



YEDITEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

MASTER’S PROGRAM IN INFORMATION TECHNOLOGIES

AND SOCIAL MEDIA EDUCATION

**THE EFFECT OF VIDEO FEEDBACK TOOLS ON ACADEMIC WRITING SKILLS IN
BLENDED LEARNING AT ENGLISH PREPARATORY SCHOOLS IN TURKISH
UNIVERSITIES**

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ISTANBUL, 2021

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ABSTRACT

THE EFFECT OF VIDEO FEEDBACK TOOLS ON ACADEMIC WRITING SKILLS IN BLENDED LEARNING AT ENGLISH PREPARATORY SCHOOLS IN TURKISH UNIVERSITIES

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MA, Information Technologies and Social Media Education

October, 2021

The purpose of this academic study is to delve into the influence of virtual feedback on university prep school students' academic writing skills in English as a second language. In this respect, the technology-oriented feedback style which is regarded as 'video feedback' will be compared with the conventional text-based feedback which is given in class and the factors affecting both will be analysed in depth. The video feedback is given through 'Google Meet', a popular video conferencing tool. The investigation concerned is to provide detailed information with educators regarding the advantages and disadvantages of the above-mentioned feedback technique. Therefore, this study will serve as a kind of academic journey to explore a promising method by comparing and contrasting it with other feedback styles. The research scrutinises the data collected through some English prep school students studying at a private university in Istanbul, Turkey. Within this academic research, two classes consisting of 19 students in total are involved in the process and the work reflecting their academic writing skills has been examined comprehensively in an attempt to comprehend the effects of video feedback on their academic

performance in English language. In this manner, both classes - the experimental group and the control group - are given one writing task throughout an academic semester lasting 9 weeks and their improvement has been observed closely by the researcher. Throughout the process, the pretest - posttest experimental design was applied.

The results of this study demonstrate that the English language-based academic writing skills of those students that were provided with video feedback were improved compared to those who were merely given traditional feedback. In an attempt to demonstrate those students' improvement rate in line with the predetermined time period, the researcher benefited from the Mann-Whitney U-Test which is regarded as one of the Non-parametric Statistical Tests.

The relevant results show that the written exam scores of those students getting video feedback are significantly higher than those that were given traditional text-based feedback in English essay writing exams.

Keywords: *Blended Learning, Second Language Learning, Online Learning*

ÖZ

SANAL KONFERANS UYGULAMASI TABANLI VİDEO GERİ BİLDİRİMİN ÜNİVERSİTE İNGİLİZCE HAZIRLIK OKULU ÖĞRENCİLERİNİN İNGİLİZCE YAZMA BECERİLERİNE OLAN ETKİLERİ

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Eylül, 2021

Araştırmayla video konferans uygulamalarından olan ileri teknoloji ürünü ‘Google Meet’ vasıtasıyla üniversite İngilizce hazırlık okulunda okuyan öğrencilere verilen teknoloji odaklı geri bildirim metodunun, öğrencilerin akademik yazma becerileri ve motivasyonları üzerindeki etkilerinin incelenmesi amaçlanmıştır. Araştırmadaki çalışma grubunu Türkiye’deki özel bir üniversitenin İngilizce hazırlık bölümünde okuyan uluslararası platformda B2 seviyesinde kabul edilen 19 öğrenci oluşturmuştur. Bu öğrenciler ilgili seviyeye yeterlilik sınavı ile kabul

edilmişlerdir, dolayısıyla sınıflar homojen yapıdadır. Araştırmanın gerçekleştirildiği 9 haftalık süreç boyunca, deney grubuna ait İngilizce kompozisyonlara ‘Google Meet’ konferans uygulaması kayıt fonksiyonu ile sesli ve görüntülü video geri bildirim verilirken, kontrol grubundaki öğrencilere geleneksel geri bildirim yöntemi olan, metin tabanlı geri bildirim verilmiştir. Deney grubundaki öğrencilerin çeşitli akademik konularda oluşturdukları yazılı kompozisyonlara, önceden okul idaresi tarafından belirlenen resmi kriterler çerçevesinde, her hafta düzenli olarak yeni nesil yöntem, ‘Google Meet’ video kayıt sistemi ile geri bildirimde bulunulmuştur. Araştırmadan elde edilen nitel bazlı veriler, dönem boyunca devam eden 9 haftalık süreçte, her hafta öğrencilere verilen notlarla elde edilmiştir.

Bu çalışmada genel anlamda iki çeşit nitel değerlendirme söz konusudur. Daha detaylı açıklamak gerekirse, tüm öğrenciler iki haftada bir, sınıf içi çalışması şeklinde kompozisyonlar yazıp bu çalışmaların ana hatlarını sınıfta sunmuşlar ve bu notlar, sınıf içi performans sözlü notu şeklinde kaydedilmiştir. Buna ilaveten yine iki haftada bir yazılı sınavlara girerek akademik kompozisyonlar teslim etmişlerdir ve buradan aldıkları notlar da, diğer notla beraber ortalaması alınarak dönem sonu geçme notuna eşit oranda katkıda bulunmuştur. Araştırmanın bulgularına göre deney grubunun, kontrol grubuna oranla başarı ivmesinin arttığı gözlemlenmiştir. Araştırma sonucunda, bağımsız non-parametrik testlerden kabul edilen Mann Whitney-U testi vasıtasıyla; video geri bildirim alan öğrencilerin, kontrol gruptaki öğrencilere kıyasla yazma becerilerinin sayısal anlamda bulgulanabilir bir şekilde düzeldiği belirlenmiştir.

Anahtar Sözcükler: İkinci Dil Öğrenimi, Harmanlanmış Öğrenme, Online Eğitim

ACKNOWLEDGEMENT

First and foremost, I intend to declare my sincere gratitude to my advisor, Assist. Prof. Dr. Gonca Kızılkaya Cumaoğlu for her never-ending support, guidance and encouragement. It is an undeniable fact that without her valuable contributions and patience, this academic thesis would not have been released. She has always been enthusiastic to provide assistance when required. I will always remember her through her eagerness and positive attitude when guiding me in the right direction. I am truly glad that I have had the chance to meet her via this master's programme. She is a genuine educator who continuously urges her students to be the better version of themselves.

I also want to emphasise the roles of my family, colleagues and close friends in the completion process of this dissertation in a timely fashion. In addition to the dearest members of my family, I also would like to specially thank my precious mentor as well as a unique human being, Ms. Hande Giray who gave me the strength to pursue this master's degree in the first place and two good friends, Ms. Sunay Akyürek and Ms. Nurdan Öztaş who also did their best to give me encouragement whenever I needed it. All of these one-of-a-kind individuals were always there for me via their constant support and kind presence throughout the entire process. Thanks to the above-mentioned special souls, I have never lost my hope when designing this particular academic work.

Finally, through the inspiration that I got from this tech-based Master's programme and these beautiful people, I've also fallen in love with a new field: Coding. Presently, I am on the way to becoming a web developer. Effective from the following semester, I'll also be pursuing an associate's degree in Computer Programming at a university. All of these prove that one should never give up no matter what happens and always look for new challenges in life as it is certainly a wonderful journey with the right mindset, especially when you are surrounded by such individuals. I consider myself extremely fortunate to have them in my life.

TABLE OF CONTENTS

Approval.....	2
Plagiarism.....	3
Abstract.....	4
Öz	6
Acknowledgement.....	8
Table of Contents.....	10
List of Tables	13
List of Figures.....	14
List of Abbreviations.....	15
1. INTRODUCTION	
1.1. Background of the Study	16
1.2. Statement of the Problem.....	20
1.3. Research Question.....	23
1.4. Significance of the Study.....	24
1.5. Limitations of the Study	28
1.6. Definition of Terms	31

2. LITERATURE REVIEW

2.1. Computer Assisted Language Learning (CALL).....	32
2.1.2. Computer-based Assessments (CBA).....	38
2.1.2. E-learning Platforms & Internet.....	41
2.2. Feedback in Second Language Learning	45
2.2.1. Traditional Text-based Feedback.....	47
2.2.2. Video Feedback.....	50

3.METHODOLOGY

3.1. Presentation	55
3.2. Method & Variables.....	55
3.3. Participants.	60
3.4 Process and Materials.....	62
3.5. Data Collection Tools.....	73
3.5.1. In-class Assessments	73
3.5.2. Formal Written Exams	76
3.6. Data Analysis	84

4.RESULTS	85
5.DISCUSSION	89
6.CONCLUSION AND RECOMMENDATIONS	
6.1. Conclusion.....	90
6.2. Suggestions for Further Research.....	92
REFERENCES	94
APPENDICES	
Appendix A: Sample Essay (Control Group)	108
Appendix B: Sample Feedback (Control Group).....	109
Appendix C: Sample Essay (Experimental Group)	110
Appendix D: Sample Feedback (Experimental Group).....	111
Appendix E: Google Classroom Entry Info (Control Group).....	112
Appendix F: Google Classroom Entry Info (Experimental Group).....	113
Appendix G: B2 Level Academic Writing Booklet Cover Page.....	114
Appendix H: B2 Level Academic Writing Booklet Contents.....	115
Appendix I: Academic Essay Writing Skeleton.....	116
Appendix J: Writing Exam Rules & Virtual Exam Seating Order.....	117
Appendix K: Originality Report.....	118

LIST OF TABLES

<i>Table 1. Design of the Study & Weekly Procedure.....</i>	<i>58</i>
<i>Table 2. General Information of Groups.....</i>	<i>60</i>
<i>Table 3. Writing Assessment Criteria B2</i>	<i>64</i>
<i>Table 4. In-class Writing Academic Essay Topics and Type of Feedback</i>	<i>74</i>
<i>Table 5. Official Writing Exams Academic Writing Topics and Type of Feedback</i>	<i>77</i>
<i>Table 6. Weekly Analysis of a Sample Student from the Experimental Group.....</i>	<i>78</i>
<i>Table 7 Two Sample Kolmogorov-Smirnov Test Results.....</i>	<i>86</i>
<i>Table 8 Mann-Whitney Test Results.....</i>	<i>87</i>
<i>Table 9 Mann-Whitney Test Statistics.....</i>	<i>88</i>

LIST OF FIGURES

<i>Figure 1. Ratio of Female Students to Male Students</i>	<i>61</i>
<i>Figure 2. A Sample Academic Essay and the Criteria.....</i>	<i>68</i>
<i>Figure 3. A Student's Sample Essay Paragraph-Based Evaluation.....</i>	<i>69</i>
<i>Figure 4 A Screenshot of A student's Grade and List of Suggestions.....</i>	<i>70</i>
<i>Figure 5 A Screenshot of a Student's Final Grade with Encouraging Remarks.....</i>	<i>72</i>

LIST OF ABBREVIATIONS

AI	Artificial Intelligence
E-learning	Electronic Learning
CALL	Computer Assisted Language Learning
CBA	Computer Based Assessments

CHAPTER 1

1. INTRODUCTION

This chapter presents the background of this study, the statement of the problem, the research question, the significance of the study, the definition of terms.

1.1. Background of the Study

The aim of this academic research is to examine the impacts of video feedback on the target students' writing skills as well as their motivation in the second language learning process. The reason why this study is noteworthy is because of the rising need to improve English language skills as well as our adaptation to technical tools in today's world.

English language has been the lingua franca of the world and as such is used in all areas from politics to business (Anderson, 2008). With the advent of internet-based technologies, the significance of the above-mentioned language has increased to a great extent. The result of this particular situation is that almost all international correspondences are carried out in English. As

a result, learning English is regarded as a bridge to achieve global citizenship (Crystal, 2003) and have a better future along the way.

Non-native English speakers around the world do their best to prove their competency in English to be able to show their presence in international platforms in person or virtually as the need to be fluent in that language has lately skyrocketed (Mauranen, 2010). Based on these reasons, those teaching English have recently discovered various new ways to motivate learners and utilise technological tools (Hulstijn, 2007) in an effort to make teaching and learning a second language more effective and enjoyable. The reason behind this attitude to change the teaching practice altogether on the part of teachers is not only the acceptance of English as the lingua franca of the world, but also the fact that the learning process of this language is closely linked with the rise of the internet and the need to use popular technological applications as they are designed in English originally (Laudon & Kenneth & Laudon, 2014).

The requirement to integrate technology and reshape approaches in teaching and learning English as a second language has been born as a result of this new world operating through the internet and the rising need to learn English as it unites everyone in a way thanks to its widely used nature around the world (Collins & Munoz, 2016).

Currently, there are countless internet-based platforms enabling people to become self-taught learners and turning educators into tech experts in a way (Payne & Whitney, 2002). That being said, there is only one way to communicate on certain platforms and it is through the

English language as the lingua franca of the world. Thanks to the huge number and accessibility of online tools, not only learners, but also educators find a way to utilise them in the best way possible (Hyland, 2010).

Especially following the pandemic, the rise of video conferencing and the benefit of those applications presenting such options have been undeniable (Başaran & Doğan & Karaoğlu & Şahin, 2020). Without their presence, not only the business world would have collapsed, but also education would have stopped functioning thoroughly. Via video conferencing tools such as FaceTime, Zoom and Google Meet, people from all walks of life have discovered an opportunity to reconnect in the field of business and education despite the catastrophic effects of the virus called ‘Covid-19’ which has set a variety of social distancing rules, forced everyone to wear masks in public and even resulted in lockdowns in many countries (Abdulmir & Hafidh, 2020). The sole platforms which bring all people together - even if it is virtually due to the ongoing situation - have been the aforementioned videoconferencing means. On account of these circumstances, teaching strategies have also been modified in line with the needs of this new world. In spite of the fact that the adaptation process to such video conferencing platforms have taken some time (Basilaia & Kvavadze, 2020), those can also be quite useful even after the pandemic particularly when it comes to the second language learning and teaching process.

Recent studies in the field of education suggest that all countries should be ready to adopt such online teaching and learning platforms in case of pandemics (Abdulmir & Hafidh, 2020)

as virtual tools give educators and learners an opportunity to keep learning and benefit from interaction even if this is ensured online (Mnyanyi, & Mbwette, 2009).

