the students need to be able to write an essay on a word processor, send and receive e-mails, open up video files attached to an e-mail which are all activities that can be done with the reported level of computer proficiency.

Item 14 in the questionnaire inquired the perceived usefulness of a PC for learning purposes according to students. The responses to this item indicate that a majority of the students (82,8 %) perceive computers as very useful followed by 41,4% perceiving as useful, 17,2 per cent as moderately useful and only 6,9% as not very useful and 3,4% as not useful at all.

3.2. Results of Questionnaire Part B

In this part of the questionnaire, participating students' attitudes towards feedback in academic writing classes were investigated. The main purpose was to observe whether there is a change in students' attitudes towards feedback after receiving screencasting feedback and whether they found any additional benefits in screencasting feedback. The following questions were asked to the students in the second part of the questionnaire:

1. The feedback I receive in the academic writing course is useful in improving my grammar knowledge.
2. The feedback I receive in the academic writing course is useful in improving my English vocabulary knowledge.
3. The feedback I receive in the academic writing course is useful for improving and revising my assignments.
4. I feel that the feedback I receive in the academic writing class has been prepared uniquely for me.
5. The feedback I receive in the academic writing course is useful in improving my writing skills in general.
6. The feedback I receive in the academic writing course could be made more useful.

The students were asked to respond to the statements in part 2 on a 7-point Likert scale. When the responses given before and after the implementation of screencasting feedback were compared with the Wilcoxon Signed Ranks Test, the following results were found. The comparison of responses to items 1,2,3,4, and 5 statistically significant differences were not found. The results are shown in Table 2. However, for all the first five items, there was a slight increase in the responses towards the positive side, indicating that students' perceptions of feedback slightly improved positively. This proposition can be backed up with the responses to the open-ended items on the questionnaire.

However only for item 6, a statistically significant difference was found ($p<0.05$). Item 6 which is "The feedback I receive in the academic writing course could be made more useful." yielded a significant difference in terms of attitude. Although, the mean of the responses in the pre-test was 0,8 indicating the students partially agreed with the item, the mean of the responses changed to – 1,1 in the pre-test which meant partially disagree. In the post condition the mean response shows that students do not think feedback could be improved in any other way. This

is an indication that students consider screencasting feedback as a complete and adequately improved technique of feedback and it does not leave room for any more improvement in feedback techniques according to the students.

Table 2

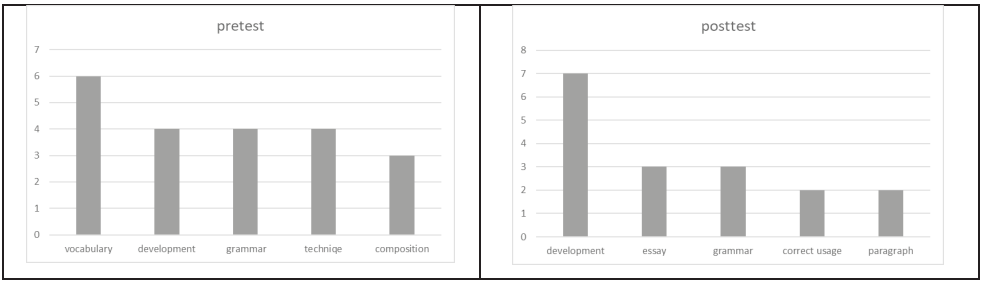
Results of the Wilcoxon Signed Ranks Test.

ITEM	Test	n	Mean	Std. Dev.	Median	IQR	p
1	Pre	18	1,3	1,8	2,0	1,8	0,088
	Post		1,9	1,5	2,0	2,0	
2	Pre	18	1,1	2,0	2,0	1,5	0,056
	Post		2,2	1,3	3,0	1,0	
3	Pre	18	1,6	2,1	2,0	2,0	0,126
	Post		2,4	1,2	3,0	1,0	
4	Pre	18	0,9	2,2	2,0	4,3	0,059
	Post		1,8	2,0	3,0	2,0	
5	Pre	18	1,3	2,1	2,0	1,8	0,146
	Post		2,1	1,6	3,0	1,0	
6	Pre	18	0,8	1,8	1,0	2,3	0,021*
	Post		-1,1	2,2	-2,0	4,0	

