

# EFL Undergraduates' Perceptions of The Use of Screencast Feedback in an Online Writing Course

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Received: 11.06.2023 • Accepted: 24.10.2023 • Published: 29.12.2023 • Final Version: 29.12.2023

**Abstract:** This paper is written based on action research in which screencast feedback was adopted as an alternative to traditional writing feedback in a 15-week fully online academic writing course due to the Covid-19 breakout. The data were collected from 89 second-year English majors at a public university in central Vietnam via an online survey to explore their perceptions of this feedback-giving method. The findings reveal that the surveyed students generally showed a positive attitude toward screencast feedback as this novel kind of feedback is said to be necessary and helpful for their writing improvement. Students also favored screencast feedback over traditional written feedback as it is more informative, understandable, interactive, and beneficial for mutual learning among students. However, they also pointed out that time consumption, a limited number of writing pieces receiving feedback, and overloaded information to retain are some major drawbacks to screencast feedback being given synchronously in online lessons. Therefore, adjusting screencast feedback delivery from synchronous to asynchronous mode, sharing both screencast feedback videos and documents on LMS for students' revisits at their convenience, and maximizing students' opportunities to receive feedback are some recommended ways to improve the effectiveness of using screencast feedback in online writing courses.

**Keywords:** screencast feedback, EFL writing, online learning

## 1. Introduction

Due to the impacts of the COVID-19 pandemic, teachers and students have been driven to strongly shift from brick-and-mortar classrooms to virtual learning environments to maintain education (Bordoloi et al., 2021). This emergent transition in the teaching paradigm entails the necessary adjustment in both teaching and learning methods to suit the nature of online educational settings. Accordingly, most of the EFL classes were conducted on the Internet using various learning platforms such as learning management systems (LMSs) or social media networking sites to deliver the teaching content and manage students' learning (Reid, 2019; Snoussi, 2019). In addition, different computer-mediated communication tools like Zoom, Google Meet or Microsoft Teams were employed as means to maintain the interaction between teachers and students and promote social presence during the social distancing period (Nadire & Daniel, 2021).

Particularly, in the field of English language teaching (ELT), English as a Foreign Language (EFL) teachers and students worldwide have also had to adapt to the new situation due to the global affliction of the pandemic. EFL education has undergone significant transformations thanks to technological advancements, especially the immense popularity of distance learning classes. Various

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manners of adaptations have been made in English classes to ensure the quality and engagement of online lessons (Kianinezhad, 2023). In online EFL writing classes, for example, the transition from face-to-face classrooms to the online learning environment entailed inevitable changes in the ways students compose their writing tasks and teachers collect students' writing work and give feedback (Grigoryan, 2017). In an entire online learning environment where EFL students had to learn writing lessons from a distance, practice writing in digital format using a word processor or similar document-creating tools, and submit their writing via e-learning platforms, giving corrective written feedback in conventional ways using pen and paper became no longer appropriate. Therefore, EFL teachers also have to adopt a novel manner of feedback delivery, which involves giving digital feedback using different computer-mediated communication tools (Schluer, 2022). One potential adjustment in feedback delivery in online EFL writing courses is the use of screencast feedback to alter traditional written feedback to students' writing pieces. Screencast feedback, as defined by Zubaidi (2021), refers to the teacher's provision of feedback on a digital student's work using screen-capture tools, conveyed through computer-mediated multimodal videos. Although several empirical studies have been conducted to investigate the effects of using screencast feedback on students' writing performance (Özkul and Ortaçtepe, 2017; Cunningham, 2019; Bush, 2021), there is limited understanding of how EFL students perceive the use of screencast feedback in online writing instruction, especially from the context of developing countries. Therefore, this article aims to fill this gap by shedding light on how screencast feedback impacts EFL students' writing in virtual learning environment and suggesting pedagogical implications for appropriate practices of delivering screencast feedback in online writing courses.

This paper is based on action research piloting the utilization of screencast feedback in an online EFL writing course for undergraduate students in a public university in Vietnam. The aims of this study were to investigate students' attitudes toward the teacher's use of screencast feedback in online writing lessons, and their perceptions of the benefits and drawbacks of screencast feedback on their writing skills in virtual learning settings. With these aims in mind, this research was intended to find the answers to the following questions:

1. *What are EFL students' attitudes toward the use of screencast feedback in an online writing course?*
2. *What do students perceive about the benefits and challenges of screencast feedback in comparison with conventional written feedback on their writing skills?*

## **2. Literature review**

### **2.1 Writing as a process**

According to Coffin et al. (2003), the process-oriented approach to writing instruction places emphasis on how texts are produced rather than solely on the outcome. This approach recognizes that writing is a recursive process, meaning that students need to frequently revisit and revise their work as they progress. Kroll (2001) defined the process-oriented approach as a cyclical approach in which students are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. Nordin (2017) and Martínez, Ramos, and Martínez (2020) also noted that writing is not a linear process and that writers may move back and forth between different stages of the process. By adopting a process approach to writing, students are encouraged to focus on their ideas, consider their audience, and develop their writing skills, leading to a more polished and effective final product.

