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MASTER'S THESIS

THE EFFECTS OF FEEDBACK TYPES ON EFL LEARNERS' WRITING PERFORMANCE AND SELF-REGULATED LEARNING WRITING STRATEGIES ACROSS TASKS

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SUPERVISOR
ASST. PROF GÜLÜMSER EFEOĞLU

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ABSTRACT

EFFECTS OF FEEDBACK TYPES ON EFL LEARNERS' WRITING PERFORMANCE AND SELF-REGULATED LEARNING WRITING STRATEGIES ACROSS TASKS

Feedback is central in L2 writing research, with growing emphasis on technological advancements, multimodal and peer-supported practices (Hyland, 2010). Given that L2 writing entails cognitive and self-regulatory demands, feedback can support learners' strategy use and development (Shen & Bai, 2024; Yang et al., 2022). Using an embedded mixed-methods design, this study examined the effects of multimodal teacher feedback versus combined trained peer and multimodal teacher feedback on EFL learners' writing performance and self-regulated learning (SRL) writing strategies across three tasks: argumentative essay, TOEFL iBT Integrated Writing, and TOEFL iBT Writing for an Academic Discussion. Grounded in Flower and Hayes' Cognitive Process Theory (1981), sociocultural perspectives (Vygotsky, 1978; Wood et al., 1976), and SRL frameworks (Pintrich, 2004; Zimmerman, 2000), the study adopted a process-based approach. While both groups received written indirect feedback, screencast feedback, self-checklists, and reflection logs; the experimental group additionally received trained peer feedback following Lam (2010). Participants were 40 B1-level EFL learners in an English preparatory program at a Turkish foundation university. Data collection included pre- and post-tests on the tasks, the Questionnaire for Self-Regulated Learning Writing Strategies for EFL Learners (Shen & Wang, 2024), and semi-structured interviews. Quantitative analyses used three-way mixed ANOVAs, paired and independent t-tests whereas interviews were analyzed thematically (Braun & Clarke, 2006). The results demonstrated that both groups improved significantly in terms of writing performance across tasks and self-regulation, with no significant differences between-groups; integrated writing showed the largest gains. Interviews suggested that multimodal teacher feedback, trained peer review, self-checklists, reflection logs, and drafting cycles enhanced awareness and strategy use. Overall, the findings suggest that process-oriented multimodal feedback designs, whether through teacher-only or combined model, can promote L2 writing development and SRL strategies, supporting integration of varied feedback modes and task types, including the new TOEFL iBT Academic Discussion task, in EFL pedagogy.

Keywords: Teacher feedback, screencast feedback, trained peer feedback, EFL writing performance, self-regulated learning writing strategies.

ÖZET

DÖNÜT TÜRLERİNİN İNGİLİZCE ÖĞRENCİLERİNİN FARKLI GÖREVLERDE YAZMA PERFORMANSI VE YAZMA STRATEJİLERİNE YÖNELİK ÖZ DÜZENLEME BECERİLERİNE ETKİSİ

Geri bildirim, teknolojik gelişmeler, birçok duyuya hitap eden ve akran destekli uygulamalara artan vurgu sayesinde, yabancı dilde yazma araştırmalarında merkezi bir konuma sahiptir (Hyland, 2010). Yabancı dilde yazmanın büyük ölçüde bilişsel ve öz-düzenlemeli katılım gerektirdiği göz önünde bulundurulduğunda, bu tür dönütler, öğrencilerin strateji kullanımlarını ve yazma gelişimlerini desteklemede kilit bir rol oynamaktadır (Shen ve Bai, 2024; Yang vd., 2022). Gömülü karma yöntem desenini kullanan bu çalışma, birçok duyuya hitap eden öğretmen dönütünün; eğitilmiş akran dönütü ve birçok duyuya hitap eden öğretmen dönütünün birleştirildiği modele kıyasla, İngilizce öğrencilerinin üç akademik yazma görevi üzerindeki yazma performanslarına ve öz-düzenlemeli yazma stratejilerine etkilerini incelemiştir. Bu çalışma, Flower ve Hayes'in (1981) "*Yazma Sürecine İlişkin Bilişsel Süreç Kuramına*", sosyokültürel yaklaşımlara (Vygotsky, 1978; Wood vd., 1976) ve öz-düzenlemeli öğrenme çerçevelerine (Pintrich, 2004; Zimmerman, 2000) dayanmaktadır. Süreç odaklı bir yaklaşım benimseyen bu araştırmada hem kontrol hem de deney gruplarında dolaylı yazılı dönüt, ekran kaydı dönütü, öz-değerlendirme kontrol listeleri ve geri bildirim yansıtma günlükleri kullanılmış; deney grubuna bunlara ek olarak Lam'in (2010) modeline dayalı eğitilmiş akran dönütü sağlanmıştır. Türkiye'deki bir vakıf üniversitesinin İngilizce hazırlık programına kayıtlı B1 düzeyinde 40 öğrenci çalışmaya katılmıştır. Veriler, tüm yazma görevleri için uygulanan ön ve son testlerden, İngilizceyi Yabancı Dil Olarak Öğrenenler İçin Öz-Düzenlemeli Öğrenme Yazma Stratejileri Ölçeğinden (Shen ve Wang, 2024) ve yarı yapılandırılmış görüşmelerden elde edilmiştir. Nicel analizlerde üç yönlü karma ANOVA'lar, bağımlı ve bağımsız örneklem t-testleri kullanılırken, nitel veriler Braun ve Clarke'ın (2006) tematik analiz yaklaşımıyla çözümlenmiştir. Bulgular, iki grubun da görevler boyunca yazma performansı ve öz-düzenleme açısından anlamlı düzeyde geliştiğini, ancak gruplar arasında anlamlı bir fark olmadığını göstermiştir. Görüşmeler, farkındalığın ve strateji kullanımının artırdığını göstermiştir. Genel olarak bulgular, öğretmen-odaklı ya da birleşik model yoluyla yürütülen süreç odaklı dönüt tasarımlarının, yazma gelişimini ve öz düzenleme stratejilerini destekleyebileceğini; farklı dönüt türlerinin ve yazma görevlerinin yabancı dilde yazma öğretimine entegre edilmesinin önemini vurgulamaktadır.

Anahtar Kelimeler: Öğretmen geri bildirimi, ekran kaydı geri bildirimi, eğitilmiş akran geri bildirimi, yabancı dil yazma performansı, öz-düzenlemeli öğrenme yazma stratejileri.

To my one and only dad, Alaattin SARIAHMET

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TABLE OF CONTENTS

ABSTRACT iii
ÖZET iv
ACKNOWLEDGEMENTS vi
TABLE OF CONTENTS vii
LIST OF TABLES x
LIST OF FIGURES xi
LIST OF ABBREVIATIONS xii

1. INTRODUCTION 1
1.1. Background of the Study 1
1.2. Statement of the Problem 3
1.3. Purpose of the Study 5
1.4. Significance of the Study 7
1.5. Research Questions 8
1.6. Definitions of Key Terms 8

2. LITERATURE REVIEW 10
2.1. Theoretical Background 10
2.1.1. The Cognitive Process Theory by Flower and Hayes 10
2.1.2. Sociocultural Perspectives 15
2.1.3. Self-Regulated Learning (SRL) Frameworks in Writing 16
2.2. Relevant Research 18
2.2.1. Teacher Feedback and Writing Development 18
2.2.2. Teacher Feedback and Self-Regulated Learning Writing Strategies 23
2.2.3. Peer Feedback and Writing Development 25
2.2.4. Peer Feedback and Self-Regulated Learning Writing Strategies 28
2.2.5. Combined Feedback Practices, Writing Development and SRL 31
2.2.6. Integrated Writing Tasks, Writing Development and SRL 35
2.2.7. Research Gap 39

3. METHODOLOGY 40
3.1. Research Design 40
3.2. Settings and Participants 41
3.3. Data Collection Tools 43
3.3.1. Demographic Form 44
3.3.2. The Writing Tasks 44
3.3.2.1. Argumentative Essay Task 44
3.3.2.2. TOEFL iBT Integrated Writing 47
3.3.2.3. TOEFL iBT Writing for an Academic Discussion 49
3.3.3. Questionnaire for Self-Regulated Learning Writing Strategies for EFL Learners 50
3.3.4. Semi-Structured Interviews 53
3.4. Data Collection Procedures 54
3.4.1. The Intervention Process 57

3.4.1.1. Argumentative Essay Writing 58
3.4.1.2. TOEFL iBT Integrated Writing 63
3.4.1.3. TOEFL iBT Writing for an Academic Discussion Task 65
3.5. Data Analysis 68
3.5.1. Quantitative Data Analysis 68
3.5.1.1. Writing Performance Scores across Tasks 69
3.5.1.2. QSRLWS Scores 69
3.5.2. Qualitative Data Analysis 69
3.5.3. Ethical Considerations 71

4. RESULTS 72
4.1. Quantitative Findings 72
4.1.1. Writing Performance Results 72
4.1.2. Self-Regulated Learning Writing Strategies Results 80
4.2. Qualitative Findings 84
4.2.1. Strategy Development and Awareness 85
4.2.1.1. Strategy Uptake 85
4.2.1.2. Increased Awareness 86
4.2.1.3. Self-Regulation 87
4.2.2. Improvement in Writing Performance 89
4.2.2.1. Linguistic Development 89
4.2.2.2. Addressing Recurrent Errors 90
4.2.3. Benefits of Process-Oriented Writing 91
4.2.3.1. Motivation and Engagement 92
4.2.3.2. Consolidation of Learning 92
4.2.4. The Role of Peer Feedback 93
4.2.4.1. Mutual Learning 94
4.2.4.2. Self-Regulatory Power of Peer Feedback 95
4.2.4.3. Essential Factors for Peer Feedback 97
4.2.5. The Power of Teacher Feedback 98
4.2.5.1. Authority and Credibility 98
4.2.5.2. Error Awareness and Correction 99
4.2.6. Feedback Modes and Their Effectiveness 100
4.2.6.1. Limitations of Written Feedback 100
4.2.6.2. Superiority of Screencast Feedback 101
4.2.6.3. The Benefits of Combined Feedback Practices 102

5. DISCUSSION 105
5.1. The Effect of Teacher Feedback and Combined Trained Peer and Teacher Feedback on L2 Learners' Writing Performance Across Tasks 105
5.2. The Effect of Teacher Feedback and Combined Trained Peer and Teacher Feedback on L2 Learners' Self-Regulated Learning Writing Strategies 108
5.3. Participants' Perceptions of the Feedback Types and Processes 111

6. CONCLUSION 116
6.1. Overview of Findings 116
6.2. Pedagogical Implications of the Study 117
6.3. Limitations of the Study 119
6.4. Recommendations for future Research 120

REFERENCES 121

APPENDICES.....134

LIST OF TABLES

Table 1. Demographics for the Participants 41
Table 2. Data Collection Process 43
Table 3. Argumentative Essay Rubric 46
Table 4. QSRLWS Details 53
Table 5. Types of Feedback for Participants 55
Table 6. Intervention Process for Groups 57
Table 7. Peer Training Model 58
Table 8. Four-Step Procedure 61
Table 9. Peer Training Procedure 67
Table 10. The Steps of Thematic Analysis 70
Table 11. Descriptive Statistics for Pre- and Post-Tests of Writing Performance 73
Table 12. Pre-Test Results of Writing Performance 73
Table 13. Mauchly's Test of Sphericity for Task and Time 74
Table 14. Multivariate Tests of Factors 75
Table 15. Pairwise Comparisons for the Time Effect (Pre and Post Tests) 76
Table 16. Test of Between-Subjects Effects 76
Table 17. Independent Samples T-Test Results 77
Table 18. Paired Samples T-Test Results 77
Table 19. Descriptive Statistics for One-Way Repeated Measures ANOVA 78
Table 20. Mauchly's Test of Sphericity for Task 78
Table 21. Test of Within-Subjects Effects 79
Table 22. Pairwise Comparisons for Tasks 79
Table 23. The Reliability Analysis of the Likert-Scale Questionnaire 80
Table 24. Pre-Test Results of QSRLWS 80
Table 25. Post-Test Results of QSRLWS 81
Table 26. Paired Samples T-Test Results of QSRLWS 83
Table 27. Thematic Analysis of the Semi-Structured Interview 84

LIST OF FIGURES

Figure 1. SRL Theoretical Framework 51

LIST OF ABBREVIATIONS

L1	: First Language
L2	: Second Language
EFL	: English as a Foreign Language
SRL	: Self-Regulated Learning
SRLWS	: Self-Regulated Learning Writing Strategies
QSRLWS	: Questionnaire for Self-Regulated Learning Writing Strategies
ZPD	: Zone of Proximal Development
TOEFL iBT	: Test of English as a Foreign Language Internet-Based Test
WAD	: Writing for an Academic Discussion
WCF	: Written Corrective Feedback
IWCF	: Indirect Written Corrective Feedback

1. INTRODUCTION

This chapter introduces the study by first providing the background and then contextualizing the research within the field of second language (L2) writing and feedback. Next, the research problem is outlined, which is followed by the purpose of the study. Subsequently, the significance of the study is highlighted, underscoring its potential contribution to literature. After that, the research questions guiding the study are presented. Finally, definitions of key terms are given.

1.1. Background of the Study

Writing has long been recognized as a complex and demanding task; it requires not only linguistic knowledge, but also cognitive, metacognitive and social processes such as monitoring and regulating strategies to improve performance (Flower & Hayes, 1981; Pintrich, 2004; Shen & Bai, 2024; Yang & Plakans, 2012; Zimmerman 2000, 2002). Within this process, feedback and self-regulated learning (SRL) emerge as key factors that guide learner development and writing improvement (De Florio, 2023; Hyland & Hyland, 2019; Yang et al., 2022).

To elaborate, feedback has been found to play a crucial role in supporting learner development, and teacher feedback has been valued for its reliable, professional and authoritative nature (Ferris & Roberts, 2001; Ferris, 2010; Hyland & Hyland, 2019; Tsui & Ng, 2000; Yang et al., 2006; Zhang, 1995). In this regard, there is ample empirical evidence indicating that written corrective feedback (WCF), whether provided directly or indirectly, not only reinforces accuracy and awareness, but also fosters self-regulation and deeper engagement (Ferris, 2010; Tian et al., 2022; Yang et al., 2022; Yang et al., 2023).

Broadly, SRL may be defined as a construct which emphasizes the active role learners take on in planning, monitoring, and evaluating their learning (Pintrich, 2004; Schunk & Zimmerman, 2009; Zimmerman, 2000, 2002; Zimmerman & Moylan, 2009). Accordingly, it has been increasingly associated with writing performance; feedback that is deliberately aligned with SRL has been shown to enhance both strategy use and

performance as learners who develop stronger regulatory strategies demonstrate more effective revision processes and sustained writing improvement (Shen & Bai, 2024; Shen & Wang, 2024; Sun & Wang, 2020; Teng & Zhang, 2020; Yang et al., 2022; Xu, 2022). Particularly, the study by Pham (2023) highlights that indirect written corrective feedback (IWCF) works well in autonomy-enhancing learning contexts and can promote self-directed learning for English as a foreign language (EFL) students, which, in turn, is closely linked to self-regulation, since learners need to manage their own strategies and corrections (Zimmerman & Risemberg, 1997).

Complementing traditional approaches, recent developments in feedback delivery have expanded beyond written comments towards multimodal and technology-mediated tools. To illustrate, screencast feedback, which may also be referred to as video-mediated feedback, has been found to provide richer explanations by combining verbal and visual cues, increasing accessibility, clarity, personalization and learner engagement (Bakla; 2020; Bush, 2021; Inan-Karagul & Seker, 2021; Machili et al., 2020; Orlando, 2016; Pachuashvili, 2023, 2024).

Apart from teacher feedback, studies have established that peer review greatly contributes to learners' writing development and facilitate autonomy, collaboration, assessment, engagement and awareness, particularly when trained (Berg, 1999; Huisman et al., 2019; Lam, 2010; Little et al, 2025; Lou et al., 2016; Man & Chau, 2022; Min, 2006; Shao et al., 2024; Yang et al., 2006).

Task type is another factor influencing both performance and feedback uptake. Integrated tasks that require reading, or reading and listening before writing, as in TOEFL iBT, involve different cognitive demands than those of independent tasks, which in turn shapes rubric emphasis and the types of instruction (Uludag & McDonough, 2022; Westbrook, 2023; Zhou et al., 2022). In other words, integrated writing tasks represent a considerably more complex measurement of writing ability compared to independent writing tasks as these tasks necessitate the comprehension and synthesis of information from reading, listening and writing (Plakans & Gebril, 2013). They encompass higher-order academic skills such as the selection, organization and transformation of source information into a coherent writing piece (Plakans & Gebril, 2012, 2017; Plakans, 2015). Particularly, according to Yang and Plakans (2012), successful performance on integrated tasks rests on multifaceted self-regulatory and discourse synthesis strategies. Given that integrated writing tasks

reflect authentic academic demands, they have been increasingly recognized as valid representations of actual academic writing ability (Plakans, 2015).

While the role of argumentative essays has been well-documented in EFL writing instruction, and integrated writing tasks have received some scholarly attention, newer tasks, especially the newly formatted TOEFL iBT task, Writing for an Academic Discussion (WAD), require further attention (Plakans & Gebril, 2012, 2017; Safari & Ahmadi, 2023; Yang & Plakans, 2012). Davis and Norris (2023) compared the independent essay and WAD, and the findings offered preliminary evidence for adopting Writing for an Academic Discussion task in place of the independent writing task to assess English writing skills.

Overall, L2 writing development is closely linked to the combination of three key aspects; the way feedback is provided, the self-regulated learning writing strategies which the learners make use of to regulate their own writing processes and the nature of the task itself. These factors are crucial as they collectively shape how learners engage with writing and determine the effectiveness of learner development.

1.2. Statement of the Problem

The central role of feedback has been consistently emphasized in research on second language writing (Ferris & Roberts, 2001; Hyland & Hyland, 2019; Yang et al., 2022). It has been established that feedback not only enables students to notice and correct their errors but also fosters engagement with the writing process (Ferris, 2010; Tian et al., 2022; Yang et al., 2023). In spite of this acknowledged significance, there is still an ongoing debate regarding which feedback types or practices are the most effective in supporting improvement and how they relate to self-regulated learning across various writing tasks (Pham, 2023; Shen & Wang, 2024; Zimmerman, 2000, 2002). These continuing discussions highlight several areas that remain underexplored and thus require further attention.