3.3. Results of Questionnaire Part C

In this part of the questionnaire, students' opinions about the two feedback applications: teacher written feedback and teacher feedback through screencasting were taken through open-ended questions. In the first two questions, students were asked to write word associations for the words 'academic writing' and 'feedback' respectively after the implementation of the two different feedback types. The words students associated with feedback after the traditional written teacher feedback and Screencasting feedback were analyzed by comparing frequencies of associations expressed by students. The comparisons are shown in Figure 1 with a bar chart showing the most frequent five concepts. Through the comparisons, one can see a difference between the associations students made for the word 'academic writing' after receiving screencasting feedback. First five concepts most frequently associated with academic writing in the pre-test survey were vocabulary, development, grammar, technique and composition. In the post-test survey, five concepts most frequently associated with academic writing are development, essay, grammar, correct usage and paragraph. Development becomes the most frequent word whereas vocabulary does not find a place in the first five most frequent words. Essay comes about as a new concept instead of composition. Grammar is a concept which is mentioned both in the pre-test and post-test survey.

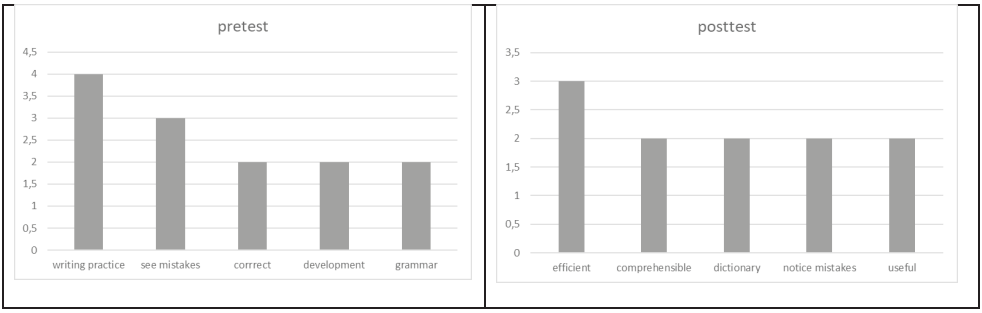
Figure 1. Pre-test and Post-test of word associations for 'academic writing'.



An overall comparison of the pre-test and post-test survey responses indicates a move from an emphasis on development of vocabulary skills to an emphasis on development of writing skills. After listening to the teacher's voice through Screencasting, students seem to have started to focus more on the process of writing development rather than seeing writing as a tool for vocabulary and grammar practice. This could be due to the fact that the teacher can share more thoughts on the written products of students through the oral medium in Screencasting compared to writing comments on the paper.

The students were also asked to make associations for the word 'feedback' after receiving both traditional and Screencasting feedback. Figure 2 shows the comparison of pre-test and post-test survey results. A comparison of the most frequent five concept associated with 'feedback' indicate a change in the conceptualization of feedback by students. In the pre-test survey, five concepts most frequently associated with feedback are writing practice, see mistakes, correct, development and grammar. In the post-test survey, these concepts change for others such as efficient, comprehensible, dictionary, notice mistakes and useful. Only one concept 'notice mistakes' has remained constant, but the other concepts have changed emphasizing the efficiency and usefulness of feedback. This change in concepts associated with feedback show a positive tendency towards the new type of feedback students received.

Figure 2. Pre-test and Post-test of word associations for 'academic writing'.



The last two open-ended questions inquired students' opinions about the feedback conditions These questions were responded by the students after each of the two types of feedback were given to the students. In this way, the researchers wanted to detect any differences in the opinions of students towards the two types of feedback: teacher written feedback and

screencasting feedback. The data obtained in this section was analyzed qualitatively, and content analysis method was used. The number of responses does not match the number of participants since sometimes one participant raised more than one issue in his/her reply. Therefore, all responses which reflected a new issue were counted separately. The percentages were taken according to the total of statements each of which raised a new issue. The percentages were not calculated according to the number of participants but according to the number of responses which raised a new issue. In this part, the qualitative analysis of these responses will be presented in the manner of a comparison between the pre-test and the post-test responses. The open-ended question Item 3 read: "Did you have any problems understanding and implementing the feedback you received in your writing classes? Explain."

In the pre-test survey, as shown in Table 3, a majority of the students reported that they have no problems with understanding the feedback and that it is clear. However, the students put forward other issues they have related to writing such as getting frustrated and confused when they need to write, having difficulty in the beginning, and having difficulty due to lack of vocabulary. Only one student reported having difficulty understanding mistake codes. Overall, these responses indicate that students do not specifically have any problems with feedback, but the nature of writing activity is what causes difficulties for them. This may be due to their lack of previous writing experience.