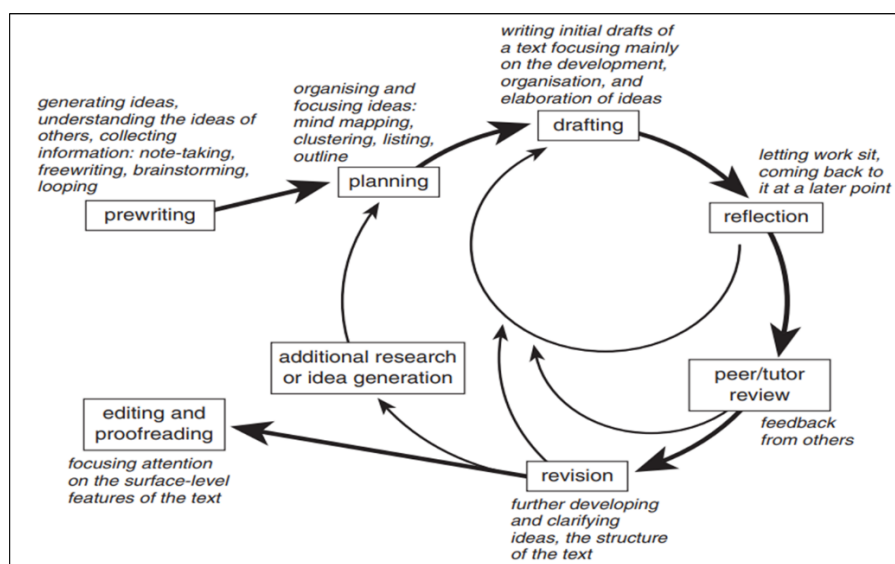


Figure 1: The Writing Process Approach (Coffin et al., 2003)

Badger and White (2000) asserted that the process-oriented approach gives students the opportunity to understand the importance of the various skills involved in writing, and recognizes that what learners bring to the writing classroom contributes to the development of writing ability. In this approach, feedback and revision are perceived as key elements that help students improve their writing skills (Nordin, 2017).

## 2.2 Definition and significance of feedback in writing instruction

Ferris (1997) defined feedback as any input from readers to writers that provides information for revision. Meanwhile, Hyland and Hyland (2019) regarded teacher feedback on writing as “a constructive judgment of a text: an evaluation that points forward to the student’s future writing and the development of his or her writing processes” (p. 1). Freedman (1987) stated that feedback on students’ writing “includes all reactions to writing, formal or informal, written or oral, from teacher or peer to a draft or a final version. It can also occur in reaction to talking about intended pieces of writing, the talk being considered a writing act. It can be explicit or less explicit” (p.5).

Traditionally in almost every teaching context, teachers are often the main providers of feedback and comments to students (Hyland & Hyland, 2001). Hyland (2003) clearly expresses the important role of teacher’s feedback on students’ writing by saying that:

Teacher-written response continues to play a central role in most L2 writing classes. Many teachers do not feel that they have done justice to students’ efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teacher’s feedback as crucial to their improvement as writers.

(p.178)

However, in addition to teacher feedback, peer feedback is also a popular form of feedback provided for student writing as students are encouraged to learn collaboratively. Peer feedback means students exchange their writing work with each other and receive comments and suggestions from their classmates to improve the quality of their written work. In EFL writing instruction, teachers or peers can help students develop their writing skills by giving feedback on a variety of aspects including text structure, linguistic accuracy, register, or content (Lillis & Swann, 2019).

Although providing feedback can be a tedious chore for teachers, and feedback itself can be boredom or a threat on students’ part, appropriate responses to students’ texts can contribute significantly to the improvement of students’ writing. Hyland and Hyland (2001) emphasized that giving feedback to students is one of the most significant tasks that language teachers have to do in

their teaching practices. Lillis and Swann (2019) also indicated that “the provision of feedback on students’ writing is a central pedagogic practice in higher education” (p.102). Giving feedback is important in the teaching and learning process because it can serve a number of following functions: 1) supporting students’ writing development; 2) teaching, or reinforcing, a particular aspect of disciplinary content; 3) teaching specific academic writing conventions; 4) indicating strengths and weaknesses of a piece of writing; 5) explaining or justifying a grade; 6) suggesting how a student may improve in their next piece of writing (Lillis & Swann, 2019, p. 104).

### **2.3 Classifications of feedback delivery methods**

Hyland and Hyland (2019) classified feedback in EFL writing into three categories based on how feedback is given, namely written feedback, writing conferences, and screencast feedback.