During the transition process, some traditional forms of teaching have been abandoned as it has been impossible to hold face to face classes. As a consequence, video conferencing tools such as ‘zoom’ and ‘google meet’ have become essential when interacting with students. It has been agreed that those are remarkably useful when teaching and at times giving feedback to students (Basilaia & Kvavadze, 2020).

Based on this situation, tech companies enhanced the quality of those platforms. To illustrate, ‘Google’ released a brand new version of the Hangout Meet and named it ‘G Suit’ (Walker & Whittaker & Watson, 2020) to ensure remote learning in a smooth way. In numerous countries, online platforms and video conferencing tools have been encouraged by governments and Turkey is one of them. Although Turkey is not completely alien to online education-based systems (Gülnar, 2008), it has to renew many procedures regarding teaching and learning via such platforms and as such educators have found brilliant ways to address their students through ‘Google Meet’ and its counterparts (Başaran & Doğan & Karaoğlu & Şahin, 2020).

In line with the above-mentioned details, the concept of ‘motivation’ should be taken into consideration as well and it consists of several components (Gardner, 1982). In the first place, students put in some effort, which means that they dedicate their time to studying. Secondly, students wish to be fluent in the target language and then there is the effect of emotions. In this

framework, integrative motivation which is the learner's positive approach to the second language learning process and instrumental motivation that is the gain coming from learning the target language are very important (Dörnyei, 2018). In second language learning, various sorts of knowledge are necessary. One of them is strategic knowledge revolving around the effective tactics on the path to success (Flavell, 1979) and this refers to the involvement of educators to a great extent considering the fact that it is - at least to some extent - their responsibility to motivate learners. In this respect, the role of proper feedback is undeniable. That being said, this process also requires understanding the needs of the students, the character traits of their particular generation and the external factors such as the rise of the technology in the recent years. In a way, real learning can only occur with motivation and the right type of feedback (Anderson, 2008).

1.2. Statement of the Problem

Technology has gradually been an indispensable part of our lives especially with the recent developments concerning the covid-19 issue which has led people to discover the ins and outs of technology at an exponential pace (Basilaia & Kvavadze, 2020). With this in mind, it is also reasonable to suggest that education is probably the first and foremost field in which the integration of cutting-edge technological tools (Al-Shanfari, Epp, Baber, 2017) has made a major impact upon the learning skills of students from all walks of life. In particular, those students studying at universities are immensely involved in the process considering the fact that

their age group is more appropriate to appreciate the benefits of advanced technology on their learning in the long run (Başaran & Doğan & Karaoğlu & Şahin, 2020).

The recent developments with regard to the aforementioned circumstance have also made it necessary to utilize technology in class through brand new teaching models from distant learning to hybrid teaching particularly when it comes to foreign language teaching (Basilaia & Kvavadze, 2020).

Turkey, as a developing country, is still in the process of improving itself in the field of technology and online educational platforms (Bozkurt, 2016). Despite the fact that there is still a need for conventional teaching where there is no internet connection, a welcoming attitude towards online teaching has been assumed especially following the outcomes of the pandemic (Egitim-Sen, 2020). Nonetheless, teaching foreign languages in Turkey has had some challenges owing to the insistence on merely assuming a traditional approach (Bayraktaroğlu, 2012). Due to this reason, there is a lack of motivation (Acat & Demiral, 2002) on the part of the learners as the system is mostly based on rote learning.

In other words, conventional teaching and traditional feedback styles have been creating a variety of issues in the second language learning process. Learners have had a hard time memorising information without real life practice and constructive feedback about their endeavours (Bayraktaroğlu, 2012). In addition to this, there was limited knowledge on technological tools and the introduction of the internet-based platforms in teaching due to several reasons. This has partly been because the infrastructure of Turkey has not been that advanced (Dargut ,Torun & Erdem 2015) and the other reason was regarding the habits of educators who

have preferred traditional methods until the year 2020. Effective from that year, virtual learning platforms, blended learning and technological tools have been widely used with the encouragement of the Ministry of Education as there has been no other alternatives since the virus called ‘Covid-19’ threatening the lives of people has made face to face education almost impossible. Despite the fact that Turkey is still in the process of getting used to online teaching and learning platforms, it is possible to state that not only students, but also educators have discovered the advantages as the process continues (Başaran, Doğan, Karaoğlu, Şahin, 2020).

Distance learning, in other words online learning , presents a considerable number of advantages compared to the conventional teaching model (Gülner, 2008). That is why the fact that Turkey is a part of the process can be considered to be a promising development. The most noteworthy benefit of online learning is its flexibility on the part of learners as well as educators (Gallagher & Dobrosielski-vergona & Wingard & T. M. Williams, 2005). In this respect, technology-based applications such as ‘google classroom’ along with ‘google meet’ have recently turned into extremely popular tools particularly with the advent of cutting-edge technological developments revolving around the indispensable rise of Artificial Intelligence (AI) and the widespread negative impacts of covid-19 all over the world (J.H. University, 2020). These applications as well as similar ones have initiated a sort of blended learning opportunity for many students.

The application called ‘Google Meet’ which enables teachers and students to execute a virtual class through videoconferencing has been proven to be an effective way not only to hold an online class (Stewart & Harlow, & DeBacco, K. 2011), but also when it comes to various

other purposes such as giving solid feedback. At this point, it would be reasonable to state that providing detailed feedback with non-native students in ELT classes is of pivotal significance as far as their improvement in the second language learning process is concerned. This is especially crucial if the aim is to enhance their writing skills in the long run (Abadikhah & Ashoori 2012).

Bearing in mind the recent developments discussed in this chapter, this particular study investigates the efficacy of video feedback through virtual conferencing platforms for the written products of 2nd language learners.

1.3. Research Question

The objective of this research is to find out the effectiveness of the technology-based video feedback method that enables teachers to give comprehensive feedback in English writing classes. As a result, a detailed experiment was held on B2 level (In line with the Common European Framework) English prep school students regarding their abilities as to the academic essay writing process and the following research question has been investigated:

Is there any significant difference between the success level of those students that are given video-based feedback and that of the students who are given traditional text-based feedback in the writing component in English language classes?

1.4. Significance of the Study

Despite the fact that virtual classes have been around for a long time, those have been genuinely popular as a result of the recent pandemic making everything online (Basilaia, Kvavadze, 2020).

In developing countries like Turkey, the approach towards such online platforms was even more cautious on account of various reasons (Bayraktaroğlu, 2012). This has been the case although literature also suggests that a number of online platforms such as moodle-based tools and google classroom have already been used in some schools in Turkey; however, the number was always limited and not satisfactory.

Since the beginning of the pandemic, various countries in the world have presented several solutions to keep on teaching (Basilaia & Kvavadze, 2020). In this respect, online resources, guidelines and finally video lectures have been utilized in an effort to boost productivity. In Turkey, lessons have been conducted via an official educational channel called ‘EBA’ that is coordinated by the Ministry of Education (Başaran & Doğan & Karaoğlu & Şahin, 2020) and those revolve around the national curriculum just as in the case of many other countries in the world (UNESCO 2020, National Learning Platforms and tools).

Concisely, everything we have known up to this point has changed at an exponential pace and second language teaching and giving feedback for non-native students' essays in English have been affected by all of these changes. Every school in Turkey and in the world has been advised to adopt online teaching and learning platforms for almost a year (Başaran & Doğan & Karaoğlu & Şahin, 2020). Based on this, all educators have had to assume certain ways to redesign their teaching styles to be able to get the attention of their audience, their students so to speak. In addition to in-class activities, one of the most fundamental issues is concerning their feedback style which has had to be recreated since online classes and blended learning lead to make traditional feedback a bit problematic due to time constraints and a series of other issues (Basilaia & Kvavadze, 2020). There has already been an attempt to shape feedback styles in line with the needs of the era and learners on the part of researchers in the field of education {Carroll & Roberge & Swain, 1992}; nonetheless, this specific time period has even made it mandatory to be more creative when it comes to feedback models especially in English classes.

In Turkey, there is also another setback. That is, achieving solid writing skills in language classes have always generated some issues due to several reasons including the existing rote learning pattern, not presenting authentic material, but most importantly, the feedback given by educators has been limited or nonexistent at times (Bozkurt, 2016) and this was even before the pandemic; therefore, it is indeed vital introduce new models in terms of teaching and giving feedback.

Corrective feedback in EFL classes can be regarded as suggestions made for students' essays (Ellis, 2009). Those remarks or suggestions on students' papers help learners to be aware that some of their sentence structures or ideas or organization in general are problematic and as such the relevant feedback offers better versions of those chaotic areas in their essays. With that in mind, written feedback aiming to correct the related parts informs students of their grammar-based mistakes via some recommendations and the way those learners use the target language output requires enhancements (Lightbown & Spada, 2006). That being said, it is important to unite it with technology at least to some extent in today's world.

There are various types of feedback for written products in the second language learning process. and text-based will be referred to in this academic paper for the purpose of comparison. Nevertheless, this study in essence aims to examine a fairly new approach in English essay writing-based feedback in EFL classes. It is regarding electronic corrective feedback (Ellis, 2009) which gives learners a chance to comprehensively understand their mistakes thanks to the pros of the advanced technology.

It is noteworthy to suggest that a student can only excel in language classes, writing skills in particular provided that there is constructive feedback through which s/he can realize his/her errors and initiate methods to work on those problematic areas following that feedback {Brown & Race & Bull, 1999). Unfortunately, traditional text-based feedback may not be the best approach as it is restrictive and educators worry about time limitations when giving such feedback.

Owing to these reasons, this specific study is particularly crucial as it presents a way to upgrade the teaching style as well as the process of providing feedback to second language learners as to their writing skills in English classes. This academic work shows in fact an alternative to traditional teaching along with feedback giving techniques and this matters to a great extent when the improvement of those learners are taken into consideration. The current limitations caused by the virus present some issues and the new educational model has the potential to be useful for these youngsters. However, that does not need to be the case if the necessary precautions are taken and students are given an opportunity to enjoy the benefits of tech-based platforms in education.

This generation - also known as generation Z - were already born into technology (Collins, Munoz, 2016) and it is even easier for them to adapt to the current virtual platforms in teaching. Hence, it is the effort on the part of educators that will count and make learning a second language enjoyable and effective even through virtual tools. This study will demonstrate whether providing youngsters with video feedback will be helpful to them in terms of their writing skills in English.

All in all, the benefits of this study in terms of the literature can be explained as follows. This 9-week long research conducted in a blended learning environment is an indication that students' writing skills in prep school English classes can be positively encouraged by giving them concrete feedback through tech-based platforms. The new feedback giving techniques may

have a role in creating a positive atmosphere during in-class activities, building a positive rapport between teachers and students and increasing success in writing skills at prep schools.

1.5. Limitations of the Study

The most noteworthy limitation was the time period in which this specific research was conducted. The year ‘2020’ was the time when the widespread fatal virus called ‘covid-19’ kept spreading. Hence, many existing models including those in the field of education have been reshaped and planned with the implementation of virtual teaching platforms such as zoom, google meet and so forth. That is to say, it was a must to learn the ins and outs of those cutting-edge technological tools as soon as possible to be able to offer quality education against all odds.

During this research, initially the hybrid teaching model combining face-to-face education with the online teaching model was adopted. As a result, the researcher benefited from face to face and virtual writing-based assessments enabling a comparison between the experimental group and the control group. However, in the middle of the semester, it was decided that only virtual classes will be used to keep going with all those studies. Therefore, it was a necessity to adapt to those changing conditions on the part of the educators and the students. At times, those last minute-changes and new regulations led to utter confusion and required further assistance and explanations.

Owing to this phenomenal global issue, there was also the risk that some students may have dropped out of the classes as a result of illnesses and/or fear affecting all parts of the world in a negative manner. As the number of individuals losing their lives on account of this virus kept rising every single day, the tension increased in a parallel way.

Due to the same reason, the number of the students in classrooms was limited to 10 at most. Considering the fact that some classes had to be conducted in actual classrooms at first, the school administration swiftly took a number of precautions against unwanted risky encounters by limiting the total number of students in each classroom. For this reason, in the face to face part of the programme, it was extremely challenging to hold writing-based group activities, which are normally integral parts to improve students' writing skills as this way, students are capable of learning from each other. However, the ongoing pandemic made it almost impossible to organise such activities face to face.

The social distancing rules and having to wear a mask at all times also impacted the quality of education in a negative way. These two new regulations made in-class communication hard. Under normal circumstances, the operating language, especially in B2 level, is English as the target language. Nevertheless, the related restrictions created a range of problems such as misunderstandings caused by the masks and/or having a hard time figuring out the actual message of the instructor through her body language and facial expressions. The research may have provided better results if those unwanted conditions restricting human interaction

exponentially had been different. That being said, the virus was also the one accelerating the fast integration of those advanced technological tools in education. In a way, all the teachers and educators were pushed to learn everything as fast as they could. Even though it may seem a sort of advantage at first sight, on close inspection, the situation caused countless unprecedented scenarios in the field of education.

One last limitation regarding this academic study was the fact that this particular research was held at a private university in Istanbul that is considered to be one of the most developed cities of Turkey. Therefore, the socio-economic situations of the relevant participants may have affected the results at least to a certain extent.

That is to say, some of them had prior English knowledge through their previous studies and had the chance to travel to numerous foreign countries and as such those were already able to express themselves in writing in the target language at least partially.

With that in mind, it would not be reasonable to generalize the results especially when the schools in less fortunate parts are taken into consideration. To be able to provide a real picture, similar studies are to be implemented in such places as well.

1.6. Definition of Terms

Video feedback: This particular term is used to refer to screencast feedback (Mathisen, 2012) which basically means recording the material on an educator's screen and this document can be

associated with a sort of screencast feedback capturing the movements of the cursor when typing and/or scrolling up and down. This process is usually accompanied by audio narration and through this method, learners benefit from the audio and screen-based feedback at the same time (Henderson & Philips, 2014). The body language can also be a part of the process if the teacher decides to reflect his/her image on screen.

E-learning: Basically, it is the intervention of certain technological tools within learning. It is also regarded as distance learning (Haythornthwaite & Kazmer, 2002). Those tools such as videoconferencing apps, digital classrooms and even electronic e-mails are utilised in an attempt to upgrade the learning style of students.

