



Impacts of Using Video Feedback on IELTS Writing in Cyprus

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Abstract

Written error correction and providing feedback on learner performance have always been a complicated and debatable issue in specifically English language teaching. A teacher can use different techniques as ways of presenting feedback and/or written corrective feedback. This is usually carried out by providing written or online written corrective feedback. A gap in literature consists regarding video feedback in the Turkish Cypriot context. Relatedly, Crook et al. (2011) indicated in her study that the use of video for giving feedback can potentially promote the student involvement in the process. It had boosted their active engagement and involvement. Another advantage of this feedback type is the solution of the place and time restrictions (Thompson & Lee, 2012). Therefore, the main intention of this study was to reveal the effects of such feedback, and thus, compare and contrast written feedback and video feedback. Together with this intention, getting the actual attitudes of the students and teacher was among the aims. This study employed a mixed-methods approach through questionnaires and interviews. According to the results, the effects of video feedback based on the self-correction rates were much better than the written feedback. It was also revealed that the participants had positive attitudes with regard to video feedback.

Keywords: *Video feedback, written feedback, Turkish Cypriot context, English as a foreign language.*

References

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