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A comparative study on monologic vs. dialogic technology-mediated feedback modalities: Students' uptake and perspectives

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Investigating how learners incorporate feedback into drafts is crucial, as feedback alone does not ensure effective implementation. Writing instructors can offer technology-mediated feedback rather than traditional methods, a practice supported by current research, for managing feedback processes and improving uptake. Consequently, this study compares screencast feedback (monologic) and online one-on-one video conference feedback (dialogic) on literature reviews (LRs) of 10 students in an L2 academic writing class. Over five weeks, half the students received one-on-one video conference feedback for their first draft and screencast feedback for the second draft, while the others received feedback in reverse order and then revised their drafts. Quantitative analysis showed a significant success rate difference favoring one-on-one video conference feedback, confirmed by Chi-square tests. This feedback was especially effective in content clarity, content development, cohesion, and coherence. Qualitative student interviews revealed the usefulness of both feedback types, with one-on-one video conference feedback proving superior for communication and

comprehension. Findings suggest there may be some efficiencies if instructors could incorporate both types yet save more time-consuming, effortful modalities (one-on-one) to address vital issues. Hence, language instructors should consider these approaches as complementary rather than competing technology tools.

Keywords: one-on-one video conference, screencast, student perspective, student revision uptake, technology-mediated feedback

Introduction

Many feedback researchers have advocated for a socio-constructivist approach, emphasizing students' uptake of and response to feedback (Carless, 2015; Winstone et al., 2020). The value of feedback is now seen through a learner-centric lens, highlighting student uptake and their active role in using feedback (Molloy et al., 2020; Pitt & Winstone, 2020; Winstone et al., 2020; Wood, 2023). Accordingly, there have been concomitant calls for shifting from monologic (i.e., one-way) to dialogic (i.e., two-way) feedback practices.

Transitioning from traditional one-way feedback to a dialogic approach boosts student empowerment and understanding of academic standards (Wood, 2021a). Furthermore, students value dialogic meetings' supportive and interactive aspects (Hill & West, 2020; Carless & Winstone, 2020). Despite its benefits, dialogic feedback via technology faces several limitations. Students might be camera shy when creating dialogic feedback (Wood, 2024), and initial misunderstandings (Wood, 2023) can harm their motivation (Alharbi, 2019), leading to confusion and incorrect revisions (Saeed & Al Qunayeer, 2020; Wood, 2021b). Moreover, feedback negotiation requires good communication skills (Wood, 2021b) and extensive time (Alharbi, 2019; Saeed & Al Qunayeer, 2020). Dialogic feedback might also affect the quality and quantity of feedback (Alharbi, 2019; Wood, 2021b, 2024), which could restrict student engagement (Wood, 2024). These challenges highlight the complexities of using dialogic feedback in education.

Technology integration has dramatically expanded methods through which feedback can be given to students' writing (Storch, 2018), allowing for both monologic and dialogic (i.e., two-way feedback interactions). Considering both the pros and cons of monologic and dialogic feedback facilitated by technology, there is a need for comparative research to assess their associated effects on student revision uptake. This can guide best practices in providing feedback and optimize learning outcomes.

Consequently, the present study research focuses on implementing and comparing monologic screencast and dialogic one-on-one video conference feedback (one-on-one video feedback hereafter) in a technology-enhanced setting. Screencast feedback involves the instructor providing recorded feedback tailored to individual students. In contrast, one-on-one conference feedback consists of private online sessions, with the instructor and the student discussing the student's written draft. The research also examines students' viewpoints

on both feedback types, highlighting the importance of their preferences and perspectives in language learning (Elola & Oskoz, 2016). This comparison is particularly crucial in the post-COVID-19 era, where blended and online learning is expected to become more common (Wood, 2021b).

Literature review

As highlighted by Carless and Winstone (2020), technology-enhanced feedback is integral to contemporary feedback practices. This approach not only facilitates students' effective use of feedback (Alharbi, 2019) but also aids instructors in improving feedback delivery methods (Carless & Boud, 2018; Molloy et al., 2020; Carless & Winstone, 2020). Hence, writing educators can use technology to give monologic (one-way interaction) or dialogic (two-way interaction) feedback within their writing courses.

Technology-mediated monologic feedback

Monologic technology-mediated feedback has been provided using various tools including Microsoft Word's Track Changes (Ene & Upton, 2014), automated feedback (Koltovskaia, 2020), feedback via the use of podcasts (Ribchester et al., 2007), audio MP3 files (Lunt & Curran, 2009), and video (Abdous & Yoshimura, 2010). A more advanced option is employing screen capture software to provide screencast feedback; educators can record screens while reviewing student work and providing feedback information (Mahoney et al., 2019). Screencast feedback allows teachers to offer asynchronous audio and visual comments on student papers, making the feedback process more effective (Vincelette & Bostic, 2013).

Some studies have assessed the usefulness of screencast feedback versus Microsoft Word comments across various dimensions. Some have explored their comparative effectiveness in terms of students' revisions. For instance, Elola and Oskoz (2016) investigated feedback on ESL advanced narrative writing. They observed that learners' uptake of feedback was similar regardless of modality, though the learners perceived screencasts as more natural. Grigoryan (2017) also found no notable differences in the types of revisions made in an online first-year ESL composition class. However, Cunningham (2019) indicated that in academic ESL writing, screencast feedback users revised more quickly, stayed within the target language, and made slightly more successful global changes.

Studies investigating student preferences regarding these feedback modalities can be categorized into three groups: those favoring screencast feedback, word-based feedback, or both screencast and word-based feedback. In support of screencast feedback, Elola and Oskoz (2016) noted that ESL learners perceived screencasts as more natural despite their familiarity with Word comments. Harper et al. (2015) and West and Turner (2015) also found that students favored screencast feedback for its cognitive and affective benefits, including clarity and personalization. Moreover, Cunningham (2019) and Cunningham

and Link (2021) highlighted the usefulness of screencasts in providing suggestions for writing improvement alongside considerations of interpersonal dynamics. According to Ali (2016), the clarity and encouragement provided by screencast feedback were appreciated by many EFL students. However, some preferred written feedback, as they found screencasts to be time-consuming and potentially distracting. Nevertheless, Grigoryan's (2017) study revealed that most ESL students preferred a combination of screencast (combining audio and visual elements) and textual feedback. She found that screencast as a feedback medium provides a higher volume of information, allows for more detailed elaboration of textual comments, and fosters a conversational style, making it highly dialogic. Additionally, screencast commentary enables teachers to convey their personality through voice and tone, which can help reduce the psychological distance between instructors and students.

