



Araştırma Makalesi • Research Article

Effect of Video-Based Collaborative Peer Feedback on Turkish EFL Learners' Motivation, Writing Enjoyment and Anxiety

Video Temelli İşbirlikçi Akran Geribildiriminin İngilizce Öğrenenlerin Motivasyonuna, Yazmada Keyif Almaya Ve Yazma Kaygısına Etkisi

Sabahattin Yeşilçınar*, Gonca Yangın Ekşi**

Abstract: The existing literature generally acknowledges that students receive more feedback and detail when video feedback is used, but how writing feedback practices, in particular video feedback, influence learner affective factors is still a gap to be filled. Being grounded on the process writing theory and the social constructivist theory, this 14-week research recruited 35 students and investigated (i) the effect of video-based collaborative peer feedback (VCPF) on English as a foreign language (EFL) students' writing motivation, anxiety, and enjoyment, (ii) students' preference of using surface- and meaning-level feedback while providing VCPF, and (iii) their perception of using VCPF. The findings show that using VCPF increases learners' writing motivation and enjoyment and decreases their anxiety. Although both types of feedback are preferred, learners mostly focus on conceptual academic skills (e.g., idea development, analysis, and synthesis). VCPF is considered a useful and enjoyable application which enables learners to provide more constructive recommendations and comments rather than simply itemizing mistakes. This research advocates that VCPF is clear, informative constructive, time-saving, and more enjoyable. The results imply that VCPF is an effective method and is, therefore, eligible for classroom practice and future research.

Keywords: Adult learning, Cooperative/collaborative learning, Improving classroom teaching

Öz: Mevcut literatüre göre video geri bildirim kullanıldığında öğrenciler daha kapsamlı geri bildirim almaktadır. Ancak, özellikle yazma geri bildirim uygulamalarının öğrenenlerin duygusal faktörlerini nasıl etkilediği, özellikle de video geri bildirim, halen yeteri kadar araştırılmadığı ifade edilmektedir. Süreç yazma teorisi ve sosyal yapılandırmacı teoriden yola çıkarak, bu 14 haftalık araştırma, (i) İngilizceyi yabancı dil olarak öğrenen öğrencilerin yazma motivasyonu, kaygısı ve yazmada keyif alma üzerinde video temelli işbirlikçi akran geri bildiriminin (VCPF) etkisini, (ii) öğrencilerin VCPF sağlarken yüzey ve anlam düzeyinde geri bildirim tercihlerini, ve (iii) VCPF kullanımına ilişkin algılarını araştırmıştır. Bulgular, VCPF'nin öğrencilerin yazma motivasyonunu ve keyfini artırdığını ve kaygılarını azalttığını göstermektedir. Her iki geri bildirim türünün de tercih edildiği ancak öğrencilerin genellikle kavramsal akademik becerilere (örneğin, fikir geliştirme, analiz ve sentez) odaklandığı belirlenmiştir. VCPF, öğrencilere sadece hataları sıralamak yerine daha yapıcı öneriler ve yorumlar yapmalarını sağlayan faydalı ve keyifli bir uygulama olarak değerlendirilmektedir. Bu araştırma, VCPF'nin net, bilgilendirici,

* Assist. Prof. Dr., Muş Alparslan University, Faculty of Education, English Language Teaching

ORCID: 0000-0001-6457-021 sycinar@yahoo.com (Corresponding author)

** Prof. Dr., Gazi University, Faculty of Education, English Language Teaching

ORCID: 0000-0003-3555-7258 goncayangin@gmail.com

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yapıcı, zaman kazandırıcı ve daha keyifli olduğunu savunmaktadır. Sonuçlar, VCPF'nin etkili bir yöntem olduğunu ve dolayısıyla sınıf uygulamaları ile gelecek araştırmalar için uygun olduğunu önermektedir.

Anahtar Kelimeler: Yetişkin öğrenimi, İşbirlikçi öğrenme, Sınıf öğretimini geliştirme

Introduction

Feedback is useful in terms of developing not only learners' second language or foreign language writing but also scaffolding and regulating their writing processes (Hyland & Hyland, 2019). However, the traditional peer feedback approach often deals with interaction between reviewers and reviewees, generally ignoring peer interaction for collaboratively providing comments or recommendations. From a socio-constructivist framework, knowledge-building is a co-constructed process (Flowerdew & Miller, 2008), and cognitive development occurs when an expert and a novice interact (Lantolf et al., 2015). With the educational technologies, video feedback has been used in teaching writing. Tian and Li (2018) argue that learners' engagement in oral discussion enables them to support each other through negotiating and resolving disagreements. Therefore, learners can explain their thoughts, provide suggestions, and discuss on effective ways of revising their texts (Ho, 2015). The literature provides adequate information regarding how different feedback practices affect writing quality (e.g., Bitchener & Storch, 2016; Hyland & Hyland, 2019) and the opinions, beliefs, and attitudes of learners considering different feedback strategies (Ruegg, 2018), but how writing feedback practices affect learner affective factors is still a gap to be filled (Ruegg, 2018; Yu, et al., 2020).