Blended Learning: It refers to the mixture of face to face and virtual learning as well as teaching platforms (Garrison & Kanuka, 2004). Since this model may limit the active participation of learners, it requires that both learners and educators are knowledgeable about the tools to be used and educators should be actively engaged to balance virtual classes and face to face sessions and as such design new teaching models to attract the attention of their audience (Osgerby, 2013).

CALL (Computer Assisted Language Learning): It is regarded as using computers as assistants to learning. In this type of learning, computers are used to reinforce and present information and knowledge (Levy, 1997). The origin of CALL's dates back to the 1960's and was first initiated in the States. At first, the element of imagination was missing; however, several authentic ways to benefit from computers were introduced in the passage of time as far as the process of learning new languages was concerned (Higgins & Johns, 1984).

CBA (Computer Based Assessments): It can be defined as the integration of computers to evaluations and the concept 'CBA' covers the administration of various tests, grading processes either through computers and/or human beings at the end of assessments (Brown, 1997).

CHAPTER 2

2. LITERATURE REVIEW

The aim of this particular study is to explore the impact of video-feedback on the academic writing skills of prep school students.

Based on this specific reason, this section of the study is related to the review of the literature regarding electronic learning platforms, feedback styles and specifically technology-oriented video feedback.

2.1. Computer Assisted Language Learning (CALL)

It has been almost forty years since the integration of computers into language learning and CALL can be examined in three different categories: Behaviourist CALL, Communicative CALL and Integrative CALL (Davies, 2007). In the passage of time, it is possible to notice a real improvement as far as computer assisted language learning is concerned.

The term ‘Behaviourist CALL’ or ‘Structurist CALL’ was coined in the 1960’s and the intention was to monitor learners’ answers to grammar and vocab-based exercises (Egbert &

Petrie, 2006); nonetheless, it failed due to the fact that there was no authenticity in communication as a result of using the same materials in a tedious way (Chapelle, 2008).

In the mid- 1970's, communicative CALL putting personal computers in the center of learning languages was introduced; however, this version was also unable to thrive owing to its unreliability when it comes to certain programmes as well as games (Hubbard, 2005).

In the 1990's, the last approach called 'Integrative CALL' was presented and its purpose is to combine a variety of media in the shape of texts, video and audio files through which learners are able to enhance all skills simultaneously (Warschauer, 1996).

Upon close inspection, it is reasonable to highlight that CALL has led to a genuine revolution in the field of language learning (Hubbard, 2009). Prior to the means of advanced technological tools, learning a foreign language merely through conventional methods was quite burdensome on the part of learners.

The integration of cutting-edge devices as well as software programmes into learning have enabled everyone to capture the essence of the relevant language swiftly and without less effort. Thanks to those new tools, the world has in fact turned into a kind of global village in which people from all walks of life can communicate regardless of their residence and native languages (Chapelle, 2008).

Reinders and White (2010) suggest that learners are now able to explore languages via authentic methods and materials. In this respect, the noteworthy benefit of those materials is their positive contribution to interactions amongst students if used properly.

At this point, it is essential to add that all those materials and software programmes originated through CALL are to be tailored in line with the diverse needs of language learners if the intention is to utilise them in the best way possible (Lai & Kritsonis, 2006).

With regard to CALL, it is also pivotal to remark that educators are responsible for supporting learners who might require assistance when using those alternative technological tools in language learning and it is an undeniable fact that teachers are the ones that can decide what is indeed beneficial and what not when it comes to CALL-based activities in class (Reinders & White, 2010)

Thanks to CALL-oriented materials, foreign language teachers are able to provide their students with solid feedback in the form of audio files, digital texts or both and this leads to better acquisition skills on the part of learners as those get to detect their mistakes at once through some collaborative work between those digital means and their own instructors (Hyland, 2020). On the other hand, as far as some (Chapelle, 2008) are concerned, the reliability of CALL materials can be questioned at least to a certain extent in the sense that the process of language learning is being robotic and somewhat tedious when examined closely.

Despite those opposing its practicality, CALL has definitely made a serious positive impact on learning in general, especially foreign language learning. By referring to Alderson's work (2000), Liu & Moore & Graham & Lee (2002) expound the pros of software programmes on learning foreign languages as follows:

“Numerous software programs were created in foreign languages such as English, French, Spanish, Italian, German, Japanese, and Russian. English as a second/foreign language was, however, the most commonly discussed target language” (p.7)

As it is easy to grasp from the above quote, English as the lingua franca of today's world is the one where we see the adaptation of CALL-based activities to the curriculum the most and it is important to emphasise that there are now copious amounts of alternative digital variations when improving skills in this language (Davies, 2007).

As for software programmes smoothing the language learning process, it is possible to discuss the effects of Hypercard by Apple and Interchange by Daedalus (Collins & Munoz, 2016). Those can be analysed in the framework of CALL as two significant software programmes which can accelerate foreign language learning processes. Hypercard as the former with its user-friendly nature is of great assistance to teachers when it comes to developing projects involving successful graphical designs and as such those contribute to the increase in the motivation level of foreign language learners (Hubbard, 2014). Daedalus as the latter, on the other hand, is also a powerful software urging foreign language learners to form written conversations in an original way via its technical infrastructure; therefore, it can be a great

addition to the improvements of skills in English literature and thus the process can lead to better essay writing skills with appropriate guidance of instructors (Liu et al, 2002).

In addition to the advanced tools discussed above, some researchers (Seileek, 2006) also analysed the advantages of basic digital tools in terms of language learning and in this regard, it is worth mentioning the positive results received through the benefits of simple tools such as word processors as far as foreign language writing skills are concerned (Abu Seileek, 2006). Through such simple, but effective digital helpers, second language learners attempting to excel their skills in a particular language have a better chance to detect their written mistakes instantly and correct those as these processors offer the best scenario when creating writing pieces digitally. Needless to say, this is to be handled in a controlled fashion by teachers considering the fact that feedback is of the major significance to master certain skills.

Reppen & Simpson-Vlach (2010) refer to the practical attributes of ‘Corpus’, a collection of digital data which can be useful in language learning. In a way, the system works as if it is a puzzle providing certain natural patterns that can be utilised in classrooms when it comes to learning a foreign language.

Along with all those previously discussed software programmes, it would be reasonable to state the visibly observed benefits of mobile devices which assist learners to practise a foreign language in all kinds of possible forms when there are time constraints on the part of learners (Arnold & Paulus, 2010). In today’s world, a learner in any country has the opportunity to

discover even the advanced features of a foreign language and after starting from scratch (Basilaia & Kvavadze, 2020), s/he can gradually master that specific language without being in the country where the target language is spoken and this innovation in language learning takes place via the new mobile-oriented language learning applications such as ‘lingq’ and ‘italki’ which enable learners to be exposed to quality products in all four skills and those apps are also constantly used in classrooms by language teachers as well in an attempt to boost the language learning process in a neat manner (Liu et al, 2015). Bearing in mind that mobile phones are in essence computers, too, it is not surprising that those are now a part of the language learning process in the framework of CALL.

Despite its visible advantages and computers’ smartness in identifying certain data via pre-determined algorithms , CALL does not give the impression of a flawless method to learn the skills in a second language as it still has a hard time dealing with unexpected scenarios due to its nature (Lai & Kritsonis, 2006). In other words, computers are only equipped to provide answers to expected questions since this is the design of artificial intelligence (AI) and as such cannot act as in the case of humans that are able to be flexible and create responses even for unexpected queries using their creativity and originality considering the fact that human beings are not really hardwired to work through algorithms unlike machines as there are the invisible effects of certain emotions such as empathy and and as a result, they can take initiatives when required and this is a unique feature on the part of humans (Kessler, 2006).

2.1.1. Computer-based Assessments (CBA)

Assessments and its accompanying component feedback are the core points especially in second language acquisition (Hyland, 2010). Based upon this fact, these notions are to be evaluated formally in an attempt to contribute to students' long term progress. In this respect, it can be claimed that computer-aided assessments offer real potential through constantly updated innovative educational models (Brown, 1997).

CBA initially showed itself in education in the 1950's and over the course of time, it has evolved from the primitive version of computers detecting errors to using advanced software programmes as well as online testing with the introduction of the internet in the 1990's (Burkhardt & Pead, 2003).

In the 1970's, there was the implementation of multiple-choice testing via computers and despite the fact that it seemed promising at first glance, it brought its own risks such as its being too mechanical and repetitive on the part of learners (Clarke & Madaus & Horn & Ramos, 2000).

In the 1990's, the creation of virtual databases sorted out some issues at least to some extent as the process allowed slight originality through the use of electronic portfolios and similar advanced technology-oriented assessment options turning tech-based pedagogy vivid compared to previous times (Chapelle, 2006).

In line with the data provided above, it is easy to understand a great amount of modifications and advancements have been observed since the 1950's as far as the concept 'CBA' is concerned. To illustrate, the use of search engines like 'google scholar', 'digital databases' and 'journals' added a brand new dimension in CBA (Garrison & Kanuka, 2004). As a result of these innovative steps in computer-based evaluations, it was believed that CBA could be utilised in formative assessments provided that proper feedback is supplied by avoiding comparisons with other learners in the classroom as this can have detrimental effects in the long run (Brown & Race & Bull, 1999).

Owing to computers' immense capacity to analyse intricate data at an exponential pace, CBA is able to present comprehensive reports for educators so that solid methods in giving feedback can be developed in line with the processed information (Hyland, 2010). The reason behind this hypothesis is that educators have been able to better realise the weaknesses and strengths of learners simply by looking at the data provided by computers (Anderson, 2008).

That being said, there was also one setback regarding CBA which is the misconception that innovations in technology are likely to sort out all the problems regarding language learning process and giving feedback (Al-Shanfari & Epp & Baber, 2017). In this regard, the evaluation of communicative language ability might be missing in this type of assessment model due to its being monotonous at times (Chapelle & Douglas, 2006). This claim has a basis when judged in line with the fact that gestures, facial expressions and vocal performance particularly regarding the listening element of second language learning can only be properly evaluated by a human

being, an educator who has the necessary pedagogical knowledge to provide solid assessments as well as feedback (Wagner, 2007).

With regard to the writing component of the second language learning process, certain software programmes are capable of partially evaluating essays in accordance with some algorithms uploaded on computers; however, researchers (Warshauer & Ware, 2005) believe that more work has to be done in the field before making sure that computers can replace human beings when it comes to assessing written tasks, which is in essence a complicated procedure requiring various skills which can only be attributed to human beings (Higgins & Burstein & Attali, 2006).

Concisely, it would be logical to mention that even though Moodle-based systems offer certain language assessment models in the form of multiple choice questions, fill-in-the-blanks parts, matching and brief writing sections (Burkhardt & Pead, 2003), computers may not yet be fully equipped to assess the overall performance of human beings in terms of second language acquisition on their own (Collins & Munoz, 2016) and whether or not this is likely to happen in the near future is still a question mark and most probably, human beings will still be needed and in fact, there is a possibility that actual teachers and computers will go hand in hand when preparing assessments as well as providing concrete feedback in second language learning (Carr, 2006).

2.1.2 E-learning Platforms & Internet

Learning via electronic devices is a broad topic which is basically based on internet-related tools despite its subcategories. Distance learning has been in demand since the foundation of the professional online learning platforms called Coursera in 2012. This has been followed by the emergence of its counterparts, EdX, Khan Academy and FutureLearn which offer all kinds of mostly free courses from scientific subjects to language learning (Osgerby, 2013). Through those, people from all walks of life have started to realize that teaching and learning even in terms of language learning do not have to be in person and it is possible to turn into self-learners. Google classroom and similar digital tools which are now widely used by innumerable educational institutions in the world have also taken part in this new world and have offered a new dimension regarding learning and teaching (Shaharane & Jamil & Rodzi, 2016).

Due to its nature, face-to-face communication and social interactions can be limited in online learning (Muirhead, 2000); however, proper e-learning tends to create autonomous learners and those autonomous learners are not necessarily students, but also educators as well. Particularly, in language classes, teachers always do their best to integrate new methods as well as feedback styles with the advent of cutting-edge technological tools (Stewart & Harlow & DeBacco, 2011). Considering the fact that learning a foreign language especially in developing countries such as Turkey has become extremely important in recent years (Latif, 2016), those new techniques revolving around new technologies have the potential to benefit those students living in these countries.

The impact of e-learning platforms is exponential to the degree that Collins and Munoz (2016) questions the need for language teachers in the long run by explicitly calling them “endangered species” (p.133) and also insinuating that learning in an actual classroom environment is about to be obsolete. This understanding has a basis especially when today’s circumstances are taken into consideration because outbreaks like covid-19 or similar incidents may lead to unexpected restrictions and as such distance learning might be an option (Eğitim-Sen, 2020).

Whether second language teachers will be needed in the future or not is another comprehensive discussion and in fact, this may depend upon the future strategies of educators as well as their adaptation to such new advanced technologies, in a way their collaboration with tech-based platforms (Muirhead, 2000). Virtual tools in all kinds of functionalities have been massively used all over the world and the need for them is gradually increasing, not necessarily owing to the outbreak, but because those make learning easier and at times effective through instant responses to all kinds of queries (White, 2016). The answer of even the most complex problems is one click away on the part of learners and this includes second language learners as well.

Since the beginning of the pandemic, almost all educational institutions in Turkey have adopted various online teaching and learning platforms (Eğitim-Sen, 2020). Even though virtual classrooms are integrated on account of the current situation, it is likely that at least blended

learning will be assumed even soon after the virus-imposed lockdowns as benefiting from technological advancements in learning is now the new reality considering the fact that artificial intelligence (AI) keeps improving itself (Ash, 2014), but the need for actual teachers, human beings so to speak, still persists owing to the fact that proper feedback can only be provided this way (Başaran & Doğan & Karaoğlu & Şahin , 2020).