Despite the benefits of screencast feedback identified in the reviewed research, some studies highlighted a significant drawback of screencast feedback, i.e., its one-way interaction, which cannot replace face-to-face conferences (Vincelette & Bostic, 2013; West & Turner, 2015; Grigoryan, 2017). This represents shifting from the transmission-focused approach to the more dialogic mode (Carless, 2015). Thus, while screencast feedback offers several advantages, its limitations underscore the need to explore more interactive and dialogic feedback approaches.

Technology-mediated dialogic feedback

Successful feedback, whether provided by the teacher or a peer, occurs through interactive exchanges (Alharbi, 2019). Carless (2015) proposed that dialogic feedback involves a series of discussions where interpretations are exchanged, meanings are deliberated, and expectations are clarified to improve students' incorporation of the feedback. Some platforms facilitate discussions through comment threads, text chat functions, or conferencing technologies (Wood, 2021a). Accordingly, teachers should design feedback practices that are practical, manageable, and supported by free online tools, whether in fully virtual or blended settings. Multidirectional dialogic feedback not only enhances feedback literacy but also strengthens the socio-affective connection between learners and feedback providers, fostering a sense of community and supportive learning environment.

Previous studies indicated Cloud applications including Google Docs enable synchronous and asynchronous feedback discussions among students, peers, and educators. For instance, Alharbi (2019) conducted a study involving 10 EFL learners. The instructor and peers provided feedback on students' writings through Google Docs. Based on the findings, learners were generally active in responding to feedback, and their responses included understanding, agreeing, disagreeing, clarifying, and seeking further explanations. Interviews revealed that all learners appreciated the feedback provided via Google Docs, viewing it as an interactive tool that allowed them to engage with the instructor and their peers' comments.

Interactivity is the cornerstone of dialogic feedback practices. For instance, Saeed and Al Qunayeer (2020) collected data from the instructor's written feedback in Google Docs and investigated the responses of 10 undergraduate students in an L2 academic writing class. The findings indicated that teacher-learner interactions facilitated learners' understanding of various issues in their written drafts. They helped learners clarify their intentions, address misunderstandings, and question feedback. Discussions covered content and idea development, text organization, language issues, mechanics, and appropriateness (APA citation, referencing, formatting, and spacing). These interactions helped students notice and discuss these issues comprehensively.

Interactive, dialogic feedback practices are not without challenges, however. For example, Wood (2023) explored 14 EFL undergraduates' peer feedback experiences through dialogic screencast feedback. Loom.com was selected as the platform for screencasting, while Google Docs was chosen to facilitate text comments alongside the screencasts. Screencasts allowed students to underline and explain specific text elements, connecting feedback directly to their work. The perceived informality and convenience of technology, such as Google Docs, promoted the implementation of question-generation techniques by the students, facilitating dialogic interaction.

Overall, dialogic feedback is beneficial in education, allowing students to clarify intentions, address misunderstandings, and question feedback (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b, 2023). Discussions cover content, idea development, organization, language, mechanics, and appropriateness (Saeed & Al Qunayeer, 2020). However, technology-based dialogic feedback has limitations. Students may have an incomplete understanding of feedback (Wood, 2023), affecting motivation and engagement (Alharbi, 2019). Misunderstandings can also lead to confusion and incorrect revisions (Saeed & Al Qunayeer, 2020; Wood, 2021b). Furthermore, both the provider and receiver need active participation and communication skills for effective feedback negotiation, which is time-consuming (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b). Dialogic feedback is also more difficult to revisit, emotionally demanding, and less organized than paper feedback (Wood, 2023). Moreover, the comfort of dialogic feedback may also lead to less precise feedback and reduced depth and frequency, limiting students' engagement (Wood, 2021b; Alharbi, 2019).

To tackle these challenges, it is essential to use technology creatively, prioritizing student engagement and participation rather than simply transferring traditional feedback methods into digital formats. A combination of feedback methods, incorporating both monologic and dialogic practices, therefore, may be most beneficial to students. Wood (2024) confirmed that the combination of screencasts and Google Docs created an effective two-step feedback method, enhancing discussions and feedback uptake. Google Docs allowed for clarification and deeper discussions, fostering peer trust and collaboration. The process improved engagement and work quality, especially in the second essay, and built a strong feedback community. Screencasts, with facial expressions, improved rapport and empathy. However, according to Wood (2024), students

may feel camera-shy and have limited engagement. Thus, further research is needed to comprehensively explore how students perceive the usefulness and clarity of technology-mediated monologic and dialogic feedback methods.

Present study

Technology-mediated feedback practices have shown great success, particularly monologic technologies including screencast feedback (Ali, 2016; Cunningham, 2019; Cunningham & Link, 2021; Elola & Oskoz, 2016; Grigoryan, 2017; Harper et al., 2015; West & Turner, 2015) and dialogic technologies like one-on-one video conferencing (Alharbi, 2019; Carless, 2015; Saeed & Al Qunayeer, 2020; Wood, 2021a, 2023). However, each method has its limitations. Better understanding the unique affordances and limitations of each method may lead to instructors more strategically adopting feedback modalities, or a combination of modalities, to maximize students' engagement with feedback.

To arrive at such an understanding, research is needed to address several gaps in existing research. First, a few studies have provided different feedback modes to separate groups, leading to students experiencing only one type of feedback (Ali, 2016; Grigoryan, 2017). This approach overlooks the potential benefits of comparing various feedback methods within the same study. Second, research has often focused on the combined effectiveness of feedback methods rather than examining them individually (e.g., Cunningham, 2019; Elola & Oskoz, 2016; Ene & Upton, 2018). Consequently, the affordances and limitations of each method may be complementary, necessitating a study that compares students' uptake and perceptions of both monologic and dialogic screencast feedback. Such a study would identify the specific strengths and weaknesses of each method, providing clearer guidance for educators on which method to use under different circumstances.