Table 3

Students' Open-ended Responses to Item 3 at the Pre-test Questionnaire.

Responses	**n**	**%**
no problems it is clear	19	66
do not like writing in general and frustrated and confused when I need to write	5	17
I had difficulty in the beginning but I improved in time	2	7
Lack of vocabulary causes problems in my writing	2	7
I had difficulty understanding mistake codes	1	7

In the post-test survey, the same question was asked to the students after they received screencasting feedback in order to see if there were any differences in their opinions. It can be seen from the responses that the vast majority of the responses from students (91%) were positive in regard to the screencasting feedback received. This shows improvement compared to the rate of positive responses (66%) received at the pre-test. These results indicate that students have developed a more positive attitude towards screencasting feedback compared to traditional written teacher feedback.

Table 4.
Students' Open-ended Responses to Item 3 at the Post-test Questionnaire.

Responses	**n**	**%**
No problems, it was clear	21	91
The feedback could be more organized according to different categories.	1	4
At the beginning we had problems with vocabulary but in time we overcame it.	1	4

The last open-ended question on the questionnaire asked students to give any additional thoughts they had concerning the feedback they received in the writing class summarized in Table 5 and Table 6.

Table 5
Additional Comments of Students about the Writing Class and Feedback in General in the Pre-test.

No answer		**Positive comments**		**Critical comments**	
n*	%	n	%	n	%
8	24,2	13	39,4	12	36,4
		Examples		Examples	
		Very useful no additions are necessary.		We need to write more. There are many things to write about but I still have trouble with grammar.	
		Owing to this course my grammar improved. It is really useful and educational.		We can improve the techniques more.	
		Academic writing assignments help me a lot in my assignments.		There should be project and performance assignments that are added up to our final score.	
		I think the feedback is very efficient.		There should be four topic to choose from.	
		I think the technique is successful.		If we present everything we write in front of class, I think we can improve our speaking and self-confidence.	
		It is very useful.		There should be a rubric showing the scoring in detail.	
		Feedback technique helps us understand better.		There should be more assignments and activities to improve ourselves	
		Writing assignments help me a lot in exams.		More detailed explanations should be given to correct mistakes to the whole class.	
		Difficult but fun and educational.			
		Very efficient			
		Very rational			
		My grammar improved owing to this technique			

* n represents the number of responses counted in each category not the number of participants.

The responses given to the last open-ended question were analyzed qualitatively by grouping positive comments; comments that pointed out the benefits of the feedback and critical comments; comments those pointed out areas that need development about the feedback. Some students did not give any comments to the last two questions which was regarded as a third category. All responses were counted, and percentages were calculated with regard to the total number of responses instead of total number of participants. The pre-test responses summarized in Table 5 above show that the positive comments (39,4%) about feedback and writing classes were only slightly higher than the critical comments (36,4%).

The positive comments focused mostly on the usefulness of the feedback technique, its benefit for improving grammar and that the writing assignments contributed to other courses and assignments given in other courses. Critical comments, on the other hand, pointed to areas such as the need for more explanations for the whole class and the need for a more detailed rubric. Other critical comments mostly related to the writing class rather than feedback in particular and pointed to the need to write more, the need to make presentations to improve speaking as well and the need for more writing assignments.

Table 6 below presents the summary of responses to the last open-ended question about students' additional comments on feedback and writing at the post-test. Compared to the pre-test responses, it can be seen that the rate of positive comments has increased substantially (48,27%) while the rate of critical comments has decreased (13,8%).

Table 6

Additional Comments of Students about the Writing Class and Feedback in General in the Post-test

No answer		**Positive comments**		**Critical comments**	
n*	%	n	%	n	%
11	37,93	14	48,27	4	13,79
		The feedback technique used now is very useful.		The video feedback can also be supplemented by written feedback.	
		The feedback is given to us through the e-mail; I think this was useful.		We could explore examples in the class and we could write in class.	
		Thanks to our teacher and our self-study we will develop.		If we make presentations I believe our speaking would also develop.	
		The feedback technique is very effective especially because it is oral.		There should be a clear rubric showing the dissemination of grades according to different components if writing skill.	
		Our teacher took necessary precautions for problems that could arise.			
		It improved me both academically and personally.			
		The technique used was very interesting. I had a chance to see my mistakes and correct them.			
		I think that the feedback technique improves both grammar and expression.			
		The feedback with audio develops listening skills as well.			
		I do not want to add anything because it is really fruitful.			
		I did not see this technique before and I liked it very much.			
		It helps us correct our mistakes.			
		When I received the feedback I felt relaxed and responded to it.			
		Especially the fact that it has audio is very useful for us.			