Otherwise, it is a well-known fact that those technology-oriented platforms indeed benefit second language learners (DiSessa, 2001). Having said that, real progress in terms of foreign language learning can be ensured through proper feedback which focuses not only on grammar, vocabulary but also the presentation of ideas and critical thinking skills (Dörnyei, 2018). In other words, it is a must to investigate the gains on the part of students and test the efficacy of online language learning and the relevant process. (White, 2016)

Thanks to e-learning, language learners can appreciate the significance of being autonomous learners as there is now the opportunity to conduct research and reach any information swiftly (German et al, 2019). In fact, another advantage of distance learning is to create learners that can use their critical thinking skills rather than counting on rote learning (Haythornthwaite & Kazmer, 2002).

Up until recently, the territory of language learning has been defined through memorisation of countless new words, syntax and grammar structures in developing countries (Lai & Kritsonis,

2006) as those have been unable to present a new model which can make foreign language learning entertaining and easier.

On the other hand, some prominent researchers in the field of linguistics (Krashen, 1988) defend the concept of comprehensible input which dismisses rote learning and instead suggests that language acquisition can only realise provided that there is communicative as well as meaningful input within the target language.

It is known that developed countries such as Finland, Luxembourg and the Netherlands in which the number of polyglots is remarkably high have already adopted this approach - providing learners with comprehensible input via the collaboration of educators and technology - in teaching a foreign language (Reppen & Simpson-Vlach, 2010). In brief, it is possible to state that e-learning and its companion electronic feedback are likely to change the obsolete system revolving around 'rote learning' even in undeveloped and developing countries in the long run as there is no escape from technology which can be used for the benefit of human beings especially when it comes to second language learning (Smyth, 2011).

2.2. Feedback in Second Language Learning

As in the case of innumerable fields, students are to be provided with solid feedback in second language learning as it is an indispensable part of finding out the intricate parts of the target language and the process itself assists educators as well as learners in achieving their goals (Carroll & Roberge & Swain, 1992).

In fact, feedback is the key resource of motivation on the part of second language learners and a way to excel in the desired language as it identifies the problematic areas and presents improvement methods along the way (Cook, 1991).

Despite the fact that there are different versions of feedback, in its core, there is the element of motivation no matter what happens and Weiner (1990) even suggests that extrinsic motivation which is based on a kind of reward system is the main actor considering the fact that learners from all walks of life get gratification from getting attention upon success.

Feedback, that is in essence the collected data showing the performance of learners guides students on how much they learn because feedback offers cognitive development (Winne & Butler, 1994). As a result of feedback that is linked with extrinsic or intrinsic motivation, the desired action with regard to learning is likely to be repeated and this has the potential to boost self-confidence as well as the performance of those students (Demetras & Post & Snow, 1986). Bearing the psychological aspect of learning in mind, those students that are given proper

feedback regarding their target language-based studies tend to be even more motivated to learn another language exponentially (Gas & Selinker, 2001).

When it comes to second language acquisition, it is a fact that learners are supposed to learn the target language through various methods. Along the way, those are expected to communicate via that particular language despite the fact that they may not know all the rules and lack vocabulary knowledge especially at the outset of the process (Winne & Butler, 1994). As a matter of fact, this is how human beings are hardwired to learn at least one language - their native language - starting from infancy. That being said, learning the native language and the target language are not exactly the same as the former is a natural process, the latter is a bit of a forced one and as such requires extra effort on the part of the learners (Gunawardena, 1995). Nevertheless, there is one significant factor that is common in both situations. The role of feedback is undeniable.

On close inspection, it is possible to notice that even infants get feedback from their parents when learning their mother tongue as these babies get approval and/or are encouraged to utter certain words and this way, they improve their skills subconsciously whilst talking and constantly obtaining feedback regarding their performance (Gardner, 1982).

The situation in second language acquisition is similar to the above-mentioned process, at least to a certain extent. To explain, those aiming to learn a second language are required to get feedback from their teachers to be able to enhance their skills in the target language (Demetras &

Post & Snow, 1986); nonetheless, this is not exactly a natural process. To expound, the feedback coming from teachers is essential when learning another language (Dörnyei, 2018).

The concept of ‘feedback’ means a kind of mutual communication leading to a mutual interaction between the student and the teacher (Bateson, 1972) and this is a valuable bond as human beings attempt to learn a second language (Flavell, 1979). However, that bond and communication style should be established in a correct way and solid feedback is to be provided as that is the only way to success on the path of learning the skills required to conquer another language (Han, 2001).

2.2.1 Traditional text-based feedback in writing

The importance of feedback in second language learning stands out in classrooms since the skills are categorised in a proper manner (Hyland, 2010). Not only verbal, reading and listening skills of learners are monitored by educators, but also the ability to express oneself in writing within the target language is under supervision particularly at universities as their main focus is to raise talented bilingual individuals that are capable of expressing themselves properly in formal platforms (Higgins & Burstein & Attali, 2006). As a result, academic writing skills in the target language are always in the center at universities and those cannot be achieved without concrete feedback from educators (Krashen, 1984).

In other words, it is possible to claim that when excelling in academic writing, the right kind of feedback has a genuine impact upon the overall process. For this reason, an instructor is urged

to benefit from all possible ways to provide his/her students with solid feedback (Hyland, 2010). The quality of the feedback given in writing classes is fundamental because it simply leads to a kind of failure or progress on the part of learners (Reppen & Simpson, 2010).

In writing-based sessions, feedback has more than one function. Along with the assessment, writing classes offer learners a chance to scrutinise a certain context and design a product in line with the expectation of the audience concerned (Weiner, 1990). In this respect, when feedback is given properly, a strong bond between students and teachers is likely to emerge as learners count on their educators to be able to sharpen their skills in every aspect of writing, which is in fact based on using critical thinking skills (Lo & Hyland, 2007).

Despite the fact that positive feedback encourages students to create more, the definition of quality feedback is somewhat controversial. According to a number of prominent researchers (Polio & Fleck & Leder, 1998), comments are an integral part of giving feedback and other researchers (Krashen, 1984) underline the importance of content over form.

Furthermore, the studies regarding feedback-based preferences of learners differ to a great extent (Lee, 2005). To expound, while some opt for comments regarding ideas rather than grammar-oriented corrections (Zamel, 1985), some request feedback for their grammar-related performance as well (Lee, 2005). In other words, there are various forms of feedback from grammar-based to content-oriented.

On another note, the desire on the part of teachers is to make their students comprehend the academic writing patterns and the related expectations in terms of writing and those happen via feedback (Ice & Curtis & Philips & Wells, 2007).

By taking feedback into consideration, learners are expected to improve their writing performance in second language learning classes. However, teachers - through regular observations - are to be aware of students' personal styles as to writing when getting the most out of those feedback sessions (Ferris, 2010). In this manner, the expectations on the part of learners also matter to a great extent and as such the process is vice versa. Concisely, not only educators, but also learners are a part of the journey when it comes to solid feedback (Kessler, 2006).

In second language learning classes, feedback is often given to show the mistakes regarding word choice, grammar patterns, content and cohesion (Krashen, 1988) and the traditional model suggests writing comments on the papers of students (Lee, 2005). That being said, it is not always possible to discuss those mistakes comprehensively in classrooms due to time constraints (Lightbown & Spada, 2006). Regardless of this setback, text-based feedback has been a method adopted by educators in an attempt to show students their errors (Polio & Fleck & Leder, 1998).

At times, students may not always understand the problematic areas when feedback is provided in a rush and certain details are not discussed. As a result, some of the mistakes persist in their future essays (Muirhead, 2000). In a way, it turns into a kind of vicious circle as students have a hard time detecting the issues mentioned by their teachers in their papers (Wagner, 2007).

As far as writing classes of second language learning processes are concerned, having constant and comprehensive feedback is of the pivotal significance because learners can only learn if their mistakes are corrected immediately and when the source of the problem is grasped thoroughly (Warschauer & Ware, 2006).

Despite the fact that it is understandable to a certain extent that teachers may not find sufficient time in class, the issues experienced in traditional feedback might lead to serious outcomes regarding writing skills in English or any other language (Mauranen, 2010). Namely, there is a requirement of the upgrade in the existing feedback style (Hamp-Lyons, 2001) and new models are to take the actual needs of students into consideration so that the effectiveness of writing classes can be improved in the long run (Lo & Hyland, 2007).

2.2.2 Video Feedback

Despite its being a recent phenomenon in the field of education, more and more schools have started to incorporate not only blended courses, but also those have been benefitting from the perks of tech-based alternatives (Lai & Kritsonis, 2006).

Video feedback in which the educational development of learners is supported through the means of cutting-edge technological tools is one of them (Kimbrough & Davis & Wickersham, 2008).

Even though the concept ‘video feedback’ gives the impression of a brand new method which has become popular with the advent of advanced technology and some researchers (Gunawardena, 1995) supports the necessity of social presence, it is in fact not a new approach towards feedback in general.

The archaic form of video feedback known as ‘audio feedback’ has been in the literature for a long time. This type of feedback given by recording voices has the potential to include humanizing functions compared to a mere text (Cuthrell, Fogarty, & Anderson, 2009) as learners have mentioned that they are more connected with their teachers via audio feedback (Oomen-Early, Bold, Wiginton, Gallien, & Anderson, 2008).

Based on this, it is reasonable to assume that the recorded voices of instructors in audio files are able to motivate students (Ice et al, 2007) at least to a certain extent since they think that their work is being cared for and as such there is a sense of belonging on the part of learners who get audio feedback.

That being said, since there is a lack of facial expressions during audio feedback (Wood & Moskovitz & Valiga, 2011), this sort of feedback is limited in certain aspects as the social presence of instructors during evaluations is considered to be fundamental (Swan & Shih, 2005).

However, some researchers (Cuthrell et al, 2009) claim that audio recordings possess more communication-based cues compared to texts which in essence both lack body language and voices while also criticising that audio feedback can be a burden to understand on the part of some students especially if their level is not sufficient to grasp the content of audio feedback.

The aforementioned insufficiency on the part of audio feedback (Swan, 2002) required the introduction of another feedback type which is known as ‘video feedback’ (Barrow, 2012). Through this new feedback, students have reported that it has been easier for them to comprehend the gist of the message in the form of a video and also added that they feel more connected to their teachers as there is a possibility to integrate the facial expressions whilst reflecting the papers of students on screen and simultaneously commenting on the performance (Parton, 2010)

On another note, there are a series of drawbacks regarding these tech-based feedback types on the part of instructors who are required to spend a considerable amount of time to give the latest shape of the feedback (Moore & Filling, 2012). The reason behind this is that a necessity to edit such files in line with the actual needs of learners is undeniable and can be time-consuming unless teachers are extremely cautious as well as vigilant (Griffits & Graham, 2009a). In

addition, there is a possibility that some students may not be that familiar with technological devices and as such they might have a hard time benefitting from the feedback (Yang et al, 2006)

In spite of those concerns, those instructors giving video feedback reported that it is indeed easier to reach learners via visual cues and show feelings thanks to the element of body language when needed (Swan & Shih, 2005).

Some even stated that there is a possibility to include humour as well as sarcasm when assessing learners' written products; nevertheless, it has also been added that the element of sarcasm is to be included with care since it can be misinterpreted at times (Lai & Kritsonis, 2006).

With the advent of genuinely advanced technological means particularly in the last decade, it is now possible to integrate even more additions to turn English-based video feedback into a vivid evaluation process considering the fact that videoconferencing tools like 'zoom' and 'google meet' are now able to offer emoticons that can be used by educators when expressing their feelings on the presented product be it an oral or a written one (Suwantarathip & Wichadee, 2014).

It goes without saying that such emoticons and similar punctuations to display emotions can also be used in the traditional text-based feedback; nonetheless, what makes 'video feedback' special is the opportunity to utilise those along with the other elements such as the voice, facial

expressions of teachers and this is in addition to the chance reflect the product of students on screen and talk about it in the meantime (Vise & Malseed, 2005).

A range of researchers in the field (Zhou & Simpson & Domizi, 2012) suggest that video feedback can be given in the form a conversation as if learners and educators are face to face in an actual classroom and this has the potential to turn that feedback into a less stressful experience on the part of students especially if teachers act naturally and make conversational remarks from time to time.

Despite the above-mentioned advantages of video feedback, it has also been reported (Moore & Filling, 2012) that it is burdensome not to be able to change certain parts of the video unlike in its counterpart, traditional text-based feedback which enables making modifications on the related parts instantly and this is impossible in video feedback unless the video concerned is shot from scratch.

Regardless of its limitations and the plus parts of the traditional text-based version, video feedback gives the impression of a promising path as it provides a kind of social presence with instructors even though those are not face to face with learners. That said, educators are to be aware of the problematic areas caused by this type of feedback and take the necessary precautions ahead of time (Borup & Graham & Velasquez, 2011).

CHAPTER 3

3. METHODOLOGY

3.1. Presentation

Within this chapter, the relevant study which was executed regarding the given research questions has been presented by providing data on the process as well as the methods. Those styles are traditional text-based feedback and video feedback for the academic essays in English as a second language. This will be followed by the comprehensive analysis of their impacts on the success level of students. This section of the dissertation will elaborate on the method, variables, attendees and materials used. In addition, it will expound the procedure along with the data collection process. Eventually, this particular chapter shall conclude by scrutinising the approach regarding the data analysis in an attempt to respond to the related research question as well as the presented hypothesis about the existing study.

3.2. Method & Variables

This study was held in the English Prep School of Yeditepe University in Istanbul. This experimental research concentrated upon benefitting from video feedback in the advancement of university prep students' English language skills in academic writing.

In this study, experimental research design which can be administered in a laboratory, in a field or in classrooms was applied. This research was held in two different classrooms. Experimental design is accepted as a unique way to affect a specific variable (Prasetyo, 2008). This particular study benefits from pre-experimental design in the shape of Pretest - Posttest design via quantitative method. Before the treatment, a test 'Pre-test', following the treatment and a 'Post test' were conducted. Below is the detailed procedure of the experimental design used in this specific study.

- A Pretest with the intention of measuring the level of the students prior to the analysis of the efficacy of 'video feedback' on the writing skills of University Prep School students in the English language was held.
- The treatment by giving virtual (video) feedback for the improvement of students' writing skills throughout 9 weeks was administered.
- A Posttest to measure the efficacy of 'video feedback' on the writing skills of those students was applied.