One key area that requires closer attention is the effectiveness of IWCF. While feedback has long been recognized as a key component in L2 writing development, questions remain, as stated above, about which types of feedback are the most effective in supporting long-term progress. Some studies argue that the effectiveness of IWCF varies according to proficiency level and metacognitive ability, with less proficient

learners struggling to benefit from indirect feedback without additional scaffolding (Ferris & Roberts, 2001; Hyland & Hyland, 2019; Kang & Han, 2015). In contrast, more recent research by Pham (2023) suggests its impact may depend on learner characteristics, as learners with higher autonomy tend to be more successful in correcting errors and producing more error-free revisions than those with lower autonomy.

Another area that must be examined in more detail relates to the continued predominance of teacher feedback. In other words, teacher feedback is regarded as the main source of guidance in writing classrooms as the most reliable and authoritative input (Hyland & Hyland, 2019). Learners often show a preference for teacher comments, and conferencing with teachers has also been linked to measurable improvements in accuracy (Bitchener et al., 2005; Tsui & Ng, 2000; Zhang, 1995). However, recent studies show that the mode of teacher feedback also matters. For instance, audio and screencast feedback have been perceived as clearer, more motivating, and more supportive than traditional written comments, thus influencing uptake and engagement with feedback (Bakla, 2020; Pachuashvili, 2023, 2024).

A further area that should be looked into more thoroughly is in relation to peer feedback. While untrained peer review may lead to shallow or unfocused comments, trained peer feedback has been shown to foster meaning-focused input, collaboration, and critical evaluation (Cui et al., 2022; Lou et al., 2016; Man & Chau, 2022; Noroozi & De Wever, 2023; Shao et al., 2024). Additionally, peer review not only enhances ownership and deeper engagement, but also complements teacher input (De Florio, 2023; Noroozi & De Wever, 2023).

Moreover, research suggests that combining multiple feedback sources may be most beneficial, as it may provide multiple viewpoints and increase learner motivation and engagement, thereby complementing one another (Cen & Zheng, 2024). What is more, such integration creates a more balanced approach that ensures accuracy, reliability, and learner participation, which is consistent with recent research arguing that effective feedback must be clear, timely, constructive, and task referenced (De Florio, 2023; Hyland & Hyland, 2019).

Furthermore, how feedback connects to learners' self-regulated learning (SRL) strategies in writing has received relatively less attention. Hence, it must be explored

in depth. Although SRL has been consistently associated with strategy uptake and improved writing outcomes (Shen & Bai, 2024; Teng & Zhang, 2020), comparatively fewer studies have looked into the effects of multimodal teacher feedback alone with those of combined teacher and trained peer feedback in shaping SRL use (Tian et al., 2022; Yang et al.,2022).

In addition to the points underlined above, prior studies on integrated writing highlight its complex and cognitively demanding nature, requiring understanding and synthesizing information from multiple sources (Plakans & Gebril, 2012, 2013, 2017; Plakans, 2015; Yang & Plakans, 2017). Safari and Ahmadi (2023) argue that since integrated writing tasks involve such skills, detailed diagnostic and task-specific feedback becomes vital for improvement. Hence, examining the effectiveness of feedback across integrated, argumentative, and academic discussion writing tasks is critical for understanding how feedback can best address the unique cognitive and strategic demands of each task type.

Finally, in light of all these findings , although prior studies have investigated feedback types, writing development or their relationship with SRL, to the best of the researcher's knowledge, no study has examined the effects of various feedback types in relation to writing performance and self-regulation across argumentative writing, integrated writing (reading-listening-writing) and WAD tasks within a single design. Considering the growing emphasis on integrated tasks, and the novelty of the WAD task within the TOEFL iBT, there is a clear need for empirical research that investigates the comparative effects of teacher feedback and combined teacher and peer feedback on both writing performance and the development of SRL strategies in EFL learners across different genres of writing.

In conclusion, feedback continues to be pivotal to L2 writing. Therefore, addressing which types or modes are the most effective in supporting writing development and how feedback interacts with SRL across multiple writing tasks may inform more comprehensive feedback designs that foster learner development.

1.3. Purpose of the Study

The purpose of this study is to investigate the effects of teacher feedback and integrated feedback on tertiary-level L2 learners' writing performance and self-regulated learning

writing strategies across various writing tasks, which are argumentative writing, TOEFL iBT integrated writing and TOEFL iBT Writing for an Academic Discussion. Specifically, the study aims to determine whether combining teacher and peer feedback leads to measurable and meaningful improvements in writing performance and self-regulation compared to teacher feedback alone, and to explore the perceptions of the learners with regard to the feedback practices.

More elaborately, the study seeks to underline the pedagogical value of examining different forms of feedback. Teacher feedback, which has been traditionally recognized for its authority and reliability (Ferris & Roberts, 2001; Hyland & Hyland, 2019; Tsui & Ng, 2000; Zhang, 1995), continues to serve as the dominant source of guidance in writing instruction. Added to this, more recent research draws attention to the delivery mode of teacher feedback such as written direct, written indirect, audio, or screencast, and points out the crucial role it plays in determining feedback clarity, accessibility, and motivational impact (Ferris, 2010; Bakla, 2020; Pachuashvili, 2023, 2024). At the same time, trained peer feedback has been shown to encourage collaboration, promote critical reflection, and autonomy, thereby complementing teacher input and fostering more meaningful engagement with revisions (Lam, 2010; Lou et al., 2016; Man & Chau, 2022). Consequently, by examining teacher-only feedback in contrast with teacher feedback combined with trained peer review, this study aims to shed light on how multiple feedback sources interact to facilitate writing development.

Beyond what has been drawn attention to above, by including integrated tasks that combine reading, listening and writing components, the present study also aims to expand feedback research to task types that require advanced synthesis skills. As Plakans and Gebril (2013, 2017) and Safari and Ahmadi (2023) point out, these tasks require learners to compose a text using information from multiple sources, and providing detailed feedback helps them be aware of their strengths and weaknesses, so incorporating different feedback sources and forms might offer valuable implications for understanding the way feedback facilitates complex writing processes.

Additionally, the current study underscores the crucial role self-regulated learning plays in shaping writing performance. As previously put forth, self-regulation refers to learners' ability to plan, monitor and evaluate their own learning processes (Pintrich, 2004; Schunk & Zimmerman, 2009; Zimmerman, 2000, 2002; Zimmerman & Moylan,

2009). When integrated with feedback, SRL has been increasingly associated with effective revision, better strategy use and long-term writing improvement (Shen & Wang, 2024; Sun & Wang, 2020; Teng & Zhang, 2020; Yang et al., 2022; Xu, 2022). That is why exploring the links between multimodal feedback and SRL can provide insights into the processes by which feedback promotes regulation and continuous development.

Altogether, the purpose of this study is not only to evaluate the comparative effects of teacher and peer feedback on writing outcomes, but also to explore their contribution to the development of SRL strategies across diverse task types. In doing so, the study seeks to address current demands for more comprehensive and extensive research into how feedback practices can be designed to maximize writing development and learner self-regulation in high-stakes academic contexts.

1.4. Significance of the Study

This study addresses the challenge of enhancing writing performance and fostering self-regulated learning writing strategies in L2 learners by comparing the effects of teacher-only feedback and combined teacher and trained peer feedback through process writing. To this end, the study responds to current pedagogical needs by examining innovative and multimodal feedback delivery modes, such as screencast, indirect feedback and trained peer feedback, in relation to writing and strategy development.

The significance of this study also lies in its contribution to expanding the literature beyond the frequently studied argumentative essay and incorporating different task types which remain underexplored. Therefore, the present study aims to bridge the gap between research on feedback practices and their application across diverse writing tasks.

The findings may inform writing instruction in EFL contexts and contribute to the design of feedback practices that enhance both writing performance and self-regulation, taking high-stakes exams into consideration.

1.5. Research Questions

In line with the purpose of the study outlined above, the current study seeks to answer the following questions:

1. What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' writing performance across tasks?
    1.1. Is there a statistically significant difference between groups before and after the intervention?
    1.2. Is there a statistically significant difference within the experimental group before and after the intervention?
    1.3. Does writing performance differ across tasks?
2. What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' self-regulated learning writing strategies?
    2.1. Is there a statistically significant difference between groups before and after the intervention?
    2.2.Is there a statistically significant difference within each group before and after the intervention?
3. What are participants' perceptions regarding the feedback types they received and the whole process they experienced?

1.6. Definitions of Key Terms

Self-regulated learning (SRL) refers to learners' proactive use of cognitive, metacognitive, motivational, behavioral and affective strategies such as goal setting, planning, monitoring, and reflection to guide learning (Zimmerman, 2000; Pintrich, 2004).

Teacher feedback may be explained as the written or spoken evaluative comments provided by the teacher to guide student writing (Ferris, 2010). Put differently, it is the information given by the instructor about performance intended to guide improvement; in writing, this can target the task itself (e.g., content and organization) and processes (e.g., planning, monitoring) that support regulation (De Florio, 2023; Yang et al., 2022).

Indirect feedback refers to the teacher indicating an error using coding or highlighting, thus drawing the student's attention to it without providing the corrected form, leaving the student to self-correct (Bitchener et al., 2005; Ferris, 2010).

Screencast feedback is when the teacher delivers their comments via screen-recorded video with voice-over and on-screen annotation using learners' written work (Pachuashvili, 2023).

Peer feedback refers to students taking on roles, usually performed by teachers, and providing written or oral comments on their peers' writing for evaluation (Hansen & Lui, 2005)

2. LITERATURE REVIEW

The following section presents the theoretical underlining of the current study. Subsequently, empirical studies relevant to feedback in second language writing, particularly in EFL writing contexts, are reviewed. Then the gap in the existing literature is highlighted, emphasizing the significance of the current study.

2.1. Theoretical Background

L2 writing is framed as both a cognitive process and a socially situated practice. From a cognitive perspective, writing is conceptualized as an ongoing process in which writers constantly plan, translate, and review their ideas (Flower & Hayes, 1981). In sociocultural perspectives, scaffolding and interaction are highlighted in shaping learning and performance (Vygotsky, 1978; Wood et al., 1976). Theories underlying self-regulated learning (SRL) further explain how learners set goals, monitor their progress, and reflect on their work (Zimmerman, 2000, 2002; Pintrich, 2004).

Together, these perspectives, which are discussed in greater detail in the following subsections, establish a comprehensive theoretical foundation for the current study as the relationship among feedback, writing performance and self-regulated learning writing strategies are drawn upon.

2.1.1. The Cognitive Process Theory by Flower and Hayes

The cognitive process theory of writing proposed by Flower and Hayes (1981) views writing not as a simple linear sequence of pre-writing, writing and rewriting, but rather as a dynamic cognitive activity. According to this theory, writing is guided by the writer's goals and involves recursive and hierarchically organized thinking processes that interact with one another. Indeed, the proposed model stresses that writing is as an act of discovery, decision-making and goal generation rather than the final product itself.

There are three main components of this model, which are the task environment, writer's long-term memory and the writing processes. Whereas the former covers elements such as the assignment at hand, the audience and the evolving text, the latter includes factors such as the writer's knowledge on the topic and writing plans. The last component deals with the writing processes, namely planning, translating and reviewing, all of which are regulated by a monitor. More elaborately, the planning phase is when writers generate ideas, organize them and set goals while translating refers to putting ideas into written form. Reviewing, on the other hand, is the evaluation and the revision of the text, and the monitor is the writers themselves actively monitoring the writing process guided by their own goals and individual writing styles. The theory argues that these processes do not occur in fixed stages but are in fact embedded within each other and interact continuously. Planning or revising, for instance, may take place at any point.

In sum, this model highlights that writing is both goal-directed and open to discovery. Writers do not merely reproduce existing knowledge; they also create and refine goals as they compose, hence making writing a purposeful yet creative problem-solving activity.

Building on this foundational work, Hayes (1996) proposed a new framework, expanding the original 1981 model. This refined model broadened the theory by incorporating affective, motivational and social aspects of writing. In this updated framework, writing is reconceptualized as an interaction between two constructs. The first one is the task environment, which consists of the social environment including the audience and the collaborators, and the physical environment including, for instance, the text produced so far. The second one is called the individual. It incorporates motivational and affective elements such as goals, beliefs and attitudes, the working memory, the long-term memory and cognitive processes (e.g., text interpretation, reflection, text production).

To elaborate, within this model, working memory serves as a central mechanism between cognition and emotion. It is underlined that how cognitive effort, attention, and goals are managed during writing are directly affected by the writer's emotional state such as interest, confidence or anxiety. In addition to this, the inclusion of social context in the task environment captures the impact of collaboration and feedback on writing performance.

Drawing on the previous perspectives, Chenoweth and Hayes (2001) restructured the model in their study that examined cognitive processes underlying text generation and fluency both in first and second language writing. Their framework is composed of three interconnected levels, which are the control, the process and the resource levels. The control level monitors and regulates the entire writing process. It is responsible for goal setting, strategic planning and self-regulation, whereas the process level involves the steps of text production such as idea generation and revision. These allow for thoughts to be transformed into written output. The resource level deals with the cognitive and linguistic resources, including syntactic knowledge, attention, vocabulary and such, that support fluent writing. In first-language writing, most of these resources are automized. However, L2 writers tend to produce text more slowly than L1 writers, with more interruptions, pauses and revisions, due to the heavier cognitive load in retrieving words and forming grammatical structures in a second language. As a result of this, cognitive capacity available for higher-level activities such as planning, organization, and self-monitoring becomes limited. Overall, this model highlights that writing fluency relies on the effective coordination among these three levels.

Following this, Kellogg (2008) approached writing from a cognitive-developmental perspective, suggesting that becoming a proficient writer is a gradual process shaped by maturation, instruction and deliberate practice. According to him, there are three stages regarding writing, which are knowledge-telling, knowledge-transforming and knowledge-crafting, respectively. These stages represent writers' progress over time. In the early stages, writers simply convey their own ideas. Then as their working memory capacity expands and they have more control, they learn to transform and reorganize their ideas through reflection and revision. Finally, they are able to write their ideas, keeping the potential reader in mind and revising accordingly to meet the reader's anticipations. As a whole, Kellogg (2008) likened writing development to that of other complex skills such as mastering chess or a musical instrument, underlining the crucial role of deliberate practice and cognitive apprenticeship, with the latter utilizing Vygotsky's (1978) Zone of Proximal Development concept (experts guiding novices to perform better than they would do independently).

In a very similar fashion, McCutchen (2011) outlined a theory explaining the developmental path writers take from being novice to expert, emphasizing the critical

role working memory, language fluency and writing-related knowledge play. Accordingly, there are two interdependent components that are regarded as essential for writing expertise, the first of which is called fluent language generation processes such as transcription and text generation, and the second of which is extensive knowledge related to writing, including genre knowledge and topic familiarity. The theory posits that in the early stages of writing development, novice writers are heavily constrained by the limited capacity of short-term working memory since the cognitive demands required for syntax, spelling and transcription consume much of writers' mental resources. Thus, they often adopt basic strategies like knowledge-telling (Bereiter & Scardamalia, 1987 as cited in McCutchen, 2011; Kellogg, 2008), in which ideas are recalled from memory without extensive planning or revision. Later, as fluency improves, writers are able to free up their cognitive resources for more complex processes such as revising, planning and goal management. Then at more advanced stages, expert writers can draw on their long-term memory (Ericsson & Kintsch, 1995 as cited in McCutchen, 2011), linking current writing tasks with a rich network of stored knowledge. This, in turn, enables them to integrate previous text, genre conventions, audience expectations and topic-relevant information simultaneously. On the whole, McCutchen's model complements the prior ones by underscoring the significance of fostering linguistic automaticity and metalinguistic awareness in order for the cognitive resources to be redirected to higher level planning, reflection and revision.

Later on, informed by empirical findings from both adult and child writers, Hayes (2012) further refined his earlier models by reconceptualizing the writing process. Two major elements, transcription and motivation, were added in this revised version. Firstly, transcription refers to spelling, handwriting or typing the writing, which, as stated in theory, should be viewed as a cognitively demanding process that competes with higher-order writing activities for mental resources rather than as a purely mechanical act. Just as in McCutchen's theory (2011), this insight challenged the long-standing assumption held in earlier theories that transcription operates automatically in proficient writers. Secondly, the inclusion of motivation in the updated model of the theory allowed for the acknowledgment of motivation in influencing writing engagement, persistence and attention to quality throughout the writing process. In addition to these, the 2012 version of the model views planning and revision as

specialized writing activities embedded within the broader writing process, not as separate activities, allowing for a more in-depth understanding of how writers continuously compose, evaluate and revise their ideas. Moreover, Hayes (2012) expanded the model to children, and the findings showed that as children's transcription fluency and working memory improve, they gradually transition from basic knowledge-telling strategies to more organized and structured writing. Ultimately, this remodeling of the cognitive theory offers a more holistic account of how writing occurs through interaction between cognitive and affective factors along with the evolving text.

In recent years, Zhou (2023) revisited the Flower and Hayes (1981) model in second language writing context, highlighting the model's relevance and importance for current cognitive and pedagogical approaches. The study argued that L2 writers face increasingly more cognitive burden as opposed to L1 writers, which is a point that has been constantly underlined in earlier theories. Grounded in the cyclical nature of the Flower and Hayes (1980) framework, Zhou (2023) emphasized that for effective L2 instruction and to support writers in monitoring and regulating their writing processes, metacognitive awareness, long-term memory enhancement, and strategic planning must be fostered. Furthermore, the study reinforced the idea that writing development is a gradual and iterative process which requires extensive practice, reflection and feedback, aligning with the cognitive view of writing proposed by Flower and Hayes (1981) as a purposeful, goal-driven and self-regulated problem-solving.

In essence, the cognitive account frames writing as a complex, goal-oriented and self-regulated process in which writers move back and forth between planning, putting ideas into words, and revising. Across the revised models, writing quality is linked not only to higher-level choices such as setting goals, organizing ideas, and evaluating what has been written, but also to how well writers can handle working-memory limits and linguistic demands, which is a more noticeable issue in L2 writing because of the heavier cognitive load. These frameworks also highlight that becoming a better writer takes time, so extensive and often deliberate practice is required. This way lower-level processes become more fluent and then cognitive space is freed up for more effective monitoring, reflection, and strategic control throughout composing.