The first and also the most conventional type of feedback is written feedback. Hyland and Hyland (2019) describe written feedback as a critical component of the teaching and learning process. In this traditional form of giving feedback, teachers comment on students’ papers, using correction codes or underlining parts of their work which need improving. It is highlighted that effective written feedback should be timely, specific, and actionable, providing students with clear guidance on how to improve their work. They also emphasize that effective feedback should be respectful and constructive, acknowledging what has been done well while identifying areas for improvement.

Writing conference is defined as a way to deliver feedback to students through conversational dialogues between teachers and students (Hyland & Hyland, 2019). Giving feedback in the form of a writing conference involves two-way communication, so teachers can have better chances to provide more detailed and informative comments on a variety of student’s writing strengths and weaknesses, which “can not only lead to revisions in subsequent drafts but also have lasting effects on improving writing in later assignments” (p.5). Through discussions with students about their writing, teachers or peers can get a better understanding of the writers’ intentions as well as their source of errors (Lillis & Swann, 2019). However, the drawbacks of writing conferences are that some students might not fully benefit from this kind of feedback as they lack experience, interactive abilities, or aural comprehension skills. For teachers, giving feedback in writing conferences can be time-consuming and require them to have special interaction skills.

Screencast feedback is also known as video feedback (Thompson & Lee, 2012), electronic feedback (Ware & Warschauer, 2006), digital feedback (Cunningham, 2019), or computer-mediated feedback (Hyland & Hyland, 2019). Screencast feedback is defined as “computer-mediated multimodal video feedback provided by a teacher by recording the teacher giving feedback on a digital copy of student work using a screen-capture software” (Zubaidi, 2021, p.2). Ali (2016) added that screencast feedback can be given to students through synchronous or asynchronous conferencing. In this method of feedback delivery, teachers’ mouse movements, annotations, comments, highlighting, direct and indirect error correction, as well as written and verbal commentary can be recorded on the screen (Bakla, 2020). Screencast feedback can be positioned between written feedback and face-to-face writing conferences (Lee & Lee, 2017) as students can both see the teacher’s annotations and comments on their writing and listen to his/her explanations and discussions at the same time. In this day and age, screencast feedback has gained more and more popularity thanks to the availability of educational technology and the changes in the way teachers and students carry out their teaching and learning tasks using personal digital devices instead of conventional paper and pen (Schluer, 2022).

In this study, the term ‘screencast feedback’ refers to the way the teacher, who is also the researcher, gave feedback to her students’ writing work in online lessons conducted via a video conferencing platform. Basically, at the beginning of each online writing lesson in a 15-week academic writing course, the teacher set an amount of time of around 30 minutes or so to give feedback on students’ previous writing tasks. The teacher showed a collection of some students’ writing pieces that

had been submitted on LMS in Microsoft Word, using some functions such as Comments and Change tracking in the Review tool of Microsoft Word to give feedback to students' paragraphs and essays while she was orally explaining and clarifying each annotation. In the meantime, students were listening to the teacher, looking at the screen, and putting questions in the chatbox if they needed any further explanations. In this study context, screencast feedback was given synchronously when students attended online lessons.

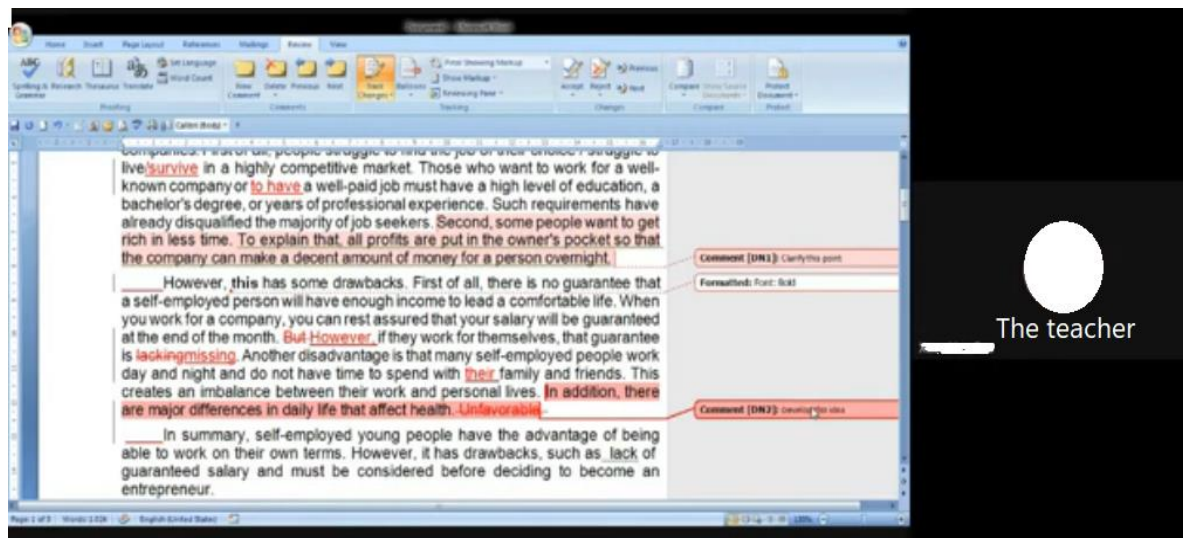


Figure 2: Illustration of the teacher giving screencast feedback to students' writing

