

Beyond the red pen: Screencast-mediated feedback in L2 writing

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Suggested citation: Savaşçı, M., & Akçor, G. (2026). Beyond the red pen: Screencast-mediated feedback in L2 writing. *Journal of Educational Technology and Online Learning*, 9(1), 22-44.

Highlights

- There are several affordances and constraints of screencast-mediated feedback in L2 writing.
- Screencast-mediated feedback provided instructional-cognitive and affective-relational support, besides practical and temporal efficiency.
- Participants perceived it to be more clear, useful, engaging, as compared to traditional written feedback.
- Minor constraints included reduced interaction and occasional technical issues.
- Affordances of screencast-mediated feedback appear to outweigh its constraints.

Abstract

Although research on screencast-mediated feedback has yielded promising findings, further empirical inquiry is required to deepen our understanding of its potential. Correspondingly, this exploratory study sought the perceived affordances and constraints of screencast-mediated feedback as compared to traditional text (or written) feedback. Drawing mainly upon Mayer's (2005) Cognitive Theory of Multimedia Learning (CTML) as the framework, university-level English-as-a-foreign-language (EFL) students received screencast-mediated feedback over four writing tasks in an undergraduate course requiring them to write in academic English. In total, the duration of screencast videos ranged from 37 minutes to 100 minutes ($M \approx 59$ mins.), amounting to approximately 34 hours (2019 minutes) in total. Employing a mixed-method design, data were triangulated through surveys and open-ended questions. Findings revealed that most participants expressed positive attitudes toward screencast feedback, highlighting its ease of use, enhanced clarity, and usefulness for revising, organizing, and structuring their writing, as well as for strengthening arguments and elaboration. In terms of constraints, nearly two-thirds of participants reported no challenges, while others cited difficulties such as the inability to ask questions immediately, limited sense of interaction, and occasional technical issues. Overall, the study advances understanding of learner perceptions and offers implications for L2 writing feedback, particularly in relation to instructors' digital literacy, pedagogical practices, and the practical integration of screencasting technologies in academic writing contexts.

Article Info: Research Article

Keywords: *Screencast, Screencast-mediated feedback, Technology-enhanced feedback, Multimodal writing, EFL writing*

1. Introduction

Feedback is widely recognized as a strong determinant of learning and achievement (Hattie & Timperley, 2007). Also called *corrective feedback* or *error treatment*, feedback refers to “the information that a teacher provides in response to a learner production” (Tavakoli, 2012, p. 127). Fundamentally, it is “[...] a ‘consequence’ of performance” (Hattie & Timperley, 2007, p. 81) with two significant roles (Sadler, 2010): First, it is a type of performance statement concentrating on the strengths and weaknesses of a product. Second, it is a way to provide advice or suggestions concerning what could have been done differently to create finer work. Nevertheless, the effectiveness of feedback hinges upon both its form and how it is provided (Hattie & Timperley, 2007). According to Dawson et al. (2018), effective feedback results in

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improvement. However, despite its confirmed pedagogical value, traditional written feedback—oftentimes provided in the form of written commentaries—might fall short in helping students improve their work, which computers and digital technologies could compensate for. With the technological advancements in information and communication technologies (ICT) in the past few decades, education has also become exponentially digitized. Hence, second/foreign language writing (L2) feedback mediums have grown substantially, undergoing a profound transformation. Amid these, a myriad of alternative digital feedback forms such as audio, video, computer-mediated, and electronic feedback have been endorsed in recent years, which could support and/or replace traditional written feedback practices. One such feedback form that has garnered considerable attention is screencasting.

Screencasting fundamentally refers to the act of digital recording of the actions taking place on a computer's screen with real-time audio narration. Accordingly, the present study draws upon the theoretical framework of Mayer's (2005) Cognitive Theory of Multimedia Learning (CTML). CTML posits that the human cognitive system comprises distinct channels for processing auditory/verbal and visual/pictorial information, where each has a finite capacity. Hence, the effectiveness of learning with multimedia is contingent upon how well learners can actively direct and synchronize these channels. Accordingly, screencast enables deeper learning through multimodality, combining verbal and visual channels (Savaşçı & Akçor, 2023). As a multimodal video-capture tool combining auditory and visual input, it synchronously records real-time on-screen activities and audio recording. Once installed, screen capture software enables users to specify an area on the computer screen and seize on-screen activities simultaneously (e.g., cursor movements, scrolling) by narrating comments via a microphone. The other framework which this study can be grounded in is the sociocultural theory (SCT) (Vygotsky, 1978; Lantolf, 2000). From a sociocultural perspective, screencasting also functions as a mediational tool, for it enables a form of social mediation and dialogue between teacher and learners. Accordingly, screencast-mediated feedback is perceived more personal, dialogic (even being asynchronous), and motivating. Altogether, these two frameworks (namely, CTML and SCT) complementarily foreground the cognitive and social aspects of screencasting.

Overall, although there has been a surge of research interest in using screencast as a feedback tool over the last decade, its potential in providing video feedback to language learners in L2 writing contexts remains underutilized and requires further exploration. Hence, this study seeks to investigate the affordances and constraints of screencast-mediated feedback.

2. Literature Review

A prevailing view is that feedback provision is a very complex undertaking (Cunningham, 2019; Elola & Oskoz, 2016), and feedback processes do not generally appear to achieve the aim of writing tasks (Vincelette & Bostic, 2013). Multiple factors may account for these: First, feedback provision is rather laborious for teachers, particularly while giving feedback across multiple drafts. Relatedly, students are likely to criticize that they do not receive timely, detailed, or comprehensible feedback (Vincelette & Bostic, 2013), which as a matter of fact they greatly desire (Tao & Qin, 2025). Second, teachers might not always ensure its effectiveness because providing feedback—regardless of how detailed, subjective, or timely it may be—does not necessarily guarantee students' understanding or uptake of the feedback. Lack of clarity or misinterpretation of feedback (Ali, 2016; Bailey, 2009; Hyland, 1998; Weaver, 2006; Wood, 2023) are commonly highlighted issues. Moreover, some students tend to ignore feedback defensively or handle it selectively (Tao & Qin, 2025). Third, feedback processes are affected by emotion, identity, and subjectivity-related issues (Higgins et al., 2001). Indeed, “The student makes an emotional investment in an assignment and expects some ‘return’ on that investment” (p. 272). Furthermore, while it is increasingly common to provide feedback through written comments or face-to-face teacher-student conferences, they also have certain drawbacks. To exemplify, face-to-face conferences might create social pressures for both teachers and learners, besides a considerable amount of time commitment by teachers (Vincelette & Bostic, 2013). Contrarily, citing Carabajal et al. (2003), Vincelette and Bostic (2013) posited that “online conferences allow students to feel more comfortable because of the perceived distance” (pp. 258-259).

Taking into consideration such drawbacks, screencast-mediated feedback may offer advantages over other traditional feedback types. First, text-only feedback forms (either conventional or digital) lack instructor presence. Additionally, giving personalized feedback through face-to-face conferences can be particularly demanding, yet screencasting could help alleviate such concerns by offering virtual instructor presence (either through audio and/or video) and individualized multimodal feedback. Indeed, Mahoney et al. (2019) consider it as a “promising alternative to the traditional written feedback.” (p. 170). Likewise, Lamey (2015) found “a clear preference for video feedback over written marginalia” (p. 691) among students. Moreover, when learners receive written feedback, they often do not get what teacher comments mean (Thaiss & Zawacki, 2006; Thompson & Lee, 2012). Since feedback is a self-regulatory activity, it should indeed be “clear, purposeful, and forward looking” (Marsovna et al., 2024, p. 62). Students are also generally indifferent to feedback (Lamey, 2015) or sometimes care only about their score (Higgins et al., 2002). Upon receiving their assignments back, they usually check their score and discard their assignment with feedback on it (Gibbs & Simpson, 2004), and/or deal with lower-level comments and rectify some language-related issues such as grammatical mistakes superficially (Vincelette & Bostic, 2013).