*n represents the number of responses counted in each category not the number of participants.

Overall, an analysis of the post-test responses indicate that students have found additional benefits of screencasting feedback compared to written teacher feedback. Among the positive comments on screencasting feedback, the most remarkable ones point out the additional benefit of the oral feedback for improving listening, that as a novice technique it is very fruitful and that it was relaxing to be able to listen to the feedback from the teacher orally. There were also a few critical comments regarding the writing class that pointed out that students needed to explore more examples in class and make more presentations to improve speaking skills. Other

critical comments related to the feedback itself and pointed out that video feedback could be supplemented with written feedback and that there should be a clear rubric.

4. CONCLUSION

Technology has always played an important part in education, and especially language education has been among the fields which should follow technology closely in order to keep up with the pace of innovation. In today's digital age, educators should be aware of the fact that the generations we are teaching today have different learning styles affected mostly by the advent of technology. In order to involve students more in the learning process, educators need to incorporate technology, but sound technology in their teaching. Egbert (2005) points out the benefits of well-designed technology as such:

> Well-designed technology use can help us to engage our students and to differentiate instruction, assisting us in helping students to meet all goals effectively, efficiently, and to the best of their ability (p. 4).

In this study, as researchers we intended to incorporate technology into the teaching of academic writing in the form of screencasting feedback as an innovative feedback technique. Our main purpose was to compare students' attitudes towards classical teacher written feedback and screencasting feedback by means of two questionnaires implemented after each type of feedback was implemented. The responses supported the view that students developed more positive attitudes towards screencasting feedback.

The major conclusions of the study can be summarized as follows:

- The participating students had a high rate of computer ownership and access.
- A majority of the participating students reported using a PC for learning purposes.
- Students use the computer for a range of activities such as vocational purposes, news, communication, education and fun respectively.
- Students self-rated themselves as either moderately proficient (58,6%), proficient (48,3%) or very proficient (31%) computer users.
- A majority of the students (83%) think that computers are very useful for learning.
- After receiving screencasting feedback, students rated it significantly higher in terms of completeness and adequacy compared to teacher written feedback.
- After receiving screencasting feedback, students seemed to focus more on the process of writing development rather than seeing writing and feedback as tools for vocabulary and grammar practice.
- Compared to the rate of positive comments on traditional written teacher feedback (66%), students commented more positively on screencasting feedback (91%).
- In the additional comments, more positive comments were given by students about screencasting feedback compared to traditional written teacher feedback.
- Students pointed to the additional benefits of receiving screencasting feedback such as providing listening practice.

Our results also corroborate with findings of previous studies investigating the role of screencasting as a feedback tool. For example; Thompson & Lee (2012) argue that screencast video creates rapport and a sense of support for the student writer compared to traditional written comments. Harper, Green, & Fernandez-Toro (2012) experimented with Jing; which as a screencasting software and findings from their study indicated that students found feedback very motivating and also that the tutor's specific focus for the screencasts helped them to better prioritize for their revisions. In a similar study which experimented with screencasting in

writing classes, Ali (2016) reported improvement in higher order concerns of writing from the experimental group compared to the control group as well as positive student perceptions of screencasting reflected as being clear, personal, specific, supportive, multimodal, constructive, and engaging.

As a conclusion, in the context of academic writing classes at Turkish universities, the students are accepting of technology integration into teaching/learning practices and they feel that they benefit from this. The students have a positive attitude towards the integration of technology into writing classes such as screencasting feedback. Since students have a positive attitude towards screencasting and see it as a more useful technique, it is suggested that screencasting be made as a natural component of writing classes to benefit students more, to increase students' digital literacy and to save time on part of both teachers and learners.

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Appendix A

Student Questionnaire

Değerli Öğrencimiz

Akademik Yazma Becerileri ve Çeviri dersi kapsamında bir araştırma yapmaktayız. Bu anket, bu dersin ödevlerine dersin sorumlusu tarafından verilen dönüte karşı olan tutumlarınızı ölçmeye yöneliktir. Araştırma sonuçları, öğrenci değerlendirilmesinde **kullanılmayacak**, kimlik bilgileriniz **kesinlikle** gizli tutularak sadece araştırma amaçlı kullanılacaktır. Kapalı uçlu sorularda, sizin için en uygun olan şıkkı X harfi ile işaretleyiniz. Açık uçlu sorularda, sizin için doğru olan cevabı verilen boşluklara yazınız.