2.1.2. Sociocultural Perspectives

Although the more recent cognitive models acknowledge the effects of social context, collaboration and audience on writing (Hayes, 1996; 2012), they continue to conceptualize writing mainly as an internally regulated cognitive activity. In the current study, however, writing also involves processes such as peer feedback, interaction and collaborative work, all of which rely on social engagement rather than individual cognitive effort alone. For this reason, sociocultural theory is incorporated into the study to complement the cognitive perspective and to explain how writing develops through interaction, scaffolding and co-constructed feedback.

Sociocultural theory points out the role of interaction and mediation in learning. To this end, Vygotsky (1978) introduced the concept of the Zone of Proximal Development (ZPD), referring to learners' actual and potential development. Stated differently, it is the gap between what learners can do independently and what they can achieve through "adult guidance or collaboration with more capable peers" (p.86). In accordance with this theory, only by working together with people or peers are learning processes internalized, thereby making way for individual competence or performance because learners are allowed to perform beyond their current level.

In line with this perspective, scaffolding emerges as a core element. In Wood et al.'s work (1976), it is described as support or help given by a tutor to enable the learners to accomplish tasks which are "initially beyond their capacity" (p.90). The tutor's task for scaffolding involves several steps such as reducing the complexity of the task, drawing attention, pointing out important features, managing frustration and demonstrating possible solutions. Accordingly, the more capable learners grow to complete the task independently, the less support is provided. Therefore, scaffolding is seen as guidance tailored to learners' needs so that they are able to achieve progress.

Sociocultural theory was elaborated on by Prior (2006) in terms of writing. In this perspective, writing is defined as a socially situated and dialogic activity rather than just a cognitive one. It is asserted that development of writing unfolds through social engagements and interactions including conversations, revisions and feedback exchanges. In other words, meaning is co-constructed between writers and their communities. Therefore, writing is considered as a mediated practice shaped by cultural tools, social context and shared norms.

In the following years, these concepts were applied to digital and collaborative contexts. For example, Rish et al. (2015) pointed out that online platforms such Google Drive may function as mediational tools that facilitate dialogic interaction and shared authorship. Their model demonstrates that writing can be a collaborative activity in which learners and teachers collectively construct knowledge. Likewise, sociocultural theory was adapted by Slavkov (2015) in his research on the relationship among the writing process, Google Drive and the theory itself. The findings reveal that online collaborative writing platforms support both linguistic and social interaction, thereby extending the notion of scaffolding to include technology-assisted collaboration.

More recently, Allami et al. (2025) synthesized the sociocultural framework with current L2 writing pedagogy by investigating the effects of sociocultural theory-informed instruction (e.g., scaffolding, collaboration, peer interaction) on IELTS writing performance. The findings indicated that sociocultural theory-based instruction notably improved learners' writing performance in terms of task response, coherence, cohesion and such. Consequently, the study highlights how approaches grounded in sociocultural theory may enhance writing development, strategy awareness, collaboration, critical thinking and effective communication.

In summary, cognitive and sociocultural perspectives together provide a more comprehensive account of writing development. While cognitive models emphasize the internal regulation of goals, memory, and motivation during writing, sociocultural theories highlight the mediating role of interaction, scaffolding, and collaboration. Collectively, they establish a basis for understanding the role of feedback and collaborative processes in the development of L2 writing.

2.1.3. Self-Regulated Learning (SRL) Frameworks in Writing

Another construct guiding the theorical background of the study is self-regulated learning in writing, which stresses the significance of regulating one's own goals, motivation and strategies in response to feedback.

In Zimmerman's 1990 work, self-regulated learning (SRL) is described as a proactive approach to learning with students taking accountability for their progress through goal setting, planning, monitoring, and evaluating. Zimmerman proposes that central to effort and strategy use are personal beliefs such as self-efficacy and motivation as well

as self-feedback. Learners assess how effective their learning and strategies are and make changes accordingly.

Following this, in Zimmerman and Risemberg's 1997 foundational work, writing is defined as a self-initiated activity (p.73). It is shaped by regulation in three levels: environmental, behavioral and personal. At these levels writers must employ several strategies such as managing distractions, choosing their tools, learning from tutors, monitoring their work, managing their time well and so forth.

Building on this perspective, Zimmerman's work in 2000 outlines SRL as a cyclical process with three phases: forethought (e.g., goal setting, strategic planning and motivational beliefs), performance (e.g., self-control, and observation) and self-reflection (e.g., evaluation). Similar to the previous theoretical studies, self-efficacy, which is "personal beliefs about having the means to learn or perform effectively" (p.17), is pointed out as a crucial element, guiding and shaping, for instance, goal setting and strategy use. Social context is also argued to play a significant role in fostering SRL through modelling, guidance and feedback. Furthermore, in his 2002 work, Zimmerman emphasizes that learners with higher self-regulation differ from those with lower self-regulation in that they set specific goals, monitor their own progress, and reflect constructively. The lack of emphasis instructors place on promoting goal setting, strategy use, self-evaluation, and learners' motivational beliefs in classroom practice is also drawn attention to as a gap, which underscores the rationale of the present study looking into how feedback practices can foster L2 learners' self-regulated writing strategies alongside their writing performance.

Pintrich (2004) extends the SRL theory by proposing a more elaborate framework, in which it is defined as both cyclical and multi-faceted. Unlike the previously discussed models, his model consists of four phases including forethought, planning and activation, monitoring, control, reaction and reflection applied across four dimensions: cognition, motivation and affect, behavior and finally, context. Within this framework, not only learners' strategies and beliefs, but also their emotions, efforts and surroundings are highlighted. A key contribution of his work is the fact that motivational beliefs such as task value and goal orientation take an integral regulatory role, rather than being placed separately. Consequently, this perspective sheds light on how feedback, the context, and learners' motivational beliefs interact to shape SRL in writing.

Similar to the earlier conceptualizations of SRL, recent approaches also portray self-regulated learning as a dynamic and cyclical process in which cognition, motivation and behavior are planned, monitored and evaluated by learners to achieve their goals (Schunk & Greene, 2018; Zimmerman, 2013; Zimmerman & Schunk, 2011). Rooted in social cognitive theory, these later models stress the reciprocal interaction among personal, behavioral and contextual factors and highlight that goal setting, strategy use, self-monitoring and reflection are essential for effective self-regulation. Self-efficacy and motivation play a crucial role in these later models, as well. Additionally, SRL is perceived as a developmental and teachable process which progresses through modelling, feedback, social interaction and reflection. Thus, it enables learners to internalize regulatory skills, become more autonomous and self-directed over time, consequently enhancing writing performance and strategy use.

In conclusion, the present study, which investigated the impact of teacher and combined teacher and trained peer feedback on both writing performance and SRL writing strategies across tasks, has been guided by all the aforementioned theories collectively since they provide a strong basis for understanding how feedback practices interact with regulation to support writing development.

2.2. Relevant Research

The review on relevant research is organized into themes reflecting different sources and types of feedback and their relationship to writing development and self-regulated learning. Specifically, research on various forms of teacher feedback and its impact on writing performance and SRL is examined first. This is followed by studies on peer feedback and its effects on writing and SRL strategies. Next, literature on combined feedback practices integrating teacher, peer or other feedback forms is discussed. Finally, studies on integrated writing tasks such as reading-to-write or reading-listening-to-write tasks, including TOEFL iBT integrated writing are reviewed with an emphasis on writing performance and SRL.

2.2.1. Teacher Feedback and Writing Development

Feedback that is provided by teachers has long been a cornerstone of L2 writing instruction and so has been extensively studied. In fact, numerous studies have examined its efficacy in enhancing students' writing development. In one of the early

influential works, in which doubts are raised about the contribution of grammar correction to writing, Truscott (1996) argued that it is ineffective and even harmful to L2 writing development. In contrast, Ferris (1999) presented counter evidence suggesting that grammar correction remains essential because L2 learners actively seek this type of feedback, university faculty value accuracy in writing and instruction plays a key role in developing students' self-editing skills. Furthermore, Fathman and Whalley (1990) demonstrated that teacher-provided feedback results in improvements in content and leads to increased grammatical precision and that rewriting is an important part in doing so. Since then, empirical studies have presented positive evidence for written corrective feedback in terms of writing more accurately both lexically and grammatically, especially when revision or rewriting is involved (Chandler, 2003; Bitchener, 2008; Bitchener & Knoch, 2010; Ellis et al., 2008). To illustrate further, a meta-analysis by Biber et al. (2011) confirmed that written corrective feedback can facilitate L2 writing development when it is regular, focused and embedded in revision cycles, even though its effects may be mediated by factors such as learners' proficiency and the instructional context. More recently, Yang et al. (2022) examined how SRL-based teacher feedback impacted tertiary-level Chinese EFL learners' writing performance. By having students set criterion-based goals before tasks and later complete error logs and reflective journals, this study found that instructor feedback geared towards SRL leads to improved writing performance (Yang et al, 2022).

A key distinction in written teacher feedback has also been emphasized; that is direct written corrective feedback in which the teacher gives the correct form of an error, and indirect written corrective feedback where the error is indicated by underlining or using codes, and the correction is left to the students (Bitchener, 2005; Ferris, 1999, 2010). In this regard, for instance, Ferris and Roberts (2001) found that students who received either coded or uncoded written feedback, the first of which refers to the use of symbols to signal errors and the latter referring to underlining errors, made more accurate revisions compared to those who received no feedback at all. Notably, they reported that there was no difference between the coded and uncoded feedback groups in terms of revision success and that both lead to self-editing on the part of the students, revealing that even cues as little as underlining can prompt learners to self-correct, which is supported by the findings of the previously mentioned study, as well

(Fathman & Whalley, 1990). In a later study, Kang and Hang (2015) did a meta-analysis synthesizing findings from 21 empirical research to find out whether and what type of written corrective feedback improves L2 writing accuracy, and they further examined the factors influencing the efficacy of WCF. Their results revealed that written corrective feedback does, in fact, help with the development of L2 writing and that there was essentially no difference between direct and indirect feedback. However, they cautioned that beginner level students might benefit more from direct feedback due to their lack of adequate linguistic knowledge, adding that there was not any empirical research directly investigating the relationship between proficiency level (a factor on the effectiveness of WCF) and the impact of various types of feedback.

Research in different national contexts expanded the existing findings. Comparing indirect teacher feedback and peer feedback, Ruegg (2014) examined the effects on writing ability in a Japanese setting with university students. Accordingly, while students in both groups performed similarly on organization, content, vocabulary and overall writing scores, teacher feedback group outperformed the peer feedback group in terms of grammar gains. This study suggested that teacher feedback may be better in aspects such as grammar and content. In Turkish context, several studies also reported positive effects of teacher feedback and written corrective feedback on learners' writing. For one, Taskiran and Goksel's study (2022) showed that both automated feedback and teacher feedback contributed to students' academic writing achievement, with regular feedback leading to improvements over time and teacher feedback yielding slightly higher score increases than the automated feedback. For another, Er and Küçükali (2024) found that both face-to-face and oral feedback on hard-copy drafts and digital written feedback on soft-copy drafts greatly improved Turkish university students' writing, even though face-to-face feedback was perceived as more effective since it allowed for immediate clarification, negotiation and richer interaction. Complementing these findings, Kahraman and Yalvaç (2015) found that Turkish EFL university students hold positive attitudes towards teacher corrective feedback and tend to prefer coded or uncoded feedback on first drafts while opting for more explicit feedback on final drafts. Their study underlined the crucial value in creating opportunities for self-correction, as well.

Beyond traditional written comments, researchers have also focused on a relatively new form of feedback utilizing technology. This technology-mediated feedback, called

screencast, is the teacher giving feedback through a computer or a video screen recording with audio commentary, often highlighting areas of the student's written text on the screen (Bush, 2021). Research on this video feedback has shown it to be a powerful tool in fostering writing development and engaging students while there have also been some concerns over it lending itself to technical issues and being time-consuming. This is exemplified through the studies by Orlando (2016) and Thomson and Lee (2012) who noted that this type of feedback allows teachers to offer more in-depth and personalized explanations of problematic areas, thus making feedback clearer to understand. In another study, Ali (2016) pointed out that although there were technical challenges such as slow loading time, students' perception of screencast feedback was that it was more specific, detailed, clearer, supportive and engaging, and that in comparison with the written feedback, it led to higher writing improvements. Similarly, Mathieson's study (2012) demonstrated that video feedback was perceived to be effective in enabling students to learn despite taking almost twice as much time as providing written feedback. Another example is the study by Saeed et al. (2024). They found screencast feedback to be effective in addressing global issues and fostering successful text revision. This study also revealed that written, audio and screencast modes differ in terms of the evaluative language teachers utilize and in how students perceive the tone of feedback.

The supportive evidence towards screencast is also echoed in a growing body of research, several of which were conducted in Turkish context. For instance, Bakla (2017) overviewed the benefits, drawbacks and potential solutions of screencast feedback, resonating with the previous studies' findings that this feedback offers a more detailed and comprehensive account as well as a more welcoming feedback environment. Another study with Turkish EFL students in a university setting compared e-written and screencast feedback in terms of students' responsiveness to feedback and their preferences and emotional reactions during a seven-week online course (Vatansever & Toker, 2022). Results revealed no significant difference in responsiveness, but students tended to prefer screencast feedback for its perceived cognitive and motivational benefits, whereas e-written feedback was valued for its practicality, particularly its time efficiency and ease of locating comments. In sum, the studies on video-mediated feedback highlight that it yields significant writing performance outcomes and is regarded highly by the students on account of its

comprehensible, clear, interactive, motivating and supportive nature (Bakla, 2020; Bush, 2021; Pachuashvili, 2023, 2024; Vatansever & Toker, 2022).

The integration of technology-mediated feedback has broadened how teachers deliver comments. This shift has naturally led researchers to examine not only individual modes, but also how these modes can be combined to enhance feedback effectiveness. Consequently, in addition to all the work that has been pointed out above, existing research has also explored combined teacher feedback approaches, with instructors utilizing multiple modes of feedback to maximize the impact on writing development. This includes supplementing written comments with audio, or video feedback or holding face-to-face conferences. This can be seen in Bitchener et al.'s (2005) study, in which they concluded that one-to-one oral conferences together with written corrective feedback enabled students to write more accurately, and they suggested that this combined approach be used regularly. In the Turkish context, Bakla (2020) compared three feedback modes (written, audio and screencast) with Turkish EFL learners at the university level. It was found that while the audio group outperformed the other two groups when students revised their own essays, all participants performed similarly when revising others' essays. With regards to the preferences, audio feedback was the least favored due to comprehension and technology-related issues, whereas written feedback was preferred for quick access and screencast for multimodality and comprehensibility. Together with this study, recent research argues that such blended feedback practices mitigate the limitations of single modes; thus, strengthening the effectiveness of feedback (Bakla; 2020; Hyland & Hyland, 2006; 2019).

In general, the literature portrays teacher feedback as a key component of L2 writing development, with a general consensus that continuous written corrective feedback can prompt accuracy and text quality in different forms when structured around revision cycles (Biber et al., 2011; Bitchener, 2008; Bitchener & Knoch, 2010; Chandler, 2003; Ellis et al., 2008; Ferris, 1999; Ferris & Roberts, 2001; Fathman & Whalley, 1990; Kang & Hang, 2015; Ruegg, 2014). In a likewise manner, evidence from Turkish EFL settings demonstrate that teacher feedback is both effective and positively viewed across face-to-face, digital and automated environments (Er & Küçükali, 2024; Kahraman & Yalvaç, 2015; Taskiran & Goksel, 2022). At the same time, research on screencast and multimodal feedback suggests that combining

written, oral or video-mediated feedback can make comments clearer, more engaging and more supportive, while helping to overcome the limitations of any single feedback mode (Ali, 2016; Bakla, 2017, 2020; Bush, 2021; Mathieson, 2012; Orlando, 2016; Pachuashvili, 2023, 2024; Saeed et al., 2024; Thomson & Lee, 2012; Vatansever & Toker, 2022; Bitchener et al., 2005; Hyland, 2010; Hyland & Hyland, 2006, 2019).

2.2.2. Teacher Feedback and Self-Regulated Learning Writing Strategies

In addition to improving text quality, teacher feedback can play a crucial role in developing students' self-regulated learning strategies in writing. To begin with, when it comes to feedback and SRL in writing, one pioneering work that must be acknowledged is Butler and Winne's (1995). They posited that feedback is closely linked to self-regulated learning because it supports self-regulatory processes such as goal setting, strategy selection and revision. In addition, learners generate internal feedback about the quality of their performance and strategies through monitoring themselves, which is a central component of SRL. They argued that feedback's impact is guided by learners' knowledge, beliefs and monitoring activities.

In their work, they also identified the constraints of traditional feedback research, highlighting the fact that previous research has, for example, either focused largely on the outcome of the task (feedback provided only after task completion, thereby failing to supply learners with the information needed to self-regulate), or investigated feedback and self-regulation in isolation, thus limiting the understanding of how feedback operates dynamically throughout the learning process. That is why, in response, Butler and Winne (1995) proposed a future research direction that adopts a broader, SRL-oriented perspective; one that integrates instruction, feedback, self-regulation, and knowledge construction.