Literature Review

Video-Based Feedback

Video feedback helps learners receive more and detailed feedback (Mayhew, 2017; Orlando, 2016) because the comments are mostly elaborative and used for the positive aspects of learners' assignments (e.g., Lamey, 2015). Video feedback brings attention to the more substantive dimensions of learners' performance (such as analysis and synthesis) rather than the surface-level mechanics of writing (such as spelling and grammar) (Lamey, 2015; Orlando, 2016). Lamey (2015) considers video feedback as a useful intervention that allows him to provide more constructive recommendations and comments, rather than simply itemizing errors. Balaman (2021) suggests video-mediated interaction for in- and outside class writing activities, emphasizing that it ensures multiple opportunities for meaning negotiation that might foster learning. Besides, Ge (2019) finds that e-learners' translation performance develops thanks to peer video feedback. Moreover, reviewing his 25-year-experience with video feedback, Tochon (2008) concludes that video feedback enables foreign language learners and teachers to notice their own performance better. These studies have underlined the benefits of video feedback in language education scenarios, which makes it worth investigating.

Writing Motivation

Student motivation contributes to learners' engagement in writing as it affects their attention paid to feedback and their ability to do text revisions. Highly motivated learners are likely to spend more time and effort on writing assignments (e.g., Hashemian & Heidari, 2013), produce better outcomes (e.g., Ling et al., 2021), are more optimistic about writing (e.g., Tsao et al., 2017), and look for extra feedback for their assignments (e.g., Papi et al., 2020). In addition, Yu et al. (2020) report that process-oriented feedback may decrease writing motivation and engagement while learner writing motivation and engagement seemed to increase through peer, self- and expressive feedback. However, if process-oriented formative feedback is provided in accordance with learners' writing abilities, it can contribute to their writing motivation (Duijnhouwer et al., 2012). Focusing on how learners' motivation affects their writing performance in feedback situations, Yu et al. (2020) report that not all feedback strategies are motivating because some may not be motivational. Therefore, feedback providers should consider these associations so that they could enhance learner writing motivation. Motivated from this fact, we used video-based collaborative peer feedback in this study.

Writing Anxiety

Research underlines that writing anxiety is negatively associated with writing motivation, strategy use, and writing performance (Cheng, 2002; Teimouri et al., 2019). While writing anxiety is a positive predictor of writing motivation, it negatively predicts writing course grade (e.g., Papi & Khajavy, 2021; Tahmouresi & Papi, 2021). Yet, Cheng et al. (1999) suggest that writing anxiety may be distinct from general language anxiety. Investigating the impact of writing achievement on the English-major students' speaking and writing anxiety, they advocate that writing anxiety and speaking anxiety differ from each other and that writing anxiety is a negative predictor of learners' scores in both speaking and writing classes. Tsao et al. (2017) report that writing anxiety predicts students' evaluative comments and/or suggestions about peer and teacher feedback. They also note that highly anxious students are afraid of making mistakes and thus avoid expressing complex ideas. Tahmouresi and Papi (2021) state that both negative and positive emotions positively predict second language writing motivation. Besides, they acknowledge that language enjoyment is not predictor writing achievement, and that language writing anxiety negatively predicts it.

Writing Enjoyment

Instead of following a language anxiety-oriented research tradition, recent studies have scrutinized both negative and positive emotions (MacIntyre & Vincze, 2017; Oxford, 2016), including enjoyment. Several studies have investigated the relationship between foreign language enjoyment and anxiety. Dewaele et al. (2018) believe that various factors (e.g., learner-internal variables, teacher) affect both negative and positive emotions. For example, levels of language proficiency have a considerably powerful impact on anxiety than enjoyment. Teacher practices are effective in determining students' enjoyment levels, but ineffective in mediating students' anxiety levels. Jiang and Dewaele (2019) state that foreign language enjoyment and anxiety are separate dimensions and share negative correlation. Thus, various variables can affect learners' enjoyment level, such as teacher characteristics, instructional practices, positive attitude towards the teacher, positive atmosphere, positive engagement, and peer interaction.

Although literature abounds in studies examining the significance, causes and consequences of enjoyment in second language learning (Dewaele et al., 2018; Jiang & Dewaele, 2019), there is limited research on how enjoyment affect foreign language writing motivation. So far, only one study has reported the effect of enjoyment on second language writing motivation (Tahmouresi & Papi, 2021). However, more specifically, they studied the impact of second language writing future selves on negative and positive emotions. Therefore, the current study examines how video-based collaborative peer feedback (VCPF) is effective on learners' enjoyment and determines the impact of foreign language writing enjoyment on learners' foreign language writing motivation.