#### ***2.4 Benefits and challenges of using screencast feedback in EFL writing instruction***

Previous studies in the literature have shown that screencast feedback can be a valuable tool for providing feedback to students in language learning contexts in which technology integration is gradually becoming a norm. In their study investigating college students' perceptions of video feedback, Thompson and Lee (2012) found that video feedback was perceived as more meaningful by students due to its audio-visual features that make it more conversational than traditional written feedback. Ali (2016) conducted a study with the participants of 63 Egyptian students divided into one experimental group and one control group to explore their perception of receiving screencast feedback in an academic writing course. The findings reported that the majority of EFL students perceived screencast feedback as clear, personal, specific, supportive, multimodal, constructive, and engaging. In addition, Özkul and Ortaçtepe (2017) found in their study which involved 46 Turkish university students who were enrolled in an EFL writing course that video feedback was more effective than written feedback and resulted in more correction in learners' subsequent drafts. Cunningham (2019) carried out an exploratory study to investigate the efficacy of screencast and text feedback given to 12 students over four assignments in an intermediate ESL writing course. She discovered that screencast video feedback was preferred by students for its efficiency, clarity, ease of use, and heightened understanding in comparison with written feedback. Recently, Bush (2021) investigated 44 freshman students from an advanced writing class in the ELT department of a small private university in Turkey. The findings showed that students perceive screencast feedback as more pleasant and more effective than written corrective feedback alone. It is undoubted that screencast feedback can be an effective way to provide students with engaging, clear, and personal feedback, leading to better writing improvement.

However, several drawbacks of screencast feedback have been identified in the literature. One of the main disadvantages of using screencast feedback in EFL writing instruction is that it can be time-consuming for instructors to provide. Ali (2016) and Bush (2021) noted that creating screencasts for feedback can be more time-consuming than traditional written feedback and that instructors may need

to be trained in how to use screencasting tools effectively. Another potential drawback of screencast feedback is that technical difficulties may arise. For example, Thompson and Lee (2012) found out that some students may have difficulty accessing or playing screencasts, particularly if they have slow internet connections or older computers. Additionally, Zubaidi's study (2021) revealed that some EFL instructors may not have access to the necessary technology or may not feel confident in their ability to use screencasting tools. Moreover, screencast feedback may not be as private as written feedback. Students may feel uncomfortable having their writing and the instructor's feedback recorded and potentially shared with others. Özkul and Ortaçtepe (2017) realized that some students may feel embarrassed to share their work in a public forum, such as a class website, which could limit the usefulness of screencast feedback. Finally, using screencast feedback may result in cognitive overload for some students, particularly those who are not familiar with the technology or who have difficulty processing information presented in a visual format. Martínez et al. (2020) showed that some students may find it difficult to process both the visual and auditory information presented in screencasts, particularly if the feedback is complex or lengthy.

### **3. Research method**

#### ***3.1 Research approach***

To understand students' responses to the use of screencast feedback in the online writing course, this research was conducted using a mixed research method approach, which is believed to provide a comprehensive understanding of the research phenomenon (Dornyei, 2007). However, more focus was put on the qualitative data collected from students' responses to the open-ended questions.

#### ***3.2 Research Settings and Participants***

This action research was carried out at the University of Foreign Languages and International Studies, Hue University, which is a public university located in the central Vietnam. This institution focuses on training foreign languages, language teacher education and international studies at both undergraduate and postgraduate levels for students from various provinces and cities in the central and Highland regions of Vietnam. During the COVID-19 pandemic, teachers and students at this university had to conduct their teaching and learning process online using Moodle LMS and different options of video conferencing tools due to the serious restrictions of social distancing.

The participants of the study were 89 second-year EFL students from the Faculty of English, one of the largest faculties at this institution, who attended online writing courses and experienced the use of screencast feedback. Among these students whose English proficiency level was estimated at B1 – B2 level based on the CEFR, 90% were female and 10% were male.

#### ***3.3 Data collection and analysis***

At the end of the online EFL writing course, data collection was conducted through an online survey designed on Google Form and sent to students to collect their responses about the use of screencast feedback that they had experienced during the 15-week semester. The survey included both open-ended and close-ended items to provide a rich understanding of the students' experiences. Quantitative data from close-ended questions were synthesized and presented in charts while qualitative data from students' responses to open-ended questions were synthesized and grouped based on semantic similarities to identify recurring themes and patterns. This approach helped to gain a deeper understanding of the students' experiences and perceptions of using screencast feedback in their EFL online writing classes.