Accordingly, the current mixed-methods study adopts several methodological improvements over prior research to achieve this goal. Unlike previous studies that provided different feedback modes to separate groups (Ali, 2016; Grigoryan, 2017), students in the current study experienced both screencast and one-on-one video conference feedback. This approach allows for a direct comparison of students' revision uptake and perspectives of each method. Additionally, while previous research on dialogic feedback in digital settings has primarily focused on peer feedback (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b, 2023, 2024), this study focuses instead on teacher feedback, addressing a significant gap in the literature. Finally, by utilizing one-on-one video conference feedback, this study aims to capture real-life interactions more accurately than methods such as Google Docs, which may limit the depth of dialogic exchanges (Saeed & Al Qunayeer, 2020). Incorporating these methodological improvements, the current study seeks to address the following research questions:

1. Are there any differences in how one-on-one video conference feedback and screencast feedback aid the improvement of students' writing in an academic writing course? If so, what are those distinctions?

2. What are students' perspectives regarding the affordances and limitations of one-on-one and screencast feedback as two different technology-based approaches to delivering feedback?

Method

Design

The study benefits from a mixed-method approach, integrating qualitative and quantitative techniques. This approach aimed to triangulate the data by utilizing different instruments. The value of triangulation is that it allows the researcher to examine whether findings converge, are inconsistent, or contradict (Ary et al., 2010). In particular, quantitative and qualitative data were gathered and analyzed to understand the affordances and limitations of the two feedback modes, as discussed in more detail below.

Context

In Iran, the school curriculum and national university entrance exams lack a focus on English writing (Naghdipour, 2016). While English majors master writing at university, other students study general and specialized English, focusing on technical terminology and pertinent readings (Naghdipour, 2016). Master of Arts (MA) students in Teaching English as a Foreign Language (TEFL) must take an academic writing course, which is essential in higher education (Conijn et al., 2020). The course covers proposal writing, including the introduction, literature review, methodology, and references. This study focuses exclusively on Literature Review (LR).

Participants

Students. Convenience sampling, the most common technique in L2 research (Dorniye, 2007), was employed. Participants were selected from an intact class taking the academic writing course for MA TEFL students. There were 10 students: 6 females and 4 males, aged 23 to 32. They were intermediate-level, and their first language was Persian. They were all expected to be at the same level of proficiency, as they had passed the MA entrance exam, which included a proficiency test as one of the screening factors. Importantly, oral consent was obtained from the participants involved in the study, and they were assured of the data's confidentiality and anonymity.

Instructor. A Shiraz University faculty member teaching the course also participated in the study. His native language was Persian. Over the past several years, he taught academic writing to TEFL graduate and undergraduate students. Thus, he had extensive experience providing feedback on EFL writing at both levels. He usually used various feedback methods, including written, oral, face-to-face sessions, screencasts, and online conferences. Despite the

undisclosed research purpose, he kindly accepted the research team's request and committed to delivering feedback exclusively through screencasts and one-on-one video conferences.

Due to the instructor's experience delivering feedback using different modalities, he had the necessary computer hardware and software to record feedback. An initial one-hour training session was arranged to bolster the instructor's confidence in providing screencast and one-on-one feedback. During this session, the potential benefits of technology-mediated feedback were discussed, including enhanced student engagement, satisfaction, and perceived understanding, along with the instructor's ability to deliver comprehensive feedback and detailed explanations time-efficiently.

Materials and instruments

The instructor's feedback and sample papers uploaded to Google Drive served as the material for the present study. In addition, semi-structured interviews and students' written drafts were used as instruments. They are described in detail below.

Materials. The instructor's screencast feedback and one-on-one video conference feedback were recorded using Screencast-o-Matic. Moreover, a variety of research papers on topics related to feedback and writing – including automated writing evaluation, immediate and delayed corrective feedback, student engagement with feedback, focused and comprehensive written corrective feedback, synchronous and asynchronous written corrective feedback, and the impact of individual factors on writing – were uploaded to Google Drive. These papers matched the instructor's expertise, allowing him to give more precise feedback on students' drafts. The papers served three purposes: first, to familiarize students with the elements of an LR, commonly found in academic publications, theses, and dissertations; second, to help students select a topic for the proposal they had to write during the course; third, to help students use these papers as sources within their LRs.

Instruments. This study used two data-gathering instruments: written drafts and semi-structured interviews. Students wrote three drafts of their LR, with one draft being revised based on instructor feedback. Additionally, a semi-structured interview was conducted using the interview guide at the end of the semester. Adopted from Zhang and Hyland (2018), the questions underwent modifications to suit the research purposes (see Appendix A). They were utilized to collect data on students' perspectives about the strengths and weaknesses of screencast and one-on-one video conference feedback, their methods for using these feedback types, their emotional reactions to the feedback, and any challenges they encountered.

Data collection procedure

The course was offered in a 15-week semester, with each class session spanning 90 minutes and students being expected to complete their assignments within this timeframe. The initial three weeks of the course were dedicated to acquainting students with the sections of an LR, including sourcing, topic selection, and text deconstruction, facilitated by Google Drive resources and instructor guidelines. Notably, weeks 4, 5, and 6 focused on drafting, receiving feedback, and revising the introduction section, while weeks 12, 13, and 14 repeated this cycle for the method section, both falling beyond the study's scope.

Data for the study were collected during weeks 7–11 when students concentrated on writing their LRs. Students produced three drafts, utilizing non-research and research-related knowledge and concluding with remarks on literature gaps and research objectives. Students were required to write between 1500 and 2000 words to ensure comparability. The first draft deadline was the end of week 7. Feedback, provided through one-on-one video conferences or screencasts, was delivered in week 8, followed by revisions due by week 9. Weeks 10 and 11 were allocated to instructors' feedback provision and students' revision of Draft 2. Screencast and one-on-one feedback were provided to all students; however, to minimize order effects, half of the students randomly received one-on-one video conference feedback on Draft 1, screencast feedback on Draft 2, and the other half in reverse order. Students then incorporated this second round of feedback to complete a final draft of their LR (Draft 3).

Initially, the instructor skimmed each student's draft before recording the feedback session. He highlighted parts of the text requiring feedback and inserted short written comments in the margin of the Word document to keep track of what he wanted to cover during the feedback sessions. For feedback provided through the screencast, the instructor made a recording that displayed the student's work on the computer screen with added audio commentary from the instructor. The instructor then uploaded the recordings to Google Drive to share the screencast feedback.