Theoretical framework

The study is grounded on the process writing theory (Hayes, 2012) and the social constructivist theory (Vygotsky, 1978). The process writing theory is about the process (e.g., how students write their texts) rather than product. According to this view, writing is a dynamic and recursive process. It underlines the importance of developing students' ability to determine and analyze issues and find possible solutions (Hyland, 2003). Thus, peer feedback eases peer revision and positively influences writers since it enables learners to discuss on the text, become more active, provide comments, and use appropriate strategies of revising their texts (Hu, 2005). It also helps learners develop writing quality through pre-writing, drafting, revision and editing. This process contributes to students' self-confidence as writers and enables them to express their ideas in writing and focus on content and organization (Cresswell, 2000), thus fostering learner writing skills in foreign language contexts. Additionally, regarding the process writing approach, the implementation of technology could enhance learners' writing performance. For example, Cahyono and Astuti (2019) believe that the combination of video-based mobile learning and process writing approach increase EFL learners' engagement in the writing process and enables them to overcome problems in EFL writing.

Social constructivism plays a key role in understanding EFL students' academic writing abilities. We consider this theory as a theoretical framework, assuming that “writing skills can emerge with the mediation and help of others” (Hyland & Hyland, 2006, p. 90) and that it provides required qualitative analysis to determine the interaction of people with the world (Cresswell, 2009). Flowerdew and Miller (2008) consider knowledge-building as a co-constructed process regarding the constructivist focus. Unlike social constructivism in L1 writing, social constructivism in foreign language writing is more pragmatic because it guides learners to meet the needs involved in completing academic writing tasks, such as realizing assignments and preparing appropriate papers (Costino & Hyon, 2011). Besides, social constructivist theory helps understand the collaborative stages included in the writing process (Storch, 2005). From a constructivist perspective, mediated interaction is one of the key elements, which allow learners to identify and overcome problems in their joint tasks. In other words, learning does not occur alone but is in the interaction between texts and other people. Since interactional feedback serves as scaffolding, learners both provide and receive scaffolds in their writing. Thus, learners express their ideas, provide comments, and discuss on effective ways of revising their texts (Ho, 2015). Through interaction, learners gain opportunities to develop their writing ability; thus, they become more critical and autonomous writers.

The present study

Learners' emotions (positive or negative) during the writing process determine their writing success. Highly anxious learners often get poor mark as they are likely to feel dissatisfied with their writing experience, delay their writing assignments, avoid talking about sophisticated opinions in their writing, and make less effort to develop writing performance (e.g., Tsao et al., 2017). While positive emotions increase learners' cognitive capacity, negative emotions reduce their cognitive processing, (e.g., Dewaele & MacIntyre, 2014). Nonetheless, to the best of our knowledge, there no research examining how VCPF affects learners' writing motivation including their positive and negative emotions. Thus, the present study aims to study the connections between VCPF and emotions in the field of foreign language writing. Determining these relationships can help instructors design and develop interventions that would contribute to useful motivational and emotional experiences in their writing classes. The present research examines how students perceive VCPF and its effects on their emotions and writing motivation. Therefore, the following questions have guided this research:

RQ1 What is the effect of VCPF on EFL students' writing motivation, anxiety, and enjoyment?

RQ2 What is students' preference of using surface- and meaning-level feedback while providing VCPF?

RQ3 What is students' perception of using VCPF?

Method

Research context and participants

This study was conducted at an ELT department at a state university in eastern Anatolia, Turkey, in a class entitled Writing Skills II, in the spring semester of the 2020-2021 academic year. Because of its cost-effective and time-efficient features, the research adopted convenience sampling, recruiting 35 students. However, one of the students never attended the classes, one student was excluded because he could not complete several assignments, and two students were excluded because they did not deliver their post-test scales. Thus, the research was conducted with 31 students (7 males and 24 females). Participants were recruited with informed consent obtained prior to their participation, addressing ethical considerations such as confidentiality and voluntary participation. The ethical approval was obtained from the Ethics Committee of Muş Alparslan University on April 24, 2024, numbered 139149.

We assumed participants had similar language proficiency levels, as they had similar scores of the same national standard test conducted by OSYM. Also, participants were asked to have an exam including writing, and those who were scored 70 and above were admitted to the program. Others were enrolled in one-year intensive language course. The writing exam was conducted and evaluated by two professors of ELT department. The threshold level of English language proficiency was at

approximately B1+/B2 regarding the Common European Framework of Reference (CEFR). Although we benefited from various resources (e.g., YouTube, slides), the main material was an international book for academic writing, which uses a step-by-step approach. The chapters of the first part focus on writing a paragraph such as paragraph structure, unity and coherence, and using outside sources. The second part enables learners to move from paragraph to essays and learn how to write an essay. One of the advantages of this coursebook is that it provides ‘writer’s self-check’ and ‘peer review’ forms for each topic to guide students during writing process.