Empirical studies have begun examining how teacher feedback influences the development of SRL in L2 writing. To illustrate, Lam (2015) asserted that simply providing feedback does not guarantee successful text revision or the development of SRL. In this study, feedback that relied solely on the corrections on tasks failed to promote SRL while feedback targeted at self-regulation resulted in meaningful text revision. For this reason, it was argued that effective feedback must be at the process and self-regulation levels, enabling students to review and self-question their progress to enhance learner agency (Lam, 2015). In another study, both self-assessment and

indirect teacher feedback were found to contribute to increased self-regulation, demonstrating that self-assessment supports SRL development especially in goal setting, strategic planning, strategy use and such (Vasu et al., 2020). The researchers suggested that self-assessment be embedded within regular instruction rather than treated as an optional technique in writing classes. More recently, Pham (2023) explored the relationship between indirect written corrective feedback and learner autonomy. The results indicated that IWCF fostered a greater sense of responsibility, encouraged more self-directed learning strategies and promoted more positive views among students towards error correction. Furthermore, when investigating the effects of multiple draft writing and SRL-oriented feedback on Chinese EFL learners' self-regulated learning strategy use, Yang et al. (2023) showed that feedback built around SRL principles facilitated the development of metacognitive, cognitive and motivational strategies, and they emphasized the importance of prioritizing learner agency and process-based revision. Additional work also demonstrated that SRL-based writing instruction and strategy-focused interventions can strengthen learners' self-regulated writing strategy use and writing performance, lending further support to the potential of feedback and instruction that explicitly target SRL (Shen & Bai, 2024; Teng & Zhang, 2020; Yang et al., 2022). In a related manner, Inan-Karagul and Seker (2021) looked into the effects of integrating SRL writing strategies with screencast feedback in an online EFL writing context. Carried out with 135 Turkish ELT undergraduates, the research reported a significant increase in students' use of SRL writing strategies following the intervention. Aligning with prior research, students expressed notably positive views of screencast feedback, and the researchers concluded that screencast could serve as an effective and practical medium for embedding SRL strategy training in writing instruction. Extending the line of research on SRL, Ebrahimi and Ebadi (2024) examined screencast-based feedback framed within an ipsative assessment design. Their findings indicated that using screencast comments made feedback more visible, accessible and engaging while also encouraging students to reflect on their earlier performances. Hence, their study stressed that screencast feedback supports the development of self-regulation by prompting ongoing self-assessment and may foster a greater sense of ownership over writing outcomes.

Taken together, these studies show that teacher feedback contributes to the development of self-regulated learning in writing when it goes beyond mere surface correction and instead supports learners' monitoring, agency and strategic engagement. Put differently, the literature underscores that SRL-based, process-level and autonomy-enhancing feedback practices promote more effective revision, greater use of metacognitive and motivational strategies, and more positive learner perceptions across diverse EFL contexts (Butler & Winne, 1995; Ebrahimi & Ebadi, 2024; Inan-Karagul & Seker, 2021; Lam, 2015; Pham, 2023; Shen & Bai, 2024; Teng & Zhang, 2020; Vasu et al., 2020; Yang et al., 2022; Yang et al., 2023).

2.2.3. Peer Feedback and Writing Development

Peer feedback, which is also known as peer review, peer response, peer assessment or peer editing, is when students provide feedback on each other's writing pieces by adopting a teacher-like stance (Han & Liu, 2015). Alongside teacher feedback, peer review has emerged to be regular practice in writing classrooms, and its role in improving writing quality has increasingly been recognized by scholars. For instance, Paulus (1999) noted that majority of students' revisions in an ESL writing course were driven by peer and teacher comments, and that peer-driven revisions frequently targeted meaning-level changes such as content and ideas, which resulted in significantly higher scores in writing. Berg (1999) also reported that peer feedback can support revisions and enhance writing quality. Similarly, another study found that students who actively engaged with peer comments were able to identify weaknesses in their writings that they had not noticed themselves, which led to meaningful revisions (Tsui & Ng, 2000). A comparable finding was reported by Yang et al. (2006), demonstrating that peer response leads to a higher frequency of meaning-based revisions. Additionally, according to Huisman et al.'s (2019) meta-analysis, in comparison with self or no feedback, peer editing contributes to greater improvements in writing and can be as effective as instructor feedback in supporting writing development. Notably, the value of peer feedback goes beyond the writer; as Lundstrom and Baker (2009) showed, engaging in feedback activities as the reviewer or the feedback giver can enhance writing abilities. In their work, learners who provided comments on their peers' drafts without getting feedback themselves demonstrated greater improvement than those who only received feedback. Building on this, Prompan and Piamsai (2023) found that combining peer feedback with explicit

instruction in self-regulated learning over a 12-week period produced considerable gains in students' writing scores. This suggests that peer review can be particularly impactful when coupled with structured guidance on strategy use and regulation.

A crucial factor in the successful uptake of peer feedback depends on whether students have been given training or not to provide and utilize feedback effectively. Early research revealed that peer comments can be surface-level and unhelpful in supporting peers to write what they intended to write (Nelson & Carson, 1998). This may cause writers to misunderstand or disregard peer feedback, which limits its impact (Min, 2005). To address this issue, several studies implemented training. For instance, Paulus (1999) underlined that instructors need to integrate peer response through careful training and in a structured way for it to work. The study by Berg (1999) indicated that trained peers made more revisions compared to untrained peers and highlighted that training increases the likelihood of students participating in the feedback process and making more progress in their revisions and overall writing quality. In other words, training should address several skills such as appropriate language use when offering criticism, to be successfully incorporated in writing classrooms. In a similar fashion, another study emphasized that effective peer review does not occur spontaneously; it needs regular planning on the part of the teacher and training must be provided before, during and after writing activities (Hansen and Liu, 2005). They stated that training should include showing students how to respond, guiding them to pose clarification or elaboration questions that facilitate revision and equip them with ways to offer criticism politely. Rollinson (2005) argued that peer feedback should complement teacher feedback rather than replace it and further explains why training is necessary to eliminate teachers' and learners' worry about the quality of peer comments, cultural discomfort with criticism, and uneven proficiency or group dynamics. It was noted that training should include careful group set-up and clear explanations of procedures and strategies along with goals, samples of good and poor feedback, and practice on collaborative interaction (Rollinson, 2005). Likewise, Min (2005, 2006) proposed guidelines that students should be provided with to maximize the efficiency of peer review procedures such as clarifying the intentions of the writer, explaining issues and offering specific suggestions. It was concluded that after the training, students' skills improved, their confidence was built up, vocabulary knowledge was expanded, metacognitive strategy use was strengthened and that they were able to approach topics

from different angles. Furthermore, as highlighted by previous studies, Lam (2010) illustrated how training can be implemented in a structured manner through different stages including modelling, exploring and consciousness-raising, adding that the training should be supplemented by tools such as peer review logs and reflections to help writers critically evaluate what they receive. Lou et al. (2016's study also showed that guided peer feedback (e.g., training, checklists and grading sheets) accompanied by an Internet-based environment can produce higher post-test results than teacher feedback. In addition, Latifi et al.'s research (2021) revealed that scaffolding structures such as question prompts increased students' argumentative essay writing and knowledge when compared to no scaffolding.

Another factor that may impact the usefulness of peer review is the mode such as written, oral, face-to-face, online and so on. Evidence from research indicates that online, asynchronous and computer-mediated modes of peer review can benefit students both in terms of the quality of feedback they receive and revisions they make. As an example, in a study where students were divided into online and face-to-face peer feedback groups, it was observed that the online group outperformed the traditional group on delayed performance regarding argumentative writing (Awada & Diab, 2021). Importantly, the researchers found that online feedback group engaged in a more elaborate feedback approach in terms of content, organization and language while also recognizing strengths and weaknesses. In a similar pattern, Pham (2022) conducted a study in which the effects and sequence of written asynchronous computer-mediated peer feedback implemented through Google Docs (WACMC) and oral face-to-face interaction (OF2F) were investigated. Consequently, WACMC was shown to yield more revision comments in WACMC-OF2F order and written comments were found to achieve a higher uptake rate across both sequences. Moreover, even though the students regarded the written online mode as more beneficial overall, they strongly recommended that both forms should be integrated. Likewise, in the Turkish EFL context, Çiftçi and Koçoğlu's study (2012) compared two groups of learners with the experimental group receiving blog-based peer feedback and the control group receiving traditional face-to-face and oral peer feedback. The results demonstrated that while students in both groups improved their performances in their revised drafts, blog-based online peer feedback group led to higher writing performance.

In short, the literature emphasizes the contribution of peer feedback to improving writing quality and revision (Paulus, 1999; Berg, 1999; Tsui & Ng, 2000; Yang et al., 2006), with evidence that it can be as powerful and can benefit the feedback provider (Huisman et al., 2019; Lundstrom & Baker, 2009). Besides, the aforementioned studies stress that the impact of peer feedback is maximized when systematic and structured training, scaffolding and guidance are involved (Berg, 1999; Hansen & Liu, 2005; Lam, 2010; Latifi et al., 2021; Min, 2005, 2006; Paulus, 1999; Rollinson, 2005). SRL-based guidance and technology-mediated modes can also strengthen the efficiency of peer feedback practices (Awada & Diab, 2021; Çiftçi & Koçoğlu, 2012; Pham, 2022; Prompan & Piamsai, 2023).

2.2.4. Peer Feedback and Self-Regulated Learning Writing Strategies

Beyond its impact on text quality and writing performance, peer feedback has progressively been examined for its role in promoting self-regulated learning. Studies found that peer assessment enables writers to develop a clear sense of audience, heighten their awareness of strengths and weaknesses, encourage collaborative learning and foster an increasing ownership of texts (Tsui & Ng, 2000; Yang et al., 2006). More specifically, peer feedback has the potential to be positioned as a SRL activity to transform students from passive recipients into active agents that are able to make sense of criteria, self-monitor their performance, plan revisions and manage their emotions to enhance the quality of their work and strategies (Carless & Boud, 2018; Man & Chou, 2022). To this end, successful implementation of peer assessment is about the conditions under which it is embedded; a well-designed curriculum, structured guidance and coaching to build students' capacity to engage with it (Carless & Boud, 2018; Man & Chou, 2022). With respect to this, training, scaffolding and follow-up activities are essential as they prepare students for what they do before, during and after peer feedback, their awareness is raised and they take responsibility for decisions regarding revisions (Hansen & Liu, 2005).

To elaborate, when peer response is carefully and properly designed, it allows students to be self-reliant writers. For instance, according to Rollinson (2005), the more informal nature of peer review can motivate students and reinforce their sense of control; it can also make them more critical writers when training is involved, thus allowing them to self-edit and revise more effectively over time. This is echoed in later

studies; reviewing someone else's paper sharpens students' ability to critique themselves, they revise better, improve their metacognitive strategy use and view writings from multiple perspectives (Lundstorm & Baker, 2009; Min, 2005). This process is further strengthened when training is integrated with deliberate reflection. Brief reflective statements, journals or logs that encourage learners to articulate the strategies they employed can help them internalize revising skills and promote more analytical engagement with peer feedback, thereby raising students' awareness of deeper, content-related issues and contributing to the gradual development of cognitive and metacognitive strategies over time (Lam, 2010; He et al., 2025).

Recent work draws more attention to the mechanisms of SRL engagement with peer feedback and emphasizes the complex, dynamic and varying nature of it depending on learners, tasks and cycles. This can be seen in Zhang and Hyland's 2023 research; while deep and meaningful engagement is driven by SRL revising practices and the active use of cognitive and metacognitive strategies such as reorganizing and rewriting, surface-level engagement is mostly limited to grammar and mechanics. To resolve this issue and promote in-depth engagement together with strategy awareness and monitoring, scaffolding and reflective journaling are proposed as key tools (Zhang & Hyland, 2023). The notion that SRL engagement is multifaceted and rests on multiple factors is reflected in another study. According to Zhang and Gao (2024), fluctuating emotions, challenges in interpreting feedback and varying implementation behavior across tasks are among the aspects influencing engagement. Consequently, multiple rounds of peer feedback and repeated cycles emerge as important elements to reinforce the effects of peer assessment and provide long-term learning for students. In addition to reflection journals and regular practices, regulation scripts, which are pre-structured dialogues or reflective prompts, have also been identified to foster higher-order critical thinking (e.g., creating new ideas) and lead to more suggestive and positive feedback by students (Shao et al., 2024). As a further illustration, one study found that deliberately embedding SRL at the level of program design was beneficial (Tran & Ma, 2024). To elaborate, an online peer feedback training program designed around Zimmerman's (2000) cyclical phases of SRL (forethought, performance and self-reflection) enhanced students' SRL writing strategies because it cultivated motivation, positive attitudes, peer help-seeking and self-improvement strategies (Tran & Ma, 2024). Therefore, such training programs or learning

environments targeting to promote knowledge and strategies are suggested (Tran & Ma, 2024). In a similar vein, Ortega-Ruipérez and Correa-Gorospe (2024) reviewed 15 articles published between 2014 and 2023 and reported that peer response strengthens SRL through feedforward by encouraging students to analyze task objectives and criteria. Technology was also underlined for its role in improving peer feedback design since it enables students to be anonymous, thus resulting in more critical comments, allows them to give more immediate feedback and provide multiple opportunities for dialogue (Ortega-Ruipérez & Correa-Gorospe, 2024). For all these to work effectively, the article underscores the importance of developing students' feedback literacy, providing scaffolding and training and different formats of feedback (Ortega-Ruipérez & Correa-Gorospe, 2024). Another study supports the argument in favor of peer feedback and indicates that it plays a mediating role in fostering self-regulation and writing development (Zhan & Teng, 2025).

Findings from Turkey further supports the view that well-structured peer feedback can facilitate SRL-relevant tendencies and affective regulation. In a study conducted with Turkish prospective teachers of English, the results showed that students in the experimental group who received peer feedback training and engaged in discussions significantly lowered their anxiety levels compared to the control group receiving teacher feedback (Kurt & Atay, 2007). In addition, peer feedback increased their confidence, enabled them to notice their mistakes and helped them look at their texts from a broader perspective (Kurt & Atay, 2007). More recently, a qualitative case study of online peer feedback via blogs in a Turkish university writing course demonstrated that students associated several benefits with peer feedback including expanding their roles as L2 writers (e.g., acting as teacher and blogger), promoting critical thinking, and building social interaction and a writing community (Irgin & Bilki, 2024). Notably, this online community was perceived as facilitating students' ability to utilize feedback effectively, and it helped develop a shared understanding of peer feedback; accordingly, this study stresses the significance of creating an interactive environment with explicit guidelines and training to empower students to be active agents (Irgin & Bilki, 2024).

In summary, when the existing literature is taken into consideration, peer feedback emerges as an important element to develop self-regulated learning in writing. Research highlights that scaffolded guidance, training and feedback literacy

development should be situated within peer feedback design so that students transform into active and critical writers that assess criteria, track performance and revise meaningfully while also managing their emotions, owning their texts and broadening their perspectives (Carless & Boud, 2018; Hansen & Liu, 2005; Lam, 2010; Lundstorm & Baker, 2009; Man & Chou, 2022; Min, 2005; Rollinson, 2005; Tsui & Ng, 2000; Yang et al. 2006). Apart from those, other key mechanisms that are continuously emphasized are reflective practices, repeated cycles, technology-mediation and direct integration of SRL into feedback design to support deeper engagement, offer opportunities for dialogue, create a social atmosphere, reinforce motivation, confidence and strategy skills and reduce anxiety (He et al., 2025; Irgin & Bilki, 2024; Kurt & Atay, 2007; Lam, 2010; Ortega-Ruipérez & Correa-Gorospe, 2024; Shao et al., 2024; Tran & Ma, 2024; Zhan & Teng, 2025; Zhang & Hyland, 2023; Zhang & Gao, 2024).

2.2.5. Combined Feedback Practices, Writing Development and SRL

Building on the view that feedback functions well when learners are positioned as active learners rather than passive recipients of information, combined feedback approaches can be utilized to support both writing development and self-regulation. Nicol and Macfarlane-Dick's (2006) model is particularly noteworthy here as feedback is framed as a process in which the learners constantly generate internal feedback by monitoring their progress against goals, and must engage with external feedback from teachers, peers or other sources to interpret and internalize it. From this angle, the value of combining feedback sources lie in designing conditions under which performance goals are clarified, self-assessment and reflection are facilitated, dialogue with teachers and peers are supported, motivational beliefs are reinforced and opportunities are created to bridge the gap between current and target performance (Nicol & Macfarlane-Dick, 2006).

Lam (2013) provides a compelling illustration of how the design of multi-source feedback practices can differently shape learners' revision behaviors and self-regulatory engagement. Drawing on a case study with pre-university EFL students in Hong Kong, the study compared two portfolio models: a working one and a showcase one. Whereas the former purposefully prioritized ongoing improvement through multiple drafts, delayed grading and multi-source feedback including self-, peer- and

instructor feedback along with conferences, the latter sought to promote learner autonomy by requiring students to select their best work for summative assessment. The results demonstrated that the working-portfolio group made more progress regarding revisions, integrating peer and teacher feedback in a balanced manner. By contrast, the showcase portfolio group expressed doubts about whether the system genuinely encouraged independence; they often postponed engagement and made relatively limited changes in their writings. Students in this group utilized teacher feedback for what they perceived as necessary for assessment. On this basis, this study pointed out that students' self-regulatory capacities should be developed, especially metacognitive skills and reflective self-monitoring, to fully benefit from portfolio assessments (Lam, 2013). Therefore, feedback-intensive support as in the working portfolio system could be utilized.

Evidence from a Turkish EFL context further underscores the value of combined feedback approaches. Demirel and Enginarlar (2016) conducted semester-long, multiple draft-based research contrasting a group receiving traditional full teacher feedback with another group receiving combined teacher and peer feedback where the instructor-provided feedback focused on structure and mechanics while peers feedback focused on content and organization by using a checklist. The results revealed that even though the traditional teacher model led to more revisions on the whole, there were no statistically meaningful differences between groups concerning the number of revisions or the improvement of writing quality. A key insight from this study is that the combined feedback approach may result in more positive attitudes toward peer feedback while teacher-provided feedback may cause students' initially positive attitudes toward peer feedback to become negative and increase their reliance on the teacher. The study highlights that instructors should utilize combined feedback rather than just one type of feedback and include peer feedback in their design so that students are not solely dependent on the teacher, and that the writing classes can be reshaped for students to improve themselves, discuss and share their ideas (Demirel & Enginarlar, 2016).

Another combined peer-teacher feedback study pointed out how effective the multi-source approach could be. Nyugen (2018) adopted a model in which peer feedback was employed on students' first drafts and teacher feedback on the second and final drafts. Conducted at a university with Thai learners, this study used an error frequency

chart and follow-up writing classes to help students with their frequent mistakes. The findings indicated that while the improvement in writing was largely attributed to the combination of frequent remedial instruction and teacher follow-up feedback, the integrated feedback practice proved successful in facilitating a reduction in learners' errors. Students also reported that errors governed by clear rules were easier to address through self-editing whereas issues shaped by L1 patterns and differences were more challenging, thereby sustaining reliance on the teacher (Nyugen, 2018). This suggests that combined feedback can be particularly powerful when peer feedback is embedded within a broader instructional cycle in which teacher feedback and targeted instruction are used to address persistent patterns that learners may not readily resolve through peer interaction.