### **4. Findings and Discussions**

#### ***4.1. Students' attitudes towards the use of screencast feedback in the online writing course***

To investigate students' attitudes towards the use of screencast feedback in the online writing course, some open-ended questions were included in the survey, focusing on students' opinions on the role of screencast feedback, the usefulness of screencast feedback on their writing skills and their preferences for screencast feedback delivery mode: synchronous versus asynchronous. The following figures summarize the survey findings regarding students' attitudes.

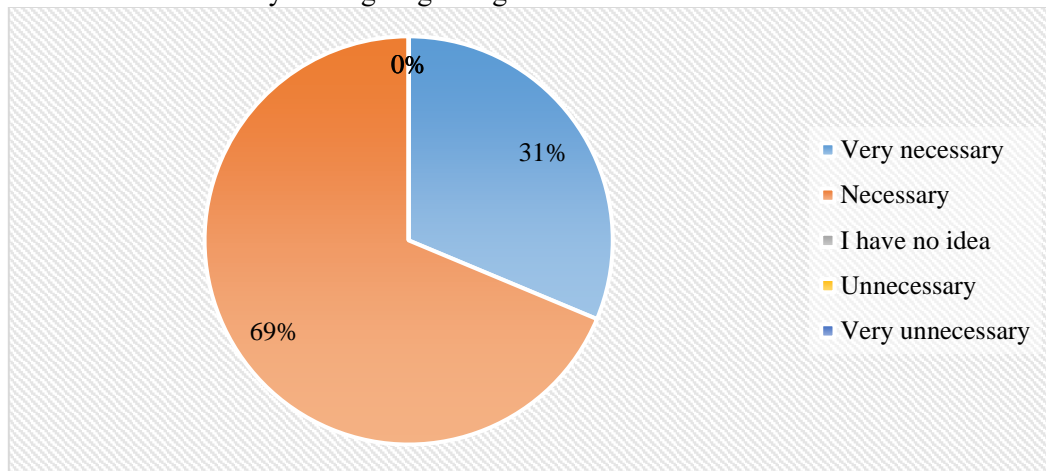


Figure 1: Students' attitudes toward the necessity of screencast feedback

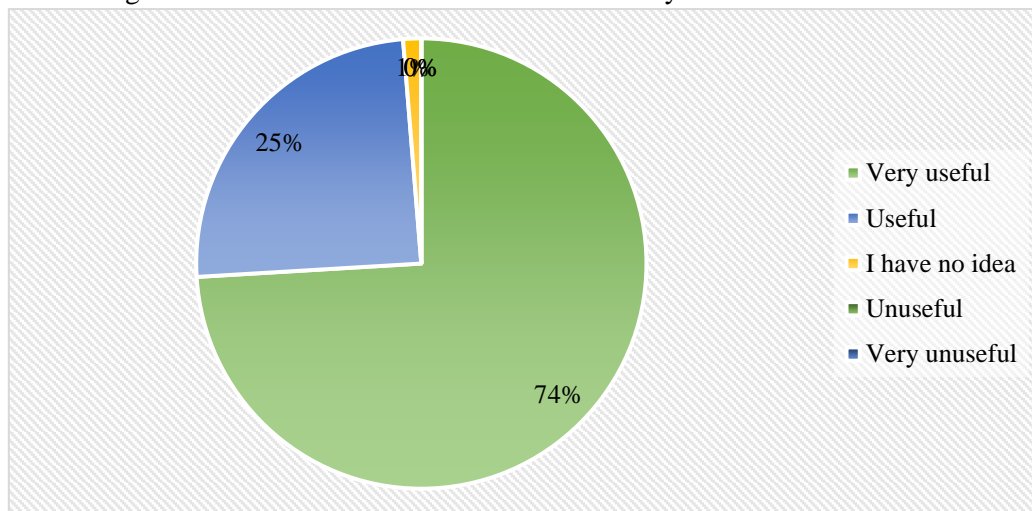


Figure 2: Students' attitudes toward the usefulness of screencast feedback

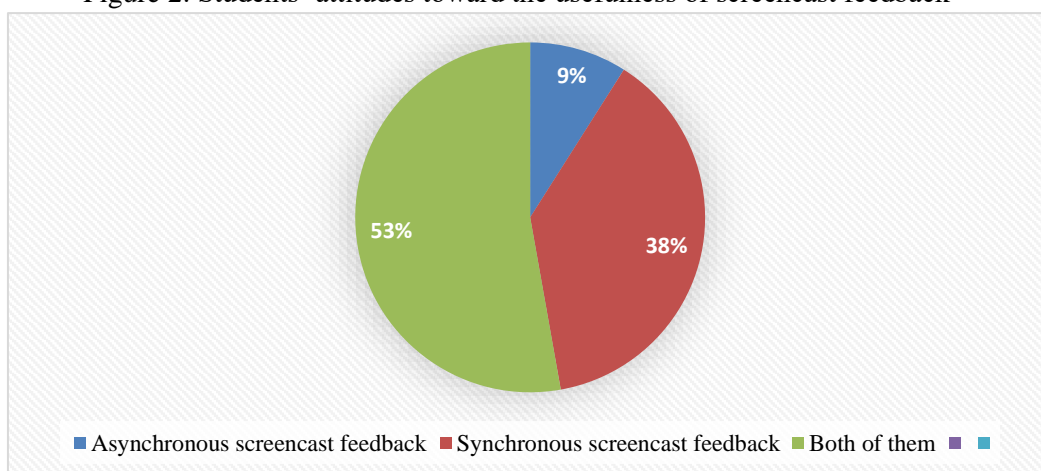


Figure 3: Students' preferences for screen feedback form in the online writing course

