E-Written versus Screencast Feedback in the L2 Writing Classroom: An Engagement Perspective

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ABSTRACT

This study explores the influence of feedback mode on learners' behavioral and affective engagement through a mixed method research design. Fourteen English as a foreign language (EFL) learners at a Turkish university performed four writing tasks (i.e., two essays and two reports) throughout an authentic seven-week distance foreign language (L2) writing course as part of their assessment. All learners were provided with e-written feedback on two of their writing performances (i.e., one essay and one report) and screencast (video) feedback on the other two. Their writing performances were analyzed in terms of behavioral engagement as measured by responsiveness to feedback; and their responses to a questionnaire of nine open-ended questions were analyzed qualitatively and inductively in terms of affective engagement. Results indicated that learners' behavioral engagement did not seem to differ depending on the feedback mode. Furthermore, while learners' affective engagement was higher in screencast feedback condition, several factors were identified in favour of screencast feedback (i.e., perceived cognitive and motivational benefits) and in favour of e-written feedback (i.e., perceived practical benefits).

Keywords: *Screencast feedback, e-written feedback, video feedback, L2 writing, engagement*

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INTRODUCTION

Corrective feedback, i.e., teacher's comments on student writing to inform students about the gap between their desired and actual performance, constitutes a fundamental part of the formative assessment in the second and foreign language (L2) writing classroom. With the increasing shift towards the use of online environments for submitting the works of assessment, especially in higher education, corrective feedback traditionally delivered in the written form on student papers has started to be given on electronic documents yet still mostly in the written format. The advancements in video recording in the past decade (e.g., screencasts), however, have created room for video feedback, which can be expected to offer a more enriching feedback experience through the use of multiple modes. In this respect, it has attracted growing research attention recently. However, the findings so far have yet to be conclusive. In this regard, this study aims to explore the video feedback, i.e., screencast, from an engagement perspective with students of English as a foreign language (EFL) at a Turkish university by comparing it with e-written feedback, the most common mode.

According to Mayer's cognitive theory of multimedia learning, presenting the information in both

verbal (spoken or written) and pictorial (including videos) forms helps learners build mental representations, which results in better learning (Mayer, 2014, p.2). This theory derives from three assumptions: dual channel (auditory and visual information is processed through two separate channels) (Clark & Paivio, 1991), limited capacity (each channel can process a limited amount of information at a time) (Baddeley, 1992), and active processing (mental representations are constructed through active engagement in cognitive processing) (Mayer, 1996). Based on these assumptions, this theory further posits that for the effective use of cognitive capacity, multimedia materials need to be designed in such a way that minimizes the processing of the material that does not serve to the instructional goal (extraneous processing) so that the relevant material can be selected and organized in the working memory (essential processing) and learners can be more motivated to make an effort to make sense of the material (generative processing) (Mayer, 2014, p.60).

To achieve such a design, a number of principles including the following (as relevant to providing feedback) have been proposed based on various experiments (Mayer, 2008, 2014): The signaling principle suggests that the cues that direct attention to the essential elements (such as highlighting or pointer movements) increase the effectiveness of the material (Van Gog, 2014, p.263). The redundancy principle is that presenting the information both in written and oral forms simultaneously increases the cognitive load, which, as a result, hinders learning (Kalyuga & Sweller, 2014, p.247). However, some studies found that on-screen text with oral narration might help comprehension if the oral narration is not long (e.g., Moreno & Mayer, 2002) or if foreign language learners are concerned (e.g., Diao et al., 2007; Samur, 2012). The modality principle is that presenting the information in the oral form rather than the written form leads to more effective learning (Low & Sweller, 2014, p.227). The personalization principle suggests that adopting a conversational style compared to a formal one results in better learning (Mayer, 2014, p.345). The feedback principle suggests that explaining the reasons for the inaccuracy of their answers to novice learners enables better learning than providing them with only corrective feedback (Johnson & Priest, 2014, p.450).