To deliver one-on-one video conference feedback, the instructor and student logged in simultaneously to conduct the conference, which was recorded and uploaded to Google Drive for later viewing by the student if they wished. Regardless of the method used, students could seek further clarification through email or in-person discussions.

A total of 20 revised drafts were generated based on 10 one-on-one video conference feedback sessions and 10 screencast feedback files. The median screencast length was 12.50 minutes (range = 5–24 minutes), while the median one-on-one video conference length was 17.5 minutes (range = 12–60 minutes). Nevertheless, the amount of feedback provided through screencasts and one-on-one sessions was similar. For Draft 1, the total number of one-on-one feedback comments was 118, while the number for screencast feedback comments was 114. For Draft 2, the one-on-one video feedback included 102 comments, and the screencast feedback contained 97 comments. Overall, feedback comments on the two drafts through both modalities totaled 431.

Finally, the first author conducted a semi-structured interview with each student to gain insight into their perspectives about the benefits and limitations of these two feedback modes. The students selected the language of the interview (Persian or English). The interviews were audio-recorded, transcribed, and translated into English (if necessary).

Data analysis

The definition of uptake given by Ene and Upton (2014) was used to analyze students' uptake of instructor feedback. Therefore, uptake in the present study was defined as how students responded to the feedback they received in the subsequent drafts and was codified as success, partial success, failure/unsuccessful, or unattempted (see Table 1 for the coding scheme). As the first step in coding, each student's earlier and revised Word doc drafts in each cycle were compared (see Appendix B for examples of the categories). Based on the above descriptors (i.e., success, partial success, failure/unsuccessful, or unattempted), an independent ESL instructor and the first author independently coded 30% of the revisions made by the students. The independent coding revealed 95% agreement on all descriptors. Then, the remaining revisions were coded by the first researcher. The frequency of various categories of students' revision uptake across feedback modes was obtained and visually depicted.

Table 1. Revision codes and their definitions

Revision made in response to instructor feedback	Revision appropriate	Uptake result	Definition
Yes	Yes	Successful	Successfully revises the problem mentioned in the feedback
Yes	To some extent	Partially successful	Successfully revises part of the problem mentioned in the feedback
Yes	No	Unsuccessful	The effort to revise the problem mentioned in the feedback fails completely
No	N/A	Unattempted	Makes no effort to revise the problem mentioned in the feedback

Furthermore, the recordings of the screencast and one-on-one feedback sessions were transcribed. Then, drawing on Ene and Upton (2014), we classified the feedback provided based on its focus into seven categories: content clarity, content development or lack of development, idea placement, accuracy of information and accuracy of interpretation, cohesion and coherence, citation issues, and offering or improving a subheading. Independently, an ESL instructor and the first author performed coding on a 30% subset of the instructor feedback, demonstrating 97% agreement across all categories. Next, the first author coded the remaining instructor feedback, and then, the frequency of various categories of instructor feedback across different feedback

modalities was obtained. Descriptive statistics and chi-square analyses were used to understand trends in feedback delivery and uptake within and across feedback methods.

Finally, the students' interviews were transcribed and analyzed to uncover their perspectives regarding the two feedback modes. An inductive approach was taken in the data analysis, following the principles of thematic analysis as outlined by Braun and Clarke (2006). This process involved qualitatively analyzing the interview transcripts to generate insights into the second research question. Before the coding process began, the transcripts were organized and thoroughly read multiple times to ensure familiarity with the data (Braun & Clarke, 2006). During recursive coding, preliminary codes were created by highlighting text segments, aiming to identify meaningful patterns within the data. These codes were continually compared across data files to refine, modify, or group them based on shared characteristics (Nowell et al., 2017). Categories and subcategories were developed both inductively, based on the emerging data, and deductively, drawing on prior research to guide the refinement process (Fereday & Muir-Cochrane, 2006). Finally, overarching themes were identified and presented, supported by illustrative quotations from the data to provide context and enhance trustworthiness (Nowell et al., 2017).

Results

Student uptake of one-on-one video conference versus screencast feedback

As mentioned, students' revisions were classified into four categories (i.e., successful, partially successful, unsuccessful, and unattempted) to compare the uptake resulting from screencast and one-on-one video feedback. A summary of the findings is shown in Table 2.

Table 2. Comparison of the uptake resulting from one-on-one video conference and screencast feedback

Type of feedback		Successful uptake	Partially successful uptake	Unsuccessful uptake	Unattempted uptake	Total
One-on-one video conference	Number	151	26	8	35	220
	Percentage	68.7	11.8	3.6	15.9	
Screencast	Number	113	33	13	52	211
	Percentage	53.6	15.6	6.2	24.6	

As seen in Table 2, students more frequently successfully revised their writing with one-on-one video conference feedback than with screencast feedback, which was associated with an increased frequency of partially successful, unsuccessful, and unattempted revisions. Results of a chi-square test

comparing these rates of feedback uptake across modalities indicated a statistically significant difference: $X^2 (3, N = 431) = 10.62, p = .014$.

More precisely, students successfully revised 69% of feedback comments with one-on-one video conference feedback compared to 54% of feedback comments with screencast feedback. Although there were no large contrasts between one-on-one video conference and screencast feedback for the frequency of partially successful revisions (12% and 16%, respectively) and unsuccessful revisions (4% and 6%, respectively), approximately 25% of screencast feedback was unattempted in contrast to just 16% of one-on-one video conference feedback.

Student uptake patterns by feedback modality across diverse feedback foci

As shown in Figure 1, both feedback modes addressed different aspects of content and organizational issues (i.e., foci) required to produce a well-organized and accurate LR with similar frequency. The most frequent foci across both feedback modes were the development or lack of development of content, followed by coherence and cohesion, citation issues, content clarity, offering or improving a subheading, accuracy of information or interpretation, and idea placement. Thus, the priority order for one-on-one video conferences and screencast feedback was the same. Indeed, the results of a Chi-square test comparing the distribution of feedback categories across the two feedback modalities indicated no statistically significant difference: $\chi^2 (6, N = 434) = 1.67, p = .948$.