The above findings suggest that students generally had a positive attitude toward the use of screencast feedback in online writing classes. According to Figure 1, 69% of students considered

screencast feedback as necessary and 31% considered it very necessary. Additionally, Figure 2 also reveals that 74% of students found the screencast feedback very useful, 25% perceived it to be useful, and only a tiny proportion of students indicated that they had no idea about its usefulness. This indicates that almost all students regarded screencast feedback as an important tool for improving their writing skills in an online learning environment. In terms of the feedback delivery mode, the statistics in Figure 3 reveals that the majority of students expressed a favorable attitude toward the combination of both synchronous and asynchronous modes of screencast feedback delivery. These findings are consistent with previous research that has shown that students value the role of feedback in writing classes because it is necessary and helpful to help them improve their writing abilities (Hyland & Hyland, 2019). Even though students had to adapt to the immediate switch to online learning mode and a new method of feedback delivery, the findings above show that they still had a welcoming and appreciating attitude toward screencast feedback. Therefore, the use of screencast feedback in online writing lessons can be seen as a valuable approach to providing students with effective feedback that can enhance their writing skills (Bush, 2021; Cunningham, 2019).

#### ***4.2. EFL students' perceptions of the benefits and challenges of screencast feedback for their writing skills***

##### *Students' perceived benefits of screencast feedback*

In the survey, students were required to respond to an open-ended question about the advantages of using screencast feedback instead of traditional written one, out of 89 participants, 86 had their sharings, which accounts for 97%. Students' responses were examined, and classified into themes based on the semantic meanings. As a result, students mentioned a number of advantages to receiving feedback through screencasts which were categorized into ten main themes as follows:

Table 1

*Summary of students' responses about the benefits of screencast feedback*

<b>No.</b>	<b>Main themes</b>	<b>No. of responses</b>
1	Understand teacher's feedback easily and quickly	42/86
2	Give more detailed information	18/86
3	Save time	4/86
4	Increase interaction	12/86
5	Broaden their knowledge	8/86
6	Improve students' writing skills	17/86
7	Encourage mutual learning	16/86
8	Make feedback more interesting	3/86
9	Make students more attentive and focused	5/86
10	Remember the information longer	8/86

The most popular benefit is that it helped them to understand their teacher's feedback more easily and quickly. This is likely because screencasts provide visual and auditory cues that can aid in comprehension. As the teacher could provide direct feedback on the students' work, they could clarify their points in real-time when needed, which may be more effective than written feedback. One student mentioned that "*The advantage is that I can hear directly how the teacher comments on my writing*



compared to the written feedback, sometimes when reading the comments I cannot fully understand what the teacher wants to convey” (S40). Additionally, students might find it easier to understand the teacher's feedback when it is explained verbally instead of in writing. Ali (2016) and Thompson and Lee (2012) found a similar finding in their study because screencast feedback was perceived as more informative thanks to its multi-sensory features which can enhance students' understanding.

Additionally, students also felt that screencast feedback increased interaction, possibly because it allows for more personalized and targeted feedback. Screencast feedback allows for more interaction between the teacher and students, as they can discuss the feedback in real-time. This can lead to better understanding and collaboration. Many surveyed students similarly shared the ideas like “if we have any questions about feedback, we can ask our teacher directly and have answers right away” (S54), “students can immediately ask the questions they wonder” (S72), “if anyone feel confused about you opinion they can respond right away” (S85). Coffin et al. (2005) believed that screencast feedback can allow for a two-way discussion between the instructor and student, as the students can listen to what the teacher is saying and ask questions directly.

Another advantage which was appreciated by students is that screencasts provided students with more detailed information, which could help to broaden their general knowledge. Screencast feedback allows teachers to provide more information than written feedback. They can go through the student's work and explain their points thoroughly. Through screencast feedback, students can learn not only about their specific writing tasks but also about broader topics related to writing conventions, which can help broaden their knowledge and deepen their understanding. Because of its clarity and effectiveness, screencast feedback is likely to lead to students' improvement in subsequent writing tasks (Özkul & Ortaçtepe, 2017).