In this regard, much has been gleaned about the affordances of screencast-mediated feedback in the literature in recent years, which has been adopted in different contexts where English is taught as a foreign language (EFL) (e.g., Bush, 2020) and second language (ESL) (e.g., Cunningham, 2019). Its key affordances can be categorized into instructional and cognitive support, clarity and comprehensibility, engagement and motivation, affective and relational support, as well as practical and temporal efficiency. Altogether, the literature on screencasting as a feedback tool has suggested it promotes L2 learners’ writing (e.g., Ali, 2016; Bush, 2020; Cunningham, 2019; Ducate & Arnold, 2012; Elola & Oskoz, 2016). Screencast-mediated feedback allows for more information-rich (Özkul & Ortaçtepe, 2017), organized (Borup et al., 2015), efficient (Cunningham, 2019), deep (Bjerknes et al., 2024; Mahoney et al., 2019; Thompson & Lee, 2012; Wood, 2023), informative and instructional (Lamey, 2015; Marriott & Teoh, 2012), specific (Elola & Oskoz, 2016; Mahoney et al., 2019), constructive (Ali, 2016), engaging (Ghosn-Chelala & Al-Chibani, 2018; İnan-Karagül & Şeker, 2021; Mahoney et al., 2019; Penn & Brown, 2022; Thompson & Lee, 2012), motivating (Pachuashvili, 2024), and memorable (Harper et al., 2015) feedback. Besides, it is perceived clearer and more comprehensible (Ali, 2016; Bjerknes et al., 2024; Cunningham, 2019; Edwards et al., 2012; Harper et al., 2015; İnan-Karagül & Şeker, 2021; Lamey, 2015; Marriott & Teoh, 2012; Pachuashvili, 2024; Wood, 2023). Screencast-mediated feedback also allows for supplementary and more extended commentaries (Elola & Oskoz, 2016). This is why learners tend to act upon this kind of feedback more. To exemplify, Kurt and Karabulut (2024) designed an experimental study where they provided text-based electronic feedback and screencast feedback to two different student groups. Their findings highlighted significantly higher levels of feedback uptake among those who received screencast feedback, as manifested by correction rates overall including errors at micro, macro, and global levels. Screencast-mediated feedback is also considered individualized and personalized (Bjerknes et al., 2024; Lamey, 2015; Mahoney et al., 2019; Marriott & Teoh, 2012; Moore & Filling, 2012; Pachuashvili, 2024). Accordingly, it provides conversational communication (Ali, 2016; Anson et al., 2016; Borup et al., 2015; Cunningham, 2019; Elola & Oskoz, 2016; Séror, 2013; Thompson & Lee, 2012; Pachuashvili, 2024) and promotes better teacher-student connections (Ali, 2016; Anson et al., 2016; Harper et al., 2015; Lamey, 2015; Penn & Brown, 2022; Thompson & Lee, 2012; Wood, 2023). Specifically, it promotes rapport between students and teachers, “giving a more conversational feel” (Mahoney et al., 2019, p. 170). For instance, an excerpt from one participant in Séror’s (2013) study underscores the affective dimension of screencast-mediated feedback, affecting feedback clarity and emotional impact. As s/he indicated, “adding emotional color to my feedback so that students can ‘hear’ in my tone of voice true sincerity when praise is offered or genuine confusion as I react to a section that is difficult to understand” (Séror, 2013, p. 111). In this respect, learners also feel a sense of instructor presence once they receive screencast-mediated feedback (Harper et al., 2015; Henderson & Phillips, 2015; Vincelette & Bostic, 2013; Wood, 2023). Besides, screencasting offers a quicker alternative to written feedback (Edwards et al., 2012; Séror, 2013). For example, Cunningham (2019) reported that creating video feedback required less time than written feedback—approximately two-thirds as long.

At the same time, screencast-mediated feedback has certain pedagogical, practical, and affective constraints. First, the one-way interaction, which is generally from teachers to students, appears to impede student agency during the process since students are not provided with an opportunity to respond to teacher comments (Mahoney et al., 2019). Second, reviewing screencast-mediated feedback could be more time-consuming than reviewing written feedback (Ali, 2016; Pachuashvili, 2024). Likewise, some students in S  r  r's (2013) study "sometimes found the screencasts long to listen to" (p. 114). In Vatansever and Toker's (2022) study, similar constraints including practical difficulties like lengthy and redundant time demands were voiced. Pachuashvili (2024) similarly quoted some participants complaining about the audio quality and time-consuming nature of this kind of feedback. From teachers' perspective, Jeon and DeCapua (2024) noted that although they had thought screencast would help them save time, the outcome was the opposite: Although they found it worthwhile eventually, they spent a considerable amount of time "recording, saving, uploading, captioning, editing, and sharing" (p. 72) screencast videos. However, there is also contrary evidence illustrating that video feedback is comparatively less demanding for teachers and students to generate and watch respectively (Ghosn-Chelala & Al-Chibani, 2018; Mahoney et al., 2019). Additionally, some technical difficulties may be encountered during the video creation or viewing processes (Ali, 2016; Pachuashvili, 2021), or constraints of trial and/or free versions could be limited (Kurt & Karabulut, 2024) in feedback provision for teachers. Finally, this kind of feedback may be distressing for some learners (Henderson & Phillips, 2015; Wood, 2023). Pachuashvili (2021) similarly highlighted students' emotional responses to video feedback among constraints.

Collectively, these lines of research suggest that while both screencast and written feedback are useful, screencast-mediated feedback has been preferred over the other (Cunningham, 2019). As such, Penn and Brown (2022) reviewed fifteen studies and concluded that screencast feedback is “more personal, supportive, detailed, helpful, and easier to understand” (p. 1) as compared to written feedback. However, despite the growing prevalence of screencast-mediated feedback, our understanding appears to be heavily dependent upon ESL contexts such as the United States (Din Eak & Annamalai, 2024), neglecting its potential in EFL contexts. Moreover, existing studies in EFL contexts have mostly employed foreign language learners learning how to write in English, whereas empirical data from undergraduate contexts are comparatively limited. Also, while in previous research limited feedback (i.e., one time or two instances) with short durations was provided through screencasting (Yiğit & Seferoğlu, 2021), longitudinal studies where students are provided with screencast-mediated feedback over longer durations are scant. Overall, although research on screencast-mediated feedback has been encouraging so far, more empirical studies are needed to gain a deeper understanding.

3. The Study

Drawing on this background, this study herein investigates student perceptions of text-only and screencast-mediated feedback in an underresearched context. Accordingly, the following questions guided the study:

- (1) What are the perceptions and experiences of university-level EFL students toward screencast-mediated feedback?
- (2) What are the perceived affordances and constraints of screencast-mediated feedback as compared to traditional written feedback?

4. Methodology

The study adopted a convergent mixed-method design (Cohen et al., 2018; Fraenkel, Wallen, & Hyun, 2023). In this design, quantitative and qualitative data are elicited and analyzed separately yet concurrently; however, they are then put together (Creswell & Plano Clark, 2017). This methodological choice was driven by the aim of collecting complementary data.