In this study, one of the nonparametric statistical methods which are suitable when the sample size is not that large (Zimmerman, D. W., & Zumbo, B. D. 1993) were used. Considering the fact that this experiment was held in small groups (19 students in total), nonparametric methods served the purpose

This specific study was conducted in two separate classes. The former group was given technology-oriented video feedback where the latter was provided with conventional text-based feedback. The adopted learning style was blended learning in which virtual platforms were utilised.

In the experimental group, the instructor was competent with using the target video conferencing tool ‘Google Meet’ which enabled video feedback in a smooth manner. Hence, there were no technical issues as the target was determined in advance and the lecturer was knowledgeable about the related platform.

The academic levels of the experimental group and the control one were in harmony because all the students in those classrooms were admitted in the related level of the prep school through an official proficiency exam which evaluates the skills of students in line with The Common European Framework of Reference for Languages.

All those students in the study are aged between 18-22 and B2 level which is associated with upper intermediate skills. In the experimental group, there are 10 students in total whilst that number is 9 in the control group.

The variables observed within this research are video feedback and traditional feedback which are likely to have an influence in the achievement rates of university prep school students in English writing class.

Table 1. Design of the Study & Weekly Procedure

DESIGN OF THE STUDY		
Data	Number of Participants (Both Groups in total)	Frequency of Assessments (in 9 Weeks)
5 In-class (Oral) Exams	19	Bi-weekly
4 Official Writing Exams	19	Bi-weekly

Weeks	Academic Essay Topics	Type of Feedback
Week 1	Compare and contrast men and women. What are the differences and similarities between two genders?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 2	Is working at a company while studying at university a good idea? Write an academic essay on this issue?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 3	What are the causes of lying? Why do people lie? Analyze the situation with detailed examples.	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 4	What are the pros and cons of homeschooling? Examine it with details.	Both groups: Traditional (text-based) Feedback
Week 5	What are the causes and effects of pollution? Form an academic essay on this subject.	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 6	Is it a good idea to increase the number of shopping centers? Do you believe this should	Experiment Group: Video-feedback

	be supported?	Control Group: Text-based Feedback
Week 7	Do you think capital punishment should be integrated by the government? Or can it have negative effects in the long run?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 8	"AI (Artificial Intelligence) will be dangerous in the near future." Do you agree with this statement?	Both Groups: Traditional (text-based) Feedback
Week 9	Should all countries open their borders for refugees who escape from the war?	Experiment Group: Video-feedback Control Group: Text-based Feedback

The study took 9 weeks in total and the same lecturer gave feedback throughout this time period. In both groups, the number of sessions held on a weekly basis is 6 in total and the objective is to test the efficacy of the above-mentioned feedback types in terms of the writing skills of those students in the English language.

All the participants were aware of the study at the beginning of the process. A rehearsal writing exam was held when the study commenced. In essence, it was the pre-test to further examine their writing abilities.

Over the course of the first 4 weeks, only text-based feedback was given to the control group while video feedback was given to the experimental group. In the 4th and 8th weeks of the study, both groups were provided with traditional text-based feedback to compare and contrast the effects of the new method, video feedback. For the rest of the weeks, video feedback was only used for the experimental group.

Every week, both classes took regular writing evaluations in which they had to show their improvement in accordance with the previous week's feedback. The official exams in terms of academic writing were administered bi-weekly. This means that all the students took 4 official exams in which they wrote an academic essay and 5 mock exams during which they were expected to demonstrate similar skills in terms of writing.

3.3. Participants

The number of those participants within this particular study was 19 and their level was B2 which is in essence the equivalent of upper intermediate level. All of those students were students at the English Prep School of Yeditepe University and were placed in line with the results of the official Proficiency Test at the beginning of the 2020-2021 Academic Fall Semester. In these Proficiency Exams which are repeated twice throughout an academic year, learners are categorised in line with their levels. In this respect, students are placed in A level (elementary), B1 level (pre-intermediate) and B2 level (upper-intermediate) classes in light of their performance in the relevant assessment.

Table 2. General Information of Groups in Video Feedback Experiment

GROUPS	PARTICIPANTS IN TOTAL
Experimental Group (Video Feedback)	10
Control Group (Traditional Feedback)	9

Considering the fact that the Proficiency Exam created homogeneous groups, the related participants in the experimental group and the control group were chosen in a random way. This means that two B2 level classes representing the experimental group and the control group had similar quality in terms of their academic standards.

All those students examined in this study were B2 level and science-track students in origin, which means that those would study science-based majors when complying with the requirements of the English Prep School of the institution. In the experimental group and the control group, there were 8 female students and 11 male students in total.

Figure 1. Ratio of Female Students to Male Students in Video Feedback Experiment

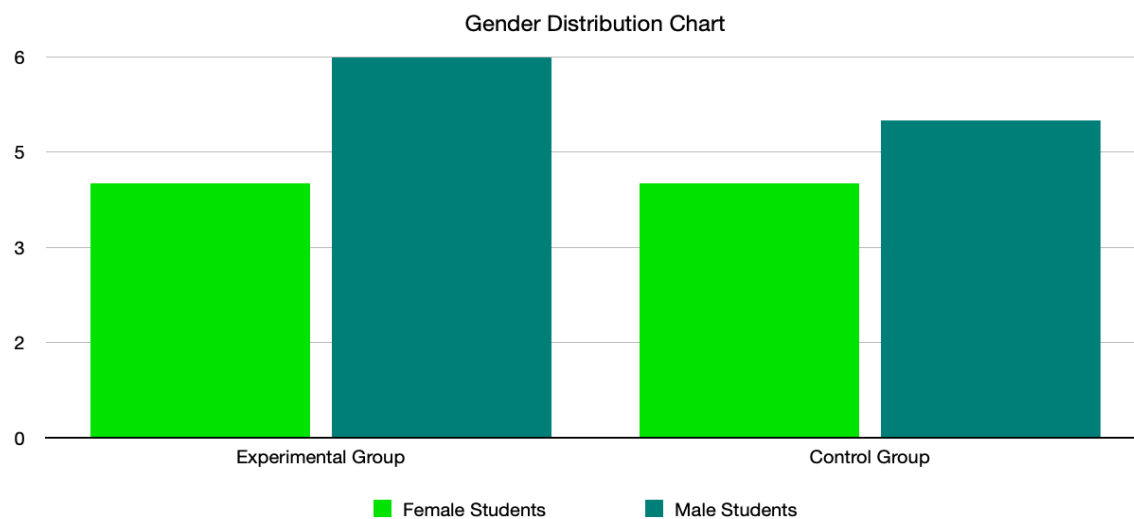


Table 1

	Female Students	Male Students
Experimental Group	4	6
Control Group	4	5

The experimental (4 female and 6 male students) and control class (4 female and 5 male students) had 19 participants. In the experimental group, there were 10 students and 9 students in the control group. Participants that are in the experimental class were provided with tech-oriented instructions prior to feedback so that no technical issue was experienced along the way.

The learners in the control group were only provided with traditional text-based feedback. The class consisted of 4 females and 5 males.

The learners in the control group were given video feedback for 7 weeks and also provided with traditional text-based feedback for 2 weeks.. The class consisted of 4 females and 6 males.

3.4. Process and Materials

At the English Prep School, each level including B2 students in this study is offered two different classes: Main Course (14 hours a week) and Reading & Writing Course (14 hours per week). As for the course books, several different books are used. In the Main Course, students learn through Navigate and Speakout course books whereas in Reading & Writing classes, students are provided with comprehensive booklets prepared by the Testing Office of Yeditepe University itself.

Under normal circumstances, the course ‘reading & writing’ is offered as a duo in the Prep School. The allocation of those two components is equally distributed on a weekly basis, which means that the number of the writing classes given at the relevant English Preparatory School is 6 hours per week.

Half of the classes - 6 hours on a weekly basis - were held face to face the first 6 weeks in actual classrooms at the faculty and the rest 6 hours were designed virtually. However, as a result of the lockdown caused by the current pandemic, all the classes were conducted through online platforms for 6 weeks.

Both the experimental group and the control group closely reviewed all the writing-based exercises in the related writing booklet supplied by the testing office of Yeditepe University. All the topics were treated in the aforementioned classes and as such all those learners were equipped to form decent academic essays in English language.

Both the experimental group and the control group were evaluated through a number of in-class (oral) assessments based on their writing skills and each participant was given an oral grade out of 20 (100) in line with their performance. The passing grade was 12 (60) out of 20 (100). Throughout the semester which took 9 weeks, the number of in-class assessments was 5 in total and those were held bi-weekly.

Every student was expected to compose a proper introduction paragraph with a thesis statement, at least two or three body paragraphs that should be supported via scientific thesis as well as solid examples and a conclusion paragraph in which all the points presented summarised and solid advice is given to the audience prior to the completion process.

Table 3. Writing Assessment Criteria B2 Level

WRITING ASSESSMENT CRITERIA B-2 LEVEL 2020-2021 ACADEMIC YEAR

(In Total: 20 points / Passing Grade: 12 – Formal Essay / Minimum 300 words)

Content 4 points	Very Good	- A wide range of ideas fully supported. All clear and relevant to the task.	4
	Good	- An adequate range of ideas not fully supported. Almost all are clear and relevant to the task.	3
	Needs Improvement	- A limited range of ideas only partially supported. Some are unclear and irrelevant to the task.	2
	Poor	- A very limited range of ideas not supported at all. Almost all are unclear and irrelevant to the task.	0-1
Cohesion 4 points	Very Good	- Organises ideas in a meaningful way - Uses a wide range of linkers and pronouns effectively - Transition from one idea to the next is logical and smooth	4
	Good	- Organises ideas mostly in a meaningful way - Uses an adequate range of linkers and pronouns mostly effectively - Transition from one idea to the next is mostly logical and smooth	3

	Needs Improvement	- Organisation of ideas is mostly faulty - Uses a limited range of linkers and pronouns - Transition from one idea to the next mostly fails to be logical and smooth	2
	Poor	- Fails to organise ideas in a meaningful way - Uses a very limited range of or no linkers and pronouns - Organisation of ideas is unclear and confusing	0-1
Grammar 6 points	Very Good	- Uses a wide range of sentence structures appropriate to the level / task - Accurately. No issues with punctuation marks and capitalization	6
	Good	- Uses an adequate range of sentence structures appropriate to the level / task - Makes only minor mistakes	4-5
	Needs Improvement	- Uses a limited range of or only basic sentence structures - Makes frequent mistakes	2-3
	Poor	- Uses a very limited range of sentence structures inaccurately - Uses most sentence structures inaccurately	0-1
Vocabulary 6 points	Very Good	- Uses a wide range of vocabulary appropriate to the level / task accurately	6
	Good	- Uses an adequate range of vocabulary appropriate to the level / task - Makes only minor mistakes (e.g. use and spelling)	4-5
	Needs Improvement	- Uses a limited range of or only basic vocabulary - Makes frequent mistakes (e.g. use and spelling)	2-3
	Poor	- Uses a very limited range of vocabulary - The use of vocabulary is almost always inaccurate	0-1

Content 4 points	Very Good	- A wide range of ideas fully supported. All clear and relevant to the task.	4
	Good	- An adequate range of ideas not fully supported. Almost all are clear and relevant to the task.	3
	Needs Improvement	- A limited range of ideas only partially supported. Some are unclear and irrelevant to the task.	2
	Poor	- A very limited range of ideas not supported at all. Almost all are unclear and irrelevant to the task.	0-1

Cohesion 4 points	Very Good	- Organises ideas in a meaningful way - Uses a wide range of linkers and pronouns effectively - Transition from one idea to the next is logical and smooth	4
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	Needs Improvement	- Organisation of ideas is mostly faulty - Uses a limited range of linkers and pronouns - Transition from one idea to the next mostly fails to be logical and smooth	2
	Poor	- Fails to organise ideas in a meaningful way - Uses a very limited range of or no linkers and pronouns - Organisation of ideas is unclear and confusing	0-1
Grammar 6 points	Very Good	- Uses a wide range of sentence structures appropriate to the level / task - Accurately. No issues with punctuation marks and capitalization	6
	Good	- Uses an adequate range of sentence structures appropriate to the level / task - Makes only minor mistakes	4-5
	Needs Improvement	- Uses a limited range of or only basic sentence structures - Makes frequent mistakes	2-3
	Poor	- Uses a very limited range of sentence structures inaccurately - Uses most sentence structures inaccurately	0-1
Vocabulary 6 points	Very Good	- Uses a wide range of vocabulary appropriate to the level / task accurately	6
	Good	- Uses an adequate range of vocabulary appropriate to the level / task - Makes only minor mistakes (e.g. use and spelling)	4-5
	Needs Improvement	- Uses a limited range of or only basic vocabulary - Makes frequent mistakes (e.g. use and spelling)	2-3
	Poor	- Uses a very limited range of vocabulary - The use of vocabulary is almost always inaccurate	0-1

In this study, a well-known video conferencing tool called ‘Google Meet’ was used in an attempt to provide students with solid feedback. To be precise, the recording function of this particular platform was the one enabling this research. Basically, the written products of both groups were submitted by those students in the first place.

