SCREENCAST FEEDBACK VERSUS TEXTUAL FEEDBACK IN L2 WRITING: AN EXPERIMENTAL STUDY ON IELTS WRITING TASK 2 RESPONSES IN THE BANGLADESHI CONTEXT

By

Muhaiminul Islam Neon
21363016

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Master of Arts in English

English and Humanities
Brac University
December 2022

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

5. I would like to request the embargo of my thesis for 3M/6M/12M/24M from the submission date due to <Please mention the compelling reasons for restricting access to it here> [This point is optional. Please remove Point 5 if do not want any embargo. This embargo will apply for both hard copy & electronic.]

Student's Full Name & Signature:

_____

Muhaiminul Islam Neon

21363016

Approval

The thesis/project titled "Screencast Feedback Versus Textual Feedback in L2 Writing: An Experimental Study on IELTS Writing Task 2 Responses in the Bangladeshi Context" submitted by
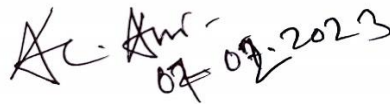
1. Muhaiminul Islam Neon (21363016)

of Fall, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in English on 22/01/2023.

Examining Committee:

Supervisor:

(Member)

_____

Md. Al Amin

Associate Professor, English and Humanities

Brac University

Program Coordinator:

(Member)

_____

Full Name

Designation, Department

Institution

External Expert Examiner:

(Member)
_____

Full Name

Designation, Department

Institution

Departmental Head:

(Chair)
_____

Firdous Azim

Professor, English and Humanities

Brac University

Abstract/ Executive Summary

It has been generally established, though with controversy, that feedback serves an important purpose in developing second language learners' writing skills. Screencast feedback is the new breed of feedback whereas the traditional mode of providing L2 writing feedback has been textual feedback. In the context of Bangladesh, there is a scarcity of research regarding screencast feedback in general, and on IELTS writing feedback in particular. Since IELTS is a charming prospect for a large proportion of Bangladeshi citizens for higher studies, there is a need to evaluate the feedback techniques IELTS test-takers experience. Thus, this study adopts a qualitative approach by conducting an experiment on Bangladeshi people who have either given IELTS or are prospective IELTS test-takers. In a four-phase research framework, participants wrote a pre- and post-feedback IELTS Writing Task 2 essay. Among the twenty-two participants, half were provided textual feedback, and half, screencast feedback. Finally, semi-structured interviews were conducted to explore their perceptions. The essays were marked using the official IELTS Writing Task 2 rubric, and thematic data analysis was used for the interview data. The experimental results revealed that both feedback modes, but especially screencast feedback led to significant score increases. The highest score increases corresponded to these rubric elements: task response and coherence and cohesion. The perceptions of the Bangladeshi IELTS test-takers were remarkably positive for screencast feedback, to the point that all screencast feedback receivers called for it to be introduced into the curriculum.

Keywords: Screencast feedback; textual feedback; written feedback; written corrective feedback; error correction; IELTS Writing Task 2

Dedication (Optional)

I dedicate this thesis to my beloved, my wife, the Sun my life revolves around: Sunjida Kabir.

Acknowledgement

When I sat down to write the Acknowledgement section of my undergraduate thesis, it was Laylatul Qadr, a Night Greater than a Thousand Nights. Though tonight is not 'The Night of Power', it is a night of great occasion for me personally, as I am engaged to be married next week! I am deeply indebted to my wife-to-be, who supported me mentally and academically to finish this dissertation.

There are some others I would like to acknowledge. First and foremost, I would like to take this opportunity to thank all 22 of my participants for partaking in all four data collection phases of my dissertation. Not many people are kind enough to write 500 words, be interviewed, and receive detailed (and somewhat harsh) feedback. Secondly, my earnest thanks go to my supervisor, Md. Al Amin, a man under whom I have completed 10 courses, a man who has known me for six years, and a man under whom I currently serve as Research Assistant. I would also like to thank the other faculty members who guided me with their research acumen, such as Dr. Asifa Sultana and Sabreena Ahmed. Of course, my acknowledgement also goes out to our Chair, Dr. Firdous Azim. Without any of these names, I would not be the person I am today.

Table of Contents

Chapter 1: Introduction

It is often heard that one of the most dreaded aspects of a teacher's job is script checking. When this script checking involves giving feedback as well, then the task is even more taxing. As difficult as the provision of feedback is to students, it is also extremely beneficial for language learning. In fact, Hyland and Hyland (2006) say that feedback is particularly beneficial for second language (L2) writing development. Over the years, various modes and types of writing feedback have been elaborated in the literature. A mode of feedback that has traditionally been used throughout the years and is still in widespread use is textual feedback, and one that is quite new is screencast feedback.

This study aims to explore any potential differences between textual and screencast feedback used to evaluate Bangladeshi people's IELTS Writing Task 2 attempts. To that end, a pseudo-experimental study is used, where two groups of an equal number of participants are provided textual and screencast feedback and then interviewed post-experiment to get their perceptions as well. After providing a background of the study, some fundamental information on the two topic elements – screencast feedback and IELTS Writing Task 2 – is provided, leading to the research questions.

1.1 Background of the Study

The study is taking place in the EFL context of Bangladesh. The status of English in Bangladesh is quite prestigious, as competence in English can serve as a sigil of high education, manifest respect, and act as a gatekeeper to several white-collar jobs (Awal, 2022). Despite this highly valued position of English in the country, the general English proficiency of Bangladeshi people is quite low when compared to that of neighboring countries. Various issues such as the exam-obsessed nature of the country, its corruption-filled scene, and lack of long-term policies are perpetuating this underwhelming proficiency in English (Rahman et al., 2019). Another area in need of significant concern is effective writing feedback.

Despite the appeal of English within the country's borders, a sizable portion of the populace aims to go abroad for higher studies and even settle there afterward. For going to most developed countries from Bangladesh, a standardized language proficiency test is required. The single most widespread of these in Bangladesh is the International English Language Testing System (IELTS). There are 12 IELTS centers in Bangladesh where 15,000 or more people give IELTS every year, and numerous coaching centers guarantee a high IELTS band score such as 7 (Kabir, 2018). Thus, the huge popularity of IELTS in Bangladesh warrants a study on how feedback is given on one of the four components of IELTS – writing. Since the research field of feedback in writing is also quite sizeable, this study focuses on only the mode of feedback: screencast feedback.

1.2 Screencast Feedback: A Potential Breakthrough in L2 Writing Feedback

Screencast feedback, also known as video or audio-visual feedback, is a relatively new phenomenon that has potentially huge value to L2 writing feedback. Screencast feedback is not a type of feedback, but rather a mode. The traditional mode of writing feedback is either textual feedback – as handwritten notes on scripts – or oral feedback – given by the teacher's mouth in the classroom. A more recently developing feedback mode is voice, voice-based, or audio feedback, which is voice-recorded oral feedback using a mobile phone or an audio recorder (Solhi & Eˇginli, 2020). As for screencast feedback, it is when the feedback provider records their screen while giving the feedback. Such screen-recorded feedback has huge potential since text, audiovisual media (such as photos, videos, and animations), and the feedback giver's own voice and mouse-pointer can theoretically work in harmony in providing feedback (Alharbi, 2022).

Although research on screencast feedback is still inconclusive (Bakla, 2020), some studies have tried to compare the efficacy of screencast feedback and found quite positive results. For example, Alharbi (2022) found that, in both quantity and quality, screencast

feedback is significantly superior to text feedback, and is also the most impactful feedback mode alongside oral feedback. Moreover, screencast feedback promotes higher-order skills in writing as well (Alharbi, 2022). It is also more convenient for students to follow since feedback is given both aurally and visually (Edwards et al., 2012).

1.3 IELTS Writing Task 2: An Overview

The information for this sub-section comes primarily from the official IELTS website. There are two types of IELTS: IELTS General Training and IELTS Academic. The former is for immigrants or workers from non-English speaking countries whereas the latter is for students who want to pursue higher studies in an English-speaking country (IELTS Test Types). Both IELTS types contain four components – reading, writing, listening, and speaking – but the types vary in the testing of reading and writing. IELTS scores are referred to as band scores and range from 0 to 9. For the purposes and scope of the study, the focus is only on one part of the writing component of IELTS.

IELTS Academic Writing comprises two tasks and has a duration of 60 minutes in total. Task 1 contains one-third of the writing band score and recommends a 150-word answer within 20 minutes. It is a directed writing prompt where test-takers have to write a report on graphs, charts, or diagrams, often by comparing and contrasting them. As for Task 2, it carries two-thirds of the writing band score and is to be written in about 250 words within a suggested 40-minute time frame. Writing Task 2 is a composition prompt requiring test-takers "to formulate and develop a position in relation to a given prompt in the form of a question or statement" (Academic Writing: How are Band Scores Awarded, 4th paragraph). The candidates should also relate their writing with examples from their own life for good band scores. Detailed rubrics are present for all four components of the IELTS, and also for Writing Tasks 1 and 2 separately. For Writing Task 2, the assessment criteria are as follows (Academic Writing: Task 2):

- Task response: the extent to which the instructions have been followed

- Coherence and cohesion: the degree to which the writing is organized

- Lexical resource: the range of appropriate vocabulary

- Grammatical range and accuracy: the flexibility of grammar use and how accurate it is

1.4 Research Questions

1. What are the differences, if any, between textual and screencast feedback as reflected from Bangladeshi IELTS test-takers' IELTS Writing Task 2 attempts?

2. What are the perceived benefits and challenges of textual and screencast feedback according to the perspectives of IELTS test-takers in Bangladesh?

Chapter 2: Literature Review

This section provides a review of the relevant literature regarding L2 writing feedback in general and screencast feedback in particular. A comparative discussion is also done between textual and screencast feedback. Finally, the section closes out by uncovering a research gap.

2.1 Written Corrective Feedback

Written corrective feedback is an age-old term in the field of language teaching and learning, and dates back to the days of error analysis and the Contrastive Analysis Hypothesis (CAH) which posited that the more different a language is from the mother tongue, the more difficult it is to learn (Khansir & Pakdel, 2019). While today hypotheses like CAH are no longer entertained (Khansir & Pakdel, 2019), written corrective feedback continues to be a hotly debated topic. In simple words, corrective feedback (CF) refers to any feedback comments given for the purpose of correcting a student's mistakes, and when given in the written mode, it is called written corrective feedback (WCF). According to Lalande (1982), WCF is something provided to learners to inform them of the correctness, or lack thereof, of their written answers. The term is specifically linked to language learning, and, in fact, Truscott (1996) equates WCF to grammar correction. Thus, while WCF can refer to the correction of higher-order skills like writing style and organization skills as well, it is usually related to feedback on grammar.

A well-known typology of WCF was given by Ellis (2009). He wrote about five strategies for providing WCF. First, there is direct CF and indirect CF, the former referring to directly pointing out the errors, whereas the latter is, like its namesake, indirectly given. Bitchener and Ferris (2012) found that students prefer direct feedback as not much effort is needed on their part to incorporate feedback. However, provided that the indirect feedback is of sufficient clarity, it is also effective (Bitchener & Ferris, 2012). Ellis (2009) also wrote

about the focus of the feedback. Focused CF covers only a limited type of errors, such as tense errors, whereas unfocused CF indiscriminately corrects errors. Overall, focused feedback is more beneficial (Sheen et al., 2009). However, Norouzian and Farahani (2012) found a massive discrepancy regarding the attitudes to focused and unfocused CF of L2 teachers and learners, where the latter prioritized focused CF. This is largely due to the feeling of being overwhelmed by too much error correction.