Complementing earlier body of research, Cui et al. (2021) compared two groups of students over two semesters. The experimental group received teacher feedback and peer feedback training in the first semester, followed by peer feedback in the second semester. The control group, however, was exposed to teacher feedback and examination of model essays in the first semester, which was then followed by teacher feedback in the second semester. Consequently, it was found that both feedback conditions yielded similarly positive results on writing competence and writing self-efficacy. The difference lay in the motivational aspect. The study demonstrated that peer feedback significantly enhanced students' autonomous motivation and increased their confidence in providing feedback; this finding was lacking in the teacher feedback group. This pattern supports the argument that even when writing performance outcomes are similar, the peer component in a combined or alternative feedback system can serve an important SRL function by strengthening learner autonomy and feedback-related self-efficacy, both of which can support longer-term engagement with writing development (Cui et al., 2021).

More recent work extends these multi-source feedback approaches. For example, Tian et al. (2022) investigated students' use of SRL strategies during revisions based on automated writing evaluation (AWE), peer feedback, and teacher feedback. Learners were found to employ cognitive, metacognitive, social, and motivational strategies. However, the strategies varied by feedback type; although all four strategies were adopted by the students across all feedback types, AWE was associated with greater use of cognitive strategies because of the number of surface-level errors, and teacher

feedback necessitated higher motivational effort due to the fact that this type of feedback demanded more meaning-level correction. As for peer feedback, metacognitive strategies, for instance, were used for reflection. On this basis, Tian et al. (2022) argue for SRWS-oriented training to support students in employing a fuller range of strategies across multiple feedback cycles. Adding to this, Zhang and Hyland's (2022) study revealed that a pedagogical design integrating AWE, peer, and teacher feedback contributed to behavioral, affective, and cognitive engagement. Specifically, learners displayed behavioral engagement as evidenced by the high rates of submission to the AWE system and showed affective engagement as indicated by the positive views on the promptness of AWE and the supportive nature of peer feedback. Students also demonstrated cognitive engagement through revision activities such as rewriting or strategic planning. The researchers concluded that the integrated design of the feedback approach was central to student engagement since it offered diverse input sources and segmented revision into achievable parts, thus promoting meaningful revisions. Therefore, by combining multiple feedback forms, instructors can address different learner needs and support revision processes. Collectively, these two studies suggest that multi-source feedback systems restructure the revision process and scaffold SRL (Tian et al., 2022; Zhang & Hyland, 2022).

Furthermore, emerging AI-enhanced designs illustrate how technology can be used not only to generate feedback on writing, but also to scaffold the quality of peer feedback. Guo (2024) presented EvaluMate, which is an online peer review system using ChatGPT to guide and scaffold reviewers' comments across several dimensions including affect, identification, justification and so on. These refer to leaving positive comments, recognizing problematic areas and providing reasons as to why. This system promotes the improvement of peer feedback quality both ways: by giving feedback on the reviewers' comments, and by enabling the feedback recipients to rate the usefulness of those comments and provide responses, which foster interaction. In a follow-up study using an experimental and a control group, this AI assistance was shown to significantly enhance the peer feedback quality and students' writing performance. The improvements were associated with the repeated cycles of drafting feedback, learner-specific AI-responses and enhanced engagement with assessment criteria. Overall, these findings emphasize that AI support can function as a scaffold

to peer review to increase the quality of it, support feedback literacy and the perceived usefulness (Guo, 2024; Guo et al., 2024).

Aligning with the prior studies, Cen and Zheng (2024) did a meta-analysis concerning the motivational effects of several feedback approaches by synthesizing 13 quantitative studies. Their results indicated that feedback obtained from multiple sources has the highest motivational effect in L2 writing compared to one-feedback design, and that feedback type affects the usefulness of feedback. Therefore, this study lends support to the argument for combined feedback practices and suggests that they can be valuable when they offer comprehensive, dialogic, and feedforward-oriented input that encourages learners' motivation in writing (Cen & Zheng, 2024).

To conclude, the reviewed studies all suggest that multi-source feedback designs can facilitate writing development and reinforce SRL processes provided that they are embedded in structured and scaffolded feedback cycles (Cen & Zheng, 2024; Cui et al., 2021; Demirel & Enginarlar, 2016; Guo, 2024; Guo et al., 2024; Lam, 2013; Nicol & Macfarlane-Dick, 2006; Nyugen, 2018; Tian et al., 2022; Zhang & Hyland, 2022) . Additionally, Hyland (2010) calls for long-term research, investigating the way students interpret, engage with and benefit from feedback and argues that feedback should be conceptualized as an ongoing process fostering self-regulation, autonomy and reflection. In this respect, the importance of sustainable, dialogic and multi-sourced feedback approaches that integrate teacher, peer and technology is emphasized as with previous studies (Hyland, 2010).

2.2.6. Integrated Writing Tasks, Writing Development and SRL

Research on integrated or source-based writing indicates that incorporating reading and / or listening into writing for students to draw on produces written performance that more closely aligns with academic practices compared to independent writing. As an illustration, evidence from prior studies reveals that source-based tasks tend to yield more consistent scoring as well as supporting more constructive approaches to learning since with these tasks, there is a shift towards the development of transferable academic skills, including engaging in critical thinking, analyzing texts, forming argumentation and using sources appropriately (Cumming et al., 2005; Plakans, 2015; Weigle, 2004). Moreover, comparisons between independent and integrated writing demonstrate that the latter systematically reshape the written discourse by encouraging

learners to summarize, synthesize, paraphrase and build claims with source-based evidence, thus reflecting a wider range of academic requirements (Cumming et al., 2005; Plakans, 2015).

Across the body of research found in the literature, the differences between independent and integrated writing tasks stem from the fact that source-based writing places discourse synthesis as a core element of writing performance. This means that in such tasks, student writers must engage with source texts to mine them for ideas, select important information, link this information across sources and organize their responses coherently while also making sure that they reconstruct the source input in their own words (Grabe & Zhang, 2016; Knoch & Sitajalabhorn, 2013; Plakans, 2015). From a developmental standpoint, studies reinforce this view by emphasizing that reading and writing mutually support one another in academic settings and that writing instruction tailored towards students' awareness and use of textual organization strengthen both reading comprehension and writing production (Grabe & Zhang, 2016). In line with this, reading monitoring has also been identified as a crucial component, suggesting that effective control of comprehension is integral to writing quality in source-based tasks (Ye & Liu, 2023). In this sense, integrated writing tasks should not be considered as a simple combination of reading and writing, but rather as a context in which the process of integration becomes central to both learning and assessment (Knoch & Sitajalabhorn, 2013; Plakans, 2015).

Findings on score-based analyses underline that performance in integrated tasks is strongly tied to how effectively learners manage source material and organization. Large-scale studies suggest that higher scores are characterized by the incorporation of key source ideas, the selection of content that aligns with task demands, particularly emphasizing the listening input when it is included, and the maintenance of clear organization and coherence (Plakans & Gebril, 2013, 2017). Lower scores, on the other hand, rely more on extensive verbatim borrowing and source use that do not really reflect tasks requirements (Plakans & Gebril, 2013). Given the crucial role organization and coherence play in achieving successful performance, Plakans and Gebril (2017) argue that scoring rubrics must specify coherence more precisely (e.g., a clear topic and a logical flow of ideas) and place greater emphasis on the appropriate integration of listening texts.

Crucially, the source-based task demands are closely connected to self-regulated learning as these tasks require learners to manage their attention and coordinate several processes. Existing research has identified five strategies employed in integrated writing: goal setting, cognitive processing, global (e.g., skimming the text, identifying main ideas, asking questions), metacognitive and mining (e.g., scanning the text for ideas, rereading for integration, paraphrasing); and accordingly, high-scoring writers were more frequently associated with global and mining strategies, focusing on main ideas and selecting information that serves their writing goals (Plakans, 2009). As a result, studies on strategy use frame SRL as an executive mechanism which shapes performance, with discourse synthesis positively and directly contributing to the performance, as well, by helping to improve, for instance, content and limiting verbatim use (Yang & Plakans, 2012).

Motivational and belief-related elements connect integrated writing to SRL in a closer manner, particularly through self-efficacy. Research illustrates that self-efficacy predicts performance and shape strategic behavior. For example, linguistic efficacy (belief about language skills) is closely related to discourse synthesis and source-use strategies while self-regulatory and performance efficacy are linked to metacognitive strategies such as planning and evaluation, which impact cognitive synthesis (Golparvar & Khafi, 2021). The effects of self-efficacy seem to intensify under higher task demands. In other words, it predicts source-based writing ability more clearly in L2 than in L1, and both competence and self-efficacy can transfer across languages (Xu et al., 2023). Meanwhile, while task complexity and proficiency have been found to directly affect writing performance, self-efficacy beliefs and SRL strategies appear to shape how task demands are translated into written outputs, thereby underscoring the need for carefully designed tasks and supports to mitigate cognitive overload on students (Teng & Zhan, 2023). Besides, because performance is influenced by learners' affective resources, instruction should simultaneously facilitate self-efficacy through attainable mastery opportunities including collaborative writing, peer feedback, sample work analysis, constructive feedback, and appropriate task difficulty to reduce anxiety, particularly for lower-performing students (Golparvar & Khafi, 2021; Xu et al., 2023).

Complementing the strategy and self-efficacy findings outlined above, further research highlights that although integrated writing can help learners generate ideas and provide

evidence-based reasoning, learners may also rely heavily on source texts through verbatim borrowing, complicating what their performance actually reflects (Plakans & Gebril, 2012). This notion strengthens the case for explicit and scaffolded instructional support to connect reading and writing, along with structured tools such as checklists to guide students' comprehension, attention to criteria and source-use awareness (Yoshimura, 2009; Safari & Ahmadi, 2023). In this regard, research consistently points to the significance of strategy instruction geared towards source-use skills including note taking, outlining, selecting, connecting, and synthesizing information (Cumming et al., 2005; Golparvar & Khafi, 2021; Machili et al., 2020; Plakans, 2009; Plakans & Gebril, 2013; Yang & Plakans, 2012). Similarly, awareness-raising, modelling, guided practice, and evaluation have been shown to improve integrated writing performance, especially by reducing verbatim use issue and strengthening citation practices (Golparvar & Khafi, 2021; Machili et al., 2020). It is also suggested by empirical work that brief copying from the source materials may actually be a developmental steppingstone for lower-proficiency student writers that have limited linguistic resources, so instruction may be necessary to build grammar and vocabulary skills together with paraphrasing, reformulation of structures and modelling to enhance learners' ability to utilize sources (McDonough et al., 2014; Zhou et al., 2022). Overall, this line of research underlines the fact that explicit strategy instruction is not optional but central to effective integrated-writing pedagogy in L2 contexts (Yang & Plakans, 2012).

In sum, integrated writing is building a well-organized and clear text using the source material; writers must choose relevant points, link them and restructure them in their own words to support arguments (Cumming et al., 2005; Knoch & Sitajalabhorn, 2013; Plakans, 2015). As this writing process requires control and coordination, self-regulation processes and self-efficacy usually determine if students make use of source texts as evidence for meaning or draw heavily on verbatim use, particularly when limited proficiency level or high task demands are involved (Golparvar & Khafi, 2021; Plakans & Gebril, 2012, 2013; Teng & Zhan, 2023; Xu et al., 2023). Therefore, effective pedagogy must target explicit and scaffolded instruction through modelling, practice and checklists to enhance skills and strategies and support learners (Machili et al., 2020; McDonough et al., 2014; Safari & Ahmadi, 2023; Yang & Plakans, 2012; Yoshimura, 2009; Zhou et al., 2022).

2.2.7. Research Gap

In recent years, L2 writing research has increasingly framed feedback not only as error correction but as a process that can support engagement, revision, and self-regulation, especially through process writing cycles and newer delivery modes such as screencast, together with growing interest in trained peer feedback as a complementary source. Simultaneously, research clearly shows that the nature of tasks shapes both how feedback is taken up and which strategies become necessary (Plakans, 2009; Plakans & Gebril, 2013, 2017; Teng & Zhan, 2023; Zhang & Gao, 2024). Integrated tasks and the newer TOEFL iBT Writing for an Academic Discussion, for example, require writers to manage source use, synthesis, and organization under higher cognitive demands, which makes SRL particularly important for performance. This makes it crucial to examine feedback in a task-sensitive way, rather than assuming that a given feedback design works similarly across genres. However, despite a growing view that combining feedback sources can strengthen motivation and engagement by offering complementary perspectives, research has not yet provided clear, task-sensitive evidence that connects feedback mode (e.g.,, screencast), feedback source (teacher, teacher and trained peers), and SRL strategy development in the same design, particularly when task demands shift. This is especially important for integrated (reading–listening–writing) tasks and the relatively new TOEFL iBT Writing for an Academic Discussion, where learners may need different kinds of support and where more work is still needed to understand how feedback functions across tasks. Importantly, although Turkey-based research does include screencast feedback studies, no research has simultaneously investigated screencast-supported teacher feedback, a combined teacher and trained peer model, and SRL strategy development while also tracking performance across argumentative, integrated, and WAD tasks, aligning with ongoing calls in the literature. Accordingly, the present study contributes by bringing these elements together in a single design. It compares teacher-only multimodal feedback with a combined teacher and trained peer approach through process writing and examines how these feedback conditions relate to both writing performance and SRL writing strategy development across multiple high-stakes task types.

3. METHODOLOGY

This section is designed to outline the methodological framework of the study. Starting with the mixed methods approach that has been utilized, the section goes on to present detailed information on the setting and participants, data collection tools, and procedures. This is then followed by data analysis.

3.1. Research Design

Creswell and Plano Clark (2018) define mixed methods as a type of research in which the researcher "collects and analyzes both qualitative and quantitative data rigorously in response to the research questions and hypothesis" (p.5). Therefore, the rationale for using an embedded mixed methods approach lies in the need to address research questions. In the quantitative phase, the current study aimed to answer whether changes occurred based on feedback whereas the qualitative phase targeted to find out about the participants' perspectives regarding their experience. This qualitative phase was added to enhance the quantitative results, so the design is embedded (Plano Clark & Creswell, 2015). In this sense, the mixed methods design is justified by Creswell and Plano Clark's works (2015; 2018), which state that mixed method is essential when the goal is to combine the strengths of both data so as to have a better and much deeper understanding of the phenomenon. Additionally, Dörnyei (2007) underscores the importance of utilizing mixed methods not only to enhance the validity of findings, but also to reach more participants to generalize the results. Moreover, because intact groups were used to test the effect of the intervention and look into the causal relationships, the adopted methodology is quasi-experimental (Creswell & Plano Clark, 2015; Dörnyei, 2007). Overall, this design supported a complementary and robust interpretation of the study's outcomes.

3.2. Settings and Participants

The study was administered at a foundation university, which is also a TOEFL Exam Center, in İstanbul, Türkiye during the spring semester of 2023-2024 academic year. 40 participants took part in the study, and they were divided into two groups: experimental (n=19) and control (n=21). Both groups were intact classes with a total of 23 males and 17 females; and their age ranged from 18 to 25. The participants also came from diverse multinational backgrounds. While 31 participants were Turkish, the remaining nine participants were from different nations including Palestinians, Iranians, Armenians, Uzbeks and Jordanians. The study started out with 60 participants. However, participants without post-tests were excluded. The demographic information about the participants can be found in Table 1.

Table 1. Demographics for the Participants

Group	Gender	N	%
Experimental Group	Female	9	47,37
	Male	10	52,63
	Total	19	100 %
Control Group	Female	8	38,10
	Male	13	61,90
	Total	21	100 %

For the sampling strategy, purposive sampling was adopted under non-probability. It was purposive because B1 level participants were specifically selected. This was a decision which was informed by previous research positing that indirect feedback might fail to work with low level participants due to the likelihood of confusion and misunderstanding, and because those participants might barely be able to self-correct (Ferris & Roberts, 2001; Hyland & Hyland, 2019; Kang & Han; 2015).

In compliance with the school policy, the university at which the study was conducted, requires all learners to take the proficiency exam at the beginning of the academic year in order for them to either go on with their studies in their departments, or to enroll in the English preparatory program to study for the whole academic year. Unless the participants achieve a B2 level, they are required to remain in prep school. Once it is determined that participants must study at the preparatory program, they are then required to take the placement exam (Cambridge English Placement Test) so that their

levels could be identified. According to the results of the placement test, the participants of the current study were placed at B1 level. Common European Framework of Reference classifies it as independent learners (Council of Europe, 2001).

At the target university, the academic year is divided into four tracks, in other words, periods of time, each of which lasts from eight weeks to 11 weeks depending on how long the year will be. In every track, learners have 28 hours a week (each one being 45 minutes long). Alongside listening, speaking, reading and writing lessons, participants cover main course classes during which they are taught English through a coursebook. Concerning evaluation, learners are assessed through several components including pop quizzes, midterms, final exams, weekly quizzes, writing portfolios, oral presentations, podcasts, online assignments, and book discussions. At the end of the academic year, a prerequisite to transfer to departments is to collect an overall score of 70 or above, 80 % of which must be from all the aforementioned evaluation components and 20 % of which must come from the TOEFL iBT score. This means that taking the TOEFL iBT test is compulsory and track four is dedicated to teaching mainly TOEFL iBT. Apart from main course, the classes are sectioned as TOEFL reading, TOEFL listening, TOEFL speaking and TOEFL writing.

Because the study started in the middle of the spring semester, the participants had already been taught paragraph writing and essay writing. Indeed, the participants had engaged in a great deal of essay practice prior to the study. They had worked on opinion essays, cause and effect essays, and compare and contrast essays. For scoring and feedback, participants had been assigned one task of each and been required to write two drafts for every essay type. The standardized feedback was teacher feedback. More specifically, it was indirect or coded written feedback, during which the teacher employed the error correction code developed by the institution, so the participants were already acquainted with process writing and coded feedback. In the fourth track, in terms of writing instruction, the goal was to equip participants with TOEFL iBT writing tasks and requirements. This way they would be ready to take the exam at the end of the academic year to successfully graduate from preparatory school.

