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The Effects of Face-to-Face vs. Digital Feedback in an EFL Writing Context: Comparison of Two Turkish State Universities

EFL Yazma Bağlamında Yüz Yüze ve Dijital Geribildirimin Etkileri: İki Türk Devlet Üniversitesinin Karşılaştırılması

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Öz: Mevcut araştırma, yüz yüze ve dijital/yazılı geri bildirimin öğrencilerin İngilizceyi yabancı dil olarak öğrenme bağlamında yazma becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır; Katılımcılar Türkiye'deki iki devlet üniversitesinden Yabancı Diller Yüksekokulu'nda (Hazırlık Okulu) hedef dil seviyesi B2 olan üniversite öğrencileridir (n:38). Nicel veriler, 'Opinion Essay' yazılarının ön test ve son test puanlarından toplanmıştır. Deney grubu, basılı kağıtların yüz yüze/sözlü geri bildirimine maruz kalırken, karşılaştırma grubu, elektronik kopya kağıtların dijital/yazılı geri bildirimine maruz bırakıldı. Nitel veriler, öğrencilerin yüz yüze ve dijital geri bildirim algılarını ortaya çıkaran yazılı görüşmelerden toplanmıştır. Nicel veriler, verilerin normal dağılmaması nedeniyle Mann-Whitney U testi ve Wilcoxon S-R testi ile analiz edildi. Nitel veriler, CLAN (Computerized Language Analysis) Programı kullanılarak İçerik Analizi yoluyla çözümlenmiştir. Bulgular hem dijital hem de yüz yüze geri bildirimin öğrencilerin yazma becerileri üzerinde önemli ölçüde olumlu bir etkiye sahip olduğunu, ancak yüz yüze geri bildirimin dijital geri bildirimden önemli ölçüde daha etkili olduğunu göstermiştir. Görüşme bulguları, nicel bulgularla uyumluydu ve yüz yüze geri bildirimin, öğrenciler için iletişim, müzakere, anında açıklama ve daha iyi bir öğrenme bağlamı sağladığı için dijital geri bildirimden daha etkili bulunduğunu ortaya çıkardı.
Anahtar Kelimeler: EFL Yazma, Yüz yüze Geri bildirim, Dijital Geri bildirim

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Abstract: The current research aims to explore the effects of Face to Face vs. Digital/Written Feedback on students' writing skills in an EFL Context; The participants are university students (N:38) from two state Turkish universities, at the School of Foreign Languages (Preparatory School) with a target language level of B2. The quantitative data was collected from the pre-test and post-test scores of opinion essay writings. The experimental group was exposed to face-to-face/oral feedback of hard copy papers, while the comparison group was exposed to digital/written feedback of soft copy papers. The qualitative data was collected from written interviews eliciting students' perceptions of face-to-face and digital feedback. Quantitative data was analyzed through The Mann-Whitney U test and Wilcoxon S-R test due to non-normal data distribution. The qualitative data was analyzed via Content Analysis by using CLAN (Computerized Language Analysis) Program. The findings indicated that both digital and face-to-face feedback had a significantly positive effect on students' writing skills, however, face-to-face feedback was significantly more effective than digital feedback. The interview findings were in line with the quantitative findings and revealed that Face to face feedback was found more effective than digital feedback because it provides communication, negotiation, immediate clarification and a better learning context for students.
Keywords: EFL Writing, Face-to-face Feedback, Digital Feedback

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1. INTRODUCTION

Feedback is identifieed as one of the top ten factors influencing student progress in schools. Feedback assists learners in evaluating their performance and identifying misconceptions and gaps between their performance and intended outcomes (Hattie & Timperley, 2007). It also offers instructors with useful information regarding the effectiveness of their teaching (Hattie & Timperley, 2007). Using corrective feedback, teachers have the opportunity to provide useful information about their students' production accuracy that can be helpful for the learners in raising their awareness of language input (Rezalou, 2020). Feedback can also help a teacher's presence (Baran, Correia, & Thompson, 2011) and improve interactions between students and instructors in an online context (Yuan & Kim, 2015). As a result, feedback is a critical component of effective instruction.

Over the last decade, scholars have investigated various implementations of instructor-provided feedback in higher education, including (a) text feedback as handwritten comments on paper or a scanned copy of student assignments (Henderson, Ryan & Phillips, 2019) and comments in Word, PDF, or Google Docs (e.g., Chong, 2019; McCarthy, 2015); (b) audio feedback as a recorded audio file in an attachment or through an URL and audio recording embedded in learner's documents (e.g., PDF) (Espasa et al., 2018); and (c) video feedback (i.e., recording of instructor only) (e.g., Borup, West, & Thomas, 2015; Borup, West, Thomas, & Graham, 2014; Thomas, West, & Borup, 2017) and a screencast of the teacher explaining student work (e.g., Ali, 2016; Atwater et al., 2017; Denton, 2014; Silva, 2012; West & Turner, 2016). Moreover, a substantial body of literature exists that investigates the effects of computerized feedback on student learning outcomes. For a recent comprehensive review, refer to the work of Van der Kleij, Feskens, and Eggen (2015), who conducted a meta-analysis on this topic. The use of electronic devices to provide feedback on student assignments has become increasingly popular in language institutions and universities, as highlighted by various studies (Ene & Upton (2014), Hyland & Hyland (2006), Saeed & Al Qunayeer, (2020). Specifically, in response to the pandemic, supervisors have begun providing feedback on theses and dissertations online at the postgraduate level, replacing the traditional face-to-face process (Hounsell, 2021). Nevertheless, the results obtained from many research investigations exploring the efficacy of diverse forms of feedback exhibit inconclusive outcomes (Poquet et al., 2018), so confining our comprehension of the correlation between feedback and the process of acquiring knowledge (Van der Kleij & Lipnevich, 2021). With the recent popularity of online / distance education and with an attempt to fill in the gap in literature the present study focuses on the effect of face-to-face / oral feedback vs. digital / written feedback on L2 academic writing skills of university students.

Digital feedback for ESL/EFL writing is when feedback is given through online platforms by teachers, students, or automated software, with the aim of improving the writing skills of learners. The focus is on improving the quality of writing (Hyland & Hyland, 2019). According to Grabe and Kaplan (2014), Written feedback encompasses the act of providing a response to a student's written work by means of written remarks that specifically address the substance, structure, merits, and deficiencies of the essay. Alternatively, Brookhart (2008) and Grabe & Kaplan (2014) characterize oral feedback as in-class conferences conducted with individual students, typically lasting between 5 to 10 minutes, while the remaining students are occupied with other tasks. Alternatively, it is possible to arrange extracurricular meetings, lasting between 15 to 30 minutes, with either individual students or groups. According to Reid (1993), it is recommended that oral feedback or conferences adhere to structured protocols, which involve specific steps such as an opening, student-initiated remarks, teacher-initiated comments, reading of the paper, and closings.