Next, there is metalinguistic feedback which concerns the use of abbreviations or codes like 'sp' for 'spelling errors'. Learners who are autonomous and actively try to develop their L2 writing appreciate metalinguistic feedback (Ferris et al., 2013). Afterward, there is electronic feedback which uses computer hyperlinks to provide students with sample answers. Several studies – such as Ene and Upton (2018) – have found electronic feedback to be quite effective. Finally, reformulation calls for a native speaker to correct the mistakes. Leki (2006) found that graduate L2 learners have positive attitudes toward reformulation (as cited in Hyland & Hyland, 2006).

2.2 Benefits of L2 Writing Feedback

Feedback is an integral component of L2 writing. According to Ur (1996), L2 writing feedback helps learners in error correction. A big name in the field of L2 writing feedback research, Ferris (2003), considers feedback to be beneficial to language teaching and learning. Several studies – such as Farrah (2012), Kahyalar and Yılmaz (2016), Kamberi (2013), and Ruegg (2016) – have found that writing quality is enhanced by the process of written feedback. Most teachers also perceive feedback to be helpful (Ali, 2011). Even beyond language teaching, L2 writing feedback is important for education in general since other subject teachers may significantly penalize students for their poor writing skills in contexts where English is used as the medium of instruction (Janopoulos, 1992).

Three other benefits of feedback are explored by Kulhavy and Wager (1993): a) feedback serves as a motivating factor in the form of praise; b) both positive and negative feedback can develop writing skills; c) positive feedback can reinforce good writing habits, and negative feedback can influence in discontinuing and changing harmful writing habits. Indeed, though L2 writing feedback alone is not responsible for long-term writing development, "it is almost certainly a highly significant factor" (Hyland & Hyland, 2006, p. 4).

2.3 Challenges of L2 Writing Feedback

Despite the numerous benefits of L2 writing feedback discussed, there also exist several challenges and side effects in implementing it. Indeed, feedback may not necessarily lead to uptake or L2 writing development, and several studies have, in fact, found limited success rates of feedback (Conrad & Goldstein, 1999; Ferris, 1997; Kepner, 1991; Polio et al., 1998; Robb et al., 1986; Semke, 1984; Sheppard, 1992). The detractor that initiated anti-feedback discourse, John Truscott – in Truscott (1996) – said that L2 writing feedback has so little benefit that teachers should abolish it and try to develop L2 writing in other ways. Even some L2 feedback proponents like Hyland and Hyland (2006) and Ferris (2007) highlight how teacher-given feedback can be considered authoritarian and thus be perceived negatively by students. Indeed, one major disadvantage of L2 writing feedback is that it may lower students' confidence and make them overwhelmed (Carless, 2006).

Carless (2006) also mentioned that feedback may often lack clarity and specificity. Most studies have established that the majority of students prefer comprehensive feedback (Grami, 2005; Lee, 2005; Leki, 1991; Norouzian & Farahani, 2012; Pearson, 2022; Radecki & Swales, 1988; Ravand & Rasekh, 2011; Rennie, 2000). Unfortunately, students are often dissatisfied with the process of feedback (Eksi, 2012). Of course, when it comes to the teacher, giving detailed feedback requires a lot of time and effort, which is a definite

challenge (Liu & Brown, 2015). Finally, a cultural barrier may reduce the effectiveness of feedback, as students who come from non-Western cultures may passively incorporate teacher-given feedback without sufficiently reflecting on them (Goldstein & Conrad, 1990).

2.4 Continuous Feedback or Process-Oriented Feedback

According to Hyland and Hyland (2006), L2 writing feedback is especially important in modern language teaching approaches which use process-based or continuous assessment. An example of process-oriented feedback in action is when a student's writing is not treated as a product but as a process; writing is assessed in drafts, and each draft may not may not be marked (Bakla, 2020). This is because if all writing versions are graded, the students may be too focused on their grades than on achieving the learning outcomes (Keh, 1990). Thus, one or more drafts may be required to be submitted, each of which is checked and given feedback on. The students will then have to incorporate what they have learned from the feedback comments on their drafts so that they produce a higher quality writing in the final submission (Bakla, 2020). According to Ekbatani (2000), strategies like learners assessing themselves, repairing their own errors, and portfolio assessment are some continuous assessment processes that develop writing skills.

As mentioned, perhaps the biggest bane of L2 writing feedback is time consumption (Liu & Brown, 2015). Thus, giving continuous feedback takes an immense amount of time and effort from the teacher. One way to combat this issue is to shift the role of feedback provider – at least to some extent – from the teacher to the students. With peer feedback, the students check each other's writing and try to provide appropriate feedback comments. A relatively new technique in language teaching and learning (Liu & Hasen, 2018), peer feedback differs from teacher-given feedback in that the latter focuses more on local issues like grammar and mechanics (Hyland & Hyland, 2006; Truscott, 1996; Zamel, 1985). Hyland and Hyland (2006) and Ferris (2007) highlight how teacher-given feedback can be considered

authoritarian and thus be perceived negatively by students. On the other hand, Rollinson (2005) says that peer feedback makes the classroom more student-friendly and less teacher-dominant. Moreover, Ferris (2011) says that peer feedback can be more interesting to learners as they are checking their peers' writing drafts instead of simply looking at completed samples.

Many other benefits of peer feedback exist. For example, according to Berg (1999), creative thinking is developed in peer feedback activities. Shulin (2013) echoes this finding. Moreover, Paulus (1999) says that peer feedback leads to significant text revision and improves writing. Furthermore, peer feedback has been found to enhance learner autonomy (Villamil & Guerrero, 1998). According to Hyland (2000), peer feedback helps in being reflective, better editors, and being able to better perceive the writing of their peers. Finally, Gascoigne (2004), Leki (1990), and Mangelsdorf and Schlumberger (1992) say that peer feedback is quite beneficial in improving critical thinking skills and writing skills in general.

Whereas peer feedback can serve as an efficient means of ensuring feedback while at the same time not taxing the teacher with script checking, there are some issues, not least of which is the question of whether the students can serve as effective feedback providers. In the worst-case scenario, erroneous feedback can be given to confuse if not teach incorrect and inappropriate language (Allen & Mills, 2016). In addition, there is the issue of prestige and lack of anonymity, as some students may not want their peers to read something as private as their writing. However, blind peer feedback – which refers to students giving feedback on an anonymous paper – can avoid this sensitive matter (Wu et al., 2015). Still, the matter of fair and responsible marking is generally most adhered to by the teacher (Fareed et al., 2021), and so peer feedback is not always effective as a continuous assessment strategy. Therefore, there is a need to give the reins of providing feedback back to the teacher; perhaps a fundamental

change in strategy, such as adopting screencast feedback, may offer that much-needed form of continuous feedback.

Even if teachers provide effective feedback, the students need to be able to identify and incorporate it. Barkaoie (2007) says that L2 learners who do not know how to effectively revise their writing based on feedback need to be taught how to do so. Carless and Boud (2018) also explore this area of feedback literacy. Pearson (2022) likewise attempted to teach feedback strategies to three IELTS test-takers and found that two of them had negative attitudes toward revising and felt that practising with new IELTS questions is better. However, over the course of the study, they changed their opinion and began to harbor more positive attitudes toward text revision.

2.5 Where to Focus the Feedback

As discussed, the focus of the feedback can be both narrow and broad (Ellis, 2009). Focused feedback can zoom in on one or a few language errors such as spelling, punctuation, grammar, writing style, and vocabulary. Also as mentioned, most scholars tend to value focused rather than unfocused feedback (Sheen et al., 2009). When mechanical error correction was superseded by the communicative revolution, many language practitioners and scholars began thinking that meaning-focused rather than form-focused feedback is more important (Harmer, 2015). In other words, according to several late-ninety's language teaching experts, feedback was mainly important for functional errors like writing style, not for purely linguistic ones like spelling and grammar.

On the other hand, Hyland and Hyland (2006) stress for linguistic L2 writing feedback most of all, and disregard the notion that simply focusing on meaning-focused feedback is sufficient for L2 writing development. Master (1995) and White et al. (1991) are also of the view that form-focused L2 writing feedback is important. Several longitudinal

studies – such as Chandler (2003), Fatham and Whalley (1990), Ferris (2011), Ferris and Helt (2000), and Ferris and Roberts (2001) – found that grammatical accuracy is improved due to continuous L2 writing feedback. However, not everyone subscribes to the duality of form-focused and meaning-focused feedback. For instance, Hyland and Hyland (2006) go so far as to claim, "In fact, the separation of form and content is largely an artificial one, of dubious theoretical value, and impossible to maintain when responding to writing" (p. 4).

Likewise, the IELTS Writing Task 2 rubric also contains a focus on both form and content. In particular, the focus on form is in the following rubric elements: coherence and cohesion (higher-order), lexical resource (higher-order), and grammatical range and accuracy (lower-order) – whereas the focus on function is in the rubric element of task response (higher-order) (Academic Writing: Task 2). Now, the discussion turns particularly to the context of Bangladesh.

2.6 Relevant Studies in the Bangladeshi Context

There exist some studies regarding L2 writing feedback in Bangladesh. For example, Mohiuddin and Sultana (2016), in a quantitative study, found that tertiary-level students perceive writing feedback to be essential to writing development. The authors found that both positive and negative feedback are important. They also found that the majority of students preferred meaning-focused feedback over form-focused feedback. Other findings of the study included a preference for feedback to be direct, unfocused, and comprehensive. This also correlates with another Bangladeshi quantitative study (Zaman et al., 2012). However, one finding – that the students 'strongly agreed' to the existing feedback practices being helpful (Mohiuddin & Sultana, p. 179) – is unusual and does not match other qualitative studies in the context of Bangladesh (such as Sayma, 2020).

Regarding IELTS research on Bangladeshi people, many studies – such as Al Amin and Greenwood (2018) – focused on the appropriacy of IELTS as a standardized language test that should be used to remodel the existing high-stakes exams in the country. The official IELTS website holds that the average score of a Bangladeshi on the IELTS Academic in 2021 was 5.85 in writing, and 6.18 overall (IELTS, n.d.). However, Islam and Stapa (2021) have found worse results, claiming that the average private university student in Bangladesh would receive an IELTS band score of merely 5. Unfortunately, an overall IELTS score of 6 or 6.5 at least is required for admission into most universities in developed English-speaking countries, resulting in the massive popularity of IELTS coaching centers and superfluous promises like 'IELTS 7+ guaranteed' (Kabir, 2018). Thus, there is a need to address this significant lack of English proficiency in a country where high IELTS band scores are heralded as such a precious prospect.

In summation, though some studies have been conducted in Bangladesh regarding feedback, and even less regarding IELTS writing, a dearth of research exists regarding feedback mode in Bangladesh. Moreover, very few studies, to the best of the researcher's knowledge, have linked feedback modes to IELTS Writing Task 2 preparation. Therefore, this study fills this research gap.