3.3. Data Collection Tools

Considering the aim and the research questions of the study, several tools were employed to collect data. In a respective order, these tools were the demographic form, pre- and post- writing tasks, pre- and post-SRL questionnaires and semi-structured interviews.

More specifically, in order to gather background information on participants, the demographic form was utilized. Next, pre- and post- writing tasks (argumentative essay, TOEFL iBT Integrated Writing Task, TOEFL iBT Writing for an Academic Discussion Task) were implemented to answer the first research question:

- "What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' writing performance across tasks?"

This was followed by the pre- and post-Questionnaire for Self-Regulated Learning Writing Strategies for EFL Learners by Shen & Wang (2024) to find out the answer to the second research question:

- "What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' self-regulated learning writing strategies?

Finally, semi-structured interviews were employed to gain an understanding of participants' perceptions and ideas on the feedback practices (e.g., written indirect feedback, screencast feedback, trained peer feedback) and the process they experienced, which was the last question of the present study:

- "What are participants' perceptions regarding the feedback types they received and the whole process they experienced?"

Table 2 presents the data collection process. Each tool is discussed and elaborated in the subsections.

Table 2. Data Collection Process

Order	Data Collection Instruments	Time
1	Demographic Form	1st Week
2	Pre-QSRLWS	1st Week
3	Pre-Argumentative Essay Task	1st Week
4	Pre-TOEFL iBT Integrated Writing Task	1st Week

5	Pre-TOEFL iBT Writing for an Academic Discussion Task	1st Week
6	Argumentative Essay Tasks	2nd – 3rd – 4th Week
7	TOEFL iBT Integrated Writing Task	5th – 6th – 7th Week
8	TOEFL iBT Writing for an Academic Discussion Task	8th – 9th Week
9	Post-QSRLWS	10th Week
10	Post-Argumentative Essay Task	10th Week
11	Post-TOEFL iBT Integrated Writing Task	10th Week
12	Post-TOEFL iBT Writing for an Academic Discussion Task	10th Week
13	Semi-Structured Interviews	11th Week

3.3.1. Demographic Form

The demographic form used in this study aimed to develop an understanding of participants' background, and to collect information on several aspects such as participants' ages, genders, nationalities, mother tongues and languages spoken, previous formal writing instruction experiences and their familiarity and opinions regarding feedback types (e.g., teacher feedback and peer feedback). The demographic form can be found in the appendices (Appendix 1).

3.3.2. The Writing Tasks

At the beginning of the study, after participants filled out the demographic form, they were pre-tested on several writing tasks. The same tasks were administered as post-tests at the end of the study to compare scores and to determine whether there was an effect of feedback types on their writing development. The tasks are detailed below.

3.3.2.1. Argumentative Essay Task

In the current study, two different writing tasks from the Longman Preparation Course for the TOEFL iBT by Pearson test were chosen as pre- and post-tests (Phillips, 2015). This material is a widely recognized and extensively used resource, designed specifically to align with the structure and content of TOEFL iBT (Huntley, 1997). It had also been used regularly by the institution to teach TOEFL iBT before new material was purchased. The rationale for using the previous material was aimed at eliminating the risk of using the same materials during the pre-post part and the intervention part.

To ensure similar results for the pre- and post-test, they needed to be of equal difficulty. For this purpose, two colleagues were consulted. Accordingly, two different prompts, one for pre and one for post, were given to participants, and they were asked to write about whether they agreed or disagreed with the statement. The tasks can be found in the appendices (Appendix 2). The duration of the essay writing was one hour.

3.3.2.1.1. Argumentative Essay Rubric

The participants' pre- and post-essays, along with the ones written during the intervention, were evaluated through an analytic rubric out of 100. There was already rubric utilized by the university, which consisted of several criteria. These were: Background information and the hook (12 pts), clarity of thesis statement and topic sentences (12 pts), organization and content of body paragraphs (12 pts), use of appropriate supporting details and examples (15 pts), use of appropriate and relevant vocabulary (12 pts), related conclusion paragraph (12 pts), use of transition words and connectedness (12 pts), and grammar, punctuation, spelling and mechanics (13 pts). However, the rubric was adapted by the researcher. The first cause for that was the participants were going to be taught how to write an effective argumentative essay through the YouTube videos of the British Council (British Council, 2015). There were five videos to be exact in the respective order: Planning, thesis statement and paragraphs, introduction and conclusion, counter paragraph, and editing. Regarding the videos, the choice to utilize them was not arbitrary. Indeed, it was due to the credibility. British Council is a world-wide recognized institution in the field of ELT; the resources are globally acknowledged and are continuously used by educators and learners (British Council, 2019; British Council, 2023). Moreover, the argumentative essay writing video series offers a well-structured, step-by-step introduction to the genre. Secondly, Bakla's (2020) work entitled "A mixed-methods study of feedback modes in EFL writing" guided this study in that his peer editing guidelines were adapted. Importantly, Bakla's (2020) guidelines were used to inform the design of the peer feedback sheet rather than to replace the essay scoring rubric. The rationale for adapting his peer editing guideline sheet was its contextual relevance and recency: it was implemented with Turkish EFL learners at the tertiary level, which closely matches the participant profile and setting of the present study. In addition, his guideline sheet was originally designed for an essay genre (e.g., cause–effect), which made it suitable to adapt for argumentative writing by adjusting the criteria to match

the requirements of this genre. Moreover, since the study was published within the last three years of the onset of the present research in the 2023 academic year, it provided an up-to-date framework for structuring peer review. However, the existing university rubric failed to fully cover all genre (e.g., argumentative)-specific criteria introduced by British Council's materials. That is why new criteria were added to the rubric, which is displayed in Table 3. Specifically, the rubric was expanded to include argumentative-essay features explicitly targeted in the British Council (2015) video sequence but not fully captured in the existing institutional rubric, most notably the organization and content of the counterargument paragraph. In addition, task-alignment criteria (e.g., off-topic, title, length) were included so that the rubric would reflect both the instructional focus of the intervention and key expectations of the argumentative genre. For the same reason, Bakla's (2020) peer editing guideline sheet for cause-effect essay was adapted to address all aspects of argumentative essay. The peer feedback sheet used in this study, based on the adapted rubric is presented in the appendices (Appendix 3).

Table 3. Argumentative Essay Rubric

Argumentative Essay Rubric Criteria
Off-Topic
Slightly off-topic
Title, Length and Layout
Background Information and the Hook
Clarity of Thesis Statement and the Topic Sentences
Organization and Content of Body (Pro) Paragraphs
Organization and Content of the Counter Paragraph
Use of Appropriate Supporting Details and Examples
Use of Relevant and Appropriate Vocabulary
Related Conclusion Paragraph
Use of Transition Words and Connectives
Grammar, Punctuation, Spelling and Mechanics
Total

3.3.2.1.2. Raters

To ensure the reliability and validity of the results, two independent raters scored the pre- and post-tasks of the participants. Both raters were highly experienced in teaching and assessing writing, and they had previously attended workshops on scoring within the university. Furthermore, the instructors at this university were already following a

two-rater-policy on all writings in the midterm and final exams to make sure that the scores were objective, fair and reliable.

To prevent bias, the scoring was done blindly. To put it differently, the raters scored the essays without knowing whether the task belonged to a participant from the experimental group or the control group; and whether it was a pre-test or post-test. After scoring, the data were entered into SPSS to compute inter-rater reliability. Cronbach's Alpha values were .92 for pre-test and .95 for post-test, both of which indicate an excellent internal consistency.

3.3.2.2. TOEFL iBT Integrated Writing

The second writing task for which the participants were pre- and post-tested was the TOEFL iBT Integrated Writing Task. This particular task requires test takers first to read an academic passage, then listen to a lecture on the same topic, and finally write an essay that summarizes and compares the points made in the lecture with those in the reading passage. Stated otherwise, the participants must process input from both sources and synthetize the information accordingly and effectively in their writing. They must not state their personal opinions on the given matter.

The prompts for this task were also adopted from the previously mentioned TOEFL iBT book. As with argumentative essay, the pre- and post-tests were of comparable difficulty to ensure consistency and to eliminate any potential task-related bias. The tasks focused on general academic themes to remain accessible to all participants, regardless of disciplinary background. The tasks can be seen in the appendices (Appendix 4).

In the TOEFL iBT test, the participants are given three minutes to read the passage, followed by a two-minute audio lecture. They are allowed to take notes. Then they must complete the task within 20 minutes. In this study, timing was flexible in order not to affect the student responses with time pressure.

3.3.2.2.1. TOEFL iBT Integrated Writing Rubric

The responses by the participants were evaluated and graded using an adapted version of the official Integrated Writing Scoring Rubric. The official rubric is a holistic one out of five. This rubric was originally adapted by Yang & Plakans (2012) to investigate if various features of the essays might be explained by strategy uptake. Verbatim

source use was especially added to the rubric to examine whether there is a link between test takers' strategy use and their use of word-for-word phrases from source materials (Yang & Plakans, 2012). This way, the rubric included four different components, each one scored out of five, totaling 20 points. The components were content, organization, language use and verbatim use. This rubric was further developed by Machili et al. (2020) in their study on integrated writing. In their version, the rubric included a fifth element; citation. The rubric is still out of 20 points, but citation is graded out of three and verbatim use is out of two. This modification was accounted for by recent literature and their pilot study for the rubric. Cumming et al. (2005) found that word-for-word use occurred more in reading-to-write tasks rather than reading-listening-to-write tasks because the test takers needed to resort to their ability to remember information on the audio material. In a similar vein, the results of the piloting by Machili et al. (2020) revealed that the verbatim scale was ineffective in differentiating learners. Therefore, the rubric for the current study was adopted from Machili et al. (2020). The rubric itself and the peer feedback sheet can be seen in the appendices (Appendix 5 and Appendix 6, respectively).

3.3.2.2.2. Raters

To ensure objective and reliable scoring, the same procedure was employed as in the argumentative writing. The same independent raters who scored the first task were also responsible for grading the integrated writing pre- and post-tests. Because the university in which the study took place implements TOEFL iBT as a prerequisite final exam to pass preparatory school, and is a TOEFL iBT Exam Center, the raters were trained on the components of the TOEFL exam and scoring. To elaborate, when the researcher joined the university eight years ago, training on TOEFL iBT was provided by ETS, so the researcher is ETS-trained. In the following years, in-service workshops were held annually to keep each teaching staff equipped. The researcher informed the other rater on the adapted rubric, and they worked on several samples, previously written by former participants, to make sure that they were both following the criteria. A blind scoring procedure was implemented here, as well. Inter-rater reliability was calculated using Cronbach's Alpha, with values of .97 for the pre-test and .99 for the post-test, both indicators of strong internal consistency.

3.3.2.3. TOEFL iBT Writing for an Academic Discussion

The third and last writing task was the TOEFL iBT Writing for an Academic Discussion Task, which was a 2023 addition to the TOEFL iBT Writing section. In this task, participants are given a short prompt by a professor, followed by a question that reflects a university-level online discussion. Two fictional student responses are also presented along with the professor's prompt. At this point, test takers are expected to write a response in which they express and support their opinion, and contribute to the discussion, taking the perspectives of two classmates into consideration. For the response, while there is no maximum length, 100-150 words are deemed effective.

Just like any other component of the TOEFL iBT test, this test has also been designed to mirror real-life academic tasks; it reflects the writing demands of authentic academic settings (Educational Testing Service, 2024).

During the official test, participants are given 10 minutes to write their responses. For the study, in order not to pressure participants, and for them to showcase their full potential, the researcher was flexible with time. Regarding the tasks, since this was a new addition, the researcher made use of the materials provided by ETS to the institution. Two separate prompts were selected and used as pre- and post-tests. The topics focused on technology and education; two neutral, yet relevant themes suitable for all participants. The tasks can be found in the appendices (Appendix 7).

3.3.2.3.1. TOEFL iBT Writing for an Academic Discussion Rubric

The official rubric is a holistic one scored out of five. To align with the other writing tasks, especially the TOEFL iBT Integrated Writing Task, the rubric was modified to be more specific and three sub-sections were added: Content, language use and errors. While doing that, the criteria were kept the same. This refinement was also employed to provide clearer and more specific guidance to participants in the experimental group for peer feedback. The scoring was also changed to 20: A fully successful response (20 pts), a generally successful response (15-19 pts), a partially successful response (10-14 pts), a mostly unsuccessful response (5-9 pts), and an unsuccessful response (1-4 pts). The modified rubric adapted from ETS (Educational Testing Service, 2024) for this task is presented in the appendices (see Appendix 8). The peer feedback sheet for this task can be found in the appendices (Appendix 9).

3.3.2.3.2. Raters

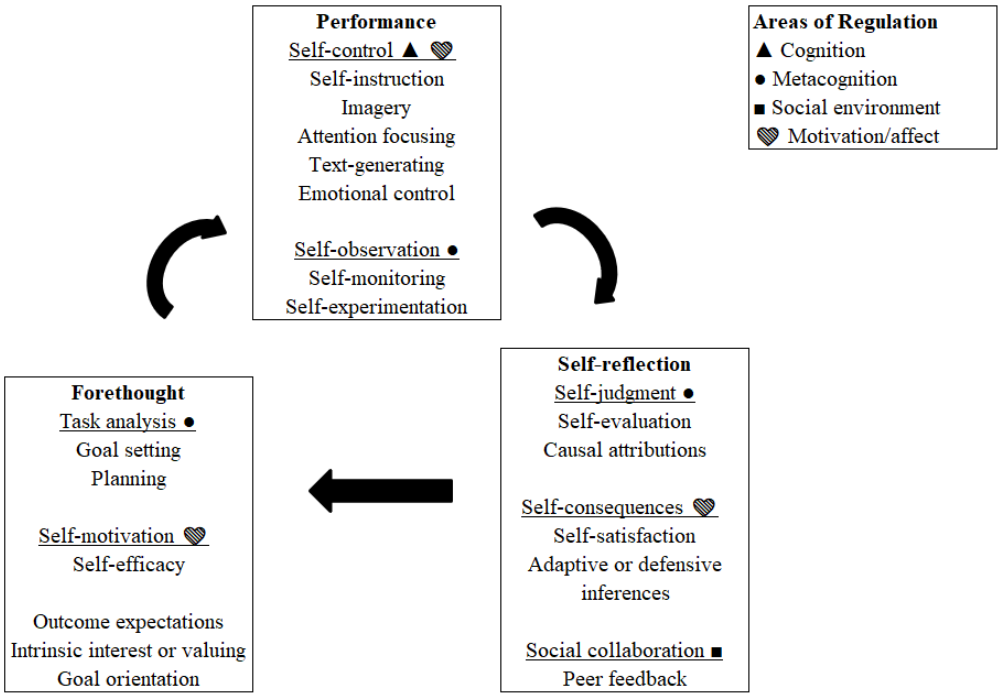
On April 2nd and 5th, 2024, the teaching staff received training on the updated version of the TOEFL iBT exam, including the newly added Writing for an Academic Discussion task. The rationale behind the task was explained, the rubric was looked into in detail, sample responses were examined, and extensive group work was conducted to make sure that the teachers were fully equipped to prepare participants for the exam.

As with the other writing tasks, the same two raters scored the responses. A blind scoring procedure was again applied to avoid any bias. Inter-rater reliability analysis was calculated for the Academic Discussion task, which addressed the first research question investigating the pre- and post-effect of feedback on writing performance. The analysis produced Cronbach's Alpha scores of .98 for the pre-test and .89 for the post-test, indicating strong reliability.

3.3.3. Questionnaire for Self-Regulated Learning Writing Strategies for EFL Learners

To investigate the impact of feedback on participants' self-regulated writing strategies, the current study employed the Questionnaire for Self-Regulated Learning Writing Strategies (QSRLWS) for EFL learners, developed and validated by Shen and Wang (2024) as pre- and post-tests on both the experimental and control groups. Unlike the previous self-regulated learning questionnaires that addressed solely either L2 writing or SRL theories, this questionnaire draws on and is grounded in an integrated framework of social cognitive perspectives and a process-genre approach to L2 writing, such as Zimmerman's (1990, 2000) model of self-regulated learning, Pintrich's (2004) SRL model, and Flower and Hayes's (1981) cognitive process theory of writing, which perfectly aligned with the aim of the present study (Shen & Wang, 2024). The model of the questionnaire is presented in Figure 1.

Figure 1. SRL Theoretical Framework



Source: Adapted from Shen & Wang, 2024, p. 5.

The validity and reliability of the questionnaire have been empirically supported with exploratory and confirmatory factor analyses confirming a robust four-factor second-order model in the original study (Shen & Wang, 2024). Moreover, the questionnaire established predictive validity, with 12 strategy types producing a large effect concerning participants' writing performance (p. 20). The same instrument has also been administered in recent intervention research by Shen and Bai (2024), thus further confirming its sensitivity to instructional effects, along with its utility in tracking SRL development in writing over time. In addition, Cronbach's alpha value for all items was found to be .94. The questionnaire's reliability was still measured for the current study, and Cronbach's alpha values were .92 and .94 for pre- and post-tests in a respective order, confirming the results.

The QSRLWS follows a 5-point Likert scale, with 1 being "'never do", 2 "seldom do", 3 "sometimes do", 4 "often do", and 5 "always do" (p.17). It consists of 44 items; encompassing 12 strategy types categorized under four major dimensions:

metacognitive, cognitive, social, and motivational/affective regulation. The metacognitive factor includes three strategies: Self-initiation, planning, and monitoring and evaluation. The cognitive factor also covers three strategies: Revising, text-generating and resourcing. The social factor entails two strategies "Social assistance or collaboration" and "Acting on feedback", whereas the last factor, motivational and affective factor, has "Interest enhancement", "Motivational self-talk, "Emotional control" and "Self-consequence".