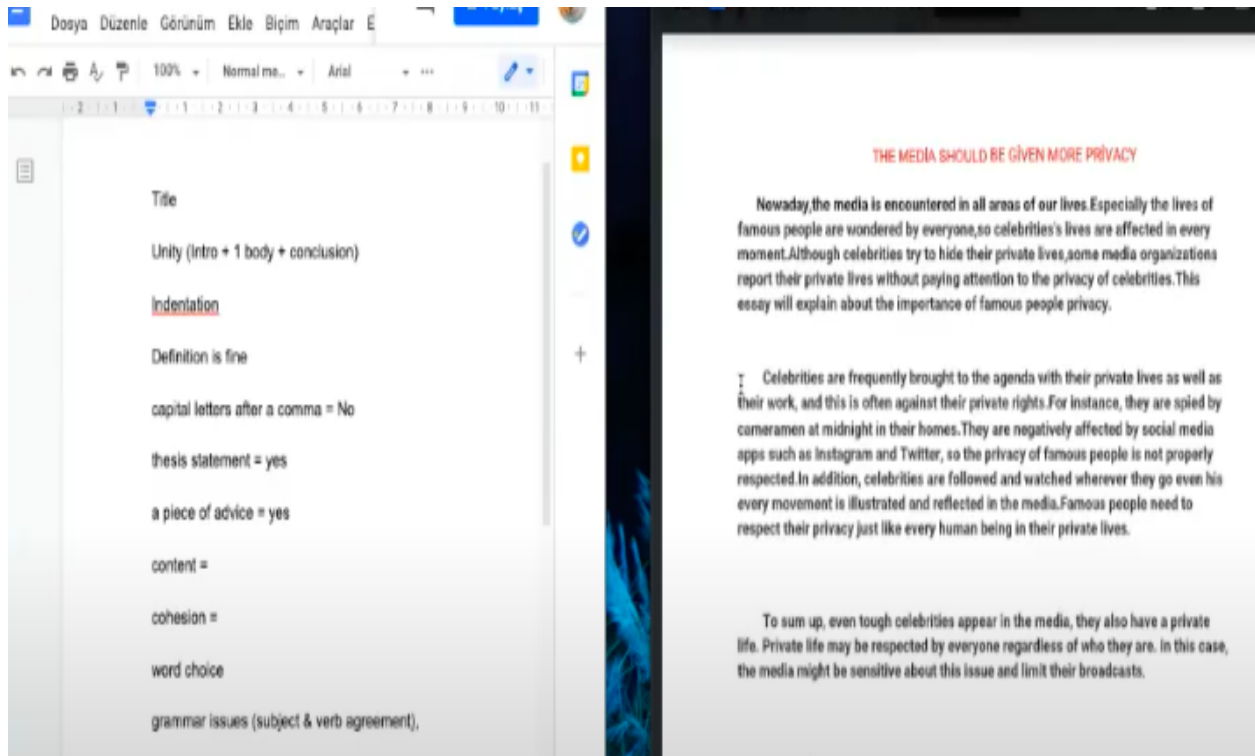
Following this step, a comprehensive feedback in the form of separate audio recordings accompanied by the visuals showing their essays on screen was shared with each student to give an idea on their current performance.

The duration of each recording was first 13-15 minutes; nonetheless, it was decreased to 3-5 minutes considering the time constraints and the attention deficit issues on the part of those learners who are youngsters aged between 18-22.

All the participants explicitly declared their satisfaction with the video feedback option which assisted them to identify their mistakes and also create a real bond with the instructor thanks to the voice recording system along with the reflected image of their academic essays on screen.

Throughout the process, those that are given regular feedback via the videoconferencing tool were able to raise their success level gradually.

Figure 2. A Sample Academic Essay and the Criteria / Video Feedback



As it is seen in the above figure, every essay was assessed in line with some predetermined criteria via the videoconferencing tool ‘Google Meet’. On the left hand side of the above image, it can be seen that each criterion is dissected by the instructor and cross-checked with the sample student’s academic essay that is reflected on the right hand side of the screen.

Once the student played the video, s/he was able to hear the voice of the instructor whilst glancing at his/her own essay on the screen at the same time.

Those students in the experiment group produced essays both via word processor as in the above example and through their handwriting on a piece of paper as it will be seen in the next sample figure.

There were two fundamental reasons behind the different forms of products. The former is that they were in blended learning and the latter is that those were unable to have face to face classes due to the pandemic for the rest of the last 6 weeks.

Initially, the school administration aimed to make all those students comfortable with using both tools during the assessments.

Figure 3. A Student's Sample Essay Paragraph-Based Evaluation / Video Feedback

The image shows a video feedback interface. On the left, there is a screenshot of a handwritten essay on lined paper. The text of the essay is as follows:

Education is important for people from all walks of life. Girls who live in undeveloped countries may not get enough education. This essay will explain various causes and solutions of this issue.

First of all, in many undeveloped countries girls cannot be educated due to money issue. To explain, some parents who live in undeveloped countries cannot afford to buy books, pencils and so on. In addition, girls who are not educated desire to get education, however, they have not enough chance and money. In developed countries such as in Norway and Sweden, every girl can go to school and get education since they might get scholarship for their education. Individuals who are rich can help to girls education. In brief, girls aim to be educated but they have financial issue.

The other reasons why girls are not educated in many undeveloped countries is that girls who live in undeveloped countries may get married in youngest age. To illustrate, girls may married and looking their child. For this reason, these girls cannot go to school and cannot be educated. These girls are mothers, wives and students at the same time. In short, young ages marriage may cause of education problem for girls and it can be banned.

To sum up,

On the right side of the interface, there is a list of feedback comments from Damla Erkiner, dated 6:08 PM Mar 6, 6:09 PM Mar 6, and 6:15 PM Mar 6. Each comment has a 'Resolve' button next to it.

- 6:08 PM Mar 6:** Title is provided.
- 6:09 PM Mar 6:**
 - Flawless start!
 - The introduction is a bit short, but it gives the impression of a quality essay.
- 6:15 PM Mar 6:**
 - Topic sentence is given, but with some grammar errors: "cannot be educated due to financial issues"
 - "afford" (misspelling)
 - "In addition + sentence = In addition, financial resources are limited. Hence, girls cannot get a chance to get proper education."
 - The way you use relative clauses and some important structures is really impressive. Well-done!
 - Excellent example to support the essay
 - "since rich people can help those girls in terms of education"
 - ".but" (missing comma)
 - "financial issues (issue = countable = plural = general scenario)"
 - The presented argument is to the point.

At the bottom of the interface, there is a 'Show less' link and a 'Screenshot' button.

In the above sample, the relevant student generated the academic essay in a face-to-face classroom environment and paragraph-based detailed feedback was provided through the recording function of ‘Google Meet’ video conferencing tool. Once the digital feedback is ready, the file which can be played numerous times in case of need was directly shared with the student concerned.

Figure 4. A Screenshot of A student’s Grade and List of Suggestions / Video Feedback

The screenshot displays a Google Meet interface during a video conference. The main window shows a student's handwritten essay on a yellow background. The essay is titled "Constatrate World Issues" (sic) and discusses the necessity of space exploration. The text is as follows:

In todays world, People intersted in space and many companies spending a lot of money related to space stuff. At times, it can be unnecessary because in front of them people suffering from issues. This essay will explain why spending billions of dollars on space exploration is unnecessary.

The fis reason why it is unnecessary to spending alot of money on space exploration is that, people couldnt find food to eat. To explain, in Africa, most of people are dying from hungry. On the one hand, in USA.; people fight against to obesity. On the other hand, in Africa, people are suffering from hungry. Experiments demonstrate that, if the richest man in the world can donate his money to Africa. It can be exist poverty problem.

Another reason is illnesses. We have lots of illnesses in the world and in undeveloped countries there is no solution to destroy some deadly illnesses. If some charirts can get donate, they can solve this problem.

The sidebar on the right contains the following information:

Academic Writing Criteria
Content: 3
Cohesion: 2
Grammar: 2
Vocabulary: 3
Total Score: 10 / 20

Damla Erkiner
7:19 PM Mar 6
Resolve
Title is given, but not clear.

Damla Erkiner
7:23 PM Mar 6
Resolve
- General statement with many grammar errors.
- "In today's world," (compare it with your version)
- "In today's world, people" (No capital letters after a comma)
- "people are interested in"
- "many companies spend"
- "stuff" = informal
- "a lot of money on space"
- "people suffer from"
- Which issues? Up in the air. Explanations are needed.
- Thesis statement is given.
[Show less](#)

Damla Erkiner
7:29 PM Mar 6
Resolve
- The first body is longer. Why? Remember balance is the key word.
- "first" (misspelling)

Figure 5 displays a student's score as well as the list of recommendations that can be revised to enhance skills in terms of academic writing in English. This particular feedback was provided via the videoconferencing tool 'Google Meet'.

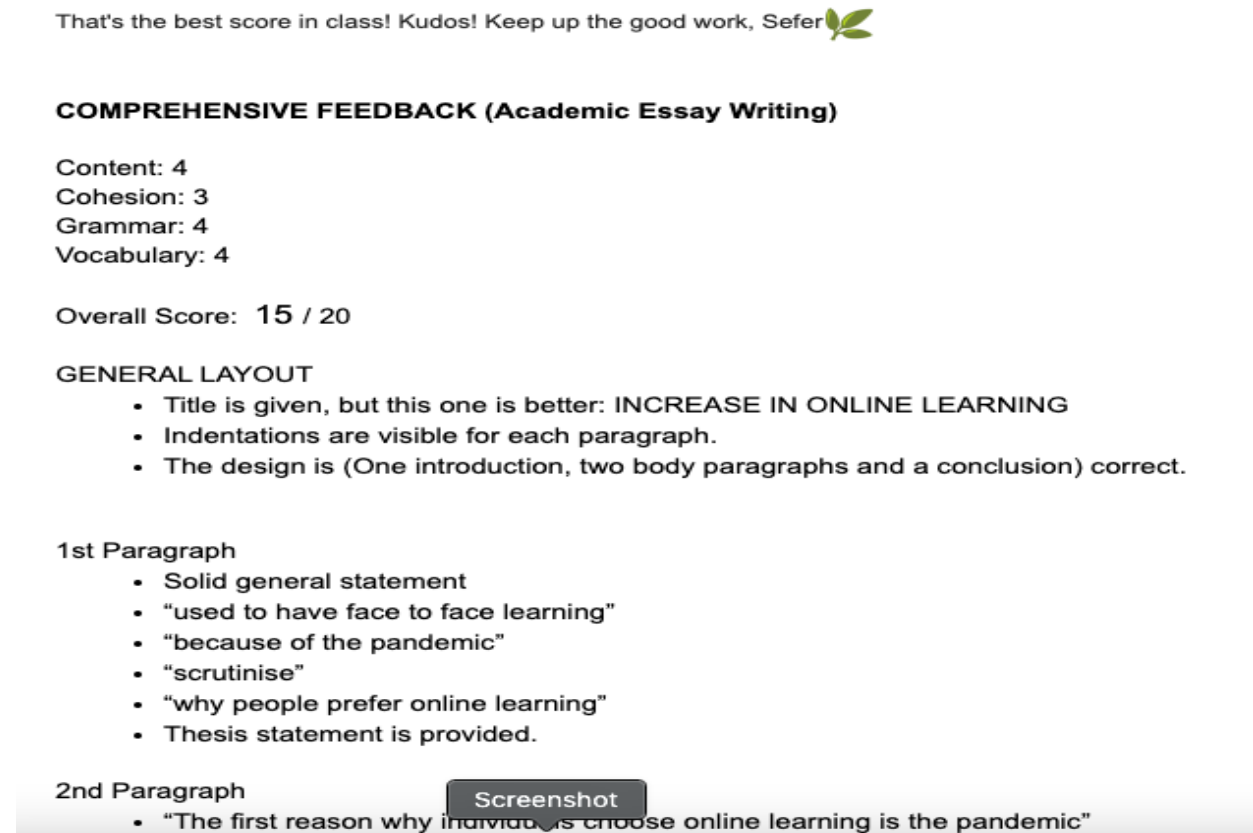
Upon receiving those video feedbacks, those learners had the chance to review the final suggestions compiled together by the teacher for further improvement.

Through the above sample, the list of recommendations for better performance can be seen on the right handside of the screen and the student could reach those details by clicking on the highlighted parts on the left hand side of the screen.

The aim of the above-mentioned practice was to ensure that the student concerned would perform better in line with the details s/he was provided with.

This way, s/he can simply focus upon his/her weaknesses and gradually cope with the problematic areas and eventually submit a decent essay in English language classes.

Figure 5. A Screenshot of a Student's Final Grade with Encouraging Remarks / *Video Feedback*



As seen in the above-sample, those students in the experimental group were also provided with some encouraging comments both in writing and verbally thanks to the video feedback option enabling the audio function as well.

In this way, the learners have the opportunity to see the comments instantly while hearing the voice of the teacher simultaneously and this leads to a genuine bond between students and instructors if the feedback is prepared cautiously and with care.

3.5. Data Collection Tools

The researcher adopted the quantitative data collection and analysis for this particular study. To ensure this, the writing-based weekly scores of B2 level Prep School students have been examined in the entire semester (9 weeks in total).

In addition to the pre-test and post-test, this academic research includes two writing-based tools which are in-class (oral) assessments and formal written exams. Whereas the latter is considered to be official exam papers that affect the success level of learners at the end of the semester in terms of the grades received, the former has also a major influence when it comes to the performance grades of students which are also a part of the existing grading system of the university. In other words, both components need to be balanced by those students in an effort to achieve success and pass B2 level eventually.

3.5.1. In-class Assessments

The academic performance of both the students in the experimental group and the control group were evaluated through in-class (oral) assessments every other week and an oral grade regarding their writing skills in those weeks was given to each participant.

In these activities, all the participants were expected to work in predetermined groups to generate essays on the following writing topics and eventually present their products orally in

class. While the presentation part was brief, the writing process took some time on the part of each group.

These evaluations were a part of the passing grade at the end of the semester and the students were required to prove their critical thinking skills, grammar & vocabulary-based knowledge both in writing and verbally along the way.

The semester took 9 weeks and 5 in-class assessments were conducted during this time period and the following table displays the topic-based details of those assessments along with the type of feedback given.

Table 4 In-class Writing Academic Essay Topics and Type of Feedback

Weeks	Academic Essay Topics	Type of Feedback
Week 1	Compare and contrast men and women. What are the differences and similarities between two genders?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 3	What are the causes of lying? Why do people lie? Analyze the situation with detailed examples.	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 5	What are the causes and effects of pollution? Form an academic essay on this subject.	Experiment Group: Video-feedback Control Group: Text-based Feedback

Week 7	Do you think capital punishment should be integrated by the government? Or can it have negative effects in the long run?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 9	Should all countries open their borders for refugees who escape from the war?	Experiment Group: Video-feedback Control Group: Text-based Feedback

In line with the predetermined criteria, all the learners were expected to conquer the relevant writing skills to design proper academic essays on various topics that are mostly with regard to global issues. The students were required not only to use their language knowledge, but also benefited from their analytical skills as university students. However, it would be reasonable to state that one cannot refer to such skills without mastering the related target language, especially at B2 level.

The total duration of this evaluation is 90 minutes and it is more flexible in terms of this attribute in comparison with the formal written exams which take only 75 minutes; however, it was compensated as the participants were also asked to briefly present those ideas to be defended in these essays verbally as well.