Chapter 3: Methodology

This section discusses the overall study design, setting, participants, how data collection and analysis were done, and concludes with the ethical considerations of the research.

3.1 Research Design

A qualitative, inductive research approach has been taken in this study. The researcher himself designed a pseudo-experimental design that followed a four-phase model: a writing session, a feedback session, a post-feedback writing session, and, in the final phase, a semi-structured interview. Participants, divided into two groups, were put into two experimental groups: one group was given textual feedback in the second phase, and the other group, screencast feedback. No control group has been used in this study based on the rationale that all feedback modes – whether textual or screencast or otherwise – have been established to have positive impacts on at least short-term learning. The research design model is portrayed below for convenience.
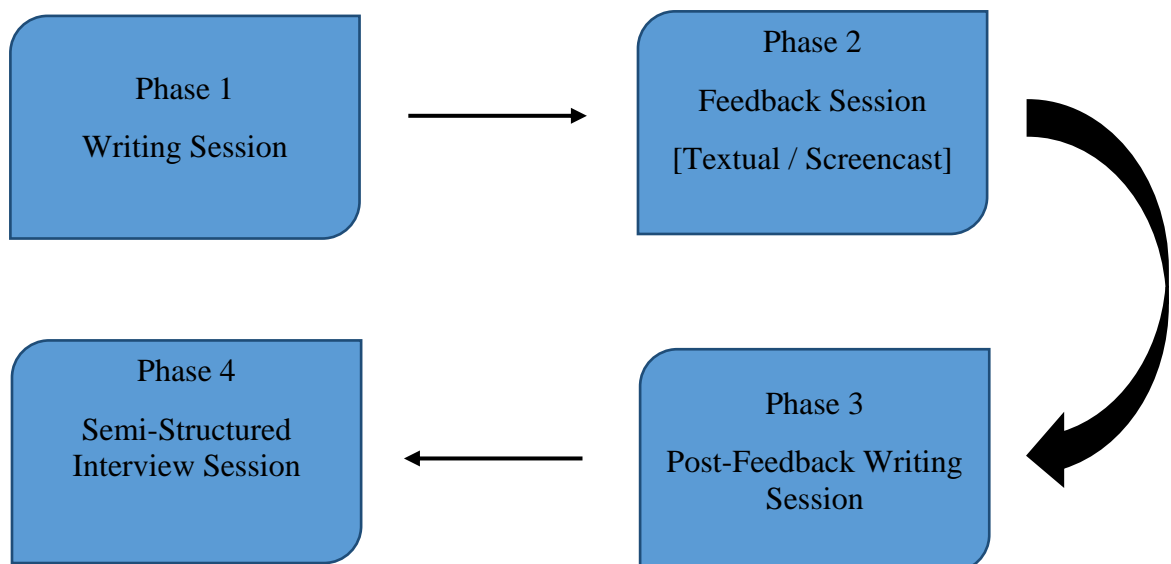
Phase 1
Writing Session

Phase 2
Feedback Session
[Textual / Screencast]

Phase 4
Semi-Structured
Interview Session

Phase 3
Post-Feedback Writing
Session

Fig. 1. Four-Phase Research Design

3.2 Participants

22 participants in total have been selected for this study via purposive sampling and snowball sampling methods. Participants were selected if they fulfilled either of the criteria: a) they have sat for their IELTS within the past five years (since any earlier may lead to difficulty in remembering), or b) they are currently preparing to sit for their IELTS. The male-female ratio of the participants is 1:2. Among them, nine have taken the IELTS and the rest are currently preparing for it. T4 has taken the IELTS twice, and T1 and S4 desire to take the IELTS again though they have taken it in the past because the IELTS score validity duration of two years has passed. For the participants who have taken the IELTS at least once in the past, their IELTS writing score is given in the table. As for those who have not taken the IELTS, they were asked to say their expected IELTS writing score. As shown in the table below, the participants are referred to by a letter between T and S – corresponding to textual and screencast feedback receivers – and a numeric – between 1 and 11.

Table 1. Participant Profile

Name	Gender	Age	Educational Background	Taken the IELTS or Not	(Expected) Writing Score
T1	Female	27	Bangla	Yes	6.5
T2	Female	27	Bangla	Yes	7
T3	Female	26	Bangla	No	7
T4	Male	31	Bangla	Yes	8.5; 7
T5	Male	27	English	Yes	5
T6	Female	27	Bangla	No	7
T7	Male	26	English	Yes	7.5
T8	Female	27	Bangla	No	8
T9	Female	24	Bangla	No	8
T10	Female	24	Bangla	No	8
T11	Female	24	Bangla	No	8
S1	Female	27	Bangla	No	7
S2	Female	26	Bangla	No	7.5
S3	Female	25	English	Yes	6.5
S4	Female	26	English	Yes	7.5
S5	Male	26	English	Yes	7.5
S6	Female	26	Bangla	No	8.5
S7	Female	24	Bangla	No	6.5
S8	Male	26	English	Yes	8
S9	Male	27	Bangla	No	6.5
S10	Female	18	Bangla	No	6.5

| S11 | Male | 24 | Bangla | No | 9 |

3.3 Data Collection

From the four-phase research design (see Fig. 1), phases 1, 2, and 4 concern data collection, with phases In Phase 1, the students' IELTS Writing Task 2 attempts constituted research data. Feedback on these attempts was individually given to the students in Phase 2, after which the participants attempted an IELTS Writing Task 2 (on a different topic) in Phase 3. Finally, in Phase 4, semi-structured interviews were conducted with the participants to gauge their perceptions of the overall experiment and the feedback modes.

3.3.1 Experimental Data

No significant challenge was faced during the data collection procedure besides reminding the participants to submit their tasks for phases 1 and 3. For some of them, repeated reminders were necessary. The IELTS writing task chosen for each of the ten participants in Phase 1 is the same (see Appendix A). This was done to ensure everyone has the same question to answer. Since every individual's response to the writing task was likely to, and did, have significant differences from each other, the quantity of feedback for each participant varied. However, an effort was taken to ensure the same quality – or, specificity and complexity – of the feedback. The L2 writing feedback in Phase 2 was thus unfocused and comprehensive to ensure that every possible mistake in the writing is highlighted and commented on (see Appendices C and D). In other words, the screencast feedback and the textual feedback are equally comprehensive in theory. However, since screencast feedback combines audio and visual modes both, it is inherently more detailed than textual feedback, and ought to be more comprehensive in theory. In the third phase, a different IELTS Writing Task 2 from Phase 1 was given (see Appendix E). The Phase 1 and 3 prompts ask for a discussion of two views and for subsequently providing the writer's opinion. The topics of

the question have been chosen to be as familiar to the participants as possible (see Appendices B and E).

Due to the lack of methodological restraints put on the participants, some unethical and unfortunate events transpired. Instead of replicating the official IELTS exam conditions – such as by boosting reliability by having participants complete Phase 1 and Phase 3 in a quiet and comfortable room or hall, and also by ensuring that the participants cannot take additional help from their mobile phone or other gadgets and also complete the phases in a strict time limit of 40 minutes – the participants were given around a week to complete each phase. This resulted in many participants looking for sample answers online and attempting the phases in more than one sitting. For example, T3 and T4 were at the office when completing one of their phases, S1 took 52 minutes to complete Phase 3, and S4 could only afford around 15 minutes in Phase 1 as she claimed to be busy.

3.3.2 Interview Data

The interview process – which constituted the final phase – was conducted online on Zoom since it is a free video conferencing software with the facility to record. The interview questions (see Appendix G) were meticulously constructed to address the research questions. Though the participants were asked to incorporate the feedback for only Phase 1 and not Phase 3, their Phase 3 attempts were also marked and provided with feedback. Phase 3 attempts were marked so that the researcher could gauge the development, if any, from Phase 1 (see Appendix G for a comparison between Phase 1 and Phase 3 scores). Getting the interviews done was unfortunately a taxing process as the researcher had to reschedule interviews for several participants. At the end of the interviews, the participants were provided their marked scripts if they desired them.

3.4 Data Analysis

Thematic analysis – as proposed by Braun and Clarke (2006, as cited in Maguire & Delahunt, 2017) – was used for data analysis. The data gathered in Phase 1 was analyzed first, since feedback had to be given based on it in Phase 2. Similarly, the post-feedback writing attempts were also analyzed. Both pre- and post-feedback writing attempts were marked according to the publicly available official IELTS Writing Task 2 rubric (see 1.3). Data from the final phase constituting the interviews were analyzed thematically from codes and subsequent themes. Finally, the themes are presented as subsections in this report.

3.5 Ethical Considerations

Throughout the study, numerous ethical considerations were taken into account such as not forcing anyone to participate, making sure they know what they have to do as participants, letting them know their rights as participants, and using pseudonyms for anonymity. To ensure these, informed consent was taken from willing participants (see Appendix A). However, during the grouping of the participants into either textual or screencast feedback receivers in Phase 2, the participants did not have a choice in picking their preferred feedback mode. This was done to prevent feedback mode preference from entering the picture.

Chapter 4: Findings

This section is divided into the four phases of the framework. The findings of phases 1, 2, and 3 constitute the experimental data, and the outcomes of Phase 4 – the interview procedure – are presented upon thematic analysis.

4.1 Phases 1 and 2: Pre-Feedback Writing Attempts

Table 2. Phase 1 Scores

Participants	Writing Band Scores				
	Task Response	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy	Overall
T1	5	6	6	7	6
T2	7	7	8	7	7.25 = 7.5
T3	7	7	8	6	7
T4	6	8	8	8	7.5
T5	6	6	6	4	5.5
T6	8	7	7	8	7.5
T7	9	8	8	9	8.5
T8	8	7	7	7	7.25
T9	8	7	6	7	7.5
T10	7	7	7	7	7
T11	7	7	7	6	6.75
S1	7	8	7	6	7
S2	6	5	6	4	5.25 = 5.5
S3	6	6	8	7	6.75 = 7
S4	7	6	8	9	7.5
S5	6	6	8	8	7
S6	8	9	6	6	7.25 = 7.5
S7	7	5	6	7	6.25 = 6.5
S8	9	7	6	6	7
S9	6	5	6	5	5.5
S10	6	5	7	6	6
S11	9	7	6	6	7

4.1.1 Variation in Strengths and Weaknesses

As Table 4.1 shows, the language proficiency of the participants varied widely. Each participant had characteristic strengths and weaknesses in their writing. For example, grammar was the strong point of T4, T7, and S4, but a weakness of T5, S2, and S9. In S1 and S3's cases, their score in grammar brought down their overall band score – whereas, in S4's

case, her grammar score raised her overall score from 7 to 7.5. Moreover, grammar was the

rubric element that had the most variation out of the four, with the score range being 4 and 9.

Two main reasons led to low scores in grammar: inaccurate grammar usage and a lack

of variation in sentence structure. Regarding inaccurate grammar, most were slips and

careless mistakes such as using the singular form instead of the plural form (such as "reason"

instead of "reasons"), missing prepositions (such as "of" between "importance money"), lack

of punctuation (such as no comma after "no matter what"), and inappropriate placement of

articles (such as "the both" instead of "both the"). As for grammatical range, many

participants were unaware that they had to display their knowledge of using a variety of

sentences by mixing simple, complex, and compound sentences. Especially for T3, this was

an issue because her lack of complex sentences diminished her score despite her accurate

grammar use.