4.1. Participants and Setting

Participants were 34 undergraduate students attending a state university in Türkiye (25 female, 9 male; age 20-26 years, $M = 21.61$ years, $SD = 1.55$ years). They were enrolled in an English-medium program (i.e.,

English Language Teaching Program); there were 27 sophomore, 2 junior, and 5 senior students. All were EFL speakers of whose first language was Turkish. Their English proficiency ranged between B2 and C1 levels, for they were enrolled in an English-medium program where a minimum B2 level is required to study. Prior to this course, they completed two academic writing courses (i.e., Writing Skills I and II) in their freshman year, during which they received written feedback for their assignments.

At the time of study, they were taking a compulsory second-year undergraduate Research Methodology course that required them to conduct research and write a research paper individually throughout the 14-week semester. The two sections of this course were delivered by the two researchers as the course instructors who abided by the uniform process-genre writing approach where learners were required to write at least two drafts (i.e., Draft 1 and 2). As part of this course, students met for four hours per week for a 14-week semester. Participants were sampled through convenience sampling, and their participation was voluntary.

4.2. Data Collection Instruments

4.2.1. The Multi-modal Assessment Student Survey

The survey was adopted from Vincelette and Bostic (2013), which comprised a total of 20 items subdivided into four categories: *Attending/Engagement* (three items), *Incorporation of revision* (five items), *Feedback quality/quantity* (six items), and *Preference* (five items). The survey is in a four-point Likert scale format, where options range between Strongly Disagree (1) to Strongly Agree (4). The participants were asked to indicate their agreement to each item. Respondents were also asked how many times they viewed the screencast-mediated feedback videos. The rationale for choosing this survey was two-fold: First, researchers developed the survey specifically for eliciting the perceptions of university students taking a freshman composition class, resembling our participants. Second, the survey demonstrated high internal consistency levels, where four constructs' alpha values ranged between .91 and .98.

4.2.2. Follow-up and Final Survey

The follow-up and final survey was adopted from Cunningham (2019), which comprised six closed-ended items in the form of rating scales. The items focused on *feedback use*, *helpfulness*, and *ease of understanding* as well as a *comparison* of two feedback practices. Solely the items which are applicable to the context of our study were adopted from the surveys: Two items from the Follow-up Survey (1) "*How long have you spent looking at your feedback file and what did you and will you do with it?*" 2) "*How helpful did you find the feedback file you received?*") and four items from the Final Survey (1) "*How would you rate each kind of feedback you received?*", 2) "*How easy was it to understand?*", 3) "*Would you want more feedback like this in the future?*", and 4) "*How likely would you be to use this feedback in the future?*").

4.2.3. Open-ended Questions

To provide qualitative insights into the quantitative findings, three open-ended items were asked to delve more into participant insights regarding their screencast-feedback experience: 1) *What did you like about the video-feedback (Bandicam), and why? (What did you find particularly helpful, interesting or useful about it?)*, 2) *Did you encounter any problems or challenges with the video-feedback (Bandicam) files (videos)? (What were they and how did you deal with them?)*, and 3) *What changes would you make to the video-feedback (Bandicam) to make it easier to use, more helpful, or easier to understand?* These items were slightly adapted from Cunningham's (2019) open-ended items in her final survey.

4.3. Data Collection Procedure and Analysis

Data originated from a 14-week research-oriented course for undergraduate students enrolled in an English-medium program. The study was conducted in accordance with the Declaration of Helsinki considering the fact that it involved human participants. As researchers, we made sure to protect participants' rights and presented an informed consent form to approve before data collection. They also knew they could withdraw from the study any time they wanted. Elicited data were used for research purposes only and researchers

maintained strict confidentiality. Data were collected upon eliciting participants' informed consent. The participants did not receive any compensation or course credits for their participation; it was on a voluntary basis.

Students in two classes were given screencast feedback four times and were subsequently invited to the study where they were asked to complete surveys and open-ended questions. Although more students were enrolled in the course, some students desired not to participate. Thus, our final sample consists of 34 students. Data were collected after the conclusion of the writing course, when the researchers did not have any conflict of interest with the participants. The course was delivered by the two researchers, who followed the same teaching syllabus, synchronously through the online course management system of the university due to the compulsory distance education period due to Covid-19 pandemic. For the purposes of the study, screencast-mediated feedback was provided over four assignments (i.e., for the sections of a research paper, namely 1) *introduction*; 2) *literature review*; 3) *methodology*; 4) *findings and conclusion*). All drafts were written and submitted online to the online course management system by the students. All students enrolled in the course received screencast-mediated feedback, yet not all of them agreed to participate; only those who provided their consent were invited to the study.

Students were tasked with collecting small-scale data and writing a 4.000-word research paper on a field-related topic (i.e., Applied Linguistics) co-developed and approved by the course instructors. Sample research topics included code-switching, speaking anxiety, corrective feedback, coursebook evaluation, peer feedback, and so on. They first submitted a research proposal, received feedback, finalized their proposal, and started writing the manuscript and collecting data. Initially, they submitted the *introduction* section, for which they received formative screencast-mediated feedback on their first drafts. Afterwards, students were required to revise their work by working on the second draft of their work. During this time frame, they had the opportunity to ask questions via e-mail or one-on-one online meetings. The same procedure was also followed for the other sections (i.e., *literature review*, *methodology*, and *findings, discussion, and conclusion*). Finally, they brought together the revised sections and submitted the full manuscript for final evaluation, which was graded by following an analytic rubric introduced at the semester beginning.

None of the participants indicated having received screencast video feedback previously; they had been used to receiving feedback through written (i.e., text or e-text only) or oral (i.e., face-to-face student-teacher conferences) forms. Instructors provided both spoken and written comments by highlighting the parts being spoken about and making immediate changes through using the Track Changes function of Google Docs and the comment balloons in the margins (see Figure 1). Google Docs was chosen to deliver written feedback during screencasts given that it is free and easily accessible for students, which also provides storage opportunities.