Furthermore, students reported that screencasts helped them to improve their writing skills. This may be because they are able to see and hear how their teacher suggests making changes. As teachers can provide direct feedback on students' writing, it can help improve their writing skills. They can provide tips and strategies for improving grammar, sentence structure, and overall writing quality. Moreover, as commented by a student, “Screencast feedback gives students insight into our experience as readers, which helps to connect the social and emotional elements of writing. Positive comments highlighting our reading experience can encourage students to think about their audience more intentionally as they write” (S30). Keeping in mind who the readers are and how they will react to their writing will enable students to be more aware of their writing performance.

Some students also shared that the use of screencast feedback can encourage mutual learning among students in the class. This is because when the teacher verbally commented on some students' strengths and weaknesses in writing, the rest of the class could also listen and learn useful things for themselves, which is impossible if the teacher gave written feedback on each individual's work. Mutual learning can benefit students because as one student shared that “I can learn more from my friends' writing and their ideas so that I can avoid some mistakes that is popular with many students thanks to the teacher's oral feedback. When I see great writing, it motivates me. I think why they can do this, why they can write really well, but not me. So, I learn their vocabulary and structure which I feel strange and sometimes applying it in my writing” (S32). Similarly, another student added that “the whole class can learn and gain useful knowledge from our friends' flaws” (S40).

A certain number of students admitted that screencasts helped them to remember the information longer, which could be a result of the multi-sensory experience of receiving feedback through a screencast. A student said that “When teachers give oral feedback on the screen, it will help students easily recognize their mistakes and remember their mistakes for a longer time and help students learn from the experience for the following essays” (S45). Such comments such as ‘remember better’, and ‘remember longer’ were also repeated in students' responses in terms of the benefits of screencast feedback. As Ali (2016) also found out in his study, students perceived that multimodal

feedback through screencast can enhance students' comprehension and help them retain the feedback for a longer period, which can subsequently impact their next writing performance (Bush, 2021).

Some other benefits of screencast feedback that students also mentioned in their sharing are that screencast feedback is more time-saving and more interesting, and it can make students more attentive and focused on receiving feedback from the teacher. One student shared that *"I like direct oral feedback because then students will be more attentive to correcting their work, can ask questions, and this also increases the acumen of students"* (S23).

It can be seen that a majority of students in the survey appreciated the benefits that screencast feedback offered to help them enhance their writing skills. Most of the findings discussed above are in line with the previous studies' results in terms of the positive impacts of using screencast feedback. However, some important points related to the benefits of screencast feedback such as increasing interaction between the feedback provider (i.e. the teacher) and receivers (i.e. students), or encouraging mutual learning among students have not been reported in the literature. Therefore, this can offer some novel insight into this research issue.

#### *Students' perceived challenges of screencast feedback*

In terms of students' responses about the challenges that they had when they were provided with screencast feedback in an online platform instead of traditional written feedback on paper, among 89 students participating in the survey, over a quarter mentioned that screencast feedback had no disadvantages in their opinions, about 10 students had no responses to the survey question, and 56 of students replied to the question with a variety of ideas. These responses about the drawbacks of screencast feedback were also examined and then grouped into eight following main themes:

Table 2

#### *Summary of students' responses about the challenges of screencast feedback*

No.	Main themes	No. of responses
1	A limited number of correction work	12/56
2	Time consumption	10/56
3	A sense of embarrassment	5/56
4	Hard to understand or retain a great amount of information	6/56
5	Quickly forget the teacher's feedback	11/56
6	Unstable Internet connection	2/56
7	Lack of direct communication	5/56
8	Hard to revise when needed	4/56

It can be seen that there are several disadvantages of synchronous screencast feedback in online writing classes that were mentioned. The most cited drawback of screencast feedback is that there was a limited number of correction works. Some students felt that the teacher was not able to provide various correction work in a synchronous screencast feedback session as she could normally do with the traditional way of giving feedback. This drawback is admittedly true as explained in the study background, in each online lesson, the teacher set a certain amount of time around 20-30 minutes at the beginning to give feedback on students' previous writing tasks. Because of the time limit, the teacher could only randomly select some of the submitted papers (normally 5-6 pieces) to give

feedback. Moreover, this problem is also relevant to the second popular disadvantage of screencast feedback that students pointed out which is time consumption. The teacher had to read through each selected writing piece, stop where mistakes occurred, explain the kinds of mistakes, and then offer solutions to improve those kinds of mistakes, which needed a great amount of time. Many students complained that *“It is quite time-consuming and my teacher can't give feedback for all students' work”* (S23), *“Because we don't have much time, the number of the essays receiving feedback is few to me”* (S30), or *“screencast feedback takes a lot of time in our online lessons. In addition, there is another disadvantage that not all students' writing can be corrected because time and quantity do not allow it. This semester, I have not received any corrections from my teacher in class”* (S35). As also shown in Ali (2016) and Bush (2021), these two issues can be seen as the greatest limitations of using screencast feedback synchronously in online writing instruction.