In an attempt to minimize the effects of certain elements in written and video feedback for comparability and further increase the effectiveness of the feedback in an online learning environment in light of the multimedia principles, in the present study, the abovementioned principles were taken as a basis in the provision of both feedback modes, which was detailed in the Methods section.

An important factor in the effectiveness of corrective feedback is learners' engagement with the feedback. In this regard, L2 learners' engagement with the feedback has received much research interest. Several attempts have been made to conceptualize the construct of engagement. One major framework was proposed by Ellis (2010). He identified three dimensions of engagement: behavioral, cognitive and affective. Later, this framework was adapted by Han and Hyland (2015). According to both conceptualizations, these three dimensions are described as follows: Behavioral engagement is reflected in learners' effort to revise their writing using the feedback provided. Cognitive engagement involves learners' mental processing of the feedback, i.e., the extent to which they exert mental resources to understand and attend to the feedback. Affective engagement is learners' emotional responsiveness (reactions) towards the feedback including affective states such as enjoyment and anxiety during both receiving the feedback and revising their performance using the feedback (Han & Gao, 2021, p.62). Research revealed that L2 learners engage with corrective feedback depending on a wide array of learner factors and contextual factors (Han & Gao, 2021, p.63). While this "multifaceted" nature of learner engagement with corrective feedback makes research in this area challenging (Han & Gao, 2021, p.56), a focus on factors, for instance, the mode of feedback as one subconstruct of contextual factors, will offer insights.

Screencast feedback is one of the formats that falls under the umbrella term 'video feedback'. It is basically defined as the recording of the computer screen with the student's work displayed while the teacher provides feedback through one or more actions such as scrolling, highlighting and typing which is accompanied by simultaneous oral narration (Mahoney et al., 2019, p.158). It may or may not include the moving image of the teacher in a small window in one corner. Due to the technological affordances, screencast feedback is argued to be a more effective feedback format as compared to the text-based only feedback (Thompson & Lee, 2012) for students and teachers.

Recent research has reported both positive and negative aspects of screencast feedback in this respect, though. Concerning the positive aspects, the findings revealed higher levels of perceived

engagement (Crook et al., 2012), feedback quality (Yigit & Seferoglu, 2021), interpersonal communication (Cunningham & Link, 2021) and cognitive and social presence (Edwards et al., 2012); clearer (Crook et al., 2012), more detailed, personal, (Ali, 2016; Cheng & Li, 2020; Mann, 2015; Ryan et al., 2019), supportive (Ali, 2016; Borup et al., 2015), and timely (Crook et al., 2012) feedback, more incorporation of feedback into works (Cheng & Li, 2020; Ozkul & Ortactepe, 2017) and on the teachers' side with increased efficiency and organization (Borup et al., 2015). However, some negative aspects have also been reported. For example, the weaknesses of the screencast feedback related the students include frustration as a result of unfamiliarity, the difficulty in locating a specific comment in the video, inexperience in the use of feedback, less accessibility (Thompson & Lee, 2012), and perceived embarrassment (Edwards et al., 2012). And the challenges experienced by teachers include the necessity of finding a quiet surrounding, lower efficiency due to technical issues such as the problems related to the screencasting program or editing and reshooting, and the inability to write or type the text feedback simultaneously (Borup et al., 2015).

There is also a growing number of studies on screencast feedback in the L2 writing classroom recently. For example, Elola and Oskoz (2016) compared the effects of written feedback via Microsoft Word and screencast feedback through a case study conducted with four learners enrolled in a Spanish writing course at a US university who were provided feedback on two narrative essays with multiple drafts. They found that the instructor delivered more detailed and longer feedback on global errors (content, structure and organization) during screencast feedback and focused more on local errors (grammar, vocabulary and mechanics) during written feedback, which was also in line with the expressed learner preferences.

Ozkul and Ortactepe (2017) investigated the effects of video (screencast) and written feedback on learners' incorporation of feedback into their following drafts as well as learners' perception through an experimental study followed by a questionnaire with 47 EFL learners at a Turkish university. Learners completed five essays over a 5-week period. The results revealed better revised drafts in the screencast feedback condition and learner perceptions were mostly positive. However, they also reported the unwillingness of the teachers to try the screencast video, a new way of giving feedback, because of their busy programs (only two teachers volunteered) and some learners' dissatisfaction as some videos were found rather long.