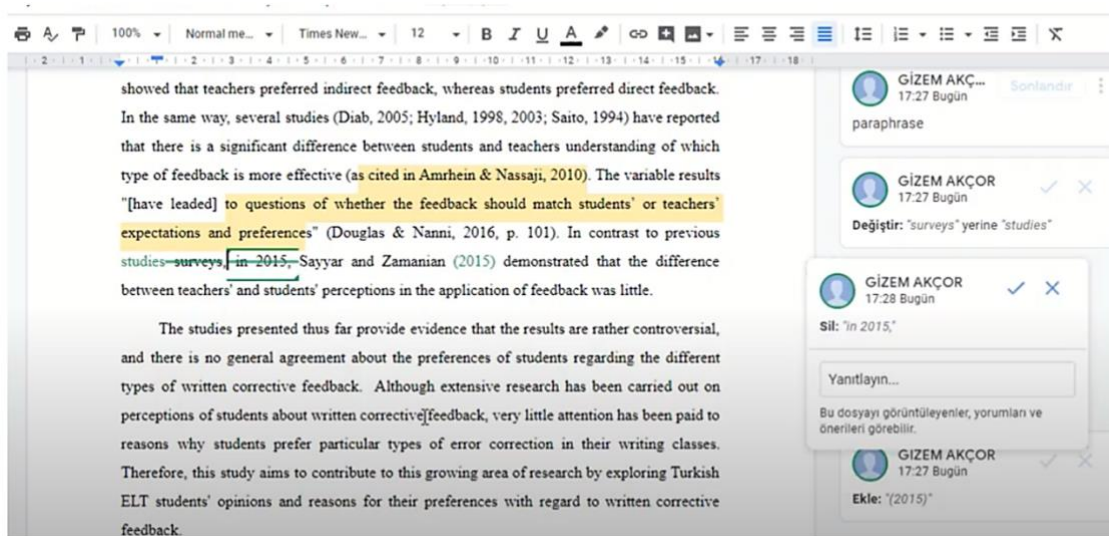


Fig. 1. Screenshot of a sample feedback document

A combination of video and text was used during screencast-mediated feedback provision. Feedback focused on both mistakes and errors (global and local) as well as addressed both micro-level (e.g., mechanics focusing on grammar, spelling, punctuation) and macro-level (e.g., content, organization, coherence, argumentation) issues whilst also providing students with tips and suggestions. Students reviewed the feedback, revised their writings, and submitted second drafts. Although there are various readily-available software packages, Bandicam was chosen as the screencast medium given its user-friendly interface and free usership. The free version of Bandicam permits a maximum of ten minutes per screencast video, yet feedback on each writing task was not confined to this time span since instructors recorded more than one video in case it was necessary. The screencast videos were recorded and saved to the instructors' Google Drive accounts, where the access links were shared with students via e-mail so that they could access it easily. The instructors (also the researchers) in this study had been teaching English classes at university for over eight and ten years respectively. Hence, they had extensive experience providing various feedback forms on L2 writing at, below, and above this level using Microsoft Word. That is, both Microsoft Word and Bandicam were familiar technologies for them. Overall, screencast video durations ranged from 37 minutes to 100 minutes ($M \approx 59$ mins.), amounting to approximately 34 hours (2019 minutes). Surveys and open-ended items were administered using Google Forms at the end of the semester. Data collection procedure is visualized in Figure 2.

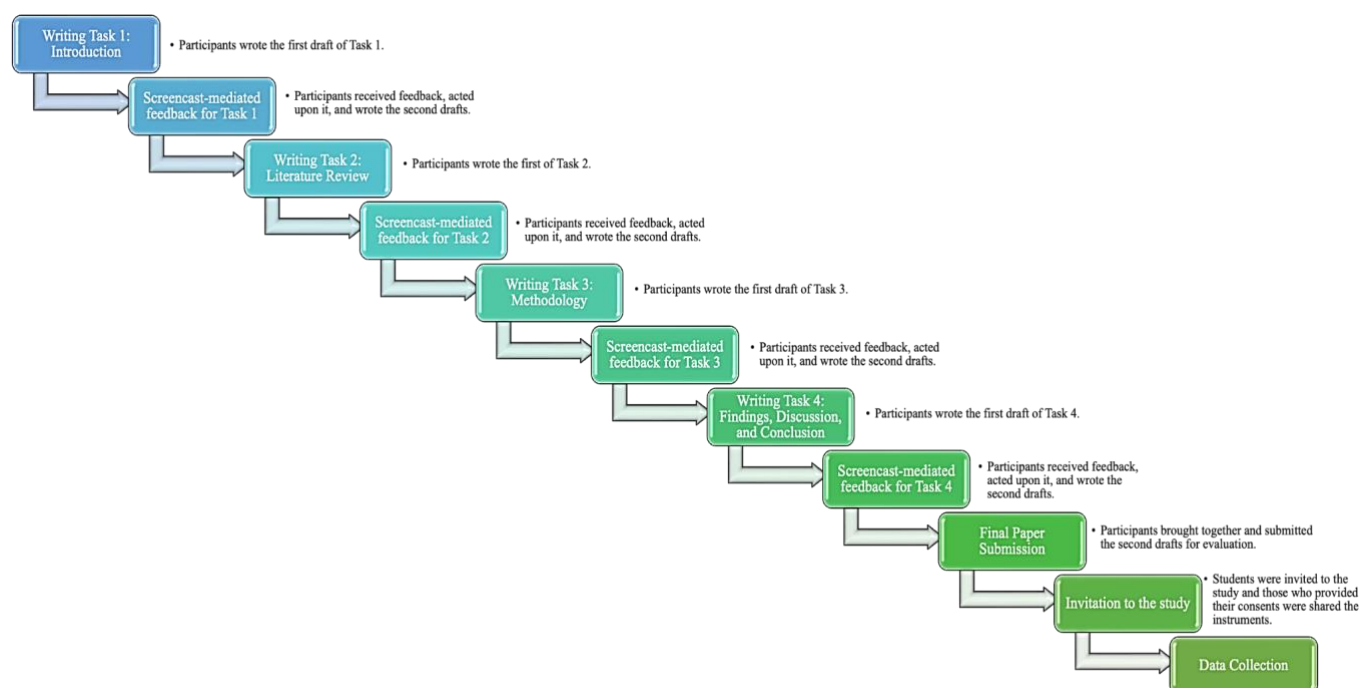


Fig. 2. Data collection

Data were analyzed by first checking datasets for missing values and outliers. Quantitative data elicited from surveys were analyzed via descriptive statistics (i.e., mean, standard deviation, and frequencies) using SPSS. For coding qualitative data coming via open-ended items, however, an inductive approach was adopted (Bhattacharya, 2017; Saldaña, 2011). Data were analyzed iteratively through inductive content analysis, for “...qualitative research is inductive in form, going from the particular or the detailed data [...] to the general codes and themes” (Creswell, 2012, p. 238). Open-ended responses were initially transferred into a word processing software verbatim in a two-column format (transcriptions on the left and room for codings on the right). Interrater reliability was ensured by both researchers coding the whole data set. After a standardization meeting, initial coding was administered by both researchers separately by creating codes and themes. Subsequently, another meeting was held where they compared and discussed the emerging codes they assigned. They reached full consensus; if not, further discussions were made to assure consensus. Finally, to cross-check the codes and themes besides to investigate whether there were any missing points, Atlas.ti Web AI coding was used. Nevertheless, we used it for cross-checking and stuck to our analysis in the end.

5. Results

5.1. Quantitative Results

Results illustrated the majority of the participants held positive attitudes toward screencast-mediated feedback compared to traditional text-only feedback primarily due to its ease of use; providing a better understanding of how to revise, organize, and structure their writing; and creating stronger arguments and elaborating better. Table 1 presents the descriptives for the attending/engagement category.

Table 1.

Attending/Engagement

Items	Mean (M)	Standard Deviation (SD)	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
2. Compared to more traditional feedback, I think that video-feedback (Bandicam) helped me better understand how to go about revising my writing.	3.65	.544	23 (67.6%)	10 (29.4%)	1 (2.9%)	-
1. Compared to more traditional feedback, I think that I paid more attention to my instructor's comment with video-feedback (Bandicam).	3.38	.739	17 (50%)	14 (41.2%)	2 (5.9%)	1 (2.9%)
3. Compared to more traditional feedback, I think that video-feedback (Bandicam) made me a better writer.	2.97	.758	8 (23.5%)	18 (52.9%)	7 (20.6%)	1 (2.9%)

Table 2 details the findings of incorporation of revision. As illustrated, participants comprehended their problems in mechanics and organization.

Table 2.