In the context of the present study, face-to-face (FTF hereafter) feedback is defined as individual feedback given for a hard copy paper as mini-individual conferences in-person, in class, consisting of oral comments within 5-10 minutes given in the form of discussion by asking clarification questions and giving suggestions to the student (Brookhart, 2008; Grabe & Kaplan, 2014; Reid, 1993). Digital (DIG hereafter) feedback will refer to feedback given by using Word Office tools to students' soft copy papers

written in Word Office documents and submitted via online platforms like learning management systems, Google Documents, or email to each other of the parties (Elola & Oskoz, 2017; Hyland & Hyland, 2019).

1.1. Research Questions:

1- What is the effect of face to face vs. digital feedback on the writing performance of EFL university students?
2- What are students' attitudes towards face to face vs. online feedback in EFL Writing classes?

1.2. Literature Review:

Research on face-to-face feedback is rich with findings mainly in favor of this type of feedback. One of the main advantages of face-to-face feedback is the opportunity for immediate interaction between the instructor and the student, which allows for more personalized feedback and the opportunity to address specific issues in real-time. Additionally, face-to-face feedback may promote greater engagement and motivation from students (Ferris, 2003). On the other hand, online feedback may have certain advantages, such as increased convenience and accessibility for both instructors and students, as well as the ability to provide more detailed written comments and feedback that can be revisited by students at any time (Hyland & Hyland, 2019). Factors such as the instructor's feedback style and the student's personal preferences may also impact the effectiveness of each approach (Cho & Schunn, 2007; Lam, 2013).

In addition, with face-to-face feedback, the teacher personally meets with the student to go through their writing and offer criticism. Face-to-face feedback enables quick communication and a closer bond between the teacher and the student, which may increase engagement and motivation (Hillocks, 1986). Instructors can also effectively communicate feedback by using nonverbal indicators like facial expressions and voice tone (Leki, 1991).

Face-to-face feedback does, however, have some drawbacks as well. The quantity of feedback that may be given is constrained by the meeting's time allotment, and students may experience intimidation or unease while hearing criticism in person, particularly if they interpret it as unfavorable (Sommers, 1982).

Conversely, studies conducted on digital/online feedback have also yielded favorable outcomes. According to a number of empirical research (e.g., Guasch et al., 2013; Latifi et al., 2019; Link et al., 2020; Noroozi & Hatami, 2019), the utilization of digital feedback has been found to be beneficial in enhancing the skills of ESL/EFL writers and providing ESL/EFL teachers or students with greater instructional significance. Additional research has demonstrated that writing educators, particularly those employed in higher education institutions, are increasingly employing digital platforms such as electronic files, chats, wikis, and blogs to provide feedback to their students. This shift towards electronic-mediated instruction is driven by the perceived significance and applicability of such methods (Elola & Oskoz, 2017; Hyland & Hyland, 2019). The empirical evidence presented by Johnson et al. (2019) indicates that there exists a significant disparity in both the number and quality of traditional and electronic feedback. However, it is suggested that students can derive advantages from the electronic writing feedback provided by their teachers. According to scholarly investigations conducted by McCabe et al. (2011) and McGrath & Atkinson-Leadbeater (2016), it has been observed that students exhibit a preference for receiving online instructor evaluation due to its convenience and higher level of excellence in comparison to handwritten comments. Several recent studies, including those conducted by AbuSeileek and Abualsha'r (2014), Ene and Upton (2014), Henderson, Ryan, and Phillips (2019), Lunt & Curran (2010), and Chang et al. (2017), have highlighted the importance of e-feedback in schools at all levels due to its

effectiveness. Although the aforementioned investigations merely proposed e-feedback as a potential remedy, the COVID-19 pandemic has compelled its adoption as an imperative measure throughout the preceding biennial period. Numerous scholarly investigations (Guasch et al., 2013; Latifi et al., 2019; Link et al., 2020; Noroozi & Hatami, 2019) have been conducted to explore the impact of online feedback on the development of writing abilities in the context of English as a Second Language (ESL) or English as a Foreign Language (EFL). The collective findings of these research consistently suggest that online feedback plays a constructive role in enhancing writing proficiency and offers valuable instructional support for both educators and learners. The utilization of electronic-mediated instructions has become more prevalent among writing instructors, particularly in college environments. These instructors are now employing various online feedback mechanisms, including electronic files, chats, wikis, and blogs, as highlighted by Elola and Oskoz (2017) and Hyland and Hyland (2019). According to Johnson et al. (2019), students can derive advantages from the utilization of online feedback sent by instructors, since it tends to exhibit greater levels of information and quality compared to handwritten input. Student attitudes towards online teacher feedback are generally positive due to its convenience and quality (McCabe et al., 2011; McGrath & Atkinson-Leadbeater, 2016). Moreover, online teacher feedback is more likely to focus on content, while also addressing grammar and language use (Ene & Upton, 2014). The provision of written feedback is an essential tool for enhancing learners' knowledge and performance in all educational settings (Vattøy & Smith, 2019; Mohamadi, 2018). In response to the pandemic, supervisors have begun providing feedback on theses and dissertations online at the postgraduate level, replacing the traditional face-to-face process (Hounsell, 2021). This online feedback model utilizes various online communication systems such as Zoom, Teams, or Google Meet (Aslam et al., 2021) and modern technological gadgets such as desktops, laptops, pads, or mobiles. However, the effectiveness of this digital model has been called into question (Steele & Holbeck, 2018).

2. METHODOLOGY

2.1. Context and the Participants

The settings of the current study are two state Turkish universities, Language Preparatory Program. The participants consist of university students from this program (N = 38) and were selected via purposive sampling (Cohen, Manion, & Morrison, 2013). The participants were assigned to two groups, experimental (N = 18) and comparison (N = 20) groups. The experimental group was named the FTF group and was exposed to face-to-face feedback, while the comparison group was labeled as the DIG group and was exposed to written/digital feedback during the treatment. Both of the groups have experienced digital and face-to-face feedback forms before. Each group belongs to a different university, therefore, all students from the FTF group study at University A, while the students from the DIG group study at University B.

Table 1 below shows the information about the participants

Table 1.
Sample Characteristics of Participants

Group	TL Level	Students N	University	Type of Exposed Feedback
Experimental	B2	18	A	Face to Face
Comparison	B2	20	B	Digital
Total		38		

Codes instead of names were used in the study to keep participants' identities confidential, codes. The list of the corresponding codes is given in Table 2 below.