Ghosn-Chelala and Al-Chibani (2018) conducted a case study with eight L1 Arabic EFL learners at a Lebanese university, who received screencast video feedback with annotations and oral comments based on a rubric. The findings indicated that learners perceived screencast feedback more engaging, clearer and useful compared to written feedback.

In a recent study conducted in Saudi Arabia, Mohammed (2021) compared four feedback modes, i.e., oral, e-written, audio and screencast through a questionnaire (28 students) and follow-up group interviews (16 students). The findings revealed the affordances and limitations of each mode played a role in learner preferences. Screencast feedback was reported to be preferred as it was found more information-rich and comprehensible with visual cues which helped locate the errors. The expressed limitations of the screencast video included poor sound and image quality.

All in all, while recent research has provided evidence in favour of screencast feedback, there are also concerns and limitations reported. Furthermore, the effect of the feedback mode on learners' effort to engage with the feedback and what factors influence their affective perceptions regarding the feedback have still yet to be identified in detail. Therefore, more research is needed in this field. In an attempt to address this gap, the present study compared screencast videos with e-written videos by attempting to limit the variance of certain features from an engagement perspective paying attention its multidimensional nature.

Research Questions

For this study, the following research questions were formulated:

RQ1: To what extent do learners' level of behavioral engagement as reflected in their responsiveness to the feedback differ depending on the feedback mode (i.e., e-written and screencast) in an EFL context?

RQ2: How do learners emotionally engage with different feedback modes as reflected in their feedback mode preference?

RQ3: What factors do learners express for their preferred or nonpreferred feedback mode as reflected in their affective responses?

RESEARCH METHOD

Participants

Fourteen English as a foreign language (EFL) learners enrolled in a B2 level class (i.e., upper-intermediate on the Common European Framework of Reference for Languages) at an English preparatory program of a public university in Turkey during the spring semester in 2020-2021 Academic Year participated in this study. The program was delivered as a distance course due to the Covid-19 pandemic. There were seven male and seven female participants between the ages of 19-27 (*M*=19.69). In this study, convenience sampling was used, and participants included the learners from the class by the first author due to the unfamiliarity of other instructors in the same institution with screencast feedback in attempt to control the quality and quantity of feedback provided.

Design

This study adopted a mixed method research design and was organized in two phases. In phase 1, learners' behavioral engagement with e-written and screencast feedback was looked at quantitatively based on their revised writing performances. In phase 2, learners' emotional engagement was explored qualitatively based on their responses to a questionnaire to better understand how learners engage with each feedback mode and what factors affect their engagement.

Procedure

The data was collected in an authentic classroom during the usual procedure for the writing skill assessment throughout a 7-week distance course. During this course, participants were assigned individual and collaborative writing tasks each week. In this study, four individual writing tasks were included, namely writing two graph description reports and two essays. All submissions (two drafts and feedback) were conducted via the learning management system (LMS) of the university as a school policy. After the submission of the first drafts, the instructor of that class (i.e., the first author) provided participants with feedback (e-written and screencast for each graph description report and essay) within four days based on five criteria (content, organization, grammar, vocabulary, mechanics). All feedback (both e-written and screencast) was indirect and adopted a conversational style as much as possible. Then participants reviewed the feedback and revised their writings and submitted their second drafts. The e-written feedback was text-based only and provided using the annotation function in Microsoft Word (see Figure 1). For the video feedback, a feedback class (team) was created in Microsoft Teams, the official videoconferencing system used by the university to deliver synchronous lessons. Initially, no text-based feedback was planned to be given during screencast feedback. However, soon it was realized that reminder notes were needed for the instructor to use the time efficiently, eliminate unnecessary narration and keep the time of the videos shorter. Therefore, feedback was given first using the annotation function in Microsoft Word through relatively less words. Next, a synchronous meeting was started in the feedback class on Teams. Then the participant writing was opened, the screen was shared, and the recording was started. At the end of each writing, the recording was stopped, and a new recording was started so that the feedback sessions were recorded as separate videos for each participant. During the screencast video, the instructor was not seen on the screen yet there was a very small photo of her on the right bottom (see Figure 2). All videos were recorded automatically in the cloud storage of Teams (OneDrive) as high definition with 1080p resolution and shareable links to the videos were available, which were copied and shared with the participants individually on the LMS. At the end of the course, participants completed an online questionnaire on their experience with both feedback modes which included nine open-ended questions in Turkish so that they could feel more comfortable about expressing themselves (see Appendix for the English version of the questionnaire). The clarity of the questions in the questionnaire were ensured through piloting prior to data collection with one instructor and three students who would not participate in the study and minor changes were made accordingly. Each participant was given a code (P1-P14) for identification.