The criterion with the second highest variation was cohesion and coherence, which

ranged from 5 and 9. Cohesion and coherence issues concerned the lack of discourse markers

and effective paragraphing. Discourse markers or linking words and phrases were used by all

participants, but most were advised in the feedback to use even more. The following snapshot

shows S2 having paragraphing issues:

Fig. 2. Coherence and Cohesion Issues: Snapshot of S2's Phase 1 Attempt

Here, the number of paragraphs is merely three. Although an entire paragraph is dedicated to the introduction, the same is not true for the conclusion. Another issue with the paragraphing of this script is that the third paragraph – besides including the conclusion – contains two main ideas: one being the importance of health and the other being friendly relationships. Since academic essays should have one fully developed idea instead of more than one (Al-khazraji, 2019), this penalizes marks in cohesion and coherence. Besides S2, S1 also had this issue of writing in only three paragraphs. S1 did dedicate an entire paragraph to her conclusion, but she wrote all her central ideas in simply one paragraph.

4.1.2 Patterns of High and Low Scorers

Although the rubric element, task response, had wide range – from 5 to 9 – there was less overall variation, and there was a pattern of errors that almost everyone made. Notable also is the case that nobody in Phase 1 received a score above 7. The mistake lay in following the question prompt which had two requirements: discussing two views and then giving one's own opinion. Several participants only responded to either of these two. For instance, T2 only discussed one view, and S2 did not provide her opinion. In fact, T4 received 6 in task response though he received 8 in the other three components – meaning that his band score suffered due to him not addressing all the task requirements. An anomaly was S9, who received 9 in task response but an overall score of 7.5.

As for lexical resource, nobody received less than 6, and the highest score was 8. Participants who received 7 or 8 used appropriate vocabulary and writing style, with expressions such as "brain drain" and "generic and shallow narrative." The most common reason for low scores in lexical resource was inappropriate diction. For instance, S1 wrote, "… the most common influence of happiness" instead of "… the most common

element/factor/determinant of happiness." Another trait that diminished lexical resource scores was the lack of synonym use. S2, for example, kept using "good jobs," and T1 repeatedly used "economy." A final noteworthy finding was that those who received high scores in lexical resource also scored well overall.

In short, different participants excelled in different rubric criteria, and some, like T4, suffered due to one particular criterion. Some of the errors committed by the participants, especially on task response and cohesion, look to be easy to solve, whereas others like overall grammatical competence and vocabulary may require more thorough practice.

4.2 Phase 3: Post-Feedback Writing Attempts

Table 3. Phase 3 Scores

Participants	Writing Band Scores				
	Task Response	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy	Overall
T1	6	7	7	7	6.75 = 7
T2	8	7	7	8	7.5
T3	6	8	8	6	7
T4	8	9	8	9	8.5
T5	7	7	7	3	6
T6	8	8	8	7	7.75 = 8
T7	8	8	9	9	8.5
T8	7	8	8	6	7.25
T9	8	7	7	8	7.5
T10	8	9	8	7	8
T11	9	8	8	7	8
S1	9	9	8	8	8.5
S2	7	9	7	7	7.5
S3	7	7	7	7	7
S4	5	7	9	9	7.5
S5	6	8	9	9	8
S6	8	8	8	8	8
S7	8	7	8	8	7.75 = 8
S8	8	7	8	9	8
S9	8	7	6	5	6.5
S10	6	7	7	6	6.5
S11	7	5	8	7	6.75

Apart from S11 who had a score decrease of 0.5, every single participant either retained or increased their scores in Phase 3. Some had massive score increases, especially screencast feedback receivers such as S1 and S2, who went from 7 and 5.25 to 8.5 and 7.5 respectively. Textual feedback receivers also received gains, as T1 upgraded from 6 to 6.75, T4 increased his score by 1, and T11's score rose by more than an entire band. As for the anomaly S11, he unfortunately made a blunder in the areas of task response and cohesion and coherence. This point is further discussed in the interview analysis section.

Going into more specifics, cohesion and coherence had the most upward spikes, as T4, T10, S1, and S2 received 9 in this criterion. This rise was due to them keeping one separate paragraph for each central idea besides the introduction and conclusion. However, not all participants adhered to cohesive and coherent writing techniques. For example, T2 attained the same score – 7 – as she had paragraphing issues. Moreover, although T1 increased her score by nearly one band, she used no linking words in her second paragraph, which was something she also had problems with during Phase 1. S11's score in cohesion and coherence was unfortunately two points below his Phase 1 score.

Scores in task response for most participants also saw significant increases. Almost every participant increased their score by at least 1. S1 achieved a perfect 9 in this criterion, increasing her band score by 2. Despite this, there were still problems. For example, though T1 increased her score by 1, it is still only 6 since she has not followed the instruction for fulfilling both task requirements. The same issue of sufficiently addressing the prompt was faced by S3. As for S4, she regressed from a score of 7 in task response to 5, the reason being that while she incorporated the feedback of addressing both the views in the question, she refrained from fulfilling another task requirement – giving her own opinion – which she fulfilled well in the pre-feedback writing attempt. A similar fate befell S11, whose score decreased from 7 to 5 in Phase 3 due to a lack of coherent paragraphs and linking devices.
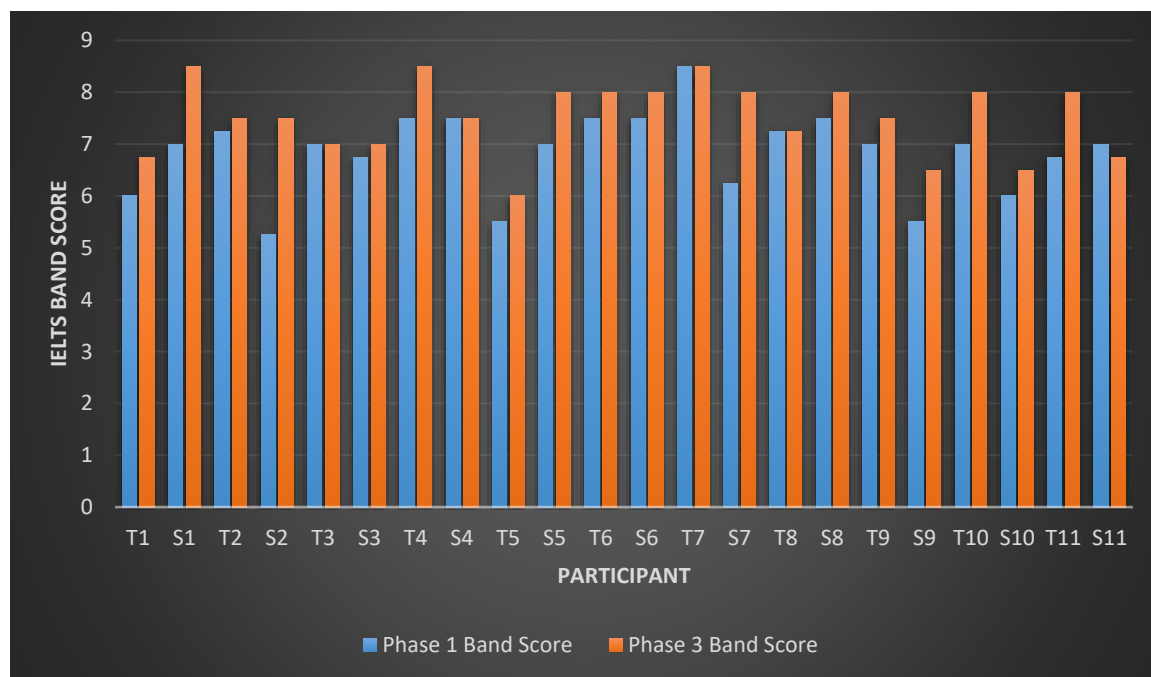
Fig. 3. Bar Chart of Phase 1 and Phase 3 Scores

Regarding grammatical range and accuracy, some participants boosted their scores significantly, while others received the same score. For instance, S2 increased her score in this criterion from 4 to 7, and S1 from 6 to 8. Both participants not only reduced careless grammatical mistakes but also put forward the sufficient effort to use more complex sentences. For example, S2 used the conditional grammar item for the sentence, "To elaborate, if a person is not able to sustain his remuneration in his/her own country, then the best option is to look for job opportunities in other countries." On the other hand, some participants like T1 and S3 could not bring any increase to their score in this criterion, and each made slips like "aboard" instead of "abroad" and "easy" instead of "essay."

Scores in the rubric element, lexical resource, however, fluctuated minimally. The highest score difference was only 1, and while four participants did increase their score, two performed even worse. Besides this criterion, however, all participants generally improved post-feedback.
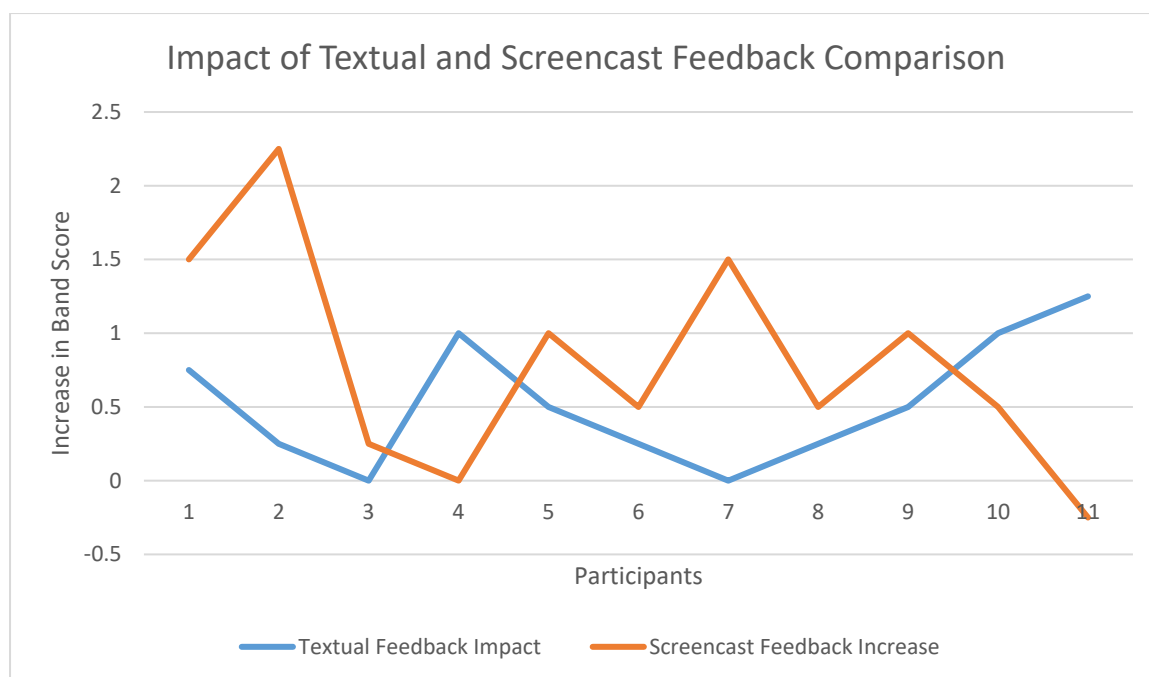
Fig. 4. Line Graph Displaying the Impact of Textual and Screencast Feedback on Phase 3 Scores

When it comes to differences between the impact of textual and screencast feedback, it is clear from Fig. 4 that the majority of participants who received screencast feedback had bigger spikes. In particular, no textual feedback receiver witnessed a score increase of more than 1.25, and the majority had a score increase of below 1. On the other hand, the average score increase of screencast feedback receivers is around 1, with the highest being a staggering 2.25. Even the screencast feedback receivers whose scores did not increase much, if at all, had significant boosts in their scores. For instance, S10's overall score only increased by 0.5 in Phase 3, but her score for the rubric element of coherence and cohesion jumped by 2 band scores (see Table 3). As for S11, who unfortunately scored less in Phase 3, he improved significantly in lexical resource (an increase by 2 points) and grammatical range and accuracy (an increase by 2 points).