Table 2.
The List Of Participants and Their Corresponding Codes

Sn	: Student, n = 1, 2, 3, 4, e.g., S1=Student1, S2=Student2, S3= Student3…
FTFSn	: Student (n) from FTF group, e.g., FTFS1
DIGSn	: Student (n) from DIG group, e.g., DIGS1

2.2. Procedure

Data collection procedures followed mixed method design and lasted 8 academic weeks (November 2022-March 2023). It consisted of four sessions: 1) experimental and 2) interview session. Experimental session: Experimental session consisted of pre-test, treatment, and post -test phases. During the experimental session, four opinion essays with different topics were administered as writing tasks to two groups of students. The topics and themes of the essays were selected according to the "Writing Skills Weekly Syllabus for B2 Level" for both of the groups to have consistency between the group regarding the themes. All essays were written in class for 50 minutes time. The first and the fourth/last essays were administered in the second and last week and were accepted as a pre-test and a post-test, respectively (Appendix 1). For the first and the last essay only one draft was allowed, while for the second and third essay second and more drafts were accepted. The treatment lasted 6 weeks, during which both of the groups received feedback for essays 1, 2, and 3. However, while the DIG group received "Online / Digital (Written) Feedback" the FTF group received "Face to Face (In-class Conference) Feedback". (See Table 3 below for the FTF and DIG feedback checklist, and Appendix 2 for sample papers with two types of feedback). The writing papers were rated through double-check procedure according to a rubric adapted from IELTS Writing Band Score and Cambridge English Language Assessment (See Appendix 3). In total, two teachers from the institutions were engaged in the grading of the papers. Only the grades from Essay 1 and 4 were used for the analysis. Figure 1 below shows the Checklist of strategies and procedures for giving written/digital and oral/FTF feedback.

Checklist	Digital/Written Feedback	FTF Feedback
Timing	If possible daily or within a two-day time after the task completion	If possible immediately or within a two-day time after the task completion
Amount	Prioritize the most important points and relate to major learning goals	Prioritize the most important points and relate to major learning goals
Mode	One-paragraph written commentary at the end of the writing paper	Oral/ Mini-conferences in-class, lasting from 5 to 10 minutes
Audience	Individual	Individual, teacher-student individual talk, oral discussion, negotiations
Content & Procedures	Give direct corrective feedback on lexical and grammatical errors + analytic score + written comment on content and organization requirements of the essay task	Give direct corrective feedback on lexical and grammatical errors & analytic score in the presence of the student + oral comment on content and organization requirements of the essay task
Focus	Describe both the work and the process	Describe both the work and the process
Comparison	Use norm- and criterion-referenced feedback	Use norm- and criterion-referenced feedback
Function	Describe. Don't judge	Describe. Don't judge
Valence	Integrate positive and negative comments	Integrate positive and negative comments
Clarity & Specificity	Be clear to the student & identify and correct errors	Be clear to the student & identify and correct errors
Tone	Choose words that cause students to think or wonder	Choose words that cause students to think or wonder

Figure 1. *Checklist of strategies and procedures for giving written/digital and oral/FTF feedback.*

Note. Adapted from Brookhart, 2008, p. 5-7; reprinted from Küçükali, 2017, p.52

Interview session: A week after the post-test, a semi-structured interview (Maxwell, 2012; Wei & Moyer, 2008) was conducted with voluntary participants: four students from the DIG group and four students from the FTF group. The interview was in students' L1/Native language (Turkish) and English, students were free to choose either of the languages. Furthermore, the duration of the interviews was roughly 90 minutes in total. These interviews were recorded in audio format and afterwards transcribed using the CHAT Transcription Format Program, as outlined by MacWhinney (2000) and Wei and Moyer (2008). The interview questions were developed by the authors and aimed to elicit students' perceptions of digital and face-to-face feedback (See Appendix 4 for interview questions). Table 3 below displayed the summary of data collection procedures:

Table 3.

Summary of Data Collection Procedures

Group	Pretest	Treatment	Posttest	Students N/ Experiment	Students N / Interview
Exp/FTF	Opinion essay1	FTF feedback on Opinion Essay1,2,3	Opinion essay4	18	4
Comp/DIG	Opinion essay1	DIG feedback on Opinion Essay1,2,3	Opinion essay4	20	4
Total				38	8

2.3. Data Analysis

2.3.1. Quantitaive Analysis

Kolmogorov-Smirnov and Shapiro-Wilk tests (See Table 5 below) were run to explore the normality of data distribution (students' scores). According to the result in the table below, two tests revealed that

DIG1, FTF1, and FTF2 data do not have a normal distribution (sig=.00; sig=.00; sig=.02; sig=.04; p<,05), while DIG2 revealed normal distribution (sig=.11; sig=.27; p>,05). The data revealed non-normal distribution for three of the scores, which is why non-parametric tests such as The Mann-Whitney U test and Wilcoxon S-R test were used for whole data analysis (Greasley, 2008). Table 4 shows the results of the tests of Normality.

Table 4.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
DIG1	,25	18	,00	,89	18	,05
DIG2	,18	18	,11	,93	18	,27
FTF1	,24	18	,00	,87	18	,02
FTF2	,21	18	,02	,89	18	,04

a. Lilliefors Significance Correction

2.3.2. Qualitative Analysis

The interview data were analyzed via Content Analysis, by two independent coders, using CLAN (Computerized Language Analysis) Program (MacWhinney, 2000) because it enhances the reliability of the study by offering common coding and transcription criteria (Wei & Moyer, 2008). The codes, transcription conventions, and commands for analysis were selected from the CHILDES (Child Language Data Exchange System) (MacWhinney, 2000).

2.4. Reliability and Validity

The study's reliability was improved by the utilization of inter-rater reliability for the assessment of writing scores and the implementation of inter-coder reliability analysis. In order to account for the non-normal distribution of the data, a Spearman's rho correlation analysis (Urdan, 2016) was conducted to assess the inter-rater reliability of the writing scores assigned to essays 1 and 4. These scores were assigned by two coders who worked independently. The statistical analysis revealed a substantial correlation coefficient between the raters of the pre-test (r_s (36) = .92, p = .00) and the post-test (r_s(36) = .96, p = .00), indicating a highly significant relationship between the two variables. To assess the dependability of the codes employed in the analysis of the interviews, a statistical study of inter-coder reliability was conducted using the Kappa statistic, as proposed by Landis and Koch (1977). This analysis aimed to evaluate the level of agreement between two coders who worked independently. The inter-coder reliability for the 11 codes of the interview data yielded a Kappa coefficient of 0.71 (Sig= 0.00; p < 0.001), indicating a satisfactory level of agreement between the two coders (Viera & Garrett, 2005). To foster the validity of the study, the qualitative analysis was supported by using standard coding, triangulation and member checking (Fraenkel & Wallen, 2009).