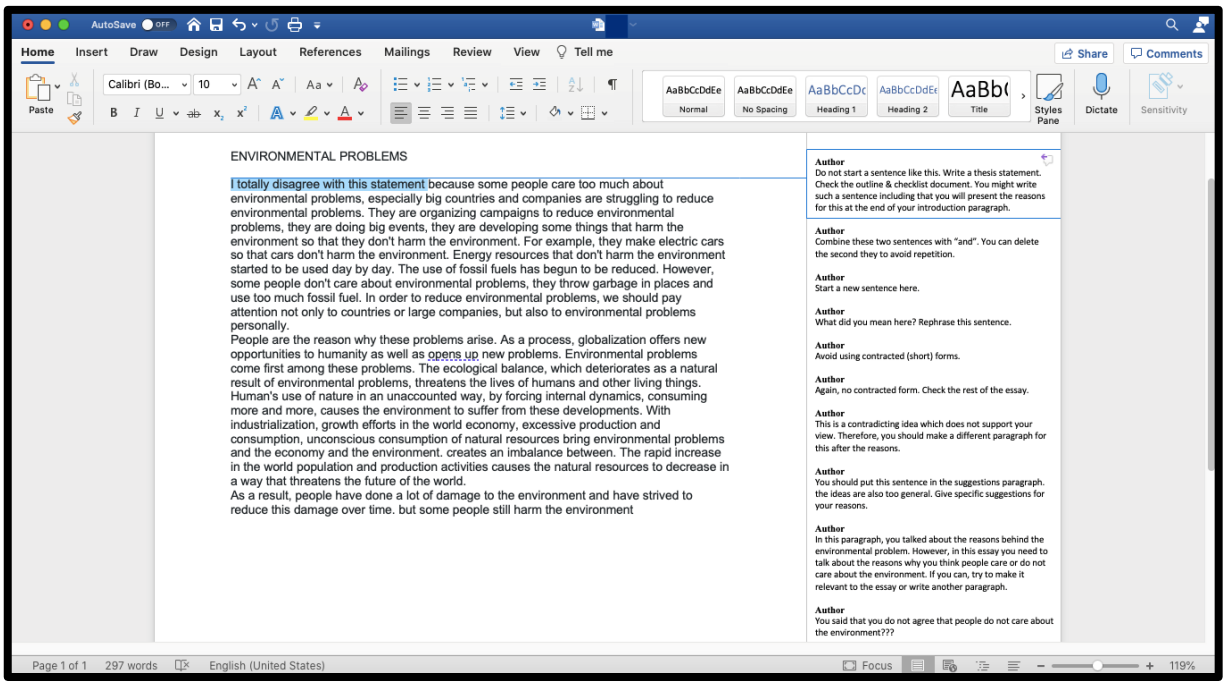

Figure 1. *Sample Screenshot of E-Written Feedback*

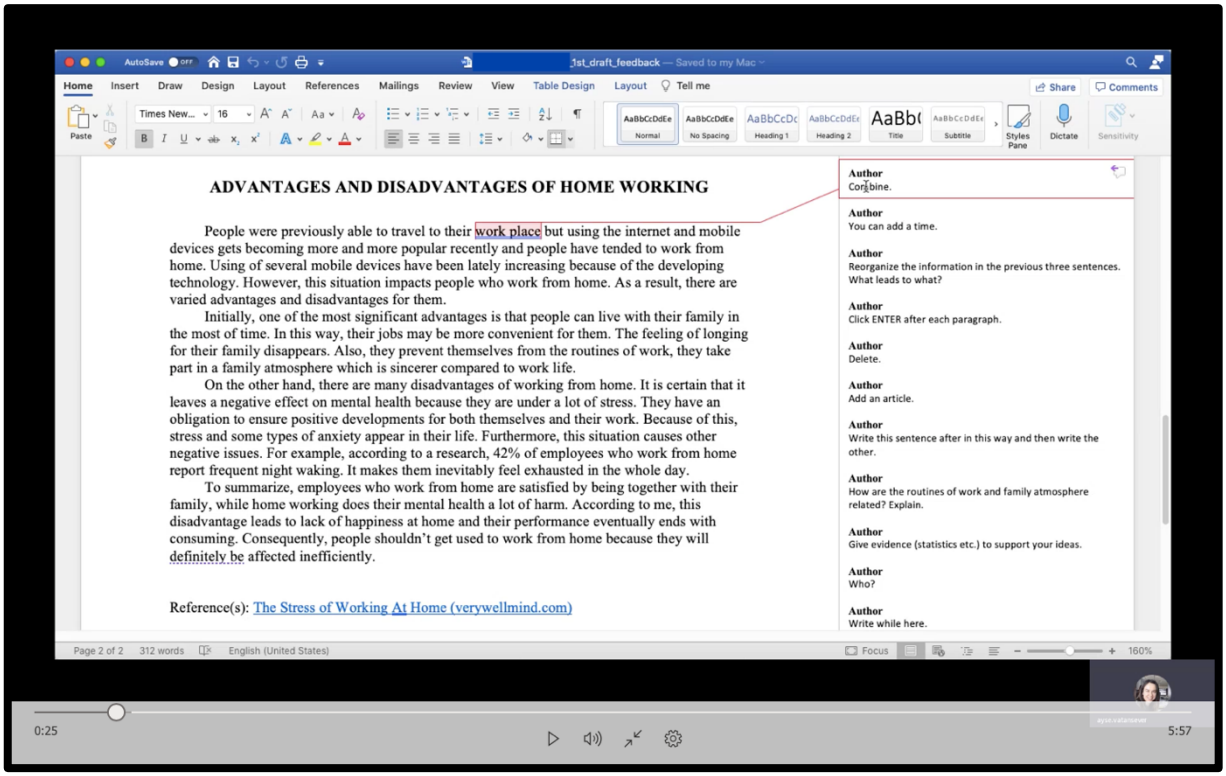

Figure 2. *Sample Screenshot of Screencast Feedback (Accompanied by Oral Narration)*

Data Analysis

The data for this study included 49 writing performances (only the second drafts as the participants made the changes in the second drafts), i.e., 27 for screencast feedback and 25 for e-written feedback (four students did not submit their second drafts), consisting of 14,928 words (*M*=304.65); 27 feedback videos with total duration of four hours and two minutes (the average duration of each was 9:24 mins) and 25 e-written feedback files; and 13 participants' affective responses to the nine open-ended questions in the online questionnaire. All statistical computations were conducted using SPSS 23.

To measure behavioral engagement (RQ1), first, the number of feedbacks both in the e-written and screencast conditions were calculated. Next, the number of participant responses to the feedback (any correction attempt) were calculated. A peer researcher was asked to calculate the number of feedbacks and responses as well. A relatively strong interrater reliability (87%) was achieved. Then the response percentage of each participant was computed, and the normality assumptions were tested. A Shapiro-Wilk test showed a significant departure from normality for both e-written and screencast conditions, W(24)=.86, *p*=.00 and W(28)=.90, *p*=.01 respectively. Therefore, non-parametric test, i.e., related-samples Wilcoxon signed-rank test, was conducted to explore the influence of different feedback modes on learner response to feedback.