Incorporation of Revision

Items	M	SD	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
8. I gained a better understanding of my issues with mechanics (capitalization, punctuation, spelling, etc.) and usage due to the feedback received through video-feedback (Bandicam).	3.47	.662	18 (52.9%)	15 (44.1%)	-	1 (2.9%)
9. I gained a better understanding of how to structure my papers due to the feedback received through video-feedback (Bandicam).	3.44	.613	17 (50%)	15 (44.1%)	2 (5.9%)	-
5. I gained a better understanding of how to organize my writing due to the feedback received through video-feedback (Bandicam).	3.41	.609	16 (47.1%)	16 (47.1%)	2 (5.9%)	-
7. I was able to elaborate better due to the feedback received through video-feedback (Bandicam).	3.18	.673	11 (32.4%)	18 (52.9%)	5 (14.7%)	-
6. I was able to create better arguments due to the feedback received through video-feedback (Bandicam).	3	.696	8 (23.5%)	18 (52.9%)	8 (23.5%)	-

Most participants thought screencast-mediated feedback helped them write better papers or become better writers; however, a higher number of participants agreed it promoted feedback quality and quantity as compared to traditional written feedback. Table 3 presents the results of feedback quality/quantity.

Table 3.

Feedback Quality/Quantity

Items	M	SD	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
13. When compared to other writing classes, I received feedback that helped me understand how to revise my papers beyond just issues with mechanics (capitalization, punctuation, spelling, etc.) and usage.	3.59	.657	23 (67.6%)	8 (23.5%)	3 (8.8%)	-
12. When compared to other writing classes, the comments I received helped me understand what I needed to do to improve my writing due to video-feedback (Bandicam).	3.53	.615	20 (58.8%)	12 (35.3%)	2 (5.9%)	-
10. When compared to other writing classes, I think I received more feedback on my writing in this class due to video-feedback (Bandicam).	3.50	.564	18 (52.9%)	15 (44.1%)	1 (2.9%)	-
11. When compared to other writing classes, I think that I better understood the feedback on my writing due to video-feedback (Bandicam).	3.47	.662	19 (55.9%)	12 (35.3%)	3 (8.8%)	-
15. When compared to other writing classes, I believe the feedback on video-feedback (Bandicam) helped me write better papers.	3.12	.808	12 (35.3%)	15 (44.1%)	6 (17.6%)	1 (2.9%)
14. When compared to other writing classes, I believe the feedback on video-feedback (Bandicam) helped me become a better writer.	2.88	.880	8 (23.5%)	17 (50%)	6 (17.6%)	3 (8.8%)

In Table 4, participants' preferences are provided. Accordingly, almost all participants preferred receiving screencast-mediated feedback over traditional written comments only.

Table 4.

Preference

Items	M	SD	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
20. I would recommend that other writing instructors use video-feedback (Bandicam), as opposed to traditional written comments, in their classes.	3.56	.705	22 (64.7%)	10 (29.4%)	1 (2.9%)	1 (2.9%)
16. I would prefer to receive feedback on video-feedback (Bandicam), as opposed to traditional written comments, to help me deal with mechanics (capitalization, punctuation, spelling, etc.) and usage issues.	3.44	.705	18 (52.9%)	14 (41.2%)	1 (2.9%)	1 (2.9%)
17. I would prefer to receive feedback on video-feedback (Bandicam), as opposed to traditional written comments, to help me deal with organizational issues.	3.44	.705	18 (52.9%)	14 (41.2%)	1 (2.9%)	1 (2.9%)
18. I would prefer to receive feedback on video-feedback (Bandicam), as opposed to traditional written comments, to help me deal with issues pertaining to elaboration.	3.41	.609	16 (47.1%)	16 (47.1%)	2 (5.9%)	-
19. I would prefer to receive feedback on video-feedback (Bandicam), as opposed to traditional written comments, to help me deal with structural issues.	3.38	.697	16 (47.1%)	16 (47.1%)	1 (2.9%)	1 (2.9%)

At the end of the survey, participants were further asked to indicate how many times they watched their video feedback, where the instances ranged between one and five times ($M= 3$, $SD= 1.044$) and the majority watched it two or three times. Table 5 presents the details.

Table 5.

The Number of Times Participants Watched Screencast-Mediated Feedback Videos

	0	1	2	3	4	5
On average, how many times did you watch your video-feedback (Bandicam) video?	-	1 (2.9%)	11 (32.4%)	13 (38.2%)	5 (14.7%)	4 (11.8%)

Participants were also asked how long they spent looking at their feedback files as well as what they did and would do with it, where Table 6 presents the results.

Table 6.

Participants' Engagement with Screencast-Mediated Feedback

Items	Frequency (f)	Percentage (%)
none- I didn't open it	-	-
I looked at it quickly (a minute maybe)	-	-
5-10 minutes	-	-
10-20 minutes	9	26.5%
30-45 minutes	5	14.7%
45-1 hour	4	11.8%
1 hour or more	7	20.6%
I watched/read the whole thing	23	67.6%
I watched/read only parts of it	1	2.9%
I watched/read certain parts more than 1 time	12	35.3%
I've opened it 1 time	1	2.9%
I've opened it a few (2-3) times	18	52.9%
I've opened it several (4-6) times	12	35.3%
I plan to look at it in more detail later	8	23.5%
I plan to look at it again	7	20.6%
I plan to use it at reference when I write later	9	26.5%
I made changes based on the feedback	27	79.4%
I plan to make changes based on the feedback	10	29.4%
I had my assignment open when I looked at the feedback	21	61.8%

Once they were asked the usefulness of screencast-mediated feedback, a great majority thought it was very helpful ($n= 25$, 73.5%) and somewhat helpful ($n= 8$, 23.5%), with the exception of only one participant who indicated it was not really helpful ($n= 1$, 2.9%). Regarding the understandability of feedback types, almost all participants considered screencast-mediated feedback easier. Table 7 presents the details regarding the usefulness and understandability of both feedback types.

Table 7.

Usefulness and Understandability of Screencast-Mediated and Traditional Feedback

	Feedback Type	Not helpful at all (0)	Not really helpful (1)	Little helpful (2)	Somewhat helpful (3)	Helpful (4)	Very helpful (5)
Usefulness	Only written (traditional)- .doc of your document with comments etc.	1 (2.9%)	7 (20.6%)	9 (26.5%)	12 (35.3%)	4 (11.8%)	1 (2.9%)
	Video- video file with written and oral comments	-	1 (2.9%)	2 (5.9%)	3 (8.8%)	7 (20.6%)	21 (61.8%)
	Feedback Type	Very difficult (1)	Difficult (2)	Somewhat difficult (3)	Somewhat easy (4)	Easy (5)	Very easy (6)
Understandability	Only written feedback (traditional)	3 (8.8%)	7 (20.6%)	13 (38.2%)	9 (26.5%)	2 (5.9%)	1 (2.9%)
	Video feedback (Bandicam)	-	-	3 (8.8%)	3 (8.8%)	9 (26.5%)	21 (61.8%)

As per their future preferences, results indicated the majority prefer screencast-mediated feedback over written feedback only. Table 8 details participants' preferences and future engagement with two feedback types.

Table 8.