3. FINDINGS

3.1. Findings related to RQ1:

A Wilcoxon Signed-Ranks test and Mann-Whitney Test were run to answer RQ1. Table 5 below shows the Wilcoxon Signed Ranks Test Results of Mean Ranks.

Table 5.
A Wilcoxon Signed-Ranks Test Results of Mean Ranks

		N	Mean Rank	Sum of Ranks
DIGpost-DIGpre	Negative Ranks	1[a]	3,00	3,00
	Positive Ranks	17[b]	9,88	168,00
	Ties	2[c]		
	Total	20		
FTFpost - FTFpre	Negative Ranks	0[d]	,00	,00
	Positive Ranks	18[e]	9,50	171,00
	Ties	0[f]		
	Total	18		

As it is clear from table 5 above, Wilcoxon Signed-Ranks test results indicated that the post-test (mean rank = 9.88) was significantly higher than the pre-test of the DIG group (mean rank = 3.0, Z = -3.7, p = .00). Table 6 below shows the Wilcoxon Signed-Ranks Test Statistical Results.

Table 6.
A Wilcoxon Signed-Ranks Test Statistical Results

	DIGpost - DIGpre	FTFpost - FTFpre
Z	-3,769[b]	-3,753[b]
Asymp. Sig. (2-tailed)	,000	,000
Exact Sig. (2-tailed)	,000	,000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

Also, the same test showed that post-test (mean rank = 9.50) was significantly higher than the pre-test of FTF group as well (mean rank = 3.0, Z = -3.7, p = .00). Therefore, there was significant progress in the achievement scores between the pre-test and post-test for both groups, either exposed to digital or face-to-face feedback. In other words, Both digital and face-to-face feedback had a positive effect on students' writing skills for the Opinion essay type. Another test, a Mann-Whitney U Test was also run to reveal which group has outperformed the other one in the post-test. Table 7 shows the Mann-Whitney U Test Results of Mean Ranks.

Table 7.
Mann-Whitney U Test Results of Mean Ranks

	GROUP	N	Mean Rank	Sum of Ranks
PRE-TEST	DIG	20	17,63	352,50
	FTF	18	21,58	388,50
	Total	38		
POST-TEST	DIG	20	11,63	232,50
	FTF	18	28,25	508,50
	Total	38		

According to table 7 The mean rank table indicated that the FTF group (M= 28,25) outperformed the DIG group (M= 11,63) in the post-test. Table 8 below shows the Mann-Whitney U Test Statistical Results

Table 8.
Mann-Whitney U Test Statistical Results

	PRE	POST
Mann-Whitney U	142,500	22,500
Wilcoxon W	352,500	232,500
Z	-1,182	-4,658
Asymp. Sig. (2-tailed)	,237	,000
a. Grouping Variable: GROUP		
b. Not corrected for ties.		

From Table 7 and 8 above it can be concluded that there was not a significant difference between FTF and DIG groups (U= 142, p =,23) for the pretest but there is a significant difference between groups in the post-test (U= 22,50, p =,00). As a result, FTF feedback had a significantly more positive effect than DIG feedback did on students' writing skills of opinion essays. To summarize, both digital and face-to-face feedback had a significantly positive effect on students' writing skills, however, face-to-face feedback was significantly more effective than digital feedback.

3.2. Findings related to RQ2:

The interview data supported the quantitative findings and was in favor of FTF feedback. Both of the groups displayed similar views and reported that FTF feedback is more effective for their writing skills due to several reasons. For example, the FTF group mentioned that FTF feedback is more useful because students can ask questions and understand their (grammar) mistakes during or right after writing their essay:

> FTFS1: Face-to-face feedback, I and my teacher see my mistakes and correct them at that moment… It is much more effective to get feedback at the same time as the essay we wrote. We learn from mistakes face to face. If there is something we do not understand, we can ask at that time.

> FTFS2: Face-to-face feedback is very helpful in my writing skills. It helps my grammar and writing style.

Similarly, the students from the DIG group preferred FTF feedback because it provides communication, negotiation, and eye contact with their teacher. The immediate correction and interaction prevent the fossilization of mistakes, and raise students' cognitive awareness:

> DIGS1: Geribildirim göz kontağı kurarak, yapılan yanlışları anında göstererek yapılması gerekir.

> Feedback should be done by making eye contact and pointing out mistakes immediately.

> DIGS2: Yüzyüze edindiğim geri bildirim sayesinde öğretici eşliğinde yaptığım yazım yanlışlarımın hemen farkına varıyorum ve zihnime yerleşmeden düzeltebiliyorum.

Thanks to the face-to-face feedback I receive, I immediately realize the spelling mistakes I make with the tutorial and can correct them before they become ingrained in my mind.

> DIGS3: Yuz yüze ortamda hiçbir sorunla karşılaşmadan iletişim kurup, yazım hatalarımız üstünde daha etkili bir şekilde durabilecegimizi düşünüyorum...çoğu zaman biz öğrenciler kendi yazdığı hataları göremez ve bunun için öğretmen tarafından gözden geçirilmesi gerekebilir. Bu bakımdan iletişimde kopukluklar ve yetersizlikler olmaması adına yüzyüze geri bildirimi daha uygun buluyorum.

In a face-to-face environment, I think we can communicate without encountering any problems and we can focus on our spelling mistakes more effectively...most of the time, we students cannot see the mistakes they write and may need to be reviewed by the teacher for this. In this respect, I find face-to-face feedback more appropriate to avoid communication breakdowns and inadequacies.

On the other hand, students reported both positive and negative views of digital feedback. Positive reflections belonged to the FTF group only and indicated benefits such as improving writing management, being more convenient to use word office than handwriting, easy storage, and access to digital feedback to see the corrected mistakes in detail.

> FTFS1: Also I can't say online feedback didn't help. It helped me with writing management.

> FTFS4: Öncelikle beyaz dosya kağıdında yazmak yerine word de yazmak, yazdığımız yazıyı daha kolay saklamamızı ve istediğimiz zaman hemen bulabilmemizi sağladığı için dijital ortam çok daha iyi. Aynı zamanda Dijital geri bildirimin en büyük avantajı yanlış olan kısımların düzeltilerek verilmesi ve istediğimiz zaman yanlışlarımıza bakarak doğrusunu görebilmemiz.

> First of all, writing in Word instead of writing on white file paper is much better in the digital environment as it allows us to store our writing more easily and find it immediately whenever we want. At the same time, the biggest advantage of digital feedback is that the wrong parts are corrected and we can look at our mistakes at any time and see what is right.