To measure affective engagement (RQ2), participants' preferences for the feedback mode (responses to the first question in the questionnaire) were analyzed descriptively. To identify factors affecting their engagement (RQ3), participants' affective responses were analyzed qualitatively and inductively. Before the analysis, the responses were translated into English verbatim, and a peer researcher checked the translation. Then salient themes were searched using the general inductive approach (Thomas, 2006). First, the responses were read carefully, and a general understanding of the themes was obtained and the relevant parts to the research questions were identified. Next, the themes were grouped into four main categories, i.e., positive and negative appraisals of e-written and screencast feedback. After several readings, specific themes were identified in each category and then these themes were refined reducing the overlaps and redundancy. A peer researcher repeated the same coding process, and both coding revealed a high level of agreement (93%). The differences were discussed, and necessary changes were made.

RESULTS

Learner Responsiveness

RQ1 explored the effects of e-written and screencast feedback on learner responsiveness. A Wilcoxon signed-rank test indicated that there was not significant difference between e-written feedback (*Mdn=88.19*) and screencast feedback (*Mdn*=90.00), in terms of learner responsiveness to feedback, *T*=153.00, *Z*=.46, *p*=.65.

Learner Preferences

RQ2 investigated learner's affective engagement with e-written and screencast feedback as reflected in their feedback preferences. The descriptive results revealed that screencast feedback (chosen by nine learners out of thirteen) was preferred more as compared to e-written feedback. However, while learners' explicit preferences were such, the results derived from their affective responses further revealed that one learner from both preference groups noted the affordances of both feedback modes which were detailed in the following subsection.

Factors Affecting Learners' Affective Engagement

RQ3 explored the factors that influenced their affective engagement with e-written and screencast feedback as reflected in their expressions of their preferred feedback mode and comparison of both modes. The three main themes that emerged from the affective responses (i.e., perceived cognitive benefits, perceived practical benefits and perceived motivational benefits) were as follows.

Perceived cognitive benefits of screencast feedback were identified when participants mentioned that they were able to understand what their mistakes were and how they could correct them better and easily; the feedback sticked in mind better; and they found the feedback more varied, detailed, explanatory and clearer. For example, P9 said, "I understand what is explained and notice my mistakes more clearly in screencast feedback." P6 further said, "The effect of the screencast feedback is better. I can see my mistake more clearly and it sticks in my mind better." Two of the participants (P3 and P5) also mentioned that this enabled them to revise their assignments in a more detailed way.

Similarly, participants expressed lack of these cognitive benefits in e-written feedback when they mentioned that they had difficulty in understanding the feedback and they found the e-written mode insufficient, confusing and too abstract. For example, P7 said, "It is not possible to understand fully what the instructor meant in the written form." P4 further said, "In e-written feedback, some of the details can be missed and this makes it difficult to understand."

However, there were also two participants (P2 and P10) who found the screencast feedback cognitively more challenging. For instance, P10 said, “In screencast feedback, I could not correct some of my mistakes because I had difficulty understanding the feedback as my English is not good.”

Perceived practical benefits of e-written feedback were identified when participants referred to time efficiency, unnecessary repetition and ease of use. For instance, P2 noted, “Our instructor already explains clearly in e-written feedback. In screencast feedback, the instructor says nearly the same things. Therefore, the screencast feedback doubles the time spent.” P5 further noted, “I correct my mistakes more easily and I finish the assignment faster.”

Similarly, participants expressed lack of these practical benefits in screencast feedback, and they mentioned that it led to a waste of time not only while watching the video but also while accessing and responding to the feedback. For example, P11 said, “In screencast feedback, it was difficult to locate our mistake. We had to try to find the place we wanted to change, and the video took more time unnecessarily.” P13 further said, “There were an unnecessary number of steps just to watch one video. It could be more practical if the feedback could be sent to the student email directly.”