In short, the biggest score increases were observed in participants who received screencast feedback, and the particular rubric elements the participants improved most in

were task response and coherence and cohesion, though the other two rubric elements also saw significant score increases for some participants.

4.3 Phase 4: Semi-Structured Interviews

While phases 1, 2, and 3 were experimental and measured by marking the scripts, Phase 4 was an attempt to explore the perceptions of the test-takers regarding the feedback they received. To that end, this section presents the results of the semi-structured interviews conducted at the end of the experiment.

4.3.1 Both Feedback Modes Beneficial, But Screencast Feedback Unanimously Preferred

Every single participant, whether textual or screencast feedback receivers, had positive attitudes about the experiment and particularly the feedback they received. T1, for example, said she found the feedback "very helpful," and that "If [she] work[s] on the feedback, then [her] writing skills will improve." T3, T4, and S4 also said that they believe the experiences they gathered from this study will aid them in the future, particularly when they take or retake IELTS.

Moreover, all 22 participants claimed to prefer detailed feedback. S1, for example, claimed to "always be a fan of detailed feedback" as she "always [tries] to improve." T3, an ambitious student who plans to take the IELTS soon, said that when vague feedback like "you have to improve sentences or grammar" is given, then it is not as "clear and effective" as more specific feedback comments like "use more complex sentences and more synonyms." T3 also echoed this sentiment. Even for less ambitious and serious students such as T2 and S3 – particularly S3 as she has no plans of studying in the present – comprehensive feedback was not only appreciated but also preferred. However, though T1 did prefer detailed feedback, she admitted to feeling "a loss of confidence" due to the amount of mistakes she found in the feedback. Still, upon receiving the news that she has increased her score in Phase

3, she was "feeling good." Upon hearing that her score also increased, T2 was "feeling confident."

Except for one anomaly, all participants who received screencast feedback voiced their preference and support for it. For instance, S1 said that screencast feedback is primed for her since she always likes to receive comprehensive and hands-on feedback. S11 said that screencast feedback is "miles better" than traditional feedback. As for S2 and S4, they went so far as to say that teachers should learn about screencast feedback and adopt it in their pedagogy. S2 added that not only she, but "other students may also prefer it." S3, someone who is unsure if she wants to continue her studies in the future, said, "I would like to receive screencast feedback if I ever come back to study." According to S4, screencast feedback should at least be used at universities, and even at schools and colleges if the technological access permits it.

4.3.2 Screencast Feedback: A New Experience with Multiple Benefits

For all of the participants, this study was the first that they have been exposed to screencast feedback. When asked if they have even heard of the term before, S1 and S3 said that they have watched some YouTube videos where live feedback is being provided on the screen, and S4 said that she has heard of some PhD students receiving screencast feedback in online learning during the pandemic, but have not thought about screencast feedback in the Bangladeshi context, let alone having personal experience of receiving it.

As discussed in 4.3.1, all but one participant's attitude was positive toward screencast feedback, and although the term and the function of screencast technology were new to them, all of them were quick to point out its positives: re-watchability, rewind-ability, and flexible accessibility anywhere and anytime. S1 also mentioned the ability to fast-forward the video if she wants. When the researcher countered with the notion that textual feedback may be even

more convenient in that respect since it does not need to be fast-forwarded and that the desired feedback placement can instead be instantly sighted in textual feedback, S1 reasoned the following about storage convenience:

> I can watch again to remember if I forget. In contrast, in traditional writing feedback, it is also possible if you can carry the answer script which has been commented on by the teacher. However, screencast feedback videos can be kept on the phone or on a website.

Afterward, S1 brought up the point that textual feedback cannot is catered to the individual and cannot be accessed by another person without the consent of the student or the teacher. Even if the script is distributed, it needs to be printed. Thus, according to S1, "Screencast videos stored on a website or uploaded online can help other students besides the student who is addressed by the feedback. The name should be anonymized, though." S4 also echoed this sentiment.

Even more advantages of screencast feedback were outlined by the participants. S2, for instance, said that the addition of voice and the screen recording facility help make the feedback "more comprehensible." This point was elaborated on by S11, who said that the tone and emphasis of the teacher or the screencast provider's voice "adds to the importance" of screencast feedback. For instance, if one or more mistakes are major, and if the teacher records their voice in the screencast video by pointing this out, then it is far more noticeable and effective than textual feedback. On the other hand, though textual feedback can also contain written comments to emphasize certain mistakes, is not as effective according to S11.

S2 also mused that teachers often overlook many mistakes such as grammatical errors when giving textual feedback, but if they use screencast feedback where they are recording their screen, they may tend to be more cautious and more thorough with their feedback due to

the pressure of their feedback process being recorded and subsequently shared. Finally, S3 said that, since most teachers give pen-and-paper feedback instead of digital feedback on Microsoft Word or Google Docs, the use of screencast feedback will compel the teachers to give digital feedback—thereby eliminating the difficulty of students having to read teachers' potential poor handwriting.

4.3.3 Silver Lining Even in Perceived Challenges of Incorporating Screencast Feedback

A few challenges in incorporating screencast feedback have also surfaced from the interviews. First, every participant underestimated the increase in scores they would receive in Phase 3. Before the interview, none of the participants were told what they received in Phase 3, and, in fact, an interview question sought to find their predicted score for the post-feedback attempt. S3 claimed to expect "not good at all" since she could not organize her answer as well as she did in her Phase 1 attempt. T1, a textual feedback receiver, also said she could not organize her answer as much as she desired. Moreover, while S1 and S2 did anticipate a better score as they tried extensively to incorporate the feedback, they still underestimated their score gain. In other words, though all the participants were positive about the helpfulness of both feedback modes – particularly screencast feedback – their perception could not measure up to the actual experiment outcomes.

Another blessing in disguise was that after receiving such detailed feedback in Phase 2, T3 studied sample IELTS Writing Task 2 essays and tried to see how the feedback she received could be implemented in writing. Due to her hard work, she scored higher in some components. Though S4 and she received the same overall band score, they claimed to have learned many lessons from the study, and desire to receive detailed feedback in the future to further improve their writing. S4 in particular tried extensively to improve her score in Phase 3, for which she studied the feedback video meticulously. The overall gains of some

participants like S4 and S11 were retarded by their grave mistake of forgetting to address one part of the question, leading them to lose more marks in task response in Phase 3 than in Phase 1. This resulted in, S4 to end up with the same score – 7.5 – as in Phase 1, and for S11 to even have a 0.25 decrease in Phase 3.

In addition, some participants perceived that incorporating and providing screencast feedback demand a lot of time for the teacher and the students both. S1 opined that many teachers would not spend much time recording their screens to mark every student's scripts. However, as the conversation followed, her perspective altered: "Yes, the teacher does not need to give screencast feedback to every student. He or she can make at least one anonymously and make it available for others to see." S4 also recognized that the teacher will not have to waste much time in giving screencast feedback when compared to giving textual feedback. She said, "It's so convenient. The teacher can simply record their screen and give feedback. No preparation is needed. The video doesn't have to be scripted, either. They can simply press record and check as they usually do." However, the one challenge for which no silver lining exists is the time and energy required on the students' part. For maximizing the benefits of screencast feedback, S1 said, students have to watch the feedback videos with concentration, but such deep focus is not required for textual feedback.

Though teachers may not theoretically require more time to provide screencast feedback in comparison to textual feedback, the fact remains that there are additional elements of providing screencast feedback not present in textual feedback: a) possession of the required digital device (such as a personal computer) which is capable of handle screencast videos with sufficient RAM and ROM; b) screencast technology installed on the said device; c) the willingness and the digital literacy of the teacher to provide screencast feedback; d) the requirement for the student scripts to be available in digital copies such as in Microsoft Word or Google Docs instead of being written with pen and paper. Out of these

challenges, the last one is significant as much university coursework is done via pen and paper instead of being assignment-based.

In summation, there are far more perceived benefits of screencast feedback than challenges. Out of the perceived disadvantages, two do not hold up to logical scrutiny and are even acknowledged by the participants. As for the lingering disadvantages – students' time and effort and the teacher's digital literacy and device availability – they should also not be considered entirely negative as it is expected for students to work hard to improve their language proficiency, and for teachers to have digital literacy and access to personal computers in today's world. Moreover, when considering the enormous benefits of feedback in general and screencast feedback in particular, these disadvantages – with the sole exception of requisite softcopies of student scripts – are arguably trifle.

Table 4. Perceived Advantages and Disadvantages of Screencast Feedback

Perceived Advantages	Perceived Disadvantages
Re-watchable	Digital copies of student scripts required
Re-windable	Time and energy required by the teacher
Can be watched anywhere and at any time	Time and energy required by the students
More comprehensible as it is multimodal	Access to relevant devices and software required
Can be stored on a personal computer or mobile phone	Desire needed of the teacher to go outside their comfort zone in giving feedback in a new mode
Can be easily distributed to the masses who can also benefit from watching	
Tendency to be more detailed since teachers may be conscious of their voices being recorded and shared	
No need to decipher poor handwriting	

4.3.4 Questioning the Validity of IELTS

Although every participant has either taken the IELTS or plans to take it in the near future, and despite all of them attempting significantly to get a good IELTS band score, some of them voiced some complaints about the validity of IELTS. For example, T3 opined that

IELTS tests have more to do with exam-taking techniques than overall language proficiency. According to her, IELTS requires "more technical skills" than overall language proficiency, and that there are many issues involved in seated timed tests such as the paucity of time and everyone not having the skill of "rapid information processing." Another concern was voiced by S4, who said that there is politics and commercialism involved in the IELTS test, as very few people, according to her, receive a band score of over 7 in writing. In S4's words, this is "a ploy to ensure that people keep spending more and more money by registering for IELTS multiple times."

Regarding the four rubric elements of the IELTS writing test, T4 also mentioned that exam-taking strategies and "formalities" like using discourse markers and dedicating one central idea to one single paragraph are "not the only way to write well," and also that native-speaking citizens may also not satisfy the marking criteria of IELTS. Though S1 agrees with these sentiments, she said that technical knowledge, such as CV writing knowledge, may have a rigid structure but is required and is a marker of language proficiency as well. Indeed, the IELTS Academic module does test English for Academic Purposes, and IELTS General Training caters to non-academic use of English. According to S1, the knowledge of such academic tasks is also important in someone's career, meaning that IELTS Academic is relevant for job-holders as well. Thus, as S1 argued, being able to write "a structured argumentative essay with topic sentences and supporting details" is an important skill to have in someone's academic and professional life.