> Negative attitudes to digital feedback were reported by both groups. They stated that digital feedback is not very effective because it lacks personal interaction and immediate clarification, to ask a question students need to wait till the next lesson.

FTFS2: In online feedback, we send our writings online and I don't think the feedback we get for our mistakes is very effective. If we want to ask about some mistakes, we have to wait until next week, the next class.

FTFS4: Dezavantajı ise yazma öğretimi online olduğu için birebir etkileşim ve kalıcılık dolayısıyla verim yüz yüze öğretime göre çok daha düşük.

The disadvantage is that since writing instruction is online, the efficiency is much lower than face-to-face instruction due to one-to-one interaction and retention.

Also, digital feedback may lead to demotivation, low productivity, and even slowing down the learning process:

DIGS3: Çevrimiçi geri bildirim sırasında birçok sorunla karşılaşılabilir böylelikle öğrenme ve gelişme süresi hem uzar hemde alınan verim düşer.

Many problems can be encountered during online feedback, thus prolonging learning and development time and reducing efficiency.

DIGS4: Çevrimiçi ve yüzyüze geri bildirimini karşılaştıracak olursam çevrimiçi geri bildiriminde yazma becerimi geliştirme isteğimde azalma gördüm çünkü çevrimiçi geri bildirimin yazma becerisini edinme süresini çok uzattığını düşünüyorum.

If I compare online and face-to-face feedback, I find that online feedback decreases my desire to improve my writing skills because I think online feedback makes time to acquire writing skills too long.

To summarize, the interview findings were in line with the quantitative findings and displayed a more positive attitude to face-to-face feedback compared to digital feedback in writing classes. Face-to-face feedback was found more effective because it provides communication, negotiation, immediate clarification and better learning for students.

4. DISCUSSION AND CONCLUSION

4.1. Discussion:

The findings of the study were in line with the literature. For example, one of the common findings is related to the advantages of face-to-face feedback. The previous research also mentioned benefits such as communication by using nonverbal indicators, immediate interaction, more personalized feedback, addressing specific issues in real-time, and motivation from students (Ferris, 2003; Hillocks, 1986; Leki, 1991).

In terms of digital feedback, the positive reports from the literature coincide with those in the present study (AbuSeileek & Abualsha'r, 2014; Chang et al., 2017; Johnson et al., 2019; Lunt & Curran, 2010; Ryan & Phillips, 2019). The common advantages of digital feedback are increased convenience and accessibility, the ability to provide more detailed written comments and feedback that can be revisited by students at any time, and superior quality compared to handwritten feedback (Ene & Upton, 2014; Hyland & Hyland, 2019; McCabe et al., 2011; McGrath & Atkinson-Leadbeater, 2016).

On the other hand, there are some differences with previous research. To begin with, the findings about the disadvantages of digital feedback in the present study are displayed more when compared to previous research (Steele & Holbeck, 2018). The possible reason is that the students were required to compare digital feedback to face-to-face one in the present study, but not to assess it independently.

Other findings from previous research which were not reported in the present study are related to drawbacks of face-to-face feedback. For instance, issues like the quantity of feedback within the meeting's time limit, and students' intimidation or unease while hearing unfavorable criticism in person (Sommers, 1982) were not mentioned by the participants of the present study.

To summarize, most of the findings are in line with previous research such as the advantages of face-to-face and digital feedback. However, the drawbacks of face to face and digital feedback were not parallel between the present study and literature possibly due to context differences.

4.2. Conclusion:

4.2.1. Implications

In-service training for EAP teachers and lecturers are recommended to raise awareness of types of feedback, the benefits and drawbacks of each type of feedback, and where, when and how to implement it in academic writing.

4.2.2. Limitations

The main limitation of the present study is that the experimental and comparison groups have not been selected within the same university context, on the contrary, they belong to two independent universities each. This limitation was compensated to some extent by controlling some variables. For example, the pretest reported non-significant differences, that is, skill homogeneity between the groups, and also the students' profile characteristics such as age, English proficiency level, and studying at state university are similar as well.

4.2.3. Suggestion for Further Research

Further research in different contexts, with different participants, with different types of feedback, and with a richer combination of research methods are suggested.

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APPENDICES

Appendix-1. Writing Exam format paper

School of Foreign Languages

Student Name: _____ Overall Grade: ____/____

Student Number: _____

Please write an 'OPINION ESSAY' essay for the following topic:

Make sure that you have; Thesis Statement, Two Paragraphs, Topic Sentence, Concluding Sentence, Linkers

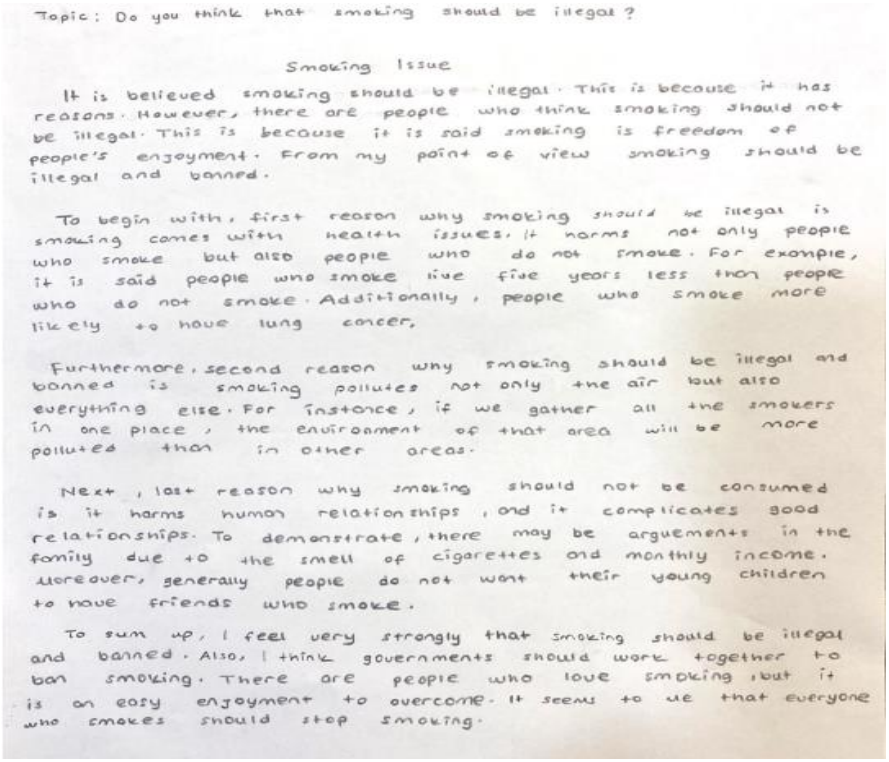
- Do you think that TV censors explicit content because programmers must produce family-friendly programming?
- Social media brings us together and pulls us apart; Do you believe that the great outweighs the bad or vice versa?
- Do you think that animal testing should be banned?
- Is the death penalty just a punishment?