Katkılarınız için çok teşekkür ederiz.
Araştırmacılar:

A. Kişisel Bilgiler

1. Öğrenci Numaranız: ……

2. Cinsiyet: ☐Erkek ☐ Kadın

3. Yaşınız: …….

4. Mezun olduğunuz lise, bölüm ve mezuniyet ortalamanız:

Lise: ……

Bölüm: ……

5. Ana Diliniz: ……

6. Ana dil ve Türkçe dışında bildiğiniz başka bir dil varsa lütfen yazınız: ……

7. Ne kadar süredir İngilizce öğrenmektesiniz? ……Yıl……Ay

8. İngilizce hazırlık sınıfı okudunuz mu? Evet ☐Hayır ☐

nerede? …… ne zaman? …….

9. Özel İngilizce dersi aldınız mı? Evet ☐ Hayır ☐

Nerede? ……. Ne kadar süreliğine? ……. Yıl …….Ay

10. Kendinize ait kişisel bir bilgisayarınız var mı? Evet ☐ Hayır ☐

11. Kendinize ait bilgisayarınız yok ise bilgisayara rahatlıkla ulaşma imkânınız var mı? Evet ☐Hayır ☐

12. Bilgisayarı ders çalışma amaçlı kullanır mısınız? Evet ☐ Hayır ☐

13. Bilgisayarı genellikle hangi amaçlarla kullanırsınız? Önem sırasına göre sıralayınız.

……Eğlence amacıyla

……Eğitim amacıyla

……İletişim amacıyla

……Haber alma amacıyla

……Mesleki amaçlarla

14. Bilgisayar kullanma yeterliliği konusunda kendinizi nasıl tanımlarsınız?

Çok yeterli	Yeterli	Orta derecede yeterli	Yetersiz	Çok yetersiz

15. Sizce bilgisayarlar eğitim amaçlı olarak kullanıldığında ne kadar yararlıdır?

Çok yararlı	Yararlı	Orta derecede yararlı	Yararsız	Çok yararsız

B. Tutumlar

Değerli öğrencimiz, Aşağıda akademik yazma derslerinizde yazdığınız ödevlere verilen dönüt ile ilgili sizin tutumlarınızı ölçmeye yönelik bir ölçek vardır. Lütfen her madde için size uygun olan seçeneği **X** işareti ile belirtiniz 1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kısmen katılmıyorum 4: Kısmen katılıyorum 5: Katılıyorum 6: Kesinlikle katılıyorum Y: Hiç fikrim yok	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Kısmen Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**	**Hiç fikrim yok**
	1	**2**	**3**	**4**	**5**	**6**	**Y**
1. Akademik yazma dersinde ödevlerim için aldığım dönütler, İngilizce gramer bilgimi arttırmakta yararlıdır.							
2. Akademik yazma dersinde ödevlerim için aldığım dönütler, İngilizce kelime bilgimi arttırmakta yararlıdır.							
3. Akademik yazma dersinde ödevlerim için aldığım dönütler, ödevimi geliştirmeme yardımcı olmuştur.							
4. Akademik yazma dersinde ödevlerim için aldığım dönütlerin dersin sorunlusu tarafından bana özel hazırlanmış olduğunu hissediyorum.							

5. Akademik yazma dersinde ödevlerim için aldığım dönütler, genel anlamda İngilizce yazma becerimi arttırmakta yararlıdır.							
6. Akademik yazma dersinde ödevlerim için aldığım dönütler, daha yararlı hale getirilebilir.							

C. Genel düşünceler

Aşağıda yer alan sorulara kendi düşüncelerinize göre serbest olarak cevap veriniz.

1. Akademik yazma dersinin size çağrıştırdığı en az iki kelimeyi yazınız.

   …….....

2. Akademik yazma dersinde dönüt vermek için kullanılan tekniğin size çağrıştırdığı en az iki kelimeyi yazınız.

   ……...

3. Akademik yazma dersinde kullanılan dönütleri anlamada ve uygulamada yaşadığınız herhangi bir sorun oldu mu? Eğer olduysa aşağıda açıklayınız.

   ……...
   ……...
   ……...
   ……...
   ……...

4. Akademik yazma dersinde kullanılan dönüt tekniğine yönelik eklemek istediğiniz düşüncelerinizi yazınız.

   ……
   ……
   ……
   ……
   ……....