These assessments were held both in physical classrooms and on a virtual platform. To explain, the students utilised a piece of paper along with a pencil in actual classrooms prior to the lockdown caused by the pandemic and a digital word processor at times. The students kept using their pencils and papers even during the lockdown.

The purpose of this evaluation was to prepare all those students for the actual written assessments and give them confidence when presenting their opinions in writing and orally, too.

Even though the grades obtained via this evaluation were not actually official writing grades, those were in fact their performance (oral) grades which had a major impact on the final passing grade as well.

3.5.2. Formal Written Exams

In addition to the in-class performance (oral) grades, the academic achievements of both groups were assessed through a series of formal written exams as well. Despite the fact that the procedure was similar to that of the in-class assessments, the oral presentation part was lacking in this type of evaluation. Thus, the duration was shorter, 75 minutes in total.

The results of this particular component were recorded as actual writing grades at the end of the semester. Both this evaluation and the aforementioned one had an equal effect on the passing grade of every student as displayed in the above chart. This means that all those learners in the experimental group and the control group had to balance those two elements to be able to show an acceptable achievement level at the end of the academic terms and would be eligible for studying in the faculty by proving their proficiency in English language in the end.

During the 9 week-semester, all the participants took 4 writing exams. After their average was calculated, the results of this assessment as well as the oral ones were both included when determining the success grades of participants at the end of the academic term.

In the following table, the weekly details of the written exams along with the feedback types can be seen in detail.

Table 5. Official Writing Exams Academic Writing Topics and Type of Feedback

Weeks	Academic Essay Topics	Type of Feedback
Week 2	Is working at a company while studying at university a good idea? Write an academic essay on this issue?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 4	What are the pros and cons of homeschooling? Examine it with details.	Both groups: Traditional (text-based) Feedback
Week 6	Is it a good idea to increase the number of shopping centers? Do you believe this should be supported?	Experiment Group: Video-feedback Control Group: Text-based Feedback
Week 8	"AI (Artificial Intelligence) will be dangerous in the near future." Do you agree with this statement?	Both Groups: Traditional (text-based) Feedback

The following tables show the weekly performance-based analysis of one student from the experimental group. The focus was on his academic progress along the process.

On close inspection, it is possible to see that there is an advancement in his general writing skills to a great extent. In other words, there was an observable improvement in the writing skills of the relevant student and this had a reflection on his weekly grades.

Table 6. Weekly Analysis of a Sample Student from the Experimental Group

Week 1: (video-feedback)
• The student had a hard time dealing with grammar rules and as such he makes constant mistakes with regard to verb forms. (Criterion: Grammar)
• He never used punctuation marks and this hindered the quality of his written tasks. (Criterion: Grammar & Vocabulary)
• He had good ideas, but could not put these effectively as he needed guidance in terms of organisation. (Criterion: Content & Cohesion)
• He was supposed to find at least 3 different sub topics to support his argument, but failed to do so. (Criterion: Content)

- The duration of the first video feedback was almost 14 minutes. The student really enjoyed it, but this can be a bit time consuming on the part of the teacher and as such the duration of the video feedback needed to be decreased gradually.

The result of the 1st Assessment: 8 points out of 20 points

Week 2: (video-feedback)

- The student seemed to be a bit more careful about grammar rules, but he still had a lot to learn. (Criterion: Grammar)
- Through the video feedback, he found out that punctuation marks are necessary to write a quality essay and he was a little surprised as he thinks that they are totally unnecessary. (Criterion: Grammar & Vocabulary)
- Following the video feedback, he requested some tips to organise his essays in a decent manner. (Criterion: Content & Cohesion)
- Via the video feedback, the student was given some methods to improve his critical thinking skills. As a result, he started to ask questions to be able to form sub-topics, but he still needs guidance. (Criterion: Content)

The result of the 2nd Assessment: 10 points out of 20 points

Week 3: (video-feedback)
• The student appeared to be suffering because of subject-verb agreement issues, but when his attention was drawn to that part through the video feedback, he started to be more careful about them. (Criterion: Grammar)
• The student started to use punctuation marks; however, he was having problems with the use of capital letters. He generally used a capital letter after the comma and this needed to be corrected as it threatened the quality of an academic essay. (Criterion: Grammar & Vocabulary)
• The student seemed to be improving the way he organised his ideas through the video feedback. (Criterion: Content & Cohesion)
• He is extremely smart and ambitious. For this reason, he immediately benefited from the feedback and started to compose different ideas and there is a visible improvement on the part of the student. (Criterion: Content)
The result of the 3rd Assessment: 11 points out of 20 points

Week 4: (traditional text based feedback)
• This week, the students in the experimental group were also given traditional feedback to be able to see their reactions in general. As a result, there was no video feedback. Uygur immediately reacted to this situation. His grammar seemed to be getting better. (Criterion: Grammar)
• Through the video feedback, he found out that punctuation marks are necessary to write a quality essay and he was a little surprised as he thinks that they are totally unnecessary. (Criterion: Grammar & Vocabulary)

● Following the video feedback, he requested some tips to organise his essays in a decent manner. (Criterion: Content & Cohesion)
● Via the video feedback, the student was given some methods to improve his critical thinking skills. As a result, he started to ask questions to be able to form sub-topics, but he still needs guidance. (Criterion: Content)
The result of the 4th Assessment: 10 points out of 20 points

Week 5: (video-feedback)
● The student seemed to be satisfied with the video feedback and he clearly admitted that it is more beneficial compared to the traditional text-based feedback. He stated that he was able to learn more as it was more detailed and felt a kind of connection with the lecturer as her voice was also involved in the feedback process.
● The duration of the video feedback is now around 2-3 minutes and it is more effective in terms of time management and the student said that that duration was enough for him to understand the areas that he needed to focus and enhance his skills.
● The student definitely improved the way he benefited from certain grammar-based structures (Criterion: Grammar) after the video-feedback provided throughout the previous weeks. His motivation level was even better.
● He finally started to use punctuation marks in the correct places and made less mistakes with the use of capital letters. (Criterion: Grammar & Vocabulary)
● He was able to form three different sub-topics and he was indeed satisfied with his improvement. (Criterion: Content)
The result of the 5th Assessment: 12 points out of 20 points

Week 6: (video-feedback)
• The student started to integrate advanced grammar structures. Despite his mistakes, he started to figure out the differences. (Criterion: Grammar)
• He finally understood the significance of punctuation marks. Although he still made some mistakes, the number was decreasing after constant reminders and warning via the video feedback.(Criterion: Grammar & Vocabulary)
• He was able to organise his ideas in a good way. (Criterion: Content & Cohesion)
• He still had a hard time finding 3 subtopics, but at least he was able to come up with at least two. (Criterion: Content)
The result of the 6th Assessment: 14 points out of 20 points

Week 7: (video-feedback)
• The number of his mistakes - in terms of grammar - decreased significantly and this boosted his motivation level. He kept talking about it in class. (Criterion: Grammar)
• He rarely used the capital letter after a comma. The reminders made through the video feedback seemed to be working and the student was willing to correct such mistakes. (Criterion: Grammar & Vocabulary)
• He already had excellent ideas as he was into reading, but gradually he started to organise those in an effective way. (Criterion: Content & Cohesion)
• He was able to form 3 different subtopics this time. (Criterion: Content)
The result of the 7th Assessment: 16 points out of 20 points

Week 8: (traditional text based feedback)
• Again, the students in the experimental group were also given traditional feedback to be able to see their reactions for the second time. As a result, there was no video feedback. The student again seemed dissatisfied, but he did his best to keep correcting his mistakes in general.
• There was a visible improvement in his grammar skills and made less mistakes. (Criterion: Grammar)
• He rarely made mistakes with punctuation marks and capital letters.(Criterion: Grammar & Vocabulary)
• He had 3 different ideas and was able to organise them well. (Criterion: Grammar & Vocabulary)
The result of the 8th Assessment: 16 points out of 20 points

Week 9: (video-feedback)
• His grammar skills reached an impressive level as he studied regularly and listened to the video feedback very carefully. (Criterion: Grammar)
• He still made mistakes with punctuation marks and capital letters, but those are getting less and less after the feedback provided throughout these weeks.(Criterion: Grammar & Vocabulary)
• The way he organises his ideas in his writing is really effective. (Criterion: Content & Cohesion)

- | |
|--|
| <ul style="list-style-type: none">● He could easily create 3 different subtopics. (Criterion: Content) |
| The result of the 9th Assessment: 17 points out of 20 points |

In the following chapter regarding the results, the statistics-based analysis of all the assessments in the experimental group and the control group can be examined in detail.

3.6. Data Analysis

The statistical analysis process within this study was administered through IBM SPSS version 26.0 (IBM Corp, Released 2019, the States).

One of the non parametric tests, the Kolmogorov-Smirnov test is referred to as its purpose revolves around the null hypothesis (Hollander & Wolfe, 1973) and it results in certain statistical data that is used to test freedom and normality.

Even though the Kolmogov-Smirnov test informs that the distribution is exponentially diverse from the normal distribution, its success level depends on the sample size. At this point, it should be noted that because many parametric statistical tests are insistent on having large samples, non-parametric tests as in the case of the Mann-Whitney which is likely to thrive in small populations (Sprent & Smeeton, 2007) is preferred in this study.

Considering the limited number of students that were used within this specific study, the Mann-Whitney as an effective non parametric test was preferred to prove the success of the experiment.

In general, a Mann-Whitney test which is an alternative approach is utilised due to the fact that there is a constant variable in every observation within two samples. This way, the researcher tests whether the distribution of that variable is diverse in those groups. It is used to make comparisons regarding an ordered category-based variable in groups.

CHAPTER 4

4. RESULTS

In this study, the experimental group as well as the control group were assessed via a post test, weekly assessment that lasted 9 weeks in total and a post test. Based on the academic writing criteria of the prep school, the passing grade was 12 (60) out of 20 (100).

In line with the following table as to the Two-Sample Kolmogorov-Smirnov Test which was used to test normality in this study, it would be reasonable to state that a non-parametric test such as the Mann Whitney U test is appropriate in this study to be able to determine if there is a

significant relationship between the dependent and independent variables. Thus, the efficacy of video feedback in terms of performance increase on the part of the students was tested.

Table 7. Two-Sample Kolmogorov-Smirnov Test Results

Two-Sample Kolmogorov-Smirnov Test

Frequencies		
	FeedbackType	N
Difference of Pre-post test	Video Feedback	10
	Traditional Feedback	18
	Total	28

Test Statistics ^a		
		Difference of Pre-post test
Most Extreme Differences	Absolute	,578
	Positive	,578
	Negative	,000
Kolmogorov-Smirnov Z		1,465
Asymp. Sig. (2-tailed)		,027

a. Grouping Variable: FeedbackType

The Mann Whitney test is utilised when a number of observations in two groups (as in the case of this study: Video Feedback and Traditional Feedback) are formed. Once the test is set, it commences with the lowest observation and associates that with rank and then step by step climbs up to the largest one that is 28 in this experimental study. In the case of observations with the same value, those are provided with the same rank.

To explain, once some observations possess the smallest rank, it does not give them separate ranks, those are treated with the same rank. This way, the Mann Whitney test operates through the comparison of the ranks within two groups.

Table 8. Mann- Whitney Test Results

Mann-Whitney Test

		Ranks		
	FeedbackType	N	Mean Rank	Sum of Ranks
Difference of Pre-post test	Video Feedback	10	20,70	207,00
	Traditional Feedback	18	11,06	199,00
	Total	28		

The data needed for this test are formed through the ranks. In the above chart, the data as to video feedback demonstrates that there are 10 observations of which total rank is 207.00 which leads to a mean rank of 20.70. The mean ranks in the table suggests that there is a significant difference in terms of performance between those two groups.

On the other hand, regarding the second category which is the traditional feedback group, the total sum of ranks is 199.00 which leads to a mean rank of 11.06. Based on this particular reason, it is possible to reach the conclusion that the video feedback group's success level is

significantly higher than that of the traditional text-based feedback group. The differences in ‘Mean Rank’ explicitly proves this hypothesis.

Table 9. Mann-Whitney Test Statistics

Test Statistics^a	
	Difference of Pre-post test
Mann-Whitney U	28,000
Wilcoxon W	199,000
Z	-2,993
Asymp. Sig. (2-tailed)	,003
Exact Sig. [2*(1-tailed Sig.)]	,002 ^b

a. Grouping Variable: FeedbackType

b. Not corrected for ties.

The above chart includes a range of additional details. The output given evaluates certain statistical information and it compares the ranking sums in the control and experimental group. This test’s statistics-based table summarises the Mann-Whitney U test’s result.

In this study, the video feedback group exceeds 20 observations and it enables the researcher to associate the ‘Z’ value as the p-value. SPSS report suggests that the Z score is -2,993 and the 2-tailed p value is .003. This specific number is regarded as significant data. Based on this particular reason, we can confidently conclude that the experimental group that was given video feedback throughout the entire semester performed better in their English essay writing classes in

comparison with the control group that was merely provided with traditional text-based feedback.

All in all, it is possible to claim that the video feedback given throughout the writing classes in this study made a positive impact on the overall success of students at the end of the semester.

CHAPTER 5

5. DISCUSSION

This particular study was initiated by two research questions related to video feedback in English academic writing classes. The intention was to demonstrate whether this type of feedback based on cutting-edge technological tools had an impact upon the academic writing skills of students. The purpose was to find out how the video feedback in English language classes can be an advantage both on the part of learners and instructors.

Within this study, the participants were put in two different groups which were the control and the experimental group. Both groups were evaluated in line with the predetermined criteria of the prep school and those were homogenous groups as the students were placed in accordance with their performance in the proficiency exam prior to being in B2 level classes.

The experiment took 9 weeks in total and the academic writing skills of all participants were assessed in this time period. Whilst the students in the control group were given text-based feedback, the students in the experimental group were given the video feedback in general.

The students in the experimental group showed positive interest in the new assessment model and finally this also reflected on their overall success level as it is seen in the previously analysed tables and graphs. This means that video feedback is likely to have a potential when it comes to the academic writing skills of learners in the English language.