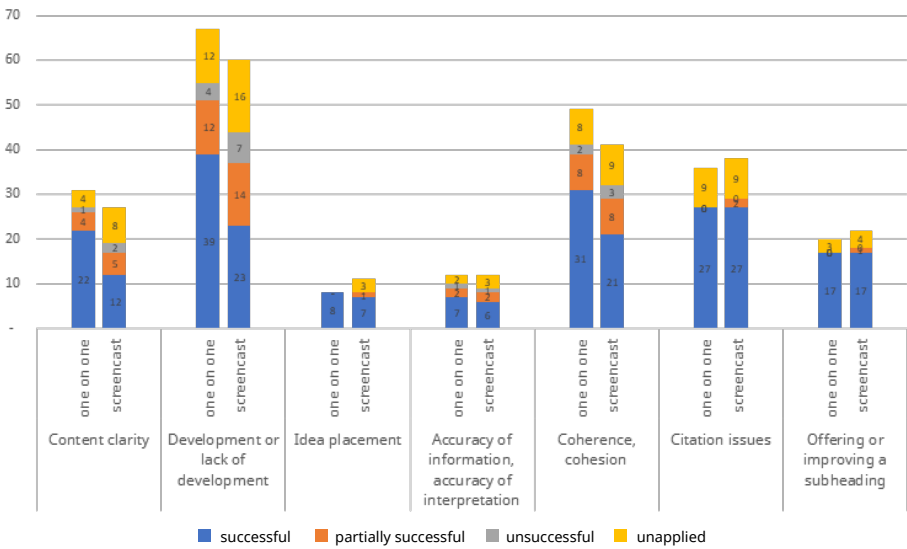


Figure 1. Frequency of one-on-one video conference and screencast uptake across different feedback foci

As is evident in Figure 1, students more successfully applied one-on-one video conference feedback compared to screencast feedback across three feedback foci: content clarity (71% [22 comments] versus 44% [12]), development (58%

[39] versus 38% [23]), and coherence/cohesion (63% [31] versus 51% [21]). There were a few differences between the feedback modalities for the other feedback foci.

Qualitative insights into feedback approaches: Three key focus areas. To illustrate the discrepancy in success rates resulting from the two feedback modalities concerning the development of the content of their LRs (i.e., the details of the studies reviewed), a significant challenge emerged when students tried to align the content of their LR with the stated objectives of their research. Indeed, some details were deemed unnecessary in their LRs as they did not serve the intended purpose. As an example, during a one-on-one video conference feedback session, the instructor raised a question regarding the student's inclusion of the number of participants in the review of a study:

Instructor: Why did you include the number of participants in this study but not in the others?

Student: Well, this particular study focused on these 11 students.

Instructor: What about the other studies? They also had participants, didn't they?

Student: Yes, they did, but I primarily based my paper on this one.

Instructor: It appears that you copied the content of its LR.

Student: I couldn't find this information in the literature review; it was written in the discussion section.

Instructor: The location of these details isn't the primary concern. The issue lies in copying information from another study without considering its relevance to your research! Did you thoroughly examine these studies?

Student: No, I used a particular research paper as the base paper for my proposal.

Instructor: The details were included in that study because they were pertinent to their research. The number of participants might have been critical to their study. But is the number of participants significant for your research?

Student: No, it's not relevant to my study.

Following this, the instructor reminded the students of the summary table they were supposed to compose during the first three weeks of the course. This table served as a repository for how different sections of each source paper might prove relevant to the student's research proposal – for instance, their introduction, literature review, statement of the gap, or methodology. This student successfully revised her draft, avoiding the recurrence of the same issue in the subsequent version. She specifically referenced the details that were directly

relevant to her intended purpose. The same problem, lack of content development, was raised in a screencast feedback session by the instructor, too:

No need to go into detail in reporting the studies that have compared direct and indirect corrective feedback. You should instead report the ones that have investigated different types of indirect written corrective feedback.

The same issue appeared again in the student's next draft, indicating that the problem had not been entirely resolved. However, there was evidence of some improvement in addressing the issue, as the student managed to make slight progress in resolving it. Consequently, this revision was categorized as *partially successful* because the resolution of the issue was not complete but showed some level of achievement.

Another noteworthy observation is that one-on-one video conference feedback led to complete success 100% (8) in idea placement. In contrast, screencast feedback achieved success in this area at a rate of only 64% (7). To illustrate the variability in the way a student performed within this specific domain, an example of the one-on-one video conference feedback given to the student and the subsequent revision is provided below:

Instructor: The content within this segment appears to be a non-research-related phenomenon and, as such, should be transferred to the relevant section.

Student: So, you're saying I should write it after Ferris (2014)?

Instructor: You should review these studies after defining direct and indirect feedback.

Student: Got it. Do you mean that direct and indirect feedback definitions should go before the phrase "for example"?

Instructor: That's it! Remember, you begin by giving non-research-related information, then move on to reporting the relevant studies.

Student: Sure. Thanks a lot.

In the context of screencast feedback given to another student, the instructor made the following remarks:

Isn't it a bit too late to define it? The reader needs to know what WCF is and what research has shown. So, begin by defining WCF and then proceed to discuss the studies.

An examination of the subsequent draft revealed that the student retained the initial positioning of research-related and non-research-related knowledge without implementing any revisions. This lack of modification indicated a failure to engage with the provided feedback, leading to the categorization of his uptake as unattempted.

The effectiveness of one-on-one video conferences and screencast feedback was relatively the same in three other domains of citation issues (75% [27

comments] versus 71% [27]), offering or improving a subheading (85% [17] versus 77% [17]), and accuracy of information/interpretation (59% [7] versus 50% [6]). To demonstrate the similar efficiency of one-on-one video conference and screencast feedback, we present an illustration of the instructor's feedback and the student's response in the following lines related to citation issues. A challenging aspect of composing an LR for students was referencing. The instructor had underscored the importance of mastering reference writing as a prerequisite for crafting a precise proposal right from the beginning of the semester. Nonetheless, students continued to face substantial difficulties in this area. In a one-on-one video conference feedback session, the instructor addressed the issue by highlighting an error and explaining the correct way to cite a reference:

Instructor: Look at the section I've highlighted (Table 3). What's going on here?

Student: I was trying to define feedback. It's part of my non-research information.

Instructor: That's not what I was referring to. I was asking about the issue with the reference. Where did you get this particular reference?