_____
_____
_____
_____
_____
_____
_____
_____

ORGANIZATION	CONTENT	GRAMMAR	LEXIS	TOTAL
_____	____	____	_____	____ / 20

Appendix-2. Sample students' papers

2.1. A hard copywriting paper of a student from FTF group



Topic: Do you think that smoking should be illegal?

Smoking Issue

It is believed smoking should be illegal. This is because it has reasons. However, there are people who think smoking should not be illegal. This is because it is said smoking is freedom of people's enjoyment. From my point of view smoking should be illegal and banned.

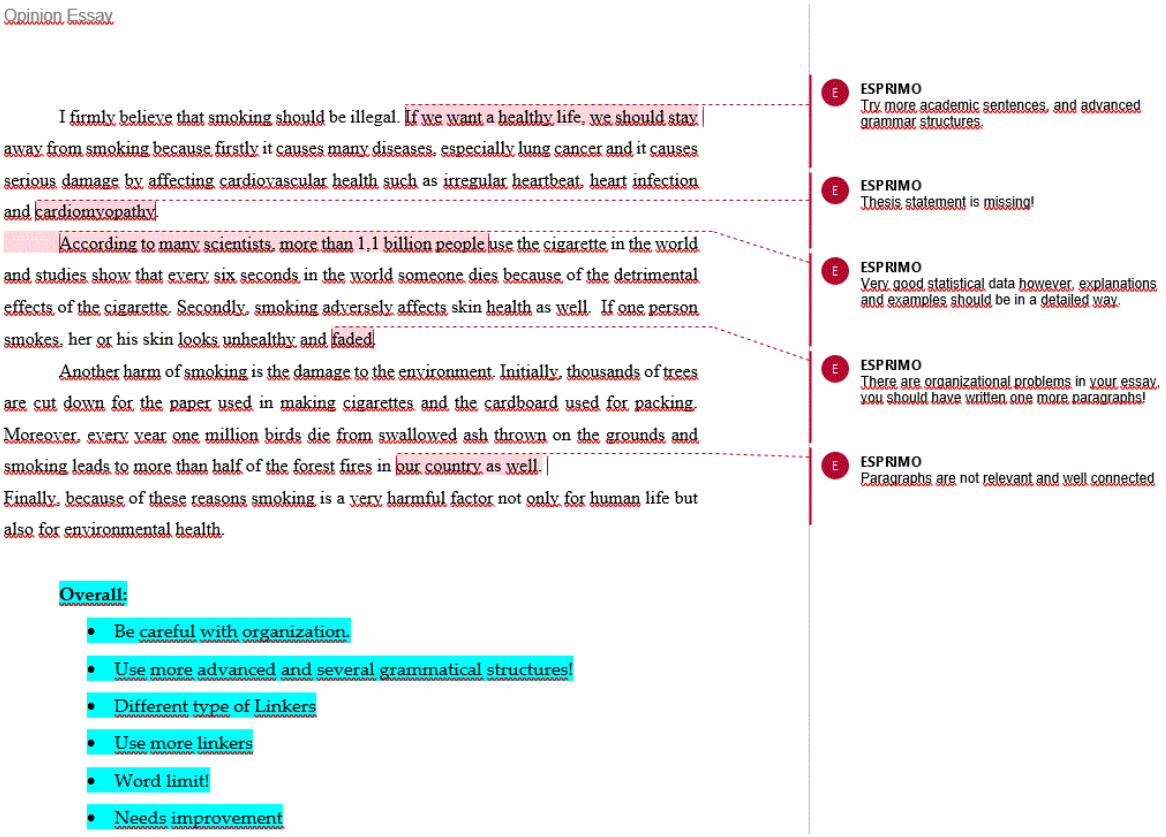
To begin with, first reason why smoking should be illegal is smoking comes with health issues. It harms not only people who smoke but also people who do not smoke. For exonple, it is said people who smoke live five years less than people who do not smoke. Additionally, people who smoke more likely to have lung cancer.

Furthermore, second reason why smoking should be illegal and banned is smoking pollutes not only the air but also everything else. For instance, if we gather all the smokers in one place, the environment of that area will be more polluted than in other areas.

Next, last reason why smoking should not be consumed is it harms human relationships, and it complicates good relationships. To demonstrate, there may be arguements in the family due to the smell of cigarettes and monthly income. Moreover, generally people do not want their young children to have friends who smoke.

To sum up, I feel very strongly that smoking should be illegal and banned. Also, I think governments should work together to ban smoking. There are people who love smoking, but it is an easy enjoyment to overcome. It seems to me that everyone who smokes should stop smoking.

2.2. A soft (digital) copy writing paper (with a digital feedback) of a student from DIG group



Opinion Essay

I firmly believe that smoking should be illegal. If we want a healthy life, we should stay away from smoking because firstly it causes many diseases, especially lung cancer and it causes serious damage by affecting cardiovascular health such as irregular heartbeat, heart infection and cardiomyopathy.

According to many scientists, more than 1,1 billion people use the cigarette in the world and studies show that every six seconds in the world someone dies because of the detrimental effects of the cigarette. Secondly, smoking adversely affects skin health as well. If one person smokes, her or his skin looks unhealthy and faded.

Another harm of smoking is the damage to the environment. Initially, thousands of trees are cut down for the paper used in making cigarettes and the cardboard used for packing. Moreover, every year one million birds die from swallowed ash thrown on the grounds and smoking leads to more than half of the forest fires in our country as well.

Finally, because of these reasons smoking is a very harmful factor not only for human life but also for environmental health.

ESPRIMO
Try more academic sentences, and advanced grammar structures.

ESPRIMO
Thesis statement is missing!

ESPRIMO
Very good statistical data however, explanations and examples should be in a detailed way.

ESPRIMO
There are organizational problems in your essay, you should have written one more paragraphs!