In Turkey, students who want to enroll ELT department are required to complete an English exam conducted by the Student Selection and Replacement Centre (OSYM). However, they lack productive skills due to the nature of the exam that gauge students’ reading skills and vocabulary knowledge. This situation is the same for ELT student teachers; therefore, most in-service English teachers report that they feel inadequate in terms of speaking and writing in English (Yesilcinar & Cakir, 2020).

Procedure

First, syllabus was revised and approved by the faculty for the implementation of VCPF. Both students and the faculty acknowledged that such an innovative way of teaching would benefit students. Then, since students were required to utilize screen capture tools during this 14-week research, they were provided with training on how to download and run screen capture applications on their computers and smart phones. Finally, the pilot process took place. We randomly asked a few students to capture their screens to ensure that all students could run the program. We observed that it was difficult to upload videos with huge size on Google Doc. Therefore, we created telegram groups for videos. This 14-week study was carried out online through Google Meet. In the first week, we introduced the course syllabus and explained what students were required to do.

Table 1. Course syllabus

Week	Topic
1	Introducing the syllabus
2	Paragraph Structure Topic sentence, supporting sentences, concluding sentence
3	VCPF
4	Unity and Coherence Repetition of key words, consistent pronouns, transition words, logical order
5	VCPF
6	Using Outside Sources Plagiarism, correct citations
7	VCPF
8	Midterm exam week
9	From Paragraph to Essay Parts of an essay (introductory paragraph, body paragraphs, concluding paragraph)
10	VCPF
11	From Paragraph to Essay (continued) Patterns of organization, outlines of essays, proofreading and editing
12	VCPF
13	Reflection
14	Interviews

As seen in Table 1, after learning a topic, students had to apply VCPF in the following week. For example, in the second week, Paragraph Structure was taught during the lesson. For the following week, learners were required to write a paragraph based on what they had learned (such as a paragraph with appropriate *topic sentence*, *supporting sentences*, and *concluding sentence*). Before delivering their assignments to the instructor, each student had to check his/her assignment using writer's self-check form. They had three days for this process. The aim of the writer's self-check form was to increase students' awareness about the requirements of the assignment and enable them to write a paragraph with fewer mistakes. Then, the instructor anonymized the assignments and made sure that each group was provided with three or four assignments according to the number of the group members. Students, firstly, reflected on the assignments individually, using peer review form. Then, Students were grouped together and instructed to meet on Google Meet. During these meetings, they captured their screens, ensuring that both the written assignments being discussed, and the students' interactions were recorded. Students explained their thoughts, offered suggestions, and engaged in discussions about how to improve the assignments. The process involved recording both the visual elements (the written assignments) and the auditory components (students' voices and discussions). This recorded session served as a comprehensive record of the feedback process, including the interactions between students (see Figure 1 and 2).

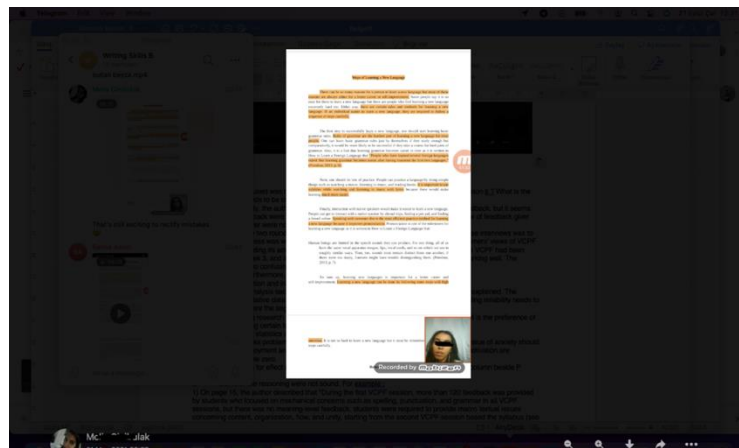


Figure 1. A screenshot from VCPF sessions (those using computer)

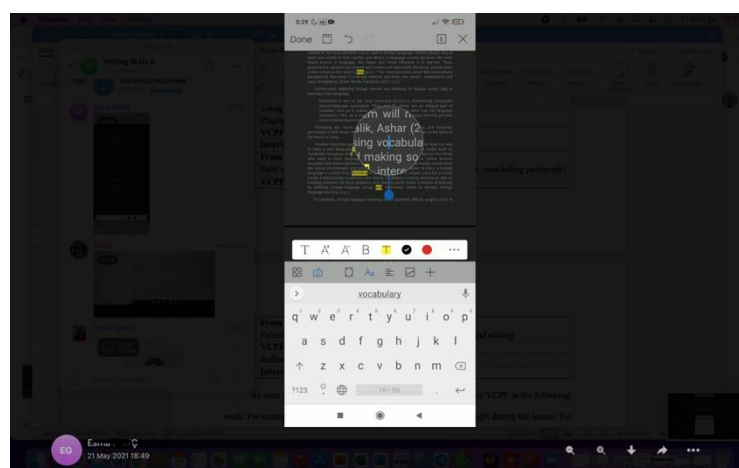


Figure 2. A screenshot from VCPF sessions (those using mobile phone)