Comparison of Preferences of Screencast-Mediated and Traditional Feedback

	Feedback Type	Definitely not (1)	Probably not (2)	Maybe (3)	Probably yes (4)	Definitely yes (5)	
Would you want more feedback like this in the future?	Only written feedback (traditional)	5 (14.7%)	14 (%41.2)	6 (17.6%)	8 (23.5%)	1 (2.9%)	
	Video feedback (Bandicam)	1 (2.9%)	1 (2.9%)	2 (5.9%)	8 (23.5%)	23 (67.6%)	
	Feedback Type	Very likely (1)	Unlikely (2)	Somewhat Unlikely (3)	Somewhat Likely (4)	Likely (5)	Very Likely (6)
How likely would you be to use this feedback in the future?	Only written feedback (traditional)	3 (8.8%)	11 (32.4%)	6 (17.6%)	7 (20.6%)	9 (26.5%)	-
	Video feedback (Bandicam)	-	-	1 (2.9%)	5 (14.7%)	10 (29.4%)	18 (52.9%)

When asked whether they would want more feedback like this in the future, results showed the superiority of preferences for video feedback, as visualized in Figure 3:

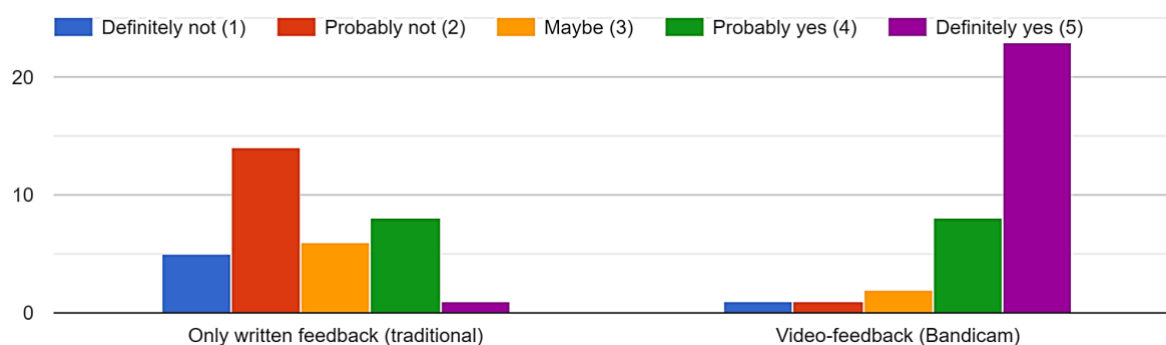


Fig. 3. Preferences for written and video feedback

5.2. Qualitative Results: Perceived Affordances and Constraints

Results also revealed affordances and constraints of screencast-mediated feedback. Regarding affordances, participants' reflections revealed several of them, which are in line with quantitative data. Overall, most participants found it transparent and useful. The derived codes are presented in Table 9.

Table 9.

Affordances of Screencast-Mediated Feedback

Codes	Frequency of survey respondents (percentage)
more clear	13 (38%)
useful	12 (35%)
a chance to replay it	9 (26%)
elaborate/ detailed feedback	6 (18%)
more effective/ much better	5 (15%)
getting a clear understanding of what T asks for	5 (15%)
felt like in the classroom/ just like face-to-face feedback/ one-to-one feedback	5 (15%)
more informative	2 (6%)
realizing mistakes much better/ more easily	2 (6%)
more memorable	1 (3%)

One of the affordances participants consistently highlighted was the greater clarity of screencast-mediated feedback compared with the often-ambiguous nature of written comments. As P28 explained,

“Sometimes when we get written feedback, the feedback can be misunderstood, but the video feedback is really very explanatory and understandable. I find video feedback more helpful in understanding exactly what is required.”

Similarly, P17 noted that traditional written feedback could sometimes be confusing whereas screencast feedback made the comments clearer and easier to follow:

“For example, when you give traditional written feedback, you sometimes put question marks like this??? I was confused there; I couldn't be sure if the reference was incorrect or if the punctuation was incorrect. Giving feedback via video made speaking more clear and concise. Your examples and demonstrations of how to write it were also helpful. It helped me write a new sentence, combining both your suggestion and what I felt comfortable with.” (P17)

Many participants regarded screencast feedback as more beneficial than both written and face-to-face forms. P6 reflected,

"I think the biggest benefit of providing feedback via Bandicam is that a teacher can express clearer, more understandable, and more actionable ideas, while a student can adjust their writing based on the feedback. That's why I found this type of feedback better and more helpful than written feedback. I could fully understand what the teacher wanted from me. Otherwise, with written feedback, I could simply correct my writing based on what I understood."

Likewise, P19 observed the following:

"The feedback videos I received were very detailed and helpful in correcting my mistakes. I think they were more helpful than face-to-face feedback because reading my own writing alongside the video feedback and correcting it allowed me to see my mistakes more clearly."

The ability to revisit feedback multiple times emerged also as a strong affordance. P4 put it as follows:

"When I get written or verbal feedback at the same time, when I look back at the paper, I might forget what the teacher said or do not understand what is written on the paper, but I find video feedback very useful because I have the chance to watch it again."

Similarly, P11 emphasized this advantage, noting the following:

"When getting face-to-face feedback, important points could be missed, but now I can watch it again whenever I want."

P7 emphasized the convenience of watching feedback at any time, as the following extract illustrates:

"Being able to see and hear what the instructor said made the mistakes more clear to understand. Even after watching it for the first time, I could remember almost everything. Also, I could see my paper simultaneously while receiving feedback, which facilitated the learning process. I got both negative and positive feedback, so it increased my motivation. More importantly, I could watch it whenever I want, so I won't miss any particular points."

Participants valued the elaboration possible in video format. P15 appreciated how the teacher expanded on written annotations, stating the following:

"I liked how the instructor comments and gives more details about the written feedbacks such as question marks and exclamation mark that does not make sense without the video-feedback."

Similar issues were highlighted by P33 as follows:

"What I especially appreciated about receiving video feedback was being able to see my mistakes in detail and explaining their reasons. For example, when I only received written feedback, the teacher would cross out a specific section of my paper and write 'organization mistake,' but I struggled to understand why or in what way I made an organizational mistake. However, thanks to the video feedback, when the teacher spoke to me, as if talking to me, I understood the reasons behind my mistakes and felt compelled to make an effort to avoid the same mistakes again."

Several participants emphasized the classroom-like atmosphere of screencast feedback. P8 remarked,

“If it had only been on paper, I wouldn't have understood where I was going wrong. For example, thanks to Bandicam, you can explain my mistake in detail. It was no different from a real classroom environment.”

while P30 stated, “Also, I felt more cared by my instructor while receiving feedback.”. For P27, the instructor’s tone of voice was particularly impactful:

“Even your tone of voice was very important to me. I was thinking at the same time as you while I softened your voice when I used the wrong word and said, “This can't be done here, you have to use something else”.

Regarding constraints (see Table 10), the majority (i.e., almost two-third) of participants indicated they did not encounter any problems.

Table 10.

Constraints of Screencast-Mediated Feedback

Codes	Frequency of survey respondents (percentage)
no problems	25 (74%)
not being able to contact T/ask questions immediately	3 (9%)
no interaction	2 (6%)
not being able to express oneself when T criticizes	1 (3%)
technological problems	2 (6%)
difficulty in focusing due to tech problems	1 (3%)

However, one major constraint reported by participants was that they were not able to contact the teacher or ask questions immediately ($n=3$), which was often linked to the broader issue of limited interaction between students and instructors. Participants expressed that this lack of real-time communication could lead to confusion or missed opportunities for clarification. For instance, P3 stated the following:

“The only problem is that we can't communicate with the teacher who gave the feedback. For example, if the teacher misunderstands something, we can't respond, so it's a bit confusing. We can resolve it by emailing, but as time passes, I feel like it loses some of its importance.”

Similarly, P11 remarked,

“I think it was a disadvantage not being able to explain why we did this and why we used those expressions in a section that our teacher criticized.”

and P22 noted the limitation in providing immediate explanations:

“When the instructor asked me why I used a structure or a word in my paper, while she was giving the video feedback, I wanted to explain the reasons, however; I couldn't do anything about it because there was no interaction between the instructor and the student in the video feedback.”