Chapter 5: Discussion

Both the experimental and the interview phases have revealed the benefits of both feedback modes on writing. Since writing was enhanced as observed in Phase 3 scores compared to those of Phase 1, the findings confirm previous studies – such as Farrah (2012), Kahyalar and Yılmaz (2016), Kamberi (2013), and Ruegg (2016) – which point to the benefits of writing feedback. Furthermore, some participants like T3 and S3 claimed that the feedback they received in the study, especially if received more, would be beneficial to them in other fields of education besides language learning. This confirms Janopoulos's (1992) study. Kulhavy and Wager's (1993) three-pronged advantages of feedback serving as motivation, of both positive and negative feedback developing writing skills, and of positive and negative feedback conditioning learners' writing habits have also been confirmed to an extent in this study. Though this study has not strived to compare positive and negative feedback impacts, both positive and negative feedback have been provided, resulting in an overall significant increase in band scores.

As discussed, many participants have expressly stated their rise in confidence upon receiving feedback, though one participant – T2 – became overwhelmed at the beginning, before regaining her confidence by the end of the study after hearing about her score increase. This initial feeling of being overwhelmed is a common disadvantage of unfocused feedback (Carless, 2006). However, on the whole, Kulhavy and Wager's (1993) view that feedback acts as an incentive was more pronounced in this study. Moreover, every single participant claimed to prefer detailed feedback despite the time and effort it takes for teachers to provide and students to incorporate. This finding supports that of other researchers like Grami (2005), Lee (2005), Leki (1991), Mohiuddin and Sultana (2016), Norouzian and Farahani (2012), Pearson (2022), Radecki and Swales (1988), Ravand and Rasekh (2011), Rennie (2000), and Zaman et al. (2012). In line with the preference for detailed feedback, every single participant

also said that they are not satisfied with the existing feedback practices they have received or are currently receiving. This refutes Mohiuddin and Sultana's (2016) finding of Bangladeshi students being satisfied with traditional writing feedback.

Regarding the comparison of meaning-focused feedback with form-focused feedback, no distinct pattern was observed. The rubric elements that saw the highest gains in scores were task response and cohesion and coherence – the former resulting from meaning-focused feedback, and the latter from form-focused feedback. As for the other two rubric elements – lexical resource and grammatical range and accuracy – they also coincide with meaning-focused and form-focused feedback respectively. Although the uptake of grammar-related feedback was slightly higher than vocabulary-related feedback, the difference is not significant enough to make a conclusion regarding this matter. Thus, the previously established knowledge about meaning-focused feedback being more positively valued (Mohiuddin & Sultana, 2016) is neither confirmed nor de-confirmed by this study. What can be concluded, however, is that easier-to-correct sub-skills in writing are relevance (corresponding to the rubric element, task response) and organization skills (corresponding to the rubric element, cohesion and coherence), whereas improving the sub-skills of grammar and, more so, vocabulary requires more time and effort and is not solved with one feedback session, no matter how comprehensively it is given and how sincerely it is incorporated.

As opposed to previous research on the low proficiency standards for the average Bangladeshi citizen (such as Rahman et al., 2019), this study found that the average IELTS test score pre-feedback was around 6.8, with post-feedback scores being around 7.5. Such high scores are quite different from the band score of 5 – albeit overall, not just in Writing – predicted by Islam and Stapa (2021). However, there were concerns raised by some participants (see 4.3.4) that exam-taking techniques like learning essay templates impact the score significantly. This reflects the test techniques taught by 'IELTS 7+ guaranteed'

coaching centers which are quite common in Bangladesh (Kabir, 2018). The feedback provided in Phase 2, however, adheres to one and only source: the official IELTS Writing rubric, as opposed to any popular IELTS coaching center tips and strategies. Thus, the experimental data should be as neutral as possible.

Finally, the study contributes to the literature by being the first to explore screencast feedback in Bangladesh as well as the dearth in the literature overall (Bakla, 2020). The impacts of screencast feedback were found to be much more positive than textual feedback both in the experimental and interview data. Though the outcomes of receiving screencast feedback have not resulted in significant score gains by all participants, there was indeed a significant improvement in many components. For example, S4's massive blunder of not addressing one part of the question led to her scores balancing out. Still, the overall highly positive results support emerging research on screencast feedback (Alharbi, 2022) and recommend screencast feedback to be used widely in the education curriculum for its multiple benefits (see Table 4) like being significantly more comprehensive due to its multimodal nature (Edwards et al., 2012).

Chapter 6: Conclusion

This final chapter concedes some limitations of the study, provides some recommendations, and summarizes the findings.

6.1 Summary

In summation, both feedback modes – textual and screencast – have been found to be beneficial to IELTS Writing Task 2 test-takers in both the experimental and the interview phases. When comparing the feedback modes, screencast feedback was superior on both accounts: it showed significantly higher score increases and also was perceived to be better than textual feedback. The advantages of screencast feedback far outweighed the perceived disadvantages, and even the disadvantages had some positive aspects to them. In fact, the participants held such positive attitudes toward screencast feedback that many of them expect and desire screencast feedback to gain popularity in the Bangladeshi education curriculum.

In particular, the first research question yielded the result that screencast feedback is superior to textual feedback according to the score increase in the post-feedback essays. The areas where both feedback modes – screencast feedback and textual feedback – led to the highest improvements were task response and coherence and cohesion. As for the answer to the second research question, it was found that the vast amount of participants preferred screencast feedback due to its multimodal nature and because it promotes autonomous learning. Even the participants who are not generally studious still expressed interest in receiving screencast feedback in the future, and are willing to put more effort in incorporating screencast feedback despite the fact that it generally requires more time to incorporate than textual feedback.

It is hoped that the implications of the study can at least prompt further research on screencast feedback and that it is at least given a chance. Indeed, the few challenges of screencast feedback brought up in the interviews were false alarms, and the main underlying

problem may simply be inertia, or a lack of awareness, that is stopping Bangladeshi educators from at least experimenting with the emerging technology of screencast feedback.

6.2 Limitations

Limitations of this study relate mostly to the lack of methodological restraints put on the participants, as explained in 3.3. Future researchers are recommended to take steps to ensure the participants can be convinced to complete the phases in real-time in front of them, such as in a workshop. Another limitation manifested due to the fact that word processing software like Microsoft Word has an in-built spelling checker and some grammar checking tools as well. For example, T5 conceded that spelling is his biggest area of concern, but when he types on his computer, incorrect spelling is automatically detected, with the correct spelling suggested by the software. This was also confirmed by this study: spelling was among the least problematic of any participant's writing in both phases.

6.3 Recommendations

The following recommendations are made in light of the study findings and the understanding of the literature:

- Giving feedback in the first place: Many studies (such as Pearson, 2022), including this one, have shown that detailed feedback is extremely beneficial and desired by students. Though it is well understood by students that teachers do not have time to provide detailed feedback to every single student, the fact remains that checking scripts is a part of a teacher's job, and the benefits of feedback are especially important to the development of writing (Kahyalar & Yılmaz, 2016). Therefore, it is suggested that teachers at least provide feedback, even if not detailed all the time.

- Hiring a TA (Teaching Assistant) or an ST (Student Tutor): If the teacher is genuinely too busy to give feedback whatsoever despite working full time, then it is wise for

them to have a TA. Of course, the university has to be able to afford extra personnel for posts previously non-existent. Still, the benefits are major. Besides a TA, an ST can also be considered who works not with the teacher, but with the students. Some universities in Bangladesh, such as Brac University, hire STs who aid struggling students. TAs and STs may even make it possible to give personalized feedback and screencast feedback.

- No need to script for checking digital scripts: As one participant has mentioned, the teacher does not need to make a script or make preparations like reading the student script beforehand prior to providing screencast feedback on it. Indeed, theoretically, the teacher will require the same amount of time to check a script during their office hours (or extra hours) as they will require when recording their screen and voice. If it is a digital copy, they simply need to press the record button and provide feedback as they normally would. In case there is a call of nature or some other emergency, the teacher can simply pause the recording instead of having to record all at once.

- Anonymous uploading of screencast feedback: This study recommends teachers not only provide screencast feedback, but also to share it with the entire classroom. If screencast feedback videos are uploaded to a cloud server or on other platforms accessible to the students of the class, then they can learn from others' mistakes and from any potential suggestions given by the teacher during the screencast video. It is normally the case that a handful of errors – such as APA referencing – are shared by most of the class. Thus, by watching some of their classmates' screencast feedback videos, the students get more scope to improve themselves. Additionally, it is suggested that the teacher at least make one or two screencast feedback videos instead of making one for every student. If a representative student's copy, or a struggling student's one, is picked and then the screencast feedback video on it is shared, then

other students may greatly benefit. If the name of the student whose copy is checked is concealed, then there is also the minimal danger of the students in the class mocking the screencast feedback receiver for making a lot of mistakes. Besides this, anonymity should be maintained for privacy.

- Focusing on teachable error correction more, like task response and organization skills: As mentioned, this study has found that relevance and organization skills were the most susceptible to being improved upon receiving feedback. On the other hand, lexical resource and grammatical range and accuracy appear to be complex areas of language proficiency which require more time and effort to be improved; merely one feedback session cannot hope to remedy a deficiency in this. Granted, that does not mean that those cannot be helped with feedback, as many participants did improve in those areas in Phase 3. Yet, overall, the feedback focus should be on more teachable language elements like relevance and organization skills rather than vocabulary and grammar.

References

Academic writing: How are bandscores awarded for academic writing? (n.d.).

https://www.ielts.org/how-to-use-ielts-results/four-skills/academic-writing/scoring

Academic writing: Task 2 international tourism. (n.d.).

https://www.ielts.org/how-to-use-ielts-results/four-skills/academic-writing/task-2

Academic writing: What is the IELTS writing test? (n.d.).

https://www.ielts.org/how-to-use-ielts-results/four-skills/academic-writing/format

Al Amin, M., & Greenwood, J. (2018). The examination system in Bangladesh and its

impact: on curriculum, students, teachers and society. *Language Testing in Asia*, *8*(1),

1-18.

Alharbi, M. A. (2022). Exploring the impact of teacher feedback modes and features on

students' text revisions in writing. *Assessing Writing*, *52*, 100610.

Allen, D., & Mills, A. (2016). The impact of second language proficiency in dyadic peer

feedback. *Language Teaching Research*, *20*(4), 498-513.

https://doi.org/10.1177/1362168814561902

Ali, M. (2011). The Study of Errors and Feedback in Second Language Acquisition (SLA)

Research: Strategies used by the ELT practitioners in Bangladesh to address the errors

their students make in learning English. *IIUC Studies*, *8*, 131-140.

Al-khazraji, A. (2019). Analysis of Discourse Markers in Essays Writing in ESL Classroom.

International Journal of Instruction, *12*(2), 559-572.

Awal, A. (2022). English and sustainable languages: Collective Consciousness in

Bangladesh. *Polish Journal of English Studies*, *8*(1), 123-153.