The deadline for their videos was the day before their course of the given week. Nobody interfered the feedback given during the presentation. When it was finished, the instructor (first researcher) appreciated the appropriate feedback and corrected incorrect or missing parts. Then, the whole

participants (including the feedback receiver) expressed their opinions. This circle was followed for each VCPF and tasks (see Figure 3).

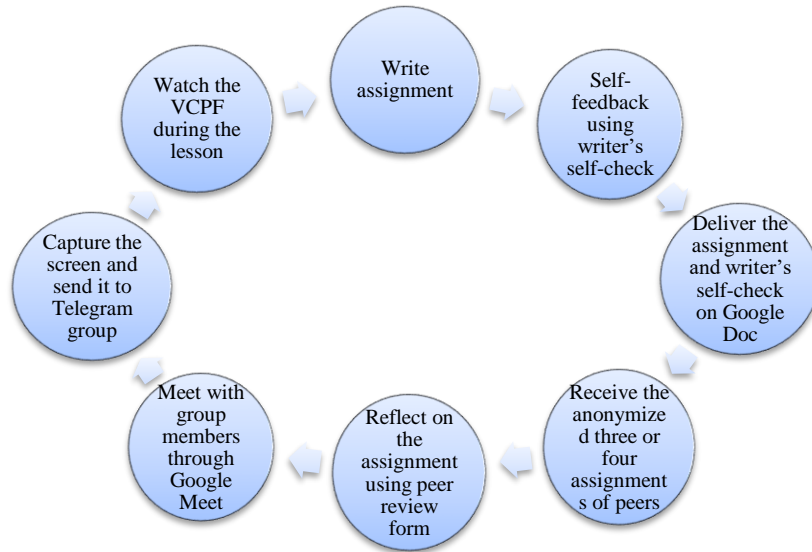


Figure 3. Circle of video-based collaborative peer feedback

The week 8 was the midterm exam week. In this week, there are no lessons. Students come to for taking their exams. Thus, we could not do feedback sessions. In week 14, interviews were conducted to identify learners' views regarding advantages and disadvantage of VCPF.

Data collection

Data were collected through semi-structured interviews, writing motivation scale, writing anxiety scale, and writing enjoyment scale.

Semi-structured interviews

Based on the research questions, the researchers designed semi-structured interview questions. Before finalizing the questions, a preliminary pilot study was conducted. Also, an expert working in the language teacher education checked the appropriateness and intelligibility of these questions.

Writing motivation

In order to measure students' level of writing motivation, we used a writing motivation scale that had good psychometric properties (Waller & Papi, 2017). The scale gauges the time and effort that learners spend in their writing performance. A sample item is: I would like to spend lots of time learning to write in English.

Writing anxiety

Students' level of writing anxiety was assessed using a valid and reliable language writing anxiety scale (Cheng, 2017). The scales determines whether learners are anxious during the writing process. A sample item is: I usually do my best to avoid writing English compositions.

Writing enjoyment

It is hard to find a language-specific instrument for assessing enjoyment. Thus, the four-item Liking Writing Scale (LWS; Bruning et al., 2013) was used to gauge students' level of writing enjoyment. The scale is reliable with a Cronbach's alpha of .81. A sample item is: I like writing.

Data analysis

Regarding the normality of the data, Kolmogorov-Smirnov and Shapiro-Wilk tests were used. The data were normally distributed. Therefore, paired sample t-test, one of the parametric tests, was used. A value of 0.05 was considered for significance level. Data were analyzed using the SPSS package program.

After transcribing the interviews verbatim, transcriptions were analyzed qualitatively and iteratively based on a coding outline. The research question-related emerging segments were highlighted. To clarify the participants' responses, these segments were grouped and re-grouped. All screencasts were watched to write down statements that students provided regarding surface- and meaning-level feedback. This process enabled us to identify students' preferences of feedback type and determine the number of corrections made at the surface- and meaning-level. Their statements were also used to support their surface- and meaning-level feedback.

Results

Effect of VCPF on EFL students' motivation, writing anxiety and enjoyment

The first research question aimed to examine the effect of VCPF on students' writing motivation and their positive and negative emotions. All variables were studied via a scale applied before and after VCPF (see Table 2).