Student: I found it in a research paper.

Instructor: Did you find it exactly like this in the middle of the paper?

Student: Yes, it was in the middle of the paper.

Instructor: It's highly unusual to encounter such a reference in the middle of a paper.

Table 3. An example of uptake in referencing issues as a result of one-on-one video conference feedback

Draft 1	Revised Draft
Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie,j. and Timperley,H.,(2007)).	Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie and Timperley (2007)).

Then, the instructor explained the accurate way of reporting a reference. Consequently, upon writing the following draft and modifying this reference, the student appeared to accomplish a successful revision (see the right column of Table 3). Likewise, the instructor identified the reference-related issues in the screencast feedback given to another student. In the subsequent instance, the instructor employs a strategy relatively identical to the previous example to illustrate incorrect referencing and elucidate its refinement:

When referencing more than two authors, the procedure involves stating the first author’s name, adding “et al.,” and then inserting a comma along with the publication year.

Table 4. An example of uptake in referencing issues as a result of screencast feedback

Draft 1	Revised draft
(Ferris, Liu, Sinha, & Senna, 2012)	(Ferris et al., 2012)

As shown in Table 4, the student demonstrated success in implementing this particular revision. Further examination of comparable cases in Draft 2 revealed a consistent pattern of successful revisions in addressing citation-related concerns. Notably, this effectiveness was independent of the feedback medium, underscoring the student’s ability to internalize and apply feedback effectively across different mediums.

In summary, the quantitative data and associated illustrations indicate that while one-on-one video conference sessions proved more effective for providing in-depth feedback on content clarity, development, and coherence/cohesion, screencast feedback was equally effective for many of the other feedback areas. Student interviews were conducted to uncover the factors behind their uptake success.

Students’ perspectives on feedback effectiveness

Participants’ answers to the open-ended interview questions were also analyzed to identify critical issues related to relative affordances and limitations of one-on-one video conferences and screencast feedback and triangulate the earlier findings. These issues are outlined below.

The role of feedback modality in negotiation. Students strongly preferred one-on-one feedback, citing the mutual benefits of negotiation during these sessions. Seven students (70%) appreciated the ‘clarity’ of one-on-one video conference feedback because they believed that both the instructor and the students had the opportunity to seek clarification on their questions and delve into areas of controversy:

Interacting with my instructor enabled me to address disagreements over the feedback. The opportunity to ask questions helped prevent miscommunications and led us to a shared conclusion. (Participant 7)

Some students (50%) referred to the emotional advantage of one-on-one feedback. They said the online and two-way interaction made the atmosphere friendly:

The reciprocal communication enabled the instructor to understand my

emotional responses, such as whether I felt upset, confused, or satisfied. Moreover, his supportive and encouraging tone made the feedback more motivating and less critical. (Participant 8)

The negotiation during one-on-one video conference feedback sessions also helped the instructor gain insight into students' intentions. For instance, one student stated:

During one-on-one sessions, the instructor requested clarification from us to better grasp our underlying purpose; however, the instructor's screencast feedback prioritized specific problems, leaving little room for considering our challenges. (Participant 5)

Similarly, another student highlighted the positive impact of negotiation on the instructor:

While watching the screencast recording, I realized the instructor didn't understand my intention. I preferred a two-way interaction to address any miscommunications. (Participant 2)

However, despite the advantages of one-on-one feedback, two students (20%) chose not to engage in these sessions actively. One student admitted to feeling stressed and confused after spending around an hour discussing her written draft. Therefore, she preferred to listen passively to the feedback during the conference. She also felt embarrassed to ask questions during one-on-one video sessions, often choosing to resolve issues independently. Similarly, another student did not feel at ease participating in a dialogue with the professor. Regardless of the feedback he received, he opted to review the recordings and ask for further clarification through email:

Both the screencast and one-on-one sessions were helpful. When I needed clarity, and guidance, or disagreed with the instructor's comments, emailing him was convenient. His supportive responses sped up my revisions. (Participant 1)

Evidence suggested that the one-on-one video conference feedback sessions provided a rich and engaging platform for negotiation, resulting in clear feedback and a friendly setting. However, not all students preferred to engage in this way.

The role of feedback modality across diverse feedback foci. Interview findings indicated that students' preferences for feedback modality may have been somewhat dependent on the foci of the feedback they received. For instance, students exhibited no strong preference for either feedback modality while addressing feedback on APA style and structuring of headings. Five students (50%) claimed they could improve their ability to give references using the APA style and structuring headings irrespective of feedback modes. In the following example, the student refers to this efficiency in citing references effortlessly and the struggle to develop ideas appropriately:

Regardless of the feedback method, I could efficiently deal with issues like citations. However, just one-on-one feedback contained specific and clear instructions for content enhancement. (Participant 10)

However, most students preferred one-on-one video conference feedback over screencast feedback for addressing feedback related to relocating and reorganizing ideas and content. For instance, two students (20%) highlighted the lack of clarity in screencast feedback regarding relocating ideas. They mentioned that in some cases, while the instructor intended to help them shift the location of an idea, they usually ended up deleting the concept. In the given example, the student discusses both the challenge of organizing ideas effectively and the ease of reordering them:

Identifying where ideas didn't fit per the instructor's comments was difficult, even after reviewing relevant screencast sections. Hence, I deleted all ideas needing relocation. Luckily, I could discuss these issues in one-on-one video conferences. (Participant 4)

Thus, it appears that as the foci of the feedback progressed to increasingly deeper, rather than surface, aspects of writing an LR, students' preferences for feedback modality became more pronounced.

Feedback modality and practicality issues. Several students appreciated both feedback methods due to their practicality and widespread availability. Notably, nine students (90%) found implementing both one-on-one video conferences and screencast feedback feasible. For instance, a student stated:

It was a great experience to download the instructor feedback file, take notes, and implement the suggestions soon after listening to the recording. (Participant 6)

According to six students (60%), they wasted no time watching the video as soon as it became available. They could download the videos from either modality at their convenience, allowing them to focus on challenging segments as long as desired. According to one of them:

The one-on-one and screencast feedback I received was superior to other methods. Accessing recordings anytime was convenient, enabling frequent review and improved comprehension. (Participant 9)

One student noted that taking part in one-on-one video conference feedback sessions and then listening to the recordings was time-consuming:

The recordings were too lengthy to listen to repeatedly and paused as needed. Consequently, I chose to revise by referring only to the notes I had made during those sessions. (Participant 3)

In general, students could quickly access and download recordings from both feedback methods to concentrate on problematic areas at their own pace.