Bakla, A. (2020). A mixed methods study of feedback modes in L2 writing. *Language Learning & Technology*, *24*(1).

Barkaoui, K. (2007). Revision in second language writing: What teachers need to know. *TESL Canada Journal*, 81-92.

Begum, J. (2019). Learner Autonomy in EFL/ESL Classrooms in Bangladesh: Teachers' Perceptions and Practices. *International Journal of Language Education*, *3*(1), 12-21.

Berg, E. C. (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of second language writing*, *8*(3), 215-241.

Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. Routledge.

Carless, D. (2006). Differing perceptions in the feedback process. *Studies in higher education*, *31*(2), 219-233.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of second language writing*, *12*(3), 267-296.

Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in *Bangladesh. Multilingual Education*, *4*(1), 21.

Conrad, S. M., & Goldstein, L. M. (1999). ESL student revision after teacher-written

comments: Text, contexts, and individuals. *Journal of second language writing*, *8*(2),

147-179.

Edwards, K., Dujardin, A. F., & Williams, N. (2012). Screencast feedback for essays on a

distance learning MA in professional communication. *Journal of Academic

Writing*, *2*(1), 95-126.

Ekbatani, G. (2000). Moving toward learner-directed assessment. *Learner-directed

assessment in ESL*, 1-11.

Ekşi, G. Y. (2012). Peer review versus teacher feedback in process writing: How effective.

International Journal of Applied Educational Studies, *13*(1), 33-48.

Ene, E., & Upton, T. A. (2018). Synchronous and asynchronous teacher electronic feedback

and learner uptake in ESL composition. *Journal of Second Language Writing*, *41*, 1-

13.

Fareed, M., Jamal, U. B., & Zai, R. A. Y. (2021). Peer feedback on writing skills: perceptions

of Pakistani ESL postgraduate students. *Pakistan Journal of Educational

Research*, *4*(1). https://doi.org/10.52337/pjer.v4i1.169

Farrah, M. (2012). The impact of peer feedback on improving the writing skills among

Hebron University students. An - Najah University *Journal of Research - Humanities*,

26(1), 179-210.

Fatham, A., & Whalley, E. (1990). Teacher response to student writing: focus on form versus

content. *Second language writing: research insights for the classroom. Cambridge: Cambridge University. p. I*, 78-90.

Ferris, D. R. (2003). Responding to writing. In B. Kroll (Ed.), *Exploring the dynamics of second language writing*, (pp. 119-140). Cambridge University Press.

Ferris, D. R. (2003). Responding to writing. In B. Kroll (Ed.), *Exploring the dynamics of Second language writing*, (pp. 119-140). Cambridge University Press.

Ferris, D. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing*, *16*(3), 165-193.

Ferris, D. (2011). *Treatment of error in second language student writing*. University of Michigan Press.

Ferris, D. R., & Helt, M. (2000, March). Was Truscott right? New evidence on the effects of error correction in L2 writing classes. In *Proceedings of the American Association of Applied Linguistics Conference, Vancouver, BC* (pp. 11-14).

Ferris, D. R., Liu, H., Sinha, A., & Senna, M. (2013). Written corrective feedback for individual L2 writers. *Journal of second language writing*, *22*(3), 307-329.

Gascoigne, C. (2004). Examining the effect of feedback in beginning L2 composition. *Foreign Language Annals*, *37*(1), 71-76.

Grami, M. (2005). The effect of teachers' written feedback on ESL students' perception: A study in a Saudi ESL university-level context. *Annual Review of Education, Communication and Language Sciences*, *2*(1), 10-13.

Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.

Hyland, F. (2000). ESL writers and feedback: Giving more autonomy to students. *Language*

   teaching research, *4*(1), 33-54.

Hyland, K., & Hyland, F. (2006). Contexts and issues in feedback on L2 writing. *Feedback in*

   second language writing: Contexts and issues, 1-19.

IELTS test types. (n.d.). https://www.ielts.org/about-ielts/ielts-test-types

Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private

   universities in Bangladesh: reasons and remedies. *Language Testing in Asia*, *11*(1), 1-

   31.

Janopoulos, M. (1992). University faculty tolerance of NS and NNS writing errors: A

   comparison. *Journal of Second Language Writing*, *1*(2), 109-121.

Kabir, S. A. (2018). IELTS Writing Test: Improving cardinal test criteria for the Bangladeshi

   context. *Journal of NELTA*, *23*(1-2), 76-89.

Kahyalar, E., & Yılmaz, F. (2016). Teachers' corrective feedback in writing classes: The

   impact of collaborating with a peer during the editing process on students' uptake and

   retention. *The Reading Matrix: An International Online Journal*, *16*(1), 148-160.

Kamberi, L. (2013). The significance of teacher feedback in EFL writing for tertiary level

   foreign language learners. *Procedia-Social and Behavioral Sciences*, *70*, 1686-1690.

Keh, C. L. (1990). Feedback in the writing process: A model and methods for

   implementation. https://doi.org/10.1093/elt/44.4.294

Kepner, C. G. (1991). An experiment in the relationship of types of written feedback to the

 development of second-language writing skills. *The modern language journal*, *75*(3),

 305-313.

Khansir, A. A., & Pakdel, F. (2019). Contrastive analysis hypothesis and second language

 learning. *Journal of ELT Research: The Academic Journal of Studies in English

 Language Teaching and Learning*, 35-43.

Kulhavy, R. W., & Wager, W. (1993). Feedback in programmed instruction: Historical

 context and implications for practice. *Interactive instruction and feedback*, 320.

Lalande, J. F. (1982). Reducing composition errors: An experiment. *The Modern Language

 Journal*, *66*(2), 140-149.

Lee, I. (2005). Error correction in the L2 writing classroom: What do students think?. *TESL

 Canada journal*, 1-16.

Leki, I. (1990). Coaching from the margins: Issues in written response. In B. Kroll (Ed.),

 Second language writing: Research insights for the classroom (pp. 57-68). Cambridge

 University Press.

Leki, I. (1991). The preferences of ESL students for error correction in college-level writing

 classes. *Foreign language annals*, *24*(3), 203-218.

Leki, I. (2006). You cannot ignore": L2 graduate students' response to discipline-based

 written feedback. *Feedback in second language writing: Contexts and issues*, 266-

 285.

Liu, Q., & Brown, D. (2015). Methodological synthesis of research on the effectiveness of

corrective feedback in L2 writing. *Journal of Second Language Writing*, *30*, 66-81.

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step

guide for learning and teaching scholars. *All Ireland Journal of Higher Education*,

9(3).

Mangelsdorf, K., & Schlumberger, A. (1992). ESL student response stances in a peer-review

task. *Journal of second language writing*, *1*(3), 235-254.

Master, P. (1995). Consciousness raising and article pedagogy. *Academic writing in a second*

language: Essays on research and pedagogy, 183-204.

Mohiuddin, M., & Sultana, A. (2016). Preferences and Problems in Feedback Techniques of

Bangladeshi Tertiary Level Students. *CROSSINGS*, *7*.

Norouzian, R., & Khomeijani Farahani, A. A. (2012). Written Error Feedback from

Perception to Practice: A Feedback on Feedback. *Journal of Language Teaching &*

Research, *3*(1).

Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of*

second language writing, *8*(3), 265-289.

Pearson, W. S. (2022). The mediating effects of student beliefs on engagement with written

feedback in preparation for high-stakes English writing assessment. *Assessing*

Writing, *52*, 100611.

Polio, C., & Fleck, C. (1998). "If I only had more time:" ESL learners' changes in linguistic

accuracy on essay revisions. *Journal of second language writing*, *7*(1), 43-68.

Radecki, P. M., & Swales, J. M. (1988). ESL student reaction to written comments on their

 written work. *System*, *16*(3), 355-365.

Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I.,

 & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues,

 outcomes and implications. *Language Testing in Asia*, *9*(1), 1-14.

Ravand, H., & Rasekh, A. E. (2011). Feedback in ESL writing: Toward an interactional

 approach. *Journal of Language Teaching and Research*, *2*(5), 1136.

Rennie, C. E. (2000). Student preferences regarding grammar instruction and feedback in

 university level ESL courses (Doctoral dissertation, California State University,

 Sacramento).

Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on

 EFL writing quality. *TESOL quarterly*, *20*(1), 83-96.

Ruegg, R. (2016). The effect of assessment of process after receiving teacher feedback.

 Assessment & Evaluation in Higher Education, *41*(2), 199-212.

Saha, M. (2021). Language Learner Beliefs: EFL and ESL Contexts. *Senior Editors: Paul*

 Robertson and John Adamson, *25*(1), 79.

Sayma, R. A. (2020). Fostering non-English major undergraduate students' writing skill: A

 study in Cumilla region of Bangladesh. *ASA University Review*, *6*(1), 139-156.

Semke, H. D. (1984). Effects of the red pen. *Foreign language annals*, *17*(3), 195-202.

Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused

written correction on the accurate use of grammatical forms by adult ESL learners. *System*, *37*(4), 556-569. https://doi.org/10.1016/j.system.2009.09.002

Sheppard, K. (1992). Two feedback types: Do they make a difference?. *RELC journal*, *23*(1), 103-110.

Shulin, Y. (2013). EFL teachers' beliefs and practices regarding peer feedback in L2 writing classrooms. *Polyglossia*, *24*, 74-79.

Solhi, M., & Eğinli, İ. (2020). The effect of recorded oral feedback on EFL learners' writing. *Journal of Language and Linguistic Studies*, *16*(1), 1-13.

Test taker performance 2021. (n.d.). IELTS.

https://www.ielts.org/for-researchers/test-statistics/test-taker-performance

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46*(2), 327-369. https://doi.org/10.1111/j.1467-1770.1996.tb01238.x

Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge University Press.

Villamil, O. S., & Guerrero, M. C. D. (1998). Assessing the impact of peer revision on L2 writing. *Applied linguistics*, *19*(4), 491-514.

White, L., Spada, N., Lightbown, P. M., & Ranta, L. (1991). Input enhancement and L2 question formation. *Applied linguistics*, *12*(4), 416-432.

Wu, W. C. V., Petit, E., & Chen, C. H. (2015). EFL writing revision with blind expert and

peer review using a CMC open forum. *Computer Assisted Language Learning*, *28*(1),

58-80. https://doi.org/10.1080/09588221.2014.937442

Zaman, M. M., Azad, M., & Kalam, A. (2012). Feedback in EFL Writing at Tertiary Level:

Teachers' and Learners' Perceptions. *ASA University Review*, *6*(1).

Zamel, V. (1985). Responding to student writing. *TESOL quarterly*, *19*(1), 79-101.

Appendices

Appendix A: Consent Form

Please go through the following terms of the agreement carefully. You will not be required to participate if you put N in the two mandatory terms of the agreement [highlighted in red font]. For the other terms, you may put N and still be able to participate.

Your role as a participant in this research study:

1. Write a 250-word essay [IELTS Writing Task 2].
2. Receive feedback from the essay.
3. Write a follow-up essay on a different topic [IELTS Writing Task 2] by being asked to incorporate the feedback.
4. Participate in an interview (approximately 20 minutes long) regarding your participation in this study and particularly the feedback you received.