Table 2. Pre- and post-test results of anxiety, enjoyment, and motivation

		N	Mean	Std. Dev.	t	d	df	p
Anxiety	Pre-test	31	27.12	5.65	6.329	0.572	30	.000
	Post-test	31	17.16	5.31				
Enjoyment	Pre-test	31	12.93	3.60	4.637	0.417	30	.000
	Post-test	31	16.93	3.41				
Motivation	Pre-test	31	23.35	4.72	4.180	0.368	30	.000
	Post-test	31	27.87	4.89				

VCPF was statistically effective on students' anxiety levels ($t_{30} = 6.329$, $p < .05$; $d = 0.572$). The average of the students' anxiety scores before VCPF ($\bar{x} = 27.12$) was higher than the average of their post-VCPF anxiety scores, and this difference was found to be statistically significant. Regarding the effect size calculated for the practical significance of significant difference, a large effect was found. In other words, using VCPF had a great effect on reducing students' anxiety. Moreover, the VCPF was statistically effective on students' enjoyment ($t_{30} = 4.637$, $p < .05$; $d = 0.417$) and motivation ($t_{30} = 4.180$, $p < .05$; $d = 0.368$). The average of the students' post-VCPF enjoyment scores ($\bar{x} = 16.93$) and post-VCPF motivation scores ($\bar{x} = 27.87$) was higher than the average of their pre-VCPF enjoyment as well as pre-VCPF motivation scores, and this difference was found to be statistically significant. A large effect was found for both enjoyment and motivation, meaning that using VCPF had a great effect on increasing students' enjoyment and motivation.

Students' preference of using surface- and meaning-level feedback in VCPF

The second research question examined the frequency and type of feedback students used. This was determined by watching all screencasts and writing down students' statements. Then, these statements were placed under the related categories, namely, surface-level feedback and meaning-level feedback (see Figure 4).

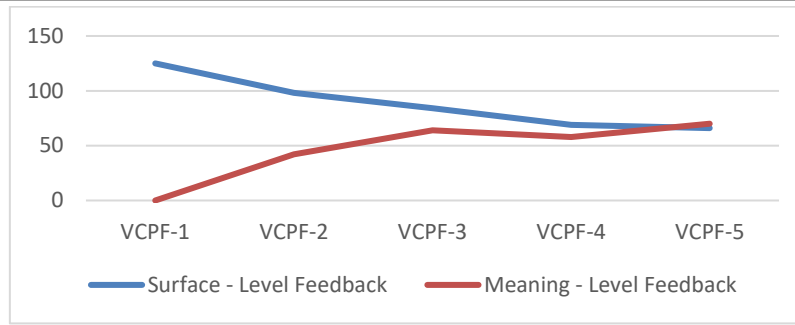


Figure 4. The number of feedback students used in VCPF sessions

During the first VCPF session, more than 120 feedback was provided by students who focused on mechanical concerns such as spelling, punctuation, and grammar in all VCPF sessions, but there was no meaning-level feedback. This is because students were required to provide macro textual issues concerning content, organization, flow, and unity, starting from the second VCPF session based the syllabus (see Table 1). After the second session, all students provided meaning-level feedback. Thus, both types of feedback were preferred by participants. However, there was a significant focus on global aspects of students' performance. It can be interpreted that the use of VCPF can help learners pay more attention to conceptual academic skills such as idea development, analysis and synthesis, rather than simply focusing on the surface-level mechanics of writing.

Learners' perceptions of using VCPF

To learn students' perceptions of VCPF, we interviewed all participants. The interview was started by asking whether they were happy with VCPF. The majority (N= 25) found VCPF as a useful and an enjoyable application, whereas six students preferred giving written feedback. However, the interview data revealed that this preference was mostly due to technology-related problems because students who preferred giving written feedback complained about the low internet speed, the huge size of screencasts, having no computer, etc.

Table 3. Learners' perceptions of using VCPF

Perceptions	Representative excerpts	
Positive	Contribution to other skills	It has improved both my speaking and presentation skills. Also, as we need to identify all issues and sometimes suggest new sentences or ideas, it has contributed to our vocabulary repertoire as well as grammar knowledge. S8
	Clear and more detail	Video feedback is more understandable. It is not only clear but also enables us to make and receive comment at greater length on concerns. Also, we can address more areas. S21
	Informative and constructive	Although being difficult compared to written feedback, it is more useful, informative. It also provides improved suggestions that help develop the quality of our writing. S13
	Developed student engagement	It enabled me to express the mistakes easily. I liked this implementation. I did all the activities willingly and with pleasure. S18
	More enjoyable	I feel as an actor, who is going to make his film. Sometimes, you make slip of the tongue and make another recording. It is enjoyable. S1
	More meaning-level feedback	In written feedback, I focused on grammatical issues. Also, my peers focused on spelling, punctuation etc. However, now, I pay attention mostly to coherence, flow, and unity. S15
	Time saving	Regarding written feedback, we sometimes had to revise our sentences many times, and this process took almost one hour. However, videos save time and allow us to say many things. S14
Negative	Technical issues	I don't have a computer; thus, I use my smartphone. File incompatibility is a big problem. Besides, I have difficulty in uploading and downloading videos with large sizes because of I limited internet. S7
	Learner shyness	I'm ashamed to speak in front of the camera. Although I have many statements in mind, I can't put them into words. S30
	Learner anxiety/stress	I cannot speak because of the excitement and stress of the video. Being recorded makes me anxious. And I forget mentioning some issues. S6