Furthermore, one student (P2) referred to the practicality of the written form for spelling. She put it as, “In screencast feedback, when we cannot understand a word, we cannot search for it because we do not know how it is spelt. This does not happen in e-written feedback.”

Perceived motivational benefits of screencast feedback were identified when participants mentioned that they found the screencast feedback more beneficial due to several reasons. One of the reasons was its positive effect on building learner-instructor relationship due to its exclusiveness to one learner. P4 put it as, “In screencast feedback, I liked our instructor’s explaining our mistakes as if we had been having a one-to-one lesson.” P5 noted, “In screencast feedback, the bond between the instructor and the student can grow stronger because the instructor shoots the videos specifically for each one of us.”

Another reason was learners’ perceived beliefs of how learning should occur. For example, P3 said, “In screencast feedback, the instructor’s communicating with us orally enabled a more effective description. For me, listening to what was written rather than reading is a more effective learning method.”

A third reason was the affordances of screencast feedback. P13 put it as, “The screencast feedback gives a livelier (more physical) feeling and I think this motivates the student.” The previously mentioned cognitive benefits such as perceived ease of use and efficient time use could also be regarded a part of this reason.

One last reason was screencast feedback’s perceived contribution to the learning process from different aspects such as regarding different skills. For instance, P3 put it as, “I think the screencast feedback can contribute more to the students’ (in other words, our) development because they require listening.”

DISCUSSION

This study investigated how different feedback modes, i.e., e-written and screencast, influenced learners’ levels of behavioral and affective engagement. It further investigated what factors learners expressed regarding their affective engagement.

The results suggested that learners’ behavioral engagement as reflected in their response percent rates to feedback was found not to differ between e-written and screencast feedback modes unlike Mayer’s cognitive theory of multimedia which suggested that multimedia materials could influence learners’ motivation positively to make efforts to deal with the material (Mayer, 2014, p.60). Considering the relatively high response rates of e-written and screencast feedback (*Mdn*=88.19 and *Mdn*=90.00 respectively), though, this could be argued to have resulted from the authentic classroom setting where all pieces of writing included in this study were graded as part of course requirement.

The results further suggested that learners’ level of affective engagement with screencast feedback was relatively higher than that of e-written feedback. More than double the number of learners who preferred e-written feedback preferred screencast feedback (69.23%). This finding seemed to provide evidence in support of previous studies (i.e., Ghosn-Chelala & Al-Chibani, 2018; Mohammed, 2021; Ozkul &

Ortactepe, 2017) which found screencast feedback to be preferred more and perceived positively by learners.

This study also provided evidence for a number of positive and negative aspects of screencast feedback reported in previous research. The positive aspects expressed by learners include cognitive and motivational benefits of screencast feedback such as perceived clarity (Crook et al., 2012; Ghosn-Chelala & Al-Chibani, 2018), detailedness (Ali, 2016; Cheng & Li, 2020; Mann, 2015; Ryan et al., 2019), usefulness (Ghosn-Chelala & Al-Chibani, 2018), communicativeness (Cunningham & Link, 2021) and responsiveness to personal needs (Ali, 2016; Cheng & Li, 2020; Mann, 2015; Ryan et al., 2019). Based on the last aspect, it could be argued that instructor's voice without the image could also positively influence learners' perception of instructor-learner relationship, which stands out as one of the important considerations in online instruction for learners who are less accustomed to such instruction as in this study.

The negative aspects reported include mostly practical challenges such as lengthiness and unnecessary time demands accordingly (Ozkul & Ortactepe, 2017), less accessibility (Thompson & Lee, 2012), and difficulty in locating the mistake (Thompson & Lee, 2012). The last one appeared to contradict with the findings of Mohammed (2021) who found that the visual cues in screencast videos perceived by learners to be helpful in locating the errors.