Terms of Agreement	Your Response (Y/N)
1. I have read and understood the description given above and my required role as a participant. [Mandatory to put Y for participation]	
2. My participation is voluntary. But if I decide to participate, I may not change my mind afterward.	
3. I agree to take part in all the four stages outlined above. [Mandatory to put Y for participation]	
4. I agree to be audiotaped.	
5. I agree to be videotaped.	
6. I allow the researcher to contact me after some days for member checking (cross-checking the interview results).	

Name: _____

Date: _____

Appendix B: Phase 1 IELTS Writing Task 2 Prompt

Question: Some people think that personal happiness is directly related to economic success. Others argue that happiness depends on different factors. Discuss both views and give your opinion.

You are suggested to write around 250 words for your answer.

Answer:

Appendix C: Phase 2 Textual Feedback Sample

T2's Attempt

The meaning of happiness is different for everyone, some people argue that economic prosperity, increased wages and falling commodity prices are factors that directly affect happiness, while others claim that good interpersonal relationships, family ties, health and sociability contribute. A lot. To achieve happiness.

First, there is no doubt that people with good jobs and businesses live much richer lives than other ordinary citizens of society, partly because they have the financial power to satisfy their desires and buy things that make them happy. They are not restricted by any boundaries while buying things of their interest like mobiles, laptops, cars etc. However, maintaining this affluent lifestyle requires constant effort which can lead to severe consequences in their personal lives in the long run due to scarcity. Attention and care to family members.

However, health is a major component of a happy life. It is not surprising that a healthy person enjoys a productive lifestyle and is more inclined to participate in various activities that can be a source of pleasure for him.

Also, healthy relationships between family members and immediate social circles make people happy and relaxed, for example, when children play with their friends or when they get toys that are not too expensive. Family relationships, personal goals and aspirations and a peaceful mind are other important aspects

In short, I would like to say that the role of economic success is essential to achieve happiness but other factors also have a great consideration in this regard. Even rich people with physical or mental defects are unable to enjoy the true colors of life.

Marks and Feedback

Criteria	Band Score	Feedback
Task response	7	• You have fulfilled the first requirement well, but not the second requirement which asked for your own opinion.
Coherence and cohesion	7	• Dedicate similar lengths of paragraphs to the two views. Do not use two paragraphs for one view and one paragraph for another. • Use some more linking words.
Lexical resource	8	• Very good
Grammatical range and accuracy	7	• There are some occasional misuses of the full stop. Otherwise, well done.
Overall Band Score	7.25 = 7.5	

Appendix D: Phase 2 Screencast Feedback Sample

S1's Attempt

It is a controversial topic **whether happiness of an individual's depends on their** financial status or any other factors. Some people may say happiness depends on being wealthy, some may claim on being healthy or mental peace may be the most important influence of happiness. All of the mentioned aspects may lead to happiness and therefore I believe happiness cannot but describe in only one factor.

First of all, money can be the most important medium of happiness to many people for various reasons. In order to fulfill any materialistic wish as well as daily need we need money. Moreover, the ladder to the higher status, being respected and influential being of the society is to become rich. Therefore importance money as a factor of happiness may true to some extent.

On the contrary, other people may claim that physical as well as mental wellbeing is one of the significant parts to live a happy life. People may have money but if they suffer from mental sickness or have severe health issues, then no matter what they cannot live a peaceful life. While economic success can be materialistic and may not last long, mental satisfaction and a healthy life may increase one's lifespan.

After discussing the both factors, I think to some extent financial success can be a great deal but for a long lasting happiness physical and psychological influence can be a major factor of happiness.

Marks and Feedback

Criteria	Band Score	Feedback
Task response	7	• Very well done on the first requirement • You should expand more on the second requirement • Write more than 250 words
Coherence and cohesion	8	• Use one or two more linking words/phrases • Good paragraphing
Lexical resource	7	• Use some more synonyms for an even better grade
Grammatical range and accuracy	6	• Very good grammatical range! • You should focus on your grammar and may even avoid difficult grammatical structures if you are unsure of accuracy
Overall Band Score	7	

Screencast Video Link

https://www.youtube.com/watch?v=CWeunF4YmFs&t=9s&ab_channel=ImpromptuEnglish

withNeon

Appendix E: Phase 3 IELTS Writing Task 2 Prompt

Question: Some people think it is a better way to leave their home country to improve their work and living opportunities, while others think staying in their own country is a better choice. Discuss both views and give your own opinion.

You are suggested to write around 250 words for your answer.

Answer:

Appendix F: Sample Phase 3 IELTS Writing Task 2 Attempts

T2's (Textual Feedback Receiver) Attempt

In this era of increasing globalization, many individuals tend to move to other places as they mature, however, others choose to stay in the same city for the rest of their lives. In this article, we will discuss both sides, followed by my opinion on the matter. On the one hand, people migrate to other cities or countries to grow up in a different environment.

The main purpose of their migration is to develop in a new and improved environment and to be in an environment with increased earning opportunities. For example, people from a rural area usually move to cities for a better lifestyle and better job opportunities. Therefore, despite being a struggling move people consider shifting to a better area to upgrade themselves and earn more money.

On the other hand, there are other types of people who do not want to struggle and want to live their lives where they have lived since childhood. These people are the type of people who prefer peace over money. For example, many people in semi-urban areas spend their whole lives in agriculture and they enjoy doing it and don't want to go anywhere.

Therefore, they tend to live a normal stress-free life rather than a life of struggle. In conclusion, in my opinion, individuals should be open to options for their better future, whether it requires moving to another city or living in their city. For example, many humans from semi-urban areas spend their whole life by doing farming and they enjoy doing so and do not want to migrate anywhere.

Hence, they are more inclined towards living a simple stress-free lifethan a struggling one.

Marks and Feedback

Criteria	Band Score	Feedback
Task response	8	• You have responded to the first task requirement more completely (discussing both views) than your second requirement (giving your own opinion).
Coherence and cohesion	7	• Good use of linking words • Some issues in paragraphing
Lexical resource	7	• Use some richer vocabulary and more synonyms.
Grammatical range and accuracy	8	• Good grammar • Good grammatical range. Use a few more complex sentences for a better score.
	7.5	

S1's (Screencast Feedback Receiver) Attempt

At present, many people are leaving their country for pursuing higher degrees, exploring more job opportunities, and living a better lifestyle. However, some people prefer staying back in their homeland. There are pros and cons to this trend, hence, in my opinion, it has more positive aspects than negative ones. The following essay will explore both advantages and disadvantages of immigration.

To commence with, people prone to work harder after migrating to another country. As they need to cope with the new environment and develop their skill, they tend to come out of their comfort zone to complete the challenges. One thing leads to another—by attempting to excel within their limit—most of them become academically and economically successful. To elaborate, since individuals are attracted to lucrative salary deals or achieve accolades from a world-class university, they work harder to surpass their limits. Thus, their sufferings in walking extra miles pay off by reaching their goal.

On the flip side, instead of becoming the victim of brain drain, most people prefer to invest their time, energy, and merits in their country. They feel that it is their responsibility to enrich the country's culture and develop the corporate and educational sector of their motherland. Moreover, some like to live a simple and enjoy peaceful life than a struggling one. Living a stress-free life seems more convenient to them than money.

To sum up, I believe that choice should be left to the individuals whether they want to leave the country or not. Though immigrant people face problems such as struggling to find a job because of the lack of language skills and difficulties in adaptation, they play a major role in the flourishing country's economic sector through remittance processing. Therefore, I think that if people think they are capable of going through hardship and becoming financially strong and can achieve higher degrees, they can go for it and take the risk. From my perspective, it is worth taking a risk and going abroad to boost our personality and widen our views and gather more experience in life.

Marks and Feedback

Criteria	Band Score	Feedback
Task response	9	• You fully responded to and satisfied all parts of the question! Amazing!
Coherence and cohesion	9	• Amazing use of paragraphing and linking words!
Lexical resource	8	• Very commendable job on your word choice! However, some words are slightly inappropriate.
Grammatical range and accuracy	8	• Very good grammatical range! • Very minimal grammatical errors!
Overall Band Score	**8.5**	

Appendix G: Comparison of Phase 1 and Phase 3 Scores

T2's (Textual Feedback Receiver) Scores

Phase 1

Marks and Feedback

Criteria	Band Score	Feedback
Task response	7	• You have fulfilled the first requirement well. However, you have not sufficiently addressed the second requirement which asked for your own opinion.
Coherence and cohesion	7	• Dedicate similar lengths of paragraphs to the two views. Do not use two paragraphs for one view and one paragraph for another. • Use some more linking words.
Lexical resource	8	• Very good
Grammatical range and accuracy	7	• There are some occasional misuses of the full stop. Otherwise, well done.
Overall Band Score	**7.25 = 7.5**	

Phase 3

Marks and Feedback

Criteria	Band Score	Feedback
Task response	8	• You have responded to the first task requirement more completely (discussing both views) than your second requirement (giving your own opinion).
Coherence and cohesion	7	• Good use of linking words • Some issues in paragraphing
Lexical resource	7	• Use some richer vocabulary and more synonyms.
Grammatical range and accuracy	8	• Good grammar • Good grammatical range. Use a few more complex sentences for a better score.
	7.5	

S1's (Screencast Feedback Receiver) Scores

Phase 1

Marks and Feedback

Criteria	Band Score	Feedback
Task response	7	• Very well done on the first requirement • You should expand more on the second requirement • Write more than 250 words
Coherence and cohesion	8	• Use one or two more linking words/phrases • Good paragraphing
Lexical resource	7	• Use some more synonyms for an even better grade
Grammatical range and accuracy	6	• Very good grammatical range! • You should focus on your grammar and may even avoid difficult grammatical structures if you are unsure of accuracy
Overall Band Score	7	

Phase 3

Marks and Feedback

Criteria	Band Score	Feedback
Task response	9	• You fully responded to and satisfied all parts of the question! Amazing!
Coherence and cohesion	9	• Amazing use of paragraphing and linking words!
Lexical resource	8	• Very commendable job on your word choice! However, some words are slightly inappropriate.
Grammatical range and accuracy	8	• Very good grammatical range! • Very minimal grammatical errors!
Overall Band Score	**8.5**	

Appendix H: Interview Questions

Background Information

Gender: Male / Female / Prefer not to say

Educational background: Bangla medium / English medium / English version

Has taken the IELTS before: Yes / No

- **If yes**, IELTS score: _____ in Writing, _____ Overall
- **If the participant has taken a mock test**, the best IELTS mock test score: _____ in Writing, _____ Overall
- **If no**, expected IELTS score: _____ in Writing

List of Interview Questions

1. How was your overall experience of participating in this study? Did you enjoy it? Why or why not?
2. How effective do you think the feedback session was?
3. What were the challenges you faced while incorporating the feedback?
4. Do you prefer this type of detailed feedback? Why or why not?
5. Predict your band score for Phase 3 that you wrote after incorporating the feedback. Explain your prediction.

After letting the participants know their scores:

6. How do you feel about this new score? Why and how did the change in scores happen?

<div align="center">OR</div>

If no change in scores: Why did the score not increase?

Extra questions for those who received screencast feedback:

7. Did you hear of screencast feedback before participating in this study?
8. Do you prefer screencast feedback to traditional written feedback? Why or why not?
9. Would you like to receive screencast feedback in the future? Why or why not?