Learners mostly emphasized the advantages of VCPF. Most students reported that VCPF developed both their writing skills and oral as well as presentation skills. Since they were required to specify all issues orally, their speaking became more fluent day by day. Besides, they started to feel more comfortable in presenting the feedback process, which enabled them to prepare and present an assignment. VCPF allowed them to give more details for the related part, and the oral explanation made the feedback more understandable. Thus, the feedback became more informative and constructive. In other words, the quality of their writing increased because of the improved suggestions of their peers. They believed that this development contributed to their engagement in writing tasks. Another significant finding was that learners started to focus on meaning-level feedback. That is, instead of providing only surface-level feedback, they expressed thoughts on how to ensure the coherence, flow, and unity of the writing. Participants advocated that VCPF was time saving because they could explain many issues in a short time, which is not possible in written feedback. Finally, they stated that they enjoyed the VCPF process. Watching rehearsals revealed funny situations such as strange facial expressions, slips of the tongue, etc.

Learners, however, noted some limitations of VCPF. Few learners complained about technical issues such as having no computers, internet speed, incompatible files, lack of or limited internet. Four learners stated that they were ashamed to speak in front of the camera. Similarly, some reported their anxiety and stress due to being recorded because they could not remember what to say.

Discussion

Effect of VCPF on EFL learners' motivation, writing anxiety and enjoyment

VCPF not only contributed to a significant increase in learners' writing motivation and enjoyment but also decreased their anxiety. Certain studies support this finding. According to Moore and Filling (2012), for example, video feedback motivated learners to undertake more revisions, which contributed to a significant improvement in learner drafts from the first to the final draft. This may be because video feedback provides more detail due to its elaborative comments, which are used for the positive aspects of learners' assignments (e.g., Henderson & Phillips, 2015; Lamey, 2015). On the other hand, when this process is managed collaboratively, learners' writing ability develops thanks to "the mediation and help of others" (Hyland & Hyland, 2006, p. 90). This is because mediated interaction allows learners to identify and overcome problems in their joint tasks. Besides, learners can discuss in a supportive way, give suggestions, resolve disagreements and discuss on effective ways of revising their texts. This situation also underlines the role of process writing, which helps learners develop writing quality through pre-writing, drafting, revision and editing. Regarding the contribution of this process to learners' self-confidence as writers, they become more critical and autonomous writers, which results in high motivation.

Research documents the strong and positive connection between motivation and enjoyment (e.g., Papi & Khajavy, 2021). However, anxiety has been negatively associated with writing motivation (Cheng, 2002) and writing course grade (e.g., Papi & Khajavy, 2021; Tahmouresi & Papi, 2021, for a meta-analysis see Teimouri et al., 2019). From this point of view, it can be interpreted that the use of VCPF leads to an increase in learners' motivation. The more motivated learners are, the more positive attitudes they have toward writing; thus, they spend more time and effort on writing tasks. Being successful in writing tasks leads to enjoyment because it has a positive correlation with students' academic achievement (Dewaele & Dewaele, 2018). It is, therefore, likely that the use of VCPF increases writing enjoyment. This may be also because of the mediating role of classroom interaction as enjoyment is positively correlated with their supportive and intimate peers.

Students' preference of using surface- and meaning-level feedback in VCPF

Learners preferred both types of feedback, especially focusing on conceptual academic skills. Researcher advocate that video feedback directs learners' attention to the global aspects of their performance such as analysis and synthesis (Henderson & Phillips, 2015; Lamey, 2015; Orlando, 2016). Besides, it can be used to provide more constructive comments and recommendations, rather than simply itemizing errors (Lamey, 2015) and provide more time to feedback givers to offer suggestions (Henderson & Phillips, 2015). This side of video feedback is significant because learners find enough opportunities to discuss on complex issues. Also, video-mediated interaction helps learners perform their metalinguistic and metacognitive skills (Balaman, 2021). Another advantage of VCPF is that although it enables learners to use meaning-level feedback, students also focus on mechanical concerns such as spelling, punctuation, and grammar. According to Ge (2019), students welcome video feedback and find it advantageous as it is easier to use compared to written feedback and fosters a sense of belonging.