ESPRIMO
Paragraphs are not relevant and well connected

Overall:

- Be careful with organization.
- Use more advanced and several grammatical structures!
- Different type of Linkers
- Use more linkers
- Word limit!
- Needs improvement

Appendix-3. Writing Rubrics

	ORGANIZATION COHERENCY	CONTENT	GRAMMAR	LEXIS
5	Produces a fully coherent and cohesive paragraph making full and appropriate use of a well-structured organizational pattern and a wide range of cohesive devices Topic sentence is correctly placed and restated in the closing sentence	Produces a well-developed paragraph that fully addresses one main idea to answer the question at hand. There is appropriate number of supporting sentences.	Has a wide range of level-appropriate grammatical structures almost always used accurately. Errors are minor and difficult to spot	Sophisticated range of level appropriate vocabulary Control over word forms Almost impeccable spelling
4	Produces a coherent and cohesive paragraph making satisfactory use of an organizational pattern and a range of cohesive devices Topic sentence is correctly placed and restated in the closing sentence	Produces a well-developed paragraph which somewhat addresses the question at hand There is an adequate number of supporting sentences.	Has a good range of level-appropriate grammatical structures Some errors exist, but they do not lead to misunderstanding	Sufficient range of level appropriate vocabulary. A few word formation errors Spelling mostly accurate with a few errors
3	Produces a relatively coherent and cohesive paragraph with a basic organizational pattern, using some cohesive devices Topic sentence is correctly placed but may not be restated in the closing sentence	Produces a paragraph which provides basic coverage of the question at hand There are fewer than adequate supporting sentences or they are repetitive	Has a limited range of level-appropriate grammatical structures OR has a satisfactory range but with limited accuracy. Errors may hinder communication, although meaning can be discerned from context with little effort	Somewhat sufficient range of level appropriate vocabulary Some major word formation errors that do not impede understanding Noticeable errors in spelling
2	Produces a simple paragraph-like structure using only high frequency cohesive devices (i.e. pronouns and linking words). Topic sentence is non-existent and/ or closing sentence is missing	Produces writing which partially addresses the question at hand or contradicts it Few or overly repetitive supporting details	Has an unsatisfactory range of level-appropriate grammatical structures. Frequent language errors may affect understanding throughout	Limited range of level appropriate vocabulary. Frequent errors of word forms that confuse meaning Too many spelling errors
1	Produces a simple written text (not in paragraph form) Topic sentence is non-existent.	Produces a simple written text that shows minimal coverage of the question at hand. Supporting sentences are missing	Range and/or accuracy of grammar structures fall significantly short. Errors impede understanding	Range and accuracy of lexis fall significantly short with many errors

Adapted from IELTS Writing Band Score and Cambridge English Language Assessment

Appendix-4. Interview Questions

1) What do you think is the effect of face-to-face feedback on your writing skills? (face-to-face group)
2) What do you think is the effect of online feedback on your writing skills? (online group)
3) Can you compare the effects of face-to-face vs. online feedback on your Writing Skills based on your previous experience? (both groups)

GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Mevcut araştırma, yüz yüze ve dijital/yazılı geri bildirimin öğrencilerin İngilizceyi yabancı dil olarak öğrenme bağlamında yazma becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır;

Mevcut Çalışmanın Araştırma Soruları:

1- Yüz yüze ve dijital geribildirimin İngilizceyi yabancı dil olarak öğrenen üniversite öğrencilerinin yazma performansı üzerindeki etkisi nedir?

2- İngilizceyi yabancı dil olarak öğrenen öğrencilerin yazma derslerinde yüz yüze ve çevrimiçi geribildirime karşı tutumları nelerdir?

2. YÖNTEM

Bu çalışmanın evreni Türkiye'deki iki devlet üniversitesinin Yabancı Dil Hazırlık Programıdır. Katılımcılar bu programdaki üniversite öğrencilerinden oluşmaktadır (N = 38) ve amaçlı örnekleme yoluyla seçilmiştir (Cohen, Manion ve Morrison, 2013). Katılımcılar deney (N = 18) ve karşılaştırma (N = 20) grupları olmak üzere iki gruba ayrılmaktadır. Deney grubu FTF grubu olarak adlandırılmış ve yüz yüze geribildirime maruz kalırken, karşılaştırma grubu DIG grubu olarak etiketlenmiş ve uygulama sırasında yazılı/dijital geribildirime maruz kalmıştır. Her iki grup da daha önce dijital ve yüz yüze geri bildirim formlarını deneyimlemiştir.

Veri toplama prosedürleri karma yöntem tasarımını takip etmiş ve 8 akademik hafta sürmüştür (Kasım 2022-Mart 2023). Veri toplama prosedürü 1) deneysel ve 2) görüşme oturumu, 3) ön test ve 4) son test olmak üzere dört oturumdan oluşmuştur. Deneysel oturum: Deneysel oturum ön-test, uygulama ve son-test aşamalarından oluşmuştur. Deneysel oturumda, iki grup öğrenciye farklı konulara sahip dört fikir yazısı yazma görevi olarak verilmiştir. Denemelerin konu ve temaları, her iki grup için de "B2 Düzeyi Yazma Becerileri Haftalık Ders Programı "na göre seçilmiş ve temalar açısından gruplar arasında tutarlılık sağlanmıştır. Tüm kompozisyonlar sınıfta 50 dakika süreyle yazılmıştır. İlk ve dördüncü/son kompozisyonlar ikinci ve son hafta uygulanmış ve sırasıyla ön test ve son test olarak kabul edilmiştir. İlk ve son kompozisyon için sadece bir taslağa izin verilirken, ikinci ve üçüncü kompozisyon için ikinci ve daha fazla taslak kabul edilmiştir. Uygulama 6 hafta sürmüş ve bu süre zarfında her iki grup da 1, 2 ve 3. denemeler için geri bildirim almıştır. Ancak, DIG grubu "Çevrimiçi / Dijital (Yazılı) Geri Bildirim" alırken, FTF grubu "Yüz Yüze (Sınıf İçi Konferans) Geri Bildirim" almıştır. Yazılı kağıtlar, IELTS Writing Band Score ve Cambridge English Language Assessment'dan uyarlanan bir rubriğe göre çift kontrol prosedürü ile derecelendirilmiştir (Bkz. Ek 3). Kâğıtların notlandırılmasında kurumlardan toplam iki öğretmen görev almıştır. Analiz için yalnızca Deneme 1 ve 4'ten alınan notlar kullanılmıştır.

Veri dağılımının (öğrencilerin puanları) normalliğini araştırmak için Kolmogorov-Smirnov ve Shapiro-Wilk testleri yapılmıştır. Sonuçlara göre, iki test DIG1, FTF1 ve FTF2 verilerinin normal dağılıma sahip olmadığını (sig=.00; sig=.00; sig=.02; sig=.04; p<,05), DIG2'nin ise normal dağılım gösterdiğini ortaya koymuştur (sig=.11; sig=.27; p>,05). Veriler üç puan için normal olmayan dağılım göstermiştir, bu nedenle tüm veri analizi için Mann-Whitney U testi ve Wilcoxon S-R testi gibi non-parametrik testler kullanılmıştır (Greasley, 2008).