P26 also highlighted the desire for spontaneous clarification:

“I wanted to ask any questions I had while watching. Our instructor also answered them via email, of course, but I wanted to ask them while I was doing a quick review.”

Another significant constraint dwelled upon the emotional/affective aspect of this kind of feedback. Some participants were more sensitive to screencast-mediated feedback, for they could sense the instructor's emotions from the tone of voice. One participant articulated her/his insights as in the following excerpt:

"To be honest, I've sometimes felt demoralized when receiving video feedback, because if your professor reads a section of your paper and doesn't like it, it inevitably reflects in their tone, and you notice it. However, seeing the entire paper highlighted in red when receiving written feedback was also demoralizing. Knowing that I prefer sincere, conversational feedback from my professor rather than seeing red text, I dealt with this issue this way." (P33)

The rest, albeit very few, indicated experiencing technological problems. Only two participants indicated experiencing technological problems. One stated the following:

"I had a bit of internet trouble. Even though the videos were 10 minutes long, I had trouble downloading them, but I think that was just my personal problem. Other than that, I haven't had any problems." (P34)

6. Discussion

The first research question (RQ1) sought the university-level EFL students' perceptions toward screencast-mediated feedback. The findings illustrated that the majority held quite positive views towards screencast-mediated feedback compared to traditional text-only/written feedback, aligning with the findings of earlier studies (e.g., Cunningham, 2019; Lamey, 2015). Their positive perceptions were mainly due to its ease of use, which provided a better understanding of how to revise, organize, and structure their writing, helping them create stronger arguments and elaborate more effectively.

The answer to the second research question (RQ2) illustrated that screencast feedback provision has both affordances and constraints, a finding likewise confirmed by past research. Concerning learners' perceptions of the affordances of screencast-mediated feedback, several issues were highlighted: Regarding *attending/engagement*, findings demonstrated that screencast-mediated feedback helped participants better understand how to revise their product (see Table 1). Furthermore, they indicated paying more attention to feedback provided (see Table 1). These findings resonate with those of earlier studies which likewise reported that screencast-mediated feedback is engaging (e.g., Ghosn-Chelala & Al-Chibani, 2018; İnan-Karagül & Şeker, 2021; Mahoney et al., 2019; Penn & Brown, 2022; Thompson & Lee, 2012). Since it promotes a better understanding, students can engage in feedback more effectively. Accordingly, our findings also illustrated that screencast-mediated feedback was helpful in promoting their understanding of *incorporating revisions* since they better understood mechanics, structure, and organizational issues (see Table 2). Former studies likewise indicated that this form of feedback is more specific (e.g., Elola & Oskoz, 2016; Mahoney et al., 2019), thereby helping students to incorporate revisions more smoothly. In fact, it is quite possible that the multimodal nature combining visual and auditory input enhanced transparency and heightened understanding, aligning with Mayer's (2005) *Cognitive Theory of Multimedia Learning (CTML)*. In accordance with this theory, screencast-mediated feedback facilitated deeper learning from multimodality through verbal and visual channels. Participants even benefited from the paralinguistic features embodied in feedback, such as the instructor's tone of voice, pauses, and intonation, which helped them evaluate the seriousness of their mistakes. Most importantly, it provided dialogic feedback which made them feel like they were receiving one-to-one feedback in the classroom. In terms of this, findings seem to foreground sociocultural theory (SCT), too. In Wood's (2023) study, one participant correspondingly indicated that screencast "imitated face-to-face feedback" (p. 472). Other participants similarly articulated that it was "connected", "soothing", and "less distant" (Wood, 2023, p. 477). Our findings also illustrated that receiving feedback through screencasting contributed positively to teacher-student rapport. Participants in Wood's (2023) study likewise thought it was an "effortful and caring attempt" (p. 479), which perhaps affected their feedback engagement. Participants in our study similarly thought screencast-mediated feedback was customized (i.e., tailored, personalized, and individualized).

Indeed, these findings appear to lend credence to the notion that students benefit less from general feedback and yearn for more personalized feedback (Tao & Qin, 2025).

Another affordance of screencast-mediated feedback was that it allowed participants to watch the videos multiple times, which they deemed convenient and accessible. Findings regarding the *number of times they watched* screencast-mediated feedback videos also provide an explanation as to why the revision processes were smoother. The majority (almost 70%) pointed out watching them either two or three times (see Table 5 and Table 6). There was only one participant who watched them only once, while a considerable proportion of participants (35.3%) watched the feedback videos several times (i.e., 4-6 times). In the qualitative findings, this finding equally stood out. Approximately one quarter of participants ($n=9$, 26%) pointed out the opportunity to replay videos upon their convenience. From a holistic perspective, being able to watch again as well as at multiple speed rates were commonly appreciated. Similar findings were reported in Kurt and Karabulut's (2024) study where their participants likewise valued the opportunity to pause and replay screencast videos. Participants of this study also drew attention to the *feedback quality and quantity* amongst affordances. Screencast-mediated feedback was perceived superior to traditional written feedback (see Table 3). The majority also thought they received more feedback through screencasting; in other words, it was also superior in quantity. Qualitative findings correspondingly illustrated that participants voiced receiving more elaborate and detailed feedback. Participants emphasized that they had often misunderstood or never fully understood the text-only commentary feedback they had received in earlier writing courses, and that screencast-mediated feedback was far more detailed and clearer. These findings are parallel with Elola and Oskoz's (2016) study where they reported that screencast-mediated feedback enables more extended commentaries. Özkul and Ortaçtepe (2017) correspondingly reported that screencast-mediated feedback allows for more information-rich feedback. In a similar vein, these findings align with some earlier studies suggesting that screencasting offers deeper feedback (e.g., Bjercknes et al., 2024; Mahoney et al., 2019; Thompson & Lee, 2012; Wood, 2023).

Predominantly, participants acknowledged screencast-mediated feedback as more *useful* and *understandable* compared to traditional written feedback (see Table 7). Regarding their usefulness, the majority found written feedback not really helpful (20.5%), little helpful (26.5%), or somewhat helpful (35.3%). Contrarily, video feedback was rather perceived by the majority as very helpful (61.8%) or helpful (20.6%) overall. Qualitative findings correspond with these findings. Almost one-third of participants indicated its usefulness. They also favored it because it helped them better understand feedback. Cunningham (2019) likewise reported this form of feedback is quite efficient. As per the comparison of screencast-mediated feedback and traditional written feedback regarding their understandability, a considerable majority favored the former over the latter. Qualitative findings were also parallel, since a considerable number of participants found it clearer and more understandable. These findings concur with those of earlier studies which correspondingly reported heightened clarity and comprehensibility of screencast-mediated feedback (Ali, 2016; Bjercknes et al., 2024; Cunningham, 2019; Edwards et al., 2012; Harper et al., 2015; İnan-Karagül & Şeker, 2021; Lamey, 2015; Marriott & Teoh, 2012; Pachuashvili, 2024; Wood, 2023). With respect to *preferences* overall, participants indicated their preferences for screencast-mediated feedback over traditional written comments (see Table 4).