Lastly, this study is important in that it highlighted the specific needs of foreign language learners in an authentic setting. As two of the participants pointed out, learners' level of English could affect the efficiency of screencast feedback. Learners with lower levels of proficiency, especially in terms of listening ability and vocabulary knowledge, could be argued to find the screencast feedback more challenging and less beneficial because they might not be able to catch up with and comprehend the feedback. This seemed to provide evidence in favour of previous studies (Diao et al., 2007 and Samur, 2012) that modality principle in multimedia design (Low & Sweller, 2014, p.227) could be affected by characteristics of learner groups and might work with foreign language learners as in this study.

CONCLUSION

Finding ways to increase learner engagement with feedback is an important issue in L2 writing classrooms considering the time and effort allocated to feedback process both by learners and instructors. Making use of multimedia recently seems to hold potential in this regard. The results of this study and previous research appeared to indicate that while screencast feedback seemed to attract learners and perceived positively in general as compared to the relatively traditional e-written feedback, there are still some practical issues that need to be addressed.

In this regard, being aware of the affordances of each feedback mode, both feedback modes could be used in instructional settings as long as they address the needs of the learners in that context as put forward by one of the participants (P2) as, "In general, both screencast and e-written feedback were quite beneficial to our understanding of the mistakes. In both modes, our mistakes were pointed out and explained one by one." However, as the findings showed some aspects of each mode seemed to work better compared to one another. In light of this research, several suggestions could be made. Firstly, in instructional settings where learners do not have face-to-face interaction due to several reasons, screencast feedback could be preferred to motivate the learners and create a more interactive and supportive learning environment. While doing so, the length of the videos and avoidance of unnecessary wording could be taken into account as much as possible. The experience and willingness of instructors and technological knowledge and availability would emerge as key issues in such cases. Therefore, support to instructors could play an important role in adoption of screencast feedback especially until they become more comfortable.

Secondly, efficient time use, and accessibility could be considered a major concern both for instructors and learners. In this study, the preparation of videos on university's official video conferencing platform seemed to reduce the time allocated as the videos were recorded in the system automatically. Yet, the school policy to share the link in the LMS appeared to increase the number of steps for learners to access the feedback which resulted in increased negative perception. Thus, possibilities of combining the recording and the disseminating platforms could be considered.

Thirdly, in foreign language settings, oral feedback could be provided in line with the proficiency levels of learners. Regarding this, as far as lower levels are concerned, if possible, option to adjust the speed of the

video or add subtitles could be integrated. Otherwise, a slower pace of speaking with simpler vocabulary might work as an alternative.

In spite of its findings and pedagogical implications, the study also had several limitations. First, as the data did not satisfy parametric assumptions, non-parametric tests were used. Second, the study was limited to learners' engagement. Third, the study included the exploration of two engagement types and did not focus on accuracy of responses. Future research could address these limitations by increasing the number of participants and writing tasks, exploring the engagement of instructors and extending it to the investigation of cognitive engagement and accuracy of resolved mistakes. Although it has limitations, it is hoped that the findings of this study will contribute to the introduction of a relatively new perspective, i.e., engagement perspective, and instructional setting, i.e., foreign language writing instruction, in the growing research of video feedback.

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APPENDIX

Name-Surname: _____

Age: _____

(Your answers will be anonymized. Therefore, you are kindly asked to answer the questions sincerely.)

E-written feedback: The text-based feedback provided via the Microsoft Word program.

Screencast feedback: The video feedback recorded via the screenshare feature on Teams platform.

1. Which feedback mode given to your writing tasks would you prefer? E-written or screencast?
2. Please explain the reason(s) for your preference.
3. Please write your emotions and opinions about the feedback given to your writing tasks by comparing and contrasting e-written and screencast feedback.
4. Did the feedback mode (e-written and screencast) affect your revision of your second draft? Were there any differences between the two modes? Please specify the reason.
5. Is there anything you would like to share that happened when you were dealing with the e-written or video feedback?
6. What was the thing you enjoyed most in the e-written or screencast feedback?
7. What was the thing you found most difficult in the e-written or screencast feedback?
8. What is the most important thing in feedback for you?
9. If you have anything else to share, please write below.