Nicel veriler, 'Opinion Essay' yazılarının ön test ve son test puanlarından toplanmıştır. Deney grubu, basılı kağıtların yüz yüze/sözlü geri bildirimine maruz kalırken, karşılaştırma grubu, elektronik kopya kağıtların dijital/yazılı geri bildirimine maruz bırakıldı. Nitel veriler, öğrencilerin yüz yüze ve dijital geri bildirim algılarını ortaya çıkaran yazılı görüşmelerden toplanmıştır. Görüşme (nitel) verileri ise, iki bağımsız

kodlayıcı tarafından CLAN (Computerized Language Analysis) Programı (MacWhinney, 2000) kullanılarak İçerik Analizi yoluyla analiz edilmiştir çünkü bu program ortak kodlama ve deşifre kriterleri sunarak çalışmanın güvenilirliğini artırmaktadır (Wei ve Moyer, 2008). Kodlar, transkripsiyon kuralları ve analiz komutları CHILDES'ten (Child Language Data Exchange System) seçilmiştir (MacWhinney, 2000).

Ayrıca, çalışmanın güvenilirliği, yazma puanlarının değerlendirilmesinde değerlendiriciler arası güvenilirliğin kullanılması ve kodlayıcılar arası güvenilirlik analizinin uygulanmasıyla artırılmıştır. Verilerin normal olmayan dağılımını hesaba katmak amacıyla, 1. ve 4. denemelere verilen yazma puanlarının değerlendiriciler arası güvenilirliğini değerlendirmek için bir Spearman's rho korelasyon analizi (Urdan, 2016) yapılmıştır. Bu puanlar bağımsız çalışan iki kodlayıcı tarafından verilmiştir. İstatistiksel analiz, ön test ($rs\ (36) = .92$, $p = .00$) ve son test ($rs(36) = .96$, $p = .00$) puanlayıcıları arasında önemli bir korelasyon katsayısı ortaya koymuş ve iki değişken arasında oldukça anlamlı bir ilişki olduğunu göstermiştir. Görüşmelerin analizinde kullanılan kodların güvenilirliğini değerlendirmek için, Landis ve Koch (1977) tarafından önerilen Kappa istatistiği kullanılarak kodlayıcılar arası güvenilirliğin istatistiksel bir çalışması yapılmıştır. Bu analiz, bağımsız olarak çalışan iki kodlayıcı arasındaki uyum düzeyini değerlendirmeyi amaçlamıştır. Görüşme verilerinin 11 kodu için kodlayıcılar arası güvenilirlik 0.71'lik bir Kappa katsayısı vermiştir ($Sig= 0.00$; $p < 0.001$), bu da iki kodlayıcı arasında tatmin edici düzeyde bir uyum olduğunu göstermektedir (Viera & Garrett, 2005). Çalışmanın geçerliliğini güçlendirmek için nitel analiz, standart kodlama, üçgenleme ve üye kontrolü kullanılarak desteklenmiştir (Fraenkel ve Wallen, 2009).

3. BULGULAR, TARTIŞMA VE SONUÇ

Sonuçlar göz önüne alındığında ister dijital ister yüz yüze geribildirime maruz kalsın, her iki grup için de ön test ve son test arasında başarı puanlarında önemli bir ilerleme kaydedilmiştir. Başka bir deyişle, hem dijital hem de yüz yüze geribildirim, öğrencilerin Görüş / Fikir Kompozisyonu (Opinion Essay) türü için yazma becerileri üzerinde olumlu bir etkiye sahiptir. Sonuç olarak, öğrencilerin Görüş / Fikir Kompozisyonu (Opinion Essay) yazma becerileri üzerinde YTF geribildiriminin DIG geribildirimine kıyasla anlamlı derecede daha olumlu bir etkisi olmuştur. Özetle, hem dijital hem de yüz yüze geribildirim öğrencilerin yazma becerileri üzerinde önemli ölçüde olumlu bir etkiye sahiptir, ancak yüz yüze geribildirim dijital geribildirimden önemli ölçüde daha etkilidir.

Görüşme verileri nicel bulguları desteklemiş ve YTF geribildirimi lehine olmuştur. Her iki grup da benzer görüşler sergilemiş ve çeşitli nedenlerden dolayı YTF geribildiriminin yazma becerileri için daha etkili olduğunu bildirmiştir. Özetlemek gerekirse sonuç olarak, mülakat bulguları nicel bulgularla uyumludur ve yazma sınıflarında dijital geribildirime kıyasla yüz yüze geribildirime karşı daha olumlu bir tutum sergilenmiştir. Yüz yüze geribildirim, iletişim, müzakere, anında netleştirme ve öğrenciler için daha iyi öğrenme sağladığı için daha etkili bulunmuştur.

Tüm bunlara ek olarak, çalışmanın bulguları literatürle uyumludur. Örneğin, ortak bulgulardan biri yüz yüze geri bildirimin avantajlarıyla ilgilidir. Önceki araştırmalarda da sözsüz göstergeler kullanarak iletişim kurma, anında etkileşim, daha kişiselleştirilmiş geribildirim, belirli sorunları gerçek zamanlı olarak ele alma ve öğrencileri motive etme gibi faydalardan bahsedilmiştir (Ferris, 2003; Hillocks, 1986; Leki, 1991). Dijital geri bildirim açısından, literatürdeki olumlu raporlar bu çalışmadaki raporlarla örtüşmektedir (AbuSeileek ve Abualsha'r, 2014; Chang vd., 2017; Johnson vd., 2019; Henderson, Lunt ve Curran, 2010; Ryan ve Phillips, 2019). Dijital geribildirimin ortak avantajları, artan kolaylık ve erişilebilirlik, öğrenciler

tarafından herhangi bir zamanda tekrar ziyaret edilebilecek daha ayrıntılı yazılı yorumlar ve geribildirim sağlama yeteneği ve el yazısı geribildirime kıyasla daha üstün kalitedir (Ene ve Upton, 2014; Hyland ve Hyland, 2019; McCabe vd., 2011; McGrath ve Atkinson-Leadbeater, 2016).

ETHICAL APPROVAL OF THE RESEARCH

In this study, all rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were followed. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", were carried out.

Ethics committee permission information

Name of the ethics review board: Erzurum Technical University, Bilimsel Araştırma ve Yayın Etik Kurulu

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The contribution of each researcher to the current research in percentage form is 50.

Author 1: Research Design, Methodology, Literature Review Data Analysis, and reporting.

Author 2: Data Analysis, and reporting, Findings and Discussion.

CONFLICT OF INTEREST

There is no conflict of interest in the research.