As per constraints, participants identified some (see Table 10). First, even though participants appreciated screencast-mediated feedback, some articulated their aspiration to receive feedback more interactively, preferably in a one-to-one teacher-student conference or in a way that allowed them to ask further questions or respond to teacher comments. As one participant succinctly articulated, "*The video-feedback was really helpful, but it is better to receive feedback live.*" (P10). This finding concurs with that of Moore and Filling (2012). Likewise, their participants appreciated video feedback more than they did written feedback; nevertheless, they rated in-person conferences with their instructors as even more beneficial (Moore & Filling, 2012). Similarly, participants in İnan-Karagül and Şeker's (2021) study articulated "when they were asked for their favorite mode of feedback, they all stated that they would rather have face-to-face feedback during which they could discuss, ask questions for further explanations and clarifications." (p. 8). This finding can be explained by the nature of one-way interaction from teacher to students. Despite

instructor presence and conversational feel in screencast videos, some describe it as “an illusion of dialogue” (Mahoney et al., 2019, p. 170) or “an imagined dialogue” (Harper et al., 2015, p. 12). It might be because students are passive recipients of feedback and are not provided opportunities to interact with the teacher while watching videos. Another constraint was concerned with the socio-affective/emotional aspect. Some participants were more sensitive, and the instructor's tone of voice and the way s/he delivered comments which disclosed her/his emotions appeared to affect their motivation and engagement. Instead, some participants expressed a preference for a more supportive, energetic, and encouraging tone of voice. Similar disturbances were reported by Wood (2023) and Lamey (2015). To exemplify, one participant in Wood's (2023) study stated that this kind of feedback was “emotionally challenging” (p. 472). Likewise, one participant in this study voiced that *“I've sometimes felt demoralized when receiving video feedback”* (P33). Third, albeit not very commonly encountered, some technical issues were noted by some participants. For example, few participants felt uncomfortable with the way videos were delivered. Due to the 10-minute limitation of Bandicam, some participants were provided with multiple videos to watch (e.g., two or three—each 10 mins.long), which made it difficult for them to view and access the files. This was also due to their living conditions as they lived in a student dormitory where internet speed often slowed down due to high load. Accordingly, they suggested using alternative softwares without any time restrictions and providing better file accessibility. Similar suggestions were voiced by participants in Kurt and Karabulut's (2024) study, where the free version of the software they used allowed for videos of up to 5 minutes. Since they only received 5-minute feedback, participants aspired for feedback of longer duration. Participants in our study, nonetheless, were rather worried about the multiplicity of videos and therefore suggested longer durations per video.

In sum, the affordances of screencast-mediated feedback appear to outweigh its constraints. Findings overall illustrated that participants' overall perceptions towards screencast-mediated feedback were positive. Participants thought they were provided with clearer and actionable insights compared to written feedback, resulting in a better understanding of their product and avenues for improvement.

7. Conclusions

This mixed-method study illustrated that multimodal screencast-mediated feedback yields several affordances for the enhancement of L2 writing. Notwithstanding the limited number of constraints, this approach can be promising for providing feedback that helps students use it more wisely. However, the current study is not without limitations that should be acknowledged herein, which warrant consideration for future studies. First, the data came from students from one homogenous educational context (all being native Turkish speakers), where such homogeneity is likely to inconvenience the findings to generalize to other contexts. Hence, further studies could be conducted with more participants from different age groups and proficiency levels in different contexts. Besides, the novelty of the feedback format might have affected the findings as none of the participants had experienced it earlier. This is why future studies should also consider such novelty effect. Third, the study focused only upon students' perceived experiences, yet researchers could also elicit data from instructors' perspectives, who provide screencast-mediated feedback, to portray a more holistic perspective. Future studies can also adopt experimental designs by comparing different types of feedback provision. Finally, screencasting in this study was primarily used for information transmission rather than dialogue (Mahoney et al., 2019). Accordingly, future studies might investigate screencast effects by creating a medium for students to interact with instructors in the form of “back-and-forth discussion” (Mahoney et al., 2019, p. 171).

Acknowledging these limitations, this study still holds important pedagogical implications regarding research and broader context of L2 writing instruction. Specifically, these findings can contribute to the improvement of L2 writing instructors' digital writing literacy, pedagogies, and practices besides the practical understanding of screencasting. Considering its affordances, screencasting might enable L2 writing instructors to utilize face-to-face class time more effectively for writing instruction and leverage screencast technology to give more efficient, rich, and individualized feedback (Savaşçı & Akçor, 2023), which most students aspire to receive. Also, given the one-way interactional nature of screencast-mediated feedback, students should be provided opportunities to interact with the teacher while working on the

feedback. Although screencast has been reported to be clearer as compared to written feedback, it may not promote full understanding. Therefore, providing dialogic opportunities could enhance revision processes. Also, when screencast-mediated feedback is provided in a unidirectional manner, this is likely to constrain learner agency. Therefore, students can be given dialogic learning opportunities by creating avenues for feedback negotiation. For example, they might respond to their teachers' feedback or ask further questions about the feedback. Indeed, Wood (2023) enabled such opportunities and consequently reported that "initiating dialogues and asking further questions reportedly facilitated participants' ability to understand, engage with and enact feedback." (Wood, 2023, p. 472). Despite not necessarily related to screencast-mediated feedback, Tao and Qin (2025) similarly draw attention to fostering feedback as a communication form to engage students with feedback, where they should be given opportunities to engage in dialogue with teachers about the feedback, pose questions, and request clarification. After providing screencast-mediated feedback, teachers can organize follow-up one-on-one meetings where students are provided with opportunities to engage in a constructive dialogue through collaborative meaning-making. Besides, students might be further asked to set goals, monitor their own progress, and self-evaluate their own performance. Considering the socioaffective factors, on the other hand, subtle shifts in language use might be worthwhile. For instance, rather than relying on declarative, error-focused, and rule-imposing comments with minimal explanation (e.g., "Transitions are missing", "Not relevant to the thesis", or "Poor organization"), teachers can frame feedback as questions that invite learners to self-correct and reflect. By making their evaluative reasoning visible and involving students in decision making—such as by offering alternative revision options—teachers can foster a more dialogic feedback experience. Taking such tiny but manageable actions would help students feel more empowered and engaged.

Also, considering that it might be more time-consuming to create screencast-mediated feedback than written feedback (as in Jeon & DeCapua, 2024), teachers' workload sustainability should be considered. Pertaining to that, scalability to larger class sizes should also be considered. Moreover, there are also valuable implications for learners with learning disabilities and/or difficulties, such as those with dyslexia. Such learners might benefit more from hearing feedback rather than trying to figure out written comments. Besides, writing teachers would be well-advised to consider learner types in the classroom and provide feedback accordingly. This is because not all learner styles may benefit from video feedback (Pachuashvili, 2021). To exemplify, screencast-mediated feedback could be more useful and memorable for visual learners. Furthermore, screencast feedback does not necessarily have to be used in isolation; instead, it can be combined with written feedback or other feedback practices (Elola & Oskoz, 2016). Given the effect of the audio component on students' feelings and sensations, teachers might also use their tone of voice more consciously and avoid harsh criticisms while recording their feedback. Finally, human cognitive processing mechanisms should be considered while creating and delivering feedback, by mitigating "extraneous processing" (Marsova et al., 2024, p. 64). Otherwise, students might perceive it as a cognitively demanding activity, like one participant who felt "overwhelmed" (Elola & Oskoz, 2016, p. 69) by the multiple tasks that needed to be completed while watching the video, such as writing, listening, and thinking.

Acknowledgements

An earlier version of this manuscript was presented at the 20th INGED International ELT Conference, and we would like to thank the conference audience for their feedback. We also extend our heartfelt thanks to the anonymous reviewers for their constructive feedback and the journal editors for their valuable time and efforts.

Declaration of generative AI and AI-assisted technologies in the writing process

The authors used ChatGPT 4.0 (OpenAI, 2025) to improve language use and flow in some sentences. After using this tool, the authors reviewed and edited the content as needed and took full responsibility for the content of the publication.

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