To elaborate, self-initiation refers to language learners being actively involved and putting effort while planning involves forming ideas, generating thesis statements with supporting arguments, and making use of outlining or visual tools to organize ideas (Bai et al, 2014; Bai & Guo, 2018 as cited in Shen & Wang, 2024). Monitoring and evaluation addresses keeping track of one's own writing process and assessing the finished product using the criteria (Zimmerman & Risemberg, 1997; Zimmerman, 2000 as cited in Shen & Wang, 2024). Revising is when participants double-check, edit and make changes in their writings based on feedback practices or self-evaluation (Bai & Guo, 2018 as cited in Shen & Wang, 2024). Text-generating means forming the text by formulating ideas, and putting them into sentences (Bai et al., 2020 as cited in Shen & Wang, 2024). As for resourcing, it is making use of different materials to help with the writing process, whereas social assistance or collaboration refers to asking for help from peers or working together with others during writing (Bai et al., 2020 as cited in Shen & Wang; Shen & Wang, 2024). The next two strategies, namely, acting on feedback and interest enhancement, are associated with what participants do with the feedback they receive and how they work in order to make the tasks more interesting for them, respectively (Bai et. al., 2020; Teng & Zhang, 2016a as cited in Shen & Wang, 2024). Motivational self-talk involves learners' talk with themselves to increase their motivation towards writing (Shen & Wang, 2024). When it comes to emotional control, it mirrors strategies learners employ to tackle negative feelings during their writing, and lastly self-consequence addresses participants' tendency to either award or punish themselves about how they perform on their writing (Weiner, 1986; Zimmerman & Risemberg, 1997 as cited in Shen & Wang, 2024). More information on the strategies and items in the questionnaire is presented in Table 4. The questionnaire itself can be found in the appendices (Appendix 10).

Table 4. QSRLWS Details

Factor	Strategy	Items
Metacognitive	Self-Initiation (SI)	1, 2, 3, 4
	Planning (PL)	5, 6, 7
	Monitoring and Evaluation (ME)	8, 9, 10
Cognitive	Revising (RE)	11, 12, 13, 14
	Text-Generating (TG)	15, 16, 17, 18
	Resourcing (RES)	19, 20, 21
Social	Social Assistance or Collaboration (SAC)	22, 23, 24, 25, 26, 27
	Acting on Feedback (AF)	28, 29, 30
Motivational /Affective	Interest Enhancement (IE)	31, 32, 33
	Emotional Control (EC)	34, 35, 36
	Motivational Self-Talk (MST)	37, 38, 39, 40
	Self-Consequence (SC)	41, 42, 43, 44

3.3.4. Semi-Structured Interviews

According to Schmidt (2004), whether to conduct semi-structured interviews depends on the purpose of the study along with the research questions and the methodology. The last research question addresses participants' perspectives regarding their experiences in addition to the quantitative questions. For this reason, to complement the quantitative data and gain deeper insights into participants' perceptions of the feedback process and their self-regulatory behaviors, semi-structured interviews were conducted. Five participants were from the experimental group receiving both teacher feedback and peer feedback while the remaining four participants were from the control group receiving only teacher feedback. The reason to include participants from the control group was based on the fact that screencast teacher feedback was a new practice for them, as well, so their opinions and experiences were also of great value. Out of all, seven participants were of Turkish origin while the remaining two came from other countries. One was Iraqi, and the other one was Iranian. To eliminate language barriers and for participants to express themselves better, the interviews were held in Turkish for Turkish learners. For participants from different nations, an option was presented to them to conduct the interviews either in their mother tongues such as Arabic, or English. All two participants wanted to have interviews in English. That is why a self-rated scale was created by the researcher and was presented to the participants before the interviews to make sure that using English would not cause any communication problems. The scale used a five-point Likert scale, and included

reading, writing, speaking, listening and vocabulary parts. The minimum point given by participants for these subskills was three (just for one student and the reading component), and everything else was rated four to five. Consequently, the interviews were conducted in English. The scale can be found in the appendices (Appendix 11).

The interview questions were generated based on the intervention process, and the tools and instruments utilized in the study. They involved screencast feedback, written indirect feedback, self-checklists, feedback logs, draft writing and so on. The questions were structured to elicit reflections on what participants thought of their experience with feedback, process writing and their own progress. After questions were formulated, expert opinion was taken to make sure the questions reflected the nature of the study and were aligned with it. Refinements were made accordingly. For instance, the wording and order of questions were adjusted to follow a clearer progression from feedback perceptions to strategy change and process writing, using consistent labels for the tools used in the intervention. Also, follow-up prompts (e.g., "Could you provide a few examples?" "Can you please elaborate on why/why not?") were added to obtain richer justifications rather than brief evaluations. Participants in the control group answered a total of 10 questions and those in the experimental group answered 11 questions. The first three questions were structured to elicit responses with regard to participants' opinions on the various feedback types. The next four questions centered around changes and the strategies participants may or may not have started doing differently due to the feedback practices. Question nine was about process or draft writing. Finally, question 10 was formulated to ask participants about the limitations or the confusing parts of the feedback received, if there were any, question 11 aimed to get their suggestions to inform future studies. The interview questions are presented in the appendices (Appendix 12).

3.4. Data Collection Procedures

This chapter provides a comprehensive overview of the data gathering procedures implemented for both groups. The context in which the study was conducted was addressed, and the steps followed throughout the research process were outlined.

The study took place at a foundation university in İstanbul, Türkiye in the spring semester of 2023-2024 academic year. Conducted with 40 EFL participants at an English preparatory school, whose English level was B1 at the onset of the fall

semester, the study was devoted to the investigation of the effect of different feedback types on L2 learners' writing development and their self-regulated learning writing strategies.

First, participants, who gave written consent to take part in the research, were thoroughly informed not only on the scope and the aim of the study, but also the tasks to be worked on. Next, they were pre-tested on the three writing tasks, which were argumentative essay, TOEFL iBT integrated writing essay and TOEFL iBT writing for an academic discussion task, along with the self-regulated learning writing questionnaire. Thereafter, throughout the course of the study, the participants completed a total of six writing assignments: two of each aforementioned task type. Furthermore, they composed two drafts for every assigned task. This emphasis on multiple drafting is grounded in the process-writing approach and was intended to encourage participants to engage in revision and self-monitoring, which have been linked to writing development and self-regulation (Flower & Hayes, 1981; Zimmerman & Risemberg, 1997).

Lastly, they were post-tested on every writing task and the questionnaire. Each step which was taken throughout the research process was carefully planned to answer the research questions and to ensure consistency with the theoretical underpinnings of self-regulated learning in writing and peer feedback.

The experimental group and the control group received different types of feedback, which is shown in Table 5. Participants were thoroughly informed on how the feedback was to be employed. Screencast feedback was particularly elaborated on due to its novel nature to the participants.

Table 5. Types of Feedback for Participants

Group	Feedback Type
Experimental	Teacher Feedback (Written Indirect + Screencast) Trained Peer Feedback (Written and Oral)
Control	Teacher Feedback (Written Indirect + Screencast)

Expanding on the explanation of feedback, regarding the teacher feedback aspect of the study, the first drafts of each task were composed in class. For the second ones, since TOEFL iBT is a computerized examination and participants need ample time to practice typing, second drafts were produced at home. Participants were also familiarized with the way they were required to send their second drafts. First, these

were expected to be sent as a Word document due to, once again, the digital nature of the TOEFL iBT exam. It should be noted here that participants were also instructed on how to navigate the Word document. It was addressed in class, and the instructor also shared a video of themselves working on the document and demonstrating the steps. Secondly, the changes from the first drafts to second drafts were to be highlighted. This was in line with SRL theories underscoring the importance of self-monitoring and self-evaluation of one's work (Zimmerman, 2000). By highlighting their revisions, participants could more easily review and reflect on the improvements or modifications they make, and track their progress, thereby enhancing their awareness of the writing process. As for the peer feedback aspect, to facilitate teacher guidance and support if needed, both the first and second drafts were written in class. This teacher support, when adapted in an appropriate manner, may encourage learners to engage in critical thinking and to be more independent, rather than reliant on the instructor, thus increasing the independence on the part of the participants (Lam, 2010).

During the eight-week writing instruction, participants in both the experimental group and the control group had extensive education on these tasks. Table 6 specifying the whole process for the experimental group and the control group is displayed below.

Over the course of the study, three technology-based tools were utilized. Google Classroom, a free web-based platform leveraged by teachers and learners worldwide to manage learning and collaboration, functioned as the primary source for sharing materials and communicative purposes. Google Drive, a cloud-based storage service, which is integrated with Google Classroom, served as the source to share participants' papers. This way participants were able to see their written indirect feedback, screencast feedback and peer feedback. The last tool was the Office Word document, the explanation and the rationale for which was provided above. These platforms were utilized for the pedagogical benefits they offer such as enabling collaborative learning and continuous access to learning materials (Slavkov, 2015), in addition to their convenience. Besides, the university was already using Google Drive for sharing and uploading the podcast assignments that the participants were responsible for.

Table 6. Intervention Process for Groups

Experimental Group	Week	Control Group
Pre-Tests	1	Pre-Tests
Self-Checklist Argumentative Essay Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)	2-3	Self-Checklist Argumentative Essay Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Self-Checklist Argumentative Essay Task 2 Drafts 1-2: Peer feedback (Written feedback + oral feedback)	4	Self-Checklist Argumentative Essay Task 2 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Feedback Log	4	Feedback Log
Self-Checklist TOEFL iBT Integrated Writing Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)	5-6	Self-Checklist TOEFL iBT Integrated Writing Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Self-Checklist TOEFL iBT Integrated Writing Task 2 Drafts 1-2: Peer feedback (Written feedback + oral feedback)	7	Self-Checklist TOEFL iBT Integrated Writing Task 2 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Feedback Log	7	Feedback Log
Self-Checklist TOEFL iBT Writing for an Academic Discussion Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)	8	Self-Checklist TOEFL iBT Writing for an Academic Discussion Task 1 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Self-Checklist TOEFL iBT Writing for an Academic Discussion Task 2 Drafts 1-2: Peer feedback (Written feedback + oral feedback)	9	Self-Checklist TOEFL iBT Writing for an Academic Discussion Task 2 Drafts 1-2: Teacher feedback (Written indirect feedback + screencast feedback)
Feedback Log	9	Feedback Log
Post-Tests	10	Post-Tests
Semi-Structured Interviews	11	Semi-Structured Interviews

3.4.1. The Intervention Process

The following subsections cover the interventional process for both groups thoroughly, outlining the sequence of instructional activities employed throughout the study. These include the teaching and practice of three writing tasks (argumentative essay,

integrated writing, and writing for an academic discussion) along with the feedback procedures, peer feedback training stages, and the instructional hours allocated to each task.

3.4.1.1. Argumentative Essay Writing

The first phase of the study began with argumentative essay. As argumentative essays were not included in new version of TOEFL iBT, the researcher held extra sessions with participants to be thorough with the implementation of all instructional steps while also ensuring that the curricula of the university were covered without falling behind. To fulfil this need, participants in both groups had additional writing instruction. It totaled 21 hours.

Because of training purposes, the participants in the experimental group initially received teacher feedback on both drafts of their first task. After the training was complete, the participants performed peer feedback on their second task. Lam's peer training model was adopted in this study (2010). It was selected as it directly addresses the development of peer feedback skills and awareness, which is consistent with the aim of this study to improve participants' peer feedback capacity (Lam, 2010). The model, which has three stages, *modelling*, *exploring* and *consciousness-raising*, can be found in Table 7.

Table 7. Peer Training Model

Stage 1: Modeling
Purpose of peer review
Rationale of training workshop
Introduction of four-step procedure
Introduction of error correction
Demonstration of how to attend to both content and language errors with reference to the scoring rubrics
Stage 2: Exploring
Practice of peer review procedures
Practice of four-step procedure
Discussion of quality of rehearsed peer marking
Presentation of peer review process
Clearing up students' misunderstandings and resolving uncertainties
Stage 3: Consciousness-raising
Preparing a mini-essay for practice
Teaching students how to analyze peer feedback based upon area, nature and type

Teaching students how to analyze the effectiveness of peer feedback in terms of incorporation rate and reasons why some feedback is not adopted
Keeping a peer review log for consciousness-raising purposes

Source: Adapted from Lam, 2010, p. 121.

On the very first day after pre-tests (week two), steps outlined in Lam's *modelling* stage were followed (2010). The instructor, who is also the researcher, defined peer review, elicited participants' ideas about the possible benefits of peer feedback and held a whole class discussion. Highlighting the advantages of peer response, the researcher also shared examples of peer-review activities to stress how feedback is an integral part of life and to present the rationale behind the training, namely, to equip participants with the skills needed to engage in peer feedback activities and deliver successful peer review to their classmates (Lam, 2010). Next, the error correction code to be applied to all writing assignments in the study was introduced. Although participants were already familiar with coded indirect feedback at the university, correction symbols (e.g., *"ww"* for wrong word, *"nfs"* for need further support) adopted from Oshima and Hogues (2007) were used because of the more comprehensive nature (see Appendix 13). The codes, together with sample incorrect sentences, were explained and discussed in detail. Then participants were informed that they would learn about argumentative essays in the following lesson. In a self-regulated fashion, they were assigned to watch a series of British Council videos on argumentative writing and answer related questions shared via Google Classroom. The instructions, links and questions were provided online, and participants were given three days to complete the task. The researcher checked the submissions and noted down issues to address in class. This task was purposefully selected to encourage self-initiated learning and planning (Zimmerman, 2000) and to make in-class time more interactive.

On the second day of week two, the lesson started with a discussion of what participants had learned from the videos. Argumentative essay writing was then covered through worksheets focusing on planning, outlining and editing, along with examples of poorly written and well-written parts of essays. To engage participants in critical thinking and metacognitive reflection on writing, the instructor frequently asked them to evaluate why a particular thesis statement or introduction was effective or ineffective. Following this, the rubric, self-checklist, peer feedback sheet and feedback log to be employed over the next two weeks were introduced. The self-

checklist (see Appendix 14) and the peer feedback sheet contained the same questions, phrased in first person for self-review (e.g., "Have I indented each paragraph?") and in third person for peer review (e.g., "Are the arguments persuasive and well-supported with facts, quotes, or data?"). The implementation of self-checklists aligns with self-regulated learning writing theories and strategies and is supported by existing literature in that it helps participants monitor themselves and take responsibility and ownership of their writing (Andrade & Du, 2007; Lam, 2010).

At the beginning of week three, still within the *modelling* stage, participants were shown samples of well-written, somewhat well-written and poorly written essays produced by former students of the researcher. They discussed the strengths and weaknesses of these texts and were directed to the researcher's written feedback on them, which had been provided in earlier years via the Comment feature in Microsoft Word. They also worked on a sample paragraph containing punctuation, spelling and grammar mistakes. These steps served to show participants how they would be evaluated, graded and given feedback and to demonstrate how to attend to both content and language errors. As Lam (2010) and Min (2005) propose, in order for participants to effectively and successfully engage in peer response, clear guidance is needed on expectation, scoring and evaluation processes. Afterwards, participants received their first writing task (see Appendix 15). They chose one topic from a set of five prompts, completed pre-writing through a short brainstorming activity, and then wrote a five-paragraph essay in forty-five minutes using the argumentative essay self-checklist. The essays were collected for written indirect feedback and screencast feedback.

The indirect written feedback process involved certain steps. The teacher first read each essay multiple times to fully grasp its content, then highlighted, underlined or circled problematic parts for coding. Specific praise on well-written parts was deliberately included, since research suggests that vague or overly general comments may be unhelpful, whereas specific feedback on strengths and weaknesses is more beneficial (Hyland & Hyland, 2019). In particular, explicit positive feedback on what a student has done well can reinforce effective strategies and boost confidence, while unclear feedback may lead to confusion (Hyland & Hyland, 2001). Screencast feedback was then administered on the computer through video recordings of each student's draft with the coded written feedback visible on the screen. This type of feedback lends itself more easily to addressing global issues such as content and

organization of ideas (Bakla, 2020). Following Bakla (2020), the instructor commented on and elaborated the written feedback, offering further explanations on content and organization, as well as suggesting alternative structures participants could employ. The length of the videos ranged from approximately four to ten minutes depending on the essay and how well participants were able to express their ideas.

On the second day of week three, the class started with a whole-class discussion of the written indirect feedback and screencast feedback. The aim was to eliminate any misunderstandings caused by the feedback, since research shows that written feedback alone can sometimes be misinterpreted and that clarification helps ensure that participants understand the corrections and suggestions (Min, 2005; Goldstein, 2004; Zamel, 1985). Thereafter, in line with the *exploring* stage, in order to prepare participants for the upcoming peer feedback tasks, the four-step peer review procedure previously introduced was revisited in more detail. This procedure (*clarifying, identifying, explaining and giving suggestions*) was adapted by Lam (2010) from Min's (2005) study and is presented in Table 8. The rationale behind this procedure is that participants need clear justifications to integrate peer comments into their writing; errors should be explained, and suggestions should be feasible and convincing (Lam, 2010).

Table 8. Four-Step Procedure

Procedure	Purpose	Examples
Clarifying	To elucidate writer's intentions	"Do you want to say …" "Could you explain why you think …" "Why did you put … in this paragraph?"
Identifying	To search for problematic areas	"It sounds to me that the issue you presented is too subjective." "It seems to me that … and …. Should not be compared in this dimension."
Explaining	To describe the nature of the problems	"You may be wrong here because …" "This quote may not be relevant to what you are discussing. You should say … instead."
Giving Suggestions	To provide workable suggestions for modifications	"I think you should give more information about … " "You might use the word … rather than …."

Source: Adapted from Lam, 2010, p. 118.

After a short discussion of the four-step procedure, it was put into practice using an argumentative essay constructed by a former student of the researcher. Participants used the peer feedback sheet to detect not only content but also language errors and to explain those errors to their partners while making constructive suggestions. Teacher guidance was provided whenever necessary. Afterwards, they exchanged papers to check for any overlooked issues, followed by a whole class discussion of the quality of peer review, in line with Lam's (2010) peer training model. The researcher then revisited the sample essay with the whole class to clear up any misunderstandings, confusion or uncertainties, thereby completing the *exploring* stage. Before the class ended, this routine was repeated with another sample essay from a different former student, this time for the *consciousness-raising* stage. The essay was analyzed to illustrate how to attend to content and language errors, and participants reflected on what worked and did not work for them in the peer feedback exercises. Effective and ineffective peer marking were reviewed and analyzed once again in relation to the four-step procedure. At the end of the session, participants were reminded of the second draft assignment for the first task, and both drafts of their first argumentative essay were given feedback and graded before the following week.