Students' perceptions of using VCPF

The majority considered VCPF as a useful and an enjoyable application while few preferred written feedback. Learners' writing skills as well as their speaking and presentation skills developed during VCPF process. This may be because of using oral skills intensively and being responsible for preparing and presenting many tasks. Tseng and Yeh (2019) acknowledged that video feedback was useful for English speaking skill development, helping students improve their intonation. VCPF was found to enable learners to give and receive clear and detailed feedback which made the process informative and constructive. Thus, their enjoyment as well as engagement with writing developed. These findings confirm the literature (e.g., Lamey, 2015; Mayhew, 2017; Orlando, 2016). According to

these studies, video feedback is considered more useful and easier to understand and interpret. Besides, learners can receive more details on concerns and find feedback motivating. As stated by Henderson and Phillips (2015) and Lamey (2015), learners enjoy giving video feedback, which may prompt a renewed enthusiasm for giving feedback. Other advantage of using VCPF is that it enables learners to focus on more constructive recommendations and comments, rather than simply itemizing mistakes. Research supports this finding, emphasizing that learners start to focus on more substantive and global aspects of learners' performance when video feedback is used (Henderson & Phillips 2015; Lamey 2015; Orlando 2016). In other words, VCPF helps to shift the focus of feedback from spelling and grammar to more meaning-level concerns (e.g., idea development, coherence and unity). Being time saving is another advantage. Learners reported that they spent less time to produce video feedback because VCPF allowed them to explain many issues in a short time when compared to written feedback. Research suggests that video feedback is more economic than written feedback (Henderson & Phillips 2015; Moore & Filling, 2012; Lamey 2015). For example, Henderson and Phillips (2015) observed that students who give video feedback spend roughly half the time they need for written feedback.

Six students, however, complained about the limitations of VCPF. All materials and tasks were assigned in the e-learning environment, which required unlimited and high-speed internet. They complained about having difficulty in uploading and downloading videos with large sizes due to limited internet. Besides, they could not produce video feedback without the appropriate software. This finding confirms existing literature (Ge, 2019; Lamey, 2015). For example, Ge (2019) warns that video feedback is rarely adopted in the e-learning environment high technical requirements, which may cause students lose patience when downloading the videos. The other limitations were learner shyness and learner anxiety or stress. Few learners reported that they were ashamed to speak in front of the camera. They also felt excitement and stress when being recorded; thus, they could not express their suggestions appropriately. Likely, according to various researchers (e.g., Henderson & Phillips 2015; Mayhew, 2017; Lamey, 2015), learners may feel anxious before recording their feedback, and uncomfortable during viewing.

Limitations and Future Research

This study harbours limitations that may be addressed with further studies. It is not certain to determine whether the change in learners' writing motivation, enjoyment and anxiety is because of capturing the screen or collaborative work, or the combination of both. Therefore, future work could adopt an experimental design to investigate the effect of VCPF, by using video feedback or written collaborative peer feedback in control group. Second, the research has focused on learners' motivation and emotions in writing skills only. Hence, whether the research findings would also hold for speaking, specifically pronunciation, would be enlightening. Third, it would be interesting to examine whether it is the feedback givers or receivers benefiting more from the VCPF process.

Despite the limitations, this study has several implications pertaining to the use of VCPF for foreign language writing. VCPF can be used for writing activities in and beyond classrooms as it enables learners to move from the surface-level feedback to more meaning-level feedback that might increase the quality of writing and foster a sense of belonging. In doing so, learners deal with the challenge of putting their knowledge of mechanical concerns (e.g., spelling, punctuation, and grammar), coherence, flow as well as unity of the writing, and social interaction into practice. Moreover, they constantly interact with their peers and collaboratively transform suggestions to their revised texts, which creates space for seeing the affordances of VCPF environments. Besides, learners use methods to demonstrate their metalinguistic and metacognitive skills, while giving suggestions, resolving disagreements, and discussing on effective ways of revising their texts.

Conclusion

The use of VCPF influences learner motivation and affective factors, such as decreasing learners' writing anxiety and increasing their writing enjoyment. VCPF also allows learners to receive more feedback. When learners are in a collaborative setting, they receive more detailed suggestions, which develop the quality of their writing tasks. In other word, the mediation and help of peers contribute to

their self-confidence; thus, they feel motivated and enjoy the writing process. Another advantage of VCPF is that it enables learners to pay attention to global aspects of students' performance (such as idea development and synthesis) rather than the surface-level mechanics of writing (such as spelling and grammar). Thus, learners start to use their metalinguistic and metacognitive skills (Balaman, 2021). The study suggests the use of VCPF as it makes the feedback process more clear, informative, constructive, time saving, and enjoyable. Educators can be encouraged to incorporate VCPF in their teaching practices to enhance student engagement and writing outcomes. By fostering a supportive and collaborative feedback environment, VCPF can significantly contribute to learners' academic growth and emotional well-being. However, although it is an effective method and is eligible for classroom practice, it is important for practitioners to consider technical issues regarding the use of VCPF.

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