CHAPTER 6

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Through this specific study, it is possible to reach a number of profound conclusions regarding the research questions concerned. The focus was to investigate the efficacy of tech-oriented feedback methods as far as English language academic writing skills are concerned.

The study lasted 9 weeks in total and one specific research question was asked at the beginning of the process. It was the analysis concerning the results of the pretest, posttest and the formal writing exams that were held every other week.

Research Question Is there any significant difference between the formal writing exam results of those students that are given video-based feedback and those of the students who are given traditional text-based feedback?

In line with the results of these writing assessments, it is possible to state that the experimental group which were provided with ‘video feedback’ most of the time was better in terms of performance and overall grades as seen in the relevant graphs and tables in the previous sections of this academic paper.

The results of these assessments suggest that the experimental group showed better performance and this was reflected on their grades as well and the success level of the control group which was merely given text-based traditional feedback in the writing classes was lower than the experimental group.

Consequently, it would be reasonable to highlight that the tech-based method ‘video feedback’ is likely to have a potential in terms of the improvement of writing skills in English

language classes. The positive effects are visible through the results of the assessments that were conducted throughout the semester.

Thanks to myriads of advanced tech-based tools, not only educators but also learners have the chance to master English-based writing skills and possibly other skills as well. Having said that, the use of advanced technological tools in language classes does not necessarily mean that there is no longer a need for language teachers. It is in fact to the contrary.

In this era in which we have been benefiting from technological tools to a great extent , the role of a foreign language teacher is of critical importance. Currently, s/he has the responsibility to integrate such technological tools in language classes, but in the meantime, the feedback to be given is to be shaped via his/her special expertise which computers lack at least for the time being.

6.2 Suggestions for Further Research

The findings of this specific research demonstrate the possible effectiveness of video feedback in academic writing classes at prep schools.

Despite the fact that only ‘Google Meet’ was used in this research when giving tech-based digital feedback, similar video conferencing tools such as ‘Zoom’ and ‘Screencast’ or ‘Skype’ can be utilised when it comes to providing learners with similar feedback.

Considering the speedy introduction of high tech devices, tools and applications in today's world, it is likely that the counterparts of the above-mentioned tools will soon be available and even better models of video feedback can be given in the near future.

Even though only the influence of video feedback over the writing component in English classes has been investigated via this academic research, other skills including speaking, listening and reading can also be integrated in this process as well due to the fact that language learning process should always welcome a holistic approach in the path to success.

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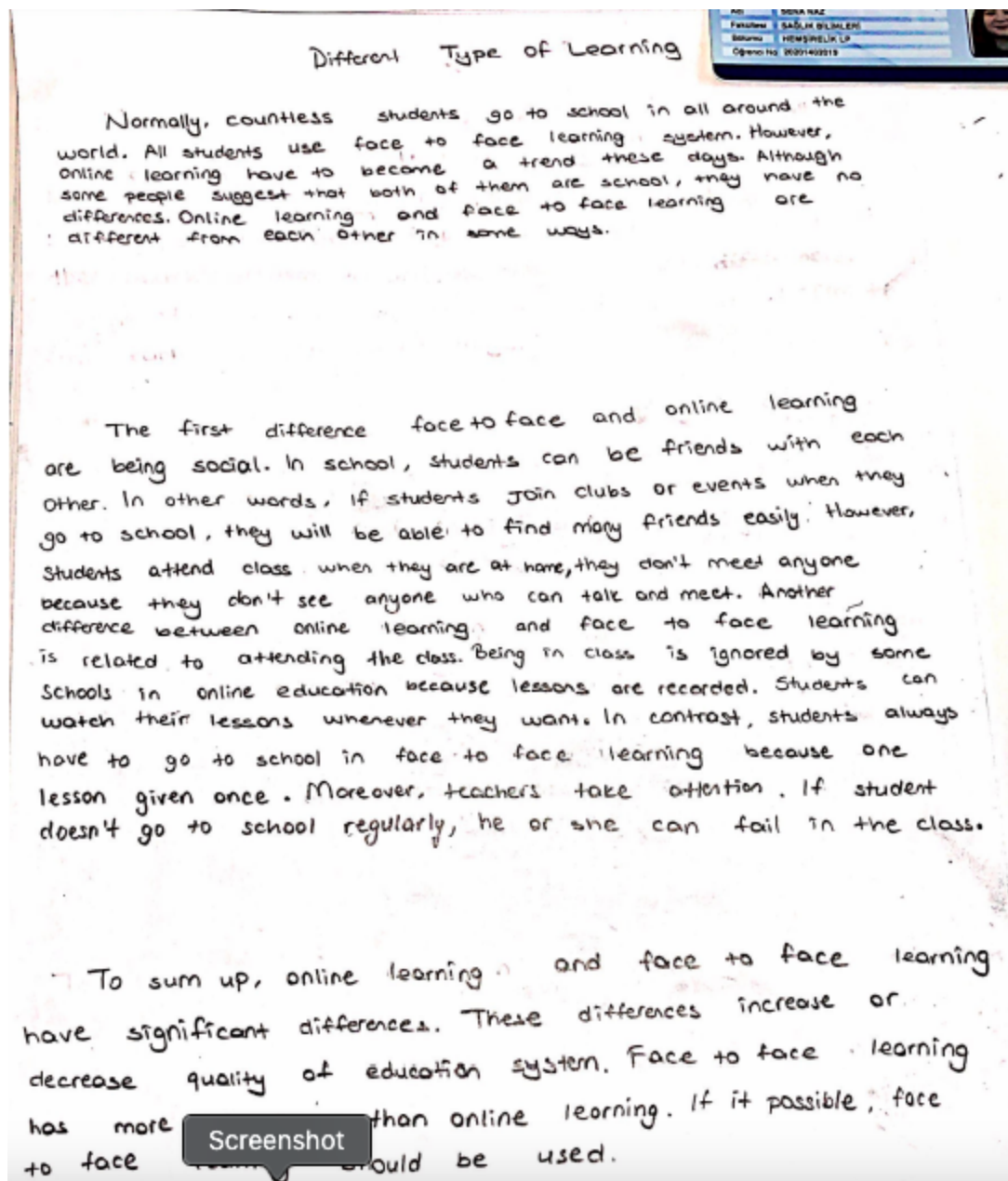
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APPENDICES

Appendix A: SAMPLE STUDENT PAPER / CONTROL GROUP



COMPREHENSIVE FEEDBACK (Academic Essay Writing)

Content: 3

Cohesion: 3

Grammar: 4

Vocabulary: 4

Overall Score: **14** / 20

GENERAL LAYOUT

- Title is given, but with some errors: Different Types of Learning
- Indentations are visible for each paragraph.
- The design is (One introduction, one body paragraph and a conclusion) correct. However, please be aware that there is an expectation to get at least two body paragraphs in the near future and more analysis will be needed."

1st Paragraph

- Solid general statement
- "go to school all around the world."
- "online learning has become a new trend"
- Thesis statement is provided.

2nd Paragraph

- "The first difference between face to face and online learning is about being anti-social."
- "At school,"
- "at home and they do not meet"
- "because they cannot see anyone who they can talk to"
- "whenever they wish" - want = wish = desire
- "because one session is held once"
- "teachers get attendance"
- "If a student does not go to"
- "s/he can fail in that particular course"
- Presented arguments are flawless up here. Kudos!

3rd Paragraph

- Proper start (To sum up,)
- "the quality of education"
- "If it is possible,"

Appendix C: SAMPLE STUDENT PAPER / EXPERIMENTAL GROUP

○ INCREASE OF ONLINE LEARNING

In the past, individuals used to face to face learning. However, people have to use online learning because of pandemic. This essay will scrutineer why people prefer to online learning.

The first reason why individuals choose online learning replace face to face learning is pandemic. Nowadays, individuals cannot go out because there are obligations. Individuals have to learn but they cannot go anywhere. Based on this reason, online learning is useful for everyone. To illustrate, when people want to learn something, they can do this with internet. Therefore, individuals benefit from online learning in today's world.

Another important reason why people should choose online learning is related to financial issues. Individuals pay for bus to go to school and pay for dinner. In addition, they don't have to pay for bus and dinner in online learning. They need to internet and computer. Learning online is using in developed countries now such as Germany, England, U.S.A because these countries have a good internet connection.

To sum up, online learning is useful in today's world. Pandemic is the most important reason for online learning. Individuals found the best way of learn is online learning. Online learning is also cheaper than face to face learning. For these reasons individuals ought to choose online learning replace face learning.

Screenshot



COMPREHENSIVE FEEDBACK (Academic Essay Writing)

Content: 4

Cohesion: 3

Grammar: 4

Vocabulary: 4

Overall Score: 15 / 20

GENERAL LAYOUT

- Title is given, but this one is better: INCREASE IN ONLINE LEARNING
- Indentations are visible for each paragraph.
- The design is (One introduction, two body paragraphs and a conclusion) correct.

1st Paragraph

- Solid general statement
- “why people prefer online learning”
- Thesis statement is provided.

2nd Paragraph

- “The first reason why individuals choose online learning is the pandemic”
- “there are lockdowns”
- “,but” (punctuation)
- Good structure choice (Based on this reason, / To illustrate,)
- want to = desire to = intend to = aim to
- “they” = too many of these / try to upgrade some next time by benefitting from passive, gerund, infinitive structures.
- “they do this through the internet” / “via the internet”
- The presented argument is satisfactory.

3rd Paragraph

- Excellent topic sentence
- “pay for buses” (countable = plural)
- “they do not” - no contractions in academic essays
- “They need the internet and computers”
- “a decent internet connection”
- Examples are to the point
- Wrap up in the end?

4th Paragraph

- Proper start (To sum up,)
- “Pandemics are” (General)
- “Individuals believe that the best way to learn is through online platforms”

Appendix E: GOOGLE CLASSROOM ENTRY INFORMATION

CONTROL GROUP

7tepe Prep / B2 - 311

Reading & Writing - Social / Business

Class code `opmncx4`

Meet link <https://meet.google.com/lookup/f2ql62hbs7>



Select theme
Upload photo

Upcoming

No work due soon

[View all](#)



Announce something to your class



Damla Erkiner

Appendix F: GOOGLE CLASSROOM ENTRY INFORMATION
EXPERIMENTAL GROUP

7tepe Prep / B2 - 306

Reading & Writing - Social / Business

Class code `agu6ggb`

Meet link <https://meet.google.com/lookup/g4zqlrj2nb>



[Select theme](#)
[Upload photo](#)

Upcoming

No work due soon

[View all](#)



Announce something to your class





Damla Erkiner



113

**YEDITEPE UNIVERSITY
PREP SCHOOL**



B2 WRITING HANDOUT

Name:

Class:

Appendix H: PREP SCHOOL WRITING BOOKLET CONTENTS

CONTENTS	PAGE
I. INTRODUCTION TO ESSAY WRITING	
A. What is an Essay?	5
B. The Structure of an Essay	5
C. The Parts of an Essay and Their Functions	6
D. The Introduction Paragraph	7
E. The Body Paragraph(s)	20
F. The Conclusion Paragraph	33
G. Essay Outlining	39
H. Sample Essays	41
I. Essay Topics for Further Practice	52
II. APPENDICES	
The Basics of Writing: Sentences	54
Sentence Types	55
Problematic Sentences	56
Sentence Stretching	60
From Sentence To Paragraph	63
Transition Signals	68
Exercises	80
Punctuation and Capitalization	99
Writing Profile	102

Appendix I: ACADEMIC ESSAY WRITING SKELETON

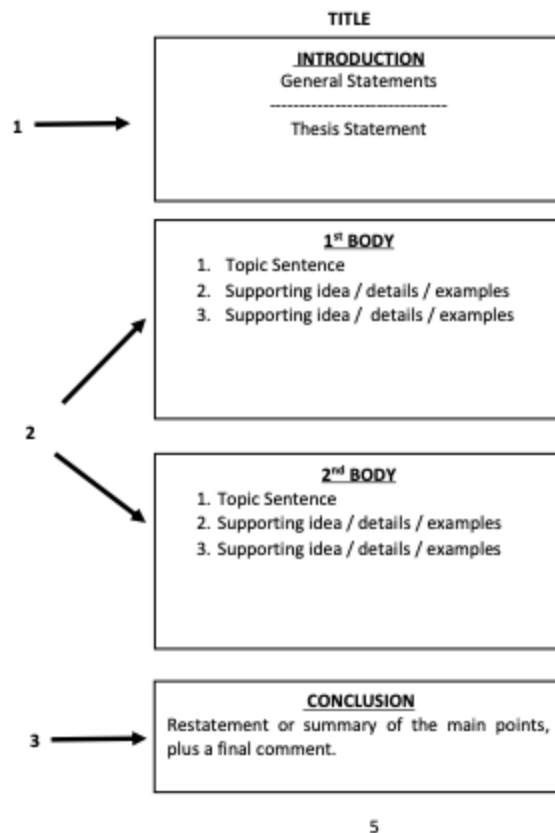
INTRODUCTION TO ESSAY WRITING

A. WHAT IS AN ESSAY?

An essay is a group of paragraphs about a **single topic**. Topics are often too wide to be developed in a single paragraph. Therefore, they need to be divided into several paragraphs, one for each major point or idea. Writing an essay is similar to writing a paragraph, except that an essay consists of several paragraphs.

B. THE STRUCTURE OF AN ESSAY

An essay has three main parts: an introduction paragraph, one or more body paragraphs and a conclusion paragraph.



Appendix J: PREP SCHOOL WRITING EXAM RULES & VIRTUAL CLASS SEATING ORDER

WRITING TASK EXAM RULES

1. Download and install the “Camscanner” application you have used in your writing lessons before (or a similar application) on your phone if you haven’t downloaded and installed any applications yet.
2. **Before the exam**, check your computer and adjust the camera angle as it is shown in the photos below. You will have to use the camera of your phone if you have difficulties adjusting your computer camera angle. Otherwise, you will not be permitted to take the exam.



KAMERA AÇINIZ ELLERİNİZ GÖRÜNECEK ŞEKİLDE

Make sure your camera angle shows your face, your hands,

Appendix K: ORIGINALITY REPORT