However, screencast was more time-efficient for the instructor and more direct for the students.

Discussion

This study employed one-on-one video conference feedback (dialogic) and screencast feedback (monologic) to investigate how students improved their LRs. It also explored students' perspectives on the strengths and weaknesses of these technology-based feedback methods. Results indicated that cognitive and emotional factors influenced uptake rates and students' perspectives.

Success rates and cognitive benefits

The data on success rates indicated that students were more successful in revising their work and less likely to leave feedback unattempted when receiving one-on-one feedback (See Table 2). Interviews highlighted that students' ability to ask questions and clarify uncertainties during video conferences contributed to their understanding and resolution of disagreements and confusion. These findings are supported by research demonstrating the effectiveness of dialogic feedback in enhancing understanding and clarity (Alharbi, 2019; Carless & Winstone, 2020; Saeed & Al Qunayeer, 2020; Wood, 2021a, 2023). Moreover, Hill and West (2019) suggested that one-on-one sessions allow educators to thoroughly assess students' work, address various issues, and engage in meaningful conversations, thereby significantly benefiting students' learning and revision processes by questioning their choices and cognitive processes. More precisely, educators understand how students analyze, interpret, and approach their assignments, including the reasoning behind their choices, the logic they apply, and their problem-solving methods.

Success rates categorized by focus indicated that students were more successful in revising the deeper aspects of their LR, including idea development, content, and cohesion (See Figure 1). Interviews supported this observation, with many students finding online interactions during one-on-one video sessions helpful for enhancing content development and organizing ideas. Earlier research on dialogic feedback similarly found that technology-based discussions enhance understanding of content and organization (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b, 2023). However, success rates were relatively balanced across lower-level LR aspects like citation accuracy, improvements in subheadings, and the precision of information or interpretation (see Figure 1). Interviews also indicated that half of the students improved their ability to give references using the APA style and heading structures regardless of the feedback they received. These findings suggest that both feedback methods offer similar advantages for basic LR aspects, supporting prior research showing screencast feedback's effectiveness alongside other modalities (Elola & Oskoz, 2016; Grigoryan, 2017).

Despite the enhanced understanding facilitated by one-on-one video conference sessions, they can also lead to miscommunication. As observed by one

student, the lengthy and overwhelming nature of these dialogic interactions sometimes results in incomplete comprehension. Similarly, previous research suggests that feedback exchanges may involve initial misunderstandings (Wood, 2023) or misinterpretations (Alharbi, 2019), potentially resulting in inaccurate revisions (Saeed & Al Qunayeer, 2020; Wood, 2021b). Additionally, prior studies indicate that the flexibility of dialogic feedback can lead to less precise or thoughtful feedback (Wood, 2021b, 2024), reducing the depth and frequency of feedback provided (Alharbi, 2019) and thereby impacting students' engagement negatively (Wood, 2024).

Emotional benefits

Both one-on-one video conference and screencast feedback present distinct emotional benefits. Regarding one-on-one video conferences, many students attributed their successful revisions to the positive emotional impact of the personalized sessions. They noted that the instructor's empathetic approach helped them manage emotions like distress or confusion, making them more open to constructive feedback. These emotional advantages echo findings by Wood (2023), illustrating how dialogic feedback can replicate face-to-face interactions, with voice tone playing a crucial role. Similarly, Wood (2024) highlighted that dialogic feedback fosters rapport similar to face-to-face interactions.

Regarding the emotional benefits of screencast feedback, it was found that it reduced the pressure of online conversations, which students found as stressful as face-to-face interactions. This observation partially supports Vincelette and Bostic's (2013) claim that screencasts minimize the emphasis on gestures and social cues, thereby removing the social pressures of in-person communication.

However, emotional drawbacks were noted in both one-on-one video conference sessions and screencast feedback. In some cases, students avoided asking about ambiguities during video conferences, preferring email inquiries for their effectiveness and speed. This sharply contrasts with Wood's (2023) findings that students found emailing too formal and were reluctant to ask questions. As a result, participants in that study preferred dialogic platform comments, finding them less intimidating and more conducive to feedback. In addition, other prior studies have also highlighted how misunderstandings during dialogic feedback interactions may negatively affect students, leading to demotivation and confusion (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b). Likewise, some students in Wood's (2024) study felt initial discomfort with providing dialogic feedback due to camera shyness.

Comparative practicality

In practical terms, both one-on-one video conference feedback and screencast feedback were equally viable options for students. During interviews, students emphasized the convenience of accessing and utilizing both types of feedback, as they could download and listen to recordings at their preferred times and locations. This further supports the idea that asynchronous communication

provides flexibility, allowing students to employ strategies such as rewatching (Ali, 2016; Grigoryan, 2017; Vincelette & Bostic, 2013; Wood, 2023), pausing, annotating, and revising their work (Grigoryan, 2017). Additionally, students valued the auditory and textual language input of both one-on-one video conferences and screencast feedback, aligning with prior studies that highlight how these features enhance comprehension (Ali, 2016; Grigoryan, 2017; Harper et al., 2015; West & Turner, 2015).

However, during the interviews, students noted the time-consuming aspects of both receiving and implementing dialogic feedback. Likewise, according to Wood's (2023) findings, students encountered challenges due to the extended duration of dialogic feedback, which posed difficulties in reviewing it comprehensively. Other studies also indicated that the process of negotiating feedback required substantial time and attention from both parties (Alharbi, 2019; Saeed & Al Qunayeer, 2020; Wood, 2021b). It is vital to highlight that, despite a median time difference of 5 minutes favoring one-on-one sessions, screencast feedback remains practical and convenient for both instructors and students, particularly when addressing lower-level aspects of LR tasks.

Limitations and future research

This study had the following limitations. First, we focused on learning, not development, aligning with Vygotsky's idea that external mediation leads to learning within specific contexts and timeframes (Kushki et al., 2022). More precisely, successful revision based on instructor feedback was interpreted as learning in the present study. In accord with Vygotskian framework discussed by Kushki et al. (2022), this is considered to be in contrast with development, which involves recontextualizing abilities for new challenges.