Another surprising finding about the disadvantages of screencast feedback is that many students said they could quickly forget the teacher's feedback and that it was sometimes hard to understand or retain a great amount of information. It is surprising because this is quite contradictory to the results revealed in the previous section. While many students agreed that screencast feedback is perceived to be comprehensible and informative thanks to its multimodal input, others claimed that they were overloaded with the great amount of information that the teacher provided. Some students may quickly forget the feedback provided by the teacher in a synchronous session, making it challenging for them to make the necessary revisions to their work. Some of the sharings about this problem include *“I think the only disadvantage is that we quickly forget what the teacher said if we don't take notes”* (S50), *“If teacher's oral feedback is not recorded, students can't see it again. So they easily forget and make a mistake again”* (S64), *“It can be difficult to remember all of the feedback, and sometimes oral feedback happens quite quickly (it's obvious) that students don't have time to take notes”* (S75). Therefore, some students claimed that if synchronous screencast feedback was not recorded, it was hard for them to revise when needed. This issue can be explained by the fact that students had to attend online lessons, and feedback was given synchronously on screen, if they are not good at listening and taking notes of what the teacher commented, they cannot retain the feedback effectively. This challenge is clearly a limitation of synchronous screencast feedback, so students also recommended that the *“teacher should record the screencast feedback and upload it on LMS because sometimes watching this feedback again is like a way to learn”* (S75). Overloaded information through screencast feedback is also indicated in Martínez et al. (2020) as not all students are capable of processing information immediately through visual-audio feedback. Some students have a slower learning pace, and they learn better if they can revise their knowledge many times. This raises a necessity to consider students' learning styles when giving feedback on writing performances.

One more problem related to the use of screencast feedback that some students mentioned is that there could be a sense of embarrassment among students whose writing pieces were chosen to be corrected in front of the whole class. Despite the fact that the teacher kept all the selected writing samples anonymous when giving feedback verbally in online lessons, some students may still feel embarrassed or uncomfortable receiving feedback in front of their peers. As some students explained, *“there are also many people who are shy because teachers feedback on their essay in front of the whole class”* (S80), *“I think the drawback of this is that students will feel quite embarrassed when their work is directly corrected”* (S77). This finding is similar to what Özkul and Ortaçtepe (2017) showed in their study that students perceived screencast feedback not as private as traditional written feedback because students' writing is analyzed and given public feedback. Naturally, no one wants to receive negative feedback; however, students had better understand that they can learn from not only their own mistakes but also their friends. Therefore, raising students' awareness of being open to any kind of feedback, both positive and negative, is necessary for writing instruction.

In addition to the above challenges, some students also indicated that technical issues like an unstable internet connection can disrupt a synchronous online session, making it challenging for students to receive and respond to the teacher's feedback. Moreover, students also thought that the lack of face-to-face communication with the teacher and other classmates in online lessons can make any kind of teaching and learning activities including giving feedback less effective than in traditional classrooms. Unlike the findings in Thompson and Lee (2012) and Zubaidi's study (2021), students did not report other technical problems such as a lack of facilities or technical skills.

## 5. Conclusion and recommendations

In conclusion, the research findings reveal that most students generally had a positive perception of synchronous screencast feedback in online writing classes, with more benefits than challenges indicated. They preferred this method of feedback delivery over traditional written feedback as it is easier to understand, more interactive, informative, and easier to remember. Screencast feedback is also seen as beneficial for mutual learning among students. However, the limited number of corrected writing pieces, time consumption, and difficulty in retaining a large amount of information were identified as the major disadvantages of this feedback-giving method. As this is action research, these findings can provide valuable insights into the application of screencast feedback in EFL writing instruction so that adjustments can be made to improve the effectiveness of this kind of feedback.

Based on the research findings discussed above, there are some recommendations for EFL teachers who are interested in screencast feedback and would like to apply it in their teaching practice. One suggestion is to strike a balance between the use of synchronous to asynchronous screencast feedback depending on the students' needs and teaching conditions. For example, instead of giving feedback on students' writing synchronously in online sessions, the teacher should consider recording screencast feedback and saving it as videos that students can watch at their convenience. Recorded screencast feedback is also applicable in face-to-face writing classes. This adjustment can save time for lessons and allow students to review the feedback at their own pace. Additionally, providing students with links to feedback videos and corrected documents on the LMS can help them easily revise their work and understand the feedback better, which can benefit students with different learning styles and preferences. It is also important to set up a clear procedure for collecting students' work and giving feedback to maximize the number of students receiving feedback and ensure that the teacher's feedback benefits a large number of students. Furthermore, it is recommended to give feedback to both strong and weak models of students' writing, which can encourage mutual learning among students. By implementing these necessary improvements, the use of screencast feedback can be more effective and beneficial for students in online writing classes.

## Acknowledgment

I would like to express my sincere thanks to the EFL students at the Faculty of English, University of Foreign Languages and International Studies, Hue University, who participated in my online writing classes and quickly adapted to the new form of feedback delivery during the social distancing period due to the Covid-19. I am also grateful for their participation in the post-course survey and interview in which they contributed valuable responses so that my research could be completed.

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