Second, this study dealt with writing and did not address students' cognitive processes. Examining how students incorporate feedback to enhance subsequent performance is essential (Conijn et al., 2020; West & Turner, 2015). Future research could employ direct observation or think-aloud protocols to discern variations in how students perceive and engage with one-on-one video conferences and screencast feedback.

Third, the current study investigated a small sample of relatively homogeneous students with an intermediate level of English proficiency involved in only two feedback cycles. Previous research highlights the role of language proficiency in students' uptake of feedback (Koltovskaia, 2020). Writing ability, as noted by Afifi et al. (2023), may heavily influence how individuals engage with feedback. Hence, future research could replicate the study with a larger and more heterogeneous sample involved in more feedback cycles.

Fourth, our study elicited students', rather than instructors' perspectives regarding incorporating screencast and one-on-one video conference feedback. However, we recognize the significance of instructors' views on the usability and effectiveness of these two feedback approaches. Thus, it is recommended that future research not only gather such data from students but also solicit insights from instructors.

Ultimately, gaining insights into the effectiveness of one-on-one video conference and screencast feedback by utilizing alternative designs and frameworks could be enlightening. For instance, according to Stevenson and Phakiti (2014), research in experimental and quasi-experimental settings may specifically examine the affordances and limitations of different feedback methods against a no-feedback control condition. Moreover, Gozali et al. (2024) highlight the necessity of utilizing diverse AI-powered tools in EFL writing courses.

Conclusion

The current research sheds light on the relative advantages and disadvantages of one-on-one video conference feedback (as dialogic feedback) compared to screencast (as monologic feedback) in academic writing classes. The ability for students to ask questions and clarify ambiguities during video conferences could enhance their understanding. Our findings suggest that engaging in dialogue through question-asking plays a crucial role in moving beyond immediate tasks to a more self-regulatory approach. Instructors' questions let students articulate their understanding and interpretations of feedback comments. From the theoretical viewpoint, the sociocultural theory posits that integrating various mediating artifacts and exploring technology-mediated feedback through this lens emphasizes the need for two-way interaction to optimize revision uptake. Likewise, recent technological developments prioritize assisting learners in using technology to seek feedback and engage actively in uptake-focused dialogues.

Our findings also highlight the significant role of emotional reactions in determining how students respond to feedback. Practically, it is beneficial to schedule regular one-on-one video conference sessions to ensure that feedback is delivered in a personalized, empathetic manner. These sessions can make students feel more supported and understood, enhancing their ability to act on feedback. However, one-on-one video conferences are time-consuming and less feasible. Therefore, EFL instructors should provide screencast feedback on such issues as citation, subheading improvement, information accuracy, and interpretation accuracy and reserve video conferences for more complex topics such as content development, coherence and cohesion, content clarity, and idea placement. This approach allows instructors to optimize the benefits of each feedback method.

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Appendix A

Interview guide

- 1. Did you encounter any problems in using screencast and one-on-one video feedback?
- 2. Can you identify the strengths and weaknesses of screencast and one-on-one video feedback?
- 3. How did you revise your writing using the screencast and one-on-one video feedback?
- 4. What was your emotional reaction to the screencast and one-on-one video feedback? Can you give any examples?

Appendix B

Uptake examples

Successful	Draft 2: According to Ericsson and Simon (1984, 1993), verbal reports are categorized as concurrent or retrospective based on the timing of collecting verbalizations. Concurrent reports are gathered when participants verbalize their thoughts while performing a task, whereas retrospective reports are elicited after a task has been completed. Feedback on Draft 2: Change the order of explanation. Move from less relevant to more relevant to your own study. Draft 3: According to Ericsson and Simon (1984, 1993), retrospective reports are elicited after a task has been completed, whereas concurrent reports are gathered when participants verbalize their thoughts while performing a task.
Partially successful	Draft 1: The student wrote a section without a concluding paragraph. Feedback on Draft 1: So, what are we concluding from this section? Draft 2: <i>(adds the following paragraph as a conclusion)</i> Previous studies didn't focus on different modalities of computer-mediated corrective feedback (text-based, video-based, audio-based). This study aims to provide a clear distinction between text-based and video-based CMCF. In the following, these two terms are discussed in detail. Feedback on Draft 2: Does it lead to any gap? I think it is here that you should raise the problem of misunderstanding the feedback.

Unsuccessful	Draft 1: The student wrote nothing about studies on the role of working memory in writing improvement. Feedback on Draft 1: you need to add the following heading and the necessary related information below the heading: Studies on the role of working memory in writing improvement Draft 2: Studies on the role of working memory in writing improvement Written Corrective Feedback and Individual Difference Factors are important in the literature. A recent study by Shaofeng Lia and Saeed Roshan (2019) investigated the extent to which complex working memory (simultaneous information storage and processing) and phonological short-term memory (only the storage function) were associated with the efficacy of direct corrective feedback and metalinguistic explanation with and without revision in new writing texts immediately and over time. Multiple regression analyses were conducted to determine whether the two types of working memory were significantly associated with the post-test scores of each feedback type after controlling for the variance explained by the learners' previous knowledge about the target structure. The findings revealed that (1) complex working memory was a significant predictor of the effects of direct correction plus revision and metalinguistic explanation, and (2) phonological short-term memory was a significant negative predictor for the effects of direct correction plus revision. Feedback on Draft 2: But the title says writing improvement, not WCF. The provided content is not completely in line with the heading.
Unattempted	Draft 2: Razaghifard (2011) investigated the impact of two types of corrective feedback in a computer-mediated communicative context on the development of learners' second language (L2) knowledge: (1) implicit feedback in the form of recast and (2) explicit feedback in the form of metalinguistic feedback. Feedback on Draft 2: At the beginning of this section, you need to provide non-research knowledge about different types of corrective feedback in a technology-mediated context and then report this study. Draft 3: <i>(The student did not revise this part at all and kept it as it was.)</i> Razaghifard (2011) investigated the impact of two types of corrective feedback in a computer-mediated communicative context on the development of learners' second language (L2) knowledge: (1) implicit feedback in the form of recast and (2) explicit feedback in the form of metalinguistic feedback.