In week four, participants wrote their second argumentative essay, for which they would engage in peer feedback. The procedure followed a structured sequence. First, a brainstorming session was held, and then participants formed pairs. In line with the existing literature, a self-selecting pair strategy was adopted, taking existing relationships and group dynamics into consideration (Yu & Hu, 2017; Yu et al., 2016). After the distribution of the self-checklist, participants were given forty-five minutes to complete the task. Upon completion, they exchanged papers, received the peer feedback sheet and began the peer review process, which included two stages: written commentary and follow-up oral discussion. Participants first read their peers' essays without marking anything, then wrote comments using the guidelines provided in the sheet. Next, they discussed their written comments face-to-face to resolve any misunderstandings. This routine was repeated for the second drafts. They were later collected for grading. Because this procedure exceeded the anticipated timeframe, an additional period was allocated.

Several studies highlight the importance of reflection in facilitating learning from feedback (Zimmerman & Risemberg, 1997; Zimmerman, 2000). Therefore, within the

same week, once all activities related to the argumentative essay component were completed, participants filled out a feedback log to reflect on what they had learned from both the teacher and peer feedback practices. The feedback log is provided in Appendix 16.

3.4.1.2. TOEFL iBT Integrated Writing

TOEFL iBT integrated writing involves three parts. First, participants are presented with a reading passage of about 200 to 300 words on academic subjects such as social sciences, physical sciences, arts and humanities. The passage usually describes a process, a theory, an issue or similar content, and test-takers have three minutes to read and take notes. After this stage, a lecture on the same topic is played, typically lasting about two minutes, and participants take notes on its main ideas. It should be noted that the participants of this study, along with all other students enrolled in the university, had already received extensive note-taking instruction ahead of the research as part of their TOEFL iBT preparation. Once the audio is over, test-takers are given twenty minutes to complete the task. The requirement is to summarize the three main points made in the lecture and explain how these points relate to the three points in the reading passage. Integrating personal opinions is against the task criteria; students may only use the information provided and demonstrate the relationship between the two sources. This relationship may involve opposition, support, casting doubt, contradiction or difference.

The task may be completed in two ways. Test takers can opt for a five-paragraph essay, known as the point-by-point format, in which the introduction presents the general topic of both sources and indicates how they are linked. The three body paragraphs each address one point from the reading passage and explain how it relates to the corresponding point in the lecture. The final paragraph serves as the conclusion. Alternatively, they may opt for a four-paragraph essay, the block format, in which the introduction and conclusion remain the same; however, the organization of the body differs. The first body paragraph summarizes all three points from the reading passage, while the second paragraph focuses on the points made in the lecture and clarifies the relationship between the two sources.

On the first day of week five, this writing task was introduced to the experimental group using The Complete Guide to the TOEFL Test, iBT Edition by Rogers (2007),

which the university employed for TOEFL instruction. The researcher first shared information on task requirements, passage types, the relationship between sources and the question types. Key skills such as note-taking were emphasized, followed by an explanation of response formats (e.g., block, point-by-point) and strategies (e.g.,, paraphrasing, citing, synthesizing, outlining, timed writing, checking and editing). To provide guided practice and *modelling* (Lam, 2010), participants read the sample passage, took notes, listened to the audio and produced oral responses before examining the transcript. Both passages were analyzed extensively, and sample notes were displayed for comparison. Subsequently, the official TOEFL iBT scoring criteria and sample responses were examined in detail to clarify the rationale behind all different score levels. The researcher also presented the adapted scoring rubric to be used in this study and reviewed all its subcomponents.

On day two of week five, participants were guided through the self-checklist (see Appendix 17) for the integrated writing task and the peer feedback sheet, which was the same as the rubric. Diligent note-taking practice followed to reinforce skills. Afterwards, response formats and commonly used expressions were reviewed through examples, and an additional practice writing session was carried out to further develop task familiarity.

In week six, day one, the subskills required for integrated writing (citing, paraphrasing, synthesizing, summarizing, checking and editing) were explained, modelled and extensively practiced through pair work, using explanations and exercises from the course book. Teacher support and scaffolding were provided as needed.

On day two of week six, the lesson began with scoring practice using three sample responses from the book. Participants evaluated the responses and compared their decisions. A subsequent writing practice followed the steps of the *exploring* stage in Lam's (2010) model. Participants read the text, took notes, listened to the audio twice and had access to the transcript for verification during training. They composed their essays using the self-checklist, exchanged papers for written peer feedback and participated in follow-up oral discussions to clarify comments. A whole-class discussion addressed effective and ineffective aspects of the peer review process. Afterwards, participants completed their first graded integrated writing task (see Appendix 18), for which the relationship between passages was opposition; one of the

most common question types. Essays were collected for written coded feedback and screencast feedback, both of which were completed for both drafts before week seven.

In week seven, a brief discussion on teacher feedback was held to ensure clarity and effectiveness. One final writing practice, using readily available material, was implemented for the *consciousness-raising* stage, following the same steps as in the argumentative essay process. Task two, which required peer feedback, was then administered. The procedure mirrored that of the argumentative essay. Participants used the self-checklist, read the text, listened twice, took notes and wrote their essays before conducting written and oral peer review for both drafts. Teacher support was available throughout, particularly for scaffolding comprehension during the listening and note-taking stages. Because the procedure exceeded the anticipated time, an additional period was added. The total instruction hour was 21. Throughout the integrated writing instruction, sample answers were provided after feedback practices to enable self-monitoring and evaluation. Following the completion of instruction and feedback, participants filled out feedback logs (see Appendix 19) within the same week to reflect on the feedback practices for the integrated writing tasks.

3.4.1.3. TOEFL iBT Writing for an Academic Discussion Task

Aimed at reflecting a realistic classroom setting, this task was incorporated into TOEFL iBT as part of the 2023 updates. Being relatively shorter than integrated writing, this task simulates an online university discussion in which a professor poses a question and two participants express their views. Test-takers are expected to contribute with a written response of about 100 to 150 words within ten minutes. Centered around topics such as technology and education, this task is suited for all participants.

In week eight, this task was introduced to the participants through the video on ETS's (Educational Testing Service) website (Educational Testing Service, 2024), entitled as "Inside the TOEFL® Test – Writing for an Academic Discussion Question" and covered five areas about the task: question structure, how to approach the task tips, scoring criteria, sample response, and skill building tips. Participants watched the video while taking notes, after which the task was discussed generally. Afterwards, the video was played a second time and paused at key points to elaborate on task specifications and requirements. Next, a presentation prepared by the university was

utilized to demonstrate what the task entails, how to outline the response, how the format should be constructed and which phrases and structures are commonly used. Participants were also encouraged to share possible responses to activate initial engagement.

Regarding scoring, since the instructor was ETS-trained and had recently attended an ETS workshop, they were highly knowledgeable about the assessment procedures. Drawing on sample responses ranging from low to high scores, the scoring criteria and expectations were thoroughly reviewed. Errors in content and language use were discussed as part of the *modelling* stage of peer feedback training to illustrate how responses should be approached and evaluated. After introducing the self-checklist, peer feedback sheet and feedback log for this task, the first practice session began. Participants received a task (Appendix 20) and the related self-checklist (Appendix 21), completed a brief brainstorming session and were allotted time to write. Their responses were then examined collectively to highlight strengths and weaknesses, with teacher support provided when deemed necessary. A second practice session followed to reinforce task awareness and response strategies. At the end of the day, participants were given their first graded task. All drafting, feedback and grading procedures were completed before week nine.

On the last day (week nine), two additional exercises were completed in line with the *exploring* and *consciousness-raising* stages. Participants practiced peer feedback, and the quality of written and oral comments was discussed, focusing on how feedback could be more specific and better phrased. In the remaining two hours, the graded peer feedback task was implemented. The topic concerned the effects of TV. After distributing the self-checklist, a short brainstorming session took place, followed by time allocated for writing. Then participants exchanged papers, provided written comments and engaged in oral discussion. The same steps were followed for the second draft and papers were collected for grading. As the final step, participants filled out feedback logs (Appendix 22). Instruction for this task totaled 12 hours. The whole training process including all three tasks is detailed in Table 9 below.

Table 9. Peer Training Procedure

Stage	Argumentative Essay	TOEFL iBT Integrated Writing	TOEFL iBT Academic Discussion
Modelling	Introduction to peer feedback, rationale, error codes, rubric, checklist; sample essays	Task requirements, note-taking, response formats, rubric, checklist; sample notes and responses	Task introduction, question structure, scoring criteria, sample responses, rubric & checklist
Exploring	Practice of peer review with four-step procedure; class discussion to resolve misunderstandings	Scoring practice, writing practice with written & oral peer review; clarifying uncertainties	Writing practice with peer review; discussion of feedback quality and process
Consciousness-raising	Analyzing error types; reflecting on effective/ineffective peer review; feedback log	Further practice on sample essay; analysis of peer feedback; feedback log	Guidance on improving peer feedback specificity; feedback log

Source: Adapted from Lam, 2010

The control group completed the same activities and writing tasks as the experimental group for all tasks. However, while the experimental group received both teacher feedback and peer feedback facilitated by peer feedback training and sheets, the control group received only teacher feedback. In other words, the control group lacked the peer feedback training and the sheet. To maintain comparability and control for confounding variables such as self-regulation and reflection skills, both groups used self-checklists and completed feedback logs at the end of tasks to reflect on what they learned from the feedback received (written indirect feedback, screencast feedback and peer feedback in the experimental group, and only written indirect feedback and screencast feedback in the control group). Providing these tools to both groups ensured consistency in the use of self-regulated writing strategies, allowing the study to isolate the effects of peer feedback training on writing performance and SRL writing strategies while holding self-regulation-related activities constant across groups.

3.5. Data Analysis

After data collection procedures were completed, the analysis phase was carried out to address the research questions of the study. Both quantitative and qualitative data were examined systematically, and the procedures adopted for each data type are detailed in the following subsections.

3.5.1. Quantitative Data Analysis

For the quantitative aspect of this study, data were collected as pre- and post-tests across three different writing task scores (e.g., argumentative essay, TOEFL iBT integrated writing task and TOEFL iBT writing for an academic discussion task), and the questionnaire for self-regulated learning writing strategies for EFL learners (QSRLWS) by Shen and Wang (2024). The writing tasks were graded out of 100, 20 and 20 respectively. This was in line with the separate rubrics used. The argumentative essay rubric included several components and totaled 100 points. The TOEFL iBT integrated writing rubric, on the other hand, was adopted from the study by Machili et al. (2020) and totaled 20 points. In order to maintain consistency and alignment, the rubric for the TOEFL iBT writing for an academic discussion task was also adapted to be out of 20 points. As for the questionnaire, participants filled out the 44-item QSRLWS consisting of 12 strategy types.

Statistical Package Software for Social Sciences (SPSS 27.0) was employed to analyze quantitative data. To standardize results for comparability (Field, 2009), participants' scores for the TOEFL iBT tasks that were graded out of 20 were converted to 100. Then normality and homogeneity tests were conducted first to decide whether to use parametric test or non-parametric tests. Due to the small sample size, Shapiro-Wilk test was performed, and all data including the writing scores and the questionnaire scores were within normal distribution ($p > 0.05$) except for the post-writing-for-an-academic-discussion-task. Still, skewness and kurtosis values were taken into consideration. Skewness and kurtosis values were found within the acceptable range of ±2 (Field, 2013) which indicate approximate normality. In addition, Levene's test was run, and the results showed that all data met homogeneity ($p > 0.05$).

3.5.1.1. Writing Performance Scores across Tasks

Given the first research question, "What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' writing performance across tasks?"

- *An independent samples t-test* was employed separately for each of the three writing tasks to examine whether the participants were at a similar baseline for pre-tests.
- *A three-way mixed Anova with repeated measures* was utilized to investigate the changes, if there were any, over three factors: Time (pre and post), Group (experimental and control) and Task Type (Argumentative, Integrated, Academic Discussion).
- *Independent samples t-test, paired samples t-test and repeated measures ANOVA* were run to obtain a more fine-grained analysis.

3.5.1.2. QSRLWS Scores

The questionnaire was developed by Shen and Wang (2024). Later in the same year, Shen and Bai (2024) conducted a study on Chinese participants' writing performance and self-regulated learning writing strategies. The same instrument was administered in that study, and the scores were analyzed not for all 44 items on the questionnaire together, but for 12 strategy types the questionnaire was made up of. That is why the same procedure was followed in the current study.

Given the second research question, "What is the effect of teacher feedback and combined trained peer and teacher feedback on L2 learners' self-regulated learning writing strategies?"

- *An independent samples t-test* was performed to compare the pre and post mean scores of the experimental and control group.
- *A paired samples t-test was conducted to* measure any changes, if any, between the pre and post mean results within groups.

3.5.2. Qualitative Data Analysis

To answer the last research question of the current study is: "What are participants' perceptions regarding the feedback types they received and the whole process they experienced?", semi-structured interviews were conducted. Then the interviews were

analyzed using a six-step-thematic-analysis as outlined by Braun and Clarke (2006). They define thematic analysis as "a method for identifying, analyzing and reporting patterns (themes) within data" (p.79).

The interviews were conducted online over Zoom. This decision was made together with the participants themselves for ease and convenience. The length of the interviews varied from one student to another and depended on participants' answers. The minimum time spent was 15 minutes; the longest was 29 minutes. The total duration of all the interviews was 182 minutes and 32 seconds. All the interviews totaled 17084 words.

After the interviews were completed, they were first transcribed using an AI tool called Transkriptor, on the website www.transkriptor.com (2025). They were later double-checked by the researcher and transcribed verbatim. The transcribed data were also translated to English, and this was reviewed by a colleague of the researcher.

The six-phase process; familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report was followed rigorously. Further information on Braun and Clark's (2006) framework is presented in Table 10. This analysis, which is widely used and recognized, was deemed appropriate due to its applicability across a range of theoretical frameworks and its capacity to provide flexible, yet rich and detailed accounts (Braun & Clark, 2006). These interviews are crucial in drawing pedagogical implications for L2 writing instruction.

Table 10. The Steps of Thematic Analysis

1. Familiarizing yourself with the data: Transcribing data (if necessary) Reading and re-reading the data Noting down initial ideas
2. Generating initial codes: Coding interesting features of the data in a systematic fashion across the entire data set Collating data relevant to each code
3. Searching for themes: Collating codes into potential themes Gathering all data relevant to each potential theme
4. Reviewing themes: Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2) Generating a thematic 'map' of the analysis

5. Defining and naming themes:
Ongoing analysis to refine the specifics of each theme
The overall story the analysis tells
Generating clear definitions and names for each theme
6. Producing the report:
The final opportunity for analysis
Selection of vivid, compelling, extract examples
Final analysis of selected extracts
Relating back of the analysis to the research question and literature
Producing a scholarly report of the analysis

Source: Braun & Clarke, 2006, p. 87.

3.5.3. Ethical Considerations

The present research was carried out in following ethical standards to protect the rights and privacy of all participants. Ethical approval for the study was granted by the Yıldız Technical University Institutional Review Board (see Appendix 23) prior to the data collection. The university at which the researcher was working at the time of the study also granted permission to conduct the study. Participants were thoroughly informed about the aim, scope, and the procedures of the study before giving their consent. It was made clear that participation was on a voluntary basis. Afterwards, written informed consent forms were collected (see Appendix 24). Participants were informed that they could withdraw from the study at any point, and that their responses would be used solely for research purposes. To ensure confidentiality, participants were assigned numerical codes such as P1 and P2. All data were securely stored and used exclusively for academic and research purposes.

4. RESULTS

This chapter reports the findings of the study in response to the research questions which set out to explore the effect of feedback types (e.g., written indirect feedback, screencast feedback, trained peer feedback) on 40 B1 level EFL participants' writing performance and self-regulated learning writing strategies by an embedded mixed methods design. Hence, the study draws on not only quantitative, but also qualitative data to enrich the interpretation of the results and provide a more comprehensive understanding of the phenomenon. The subsections of this chapter detailing the results are presented below.

4.1. Quantitative Findings

This section provides a thorough description of the quantitative results for both the writing performance and the self-regulated learning writing strategies, respectively. For all the analyses, the Statistical Package for Social Sciences (SPSS) Version 27 was used. The results, along with the tables, are presented in order.

4.1.1. Writing Performance Results

To investigate the impact of various feedback types on L2 writing performance across tasks, several tests were run. First and foremost, since the three writing tasks were scored on different scales, two of which out of 20 and one out of 100, a standardization was necessary for comparison (Field, 2013). To ensure consistency across measures, the two scores originally out of 20 were converted to a 100-point scale using a linear transformation. This decision was made because converting to either scale (20 or 100) produced statistically equivalent results, and a 100-point scale was deemed more intuitive and interpretable. The rescaled scores were then used in the mixed ANOVA analysis. The descriptive statistics for all writing performance related data are presented in Table 11.

Table 11. Descriptive Statistics for Pre- and Post-Tests of Writing Performance

Writing Task	Group	N	Mean	SD
Argumentative Essay Pre-Test	EG	19	62,21	12,85
	CG	21	60,19	14,26
	Total	40	61,15	13,47
Argumentative Essay Post-Test	EG	19	84,16	10,67
	CG	21	76,76	14,68
	Total	40	80,28	13,31
Integrated Writing Pre-Test	EG	19	39,47	11,77
	CG	21	43,57	11,53
	Total	40	41,63	11,68
Integrated Writing Post-Test	EG	19	80,79	14,07
	CG	21	81,19	12,64
	Total	40	81,00	13,17
Academic Discussion Pre-Test	EG	19	60,79	14,55
	CG	21	62,14	16,40
	Total	40	61,50	15,37
Academic Discussion Post-Test	EG	19	90,53	8,48
	CG	21	86,19	11,17
	Total	40	88,25	10,10

Prior to the selection of appropriate statistical tests, assumptions of normality and homogeneity of variances were assessed to determine whether parametric or non-parametric tests would be suitable for the data. On account of the small sample size, normality was tested using the Shapiro-Wilk test while homogeneity of variances was assessed through Levene's test. The results revealed that normality and homogeneity were met ($p > 0.05$).

Next, to identify if both the experimental group and the control group shared a similar pre-study baseline, *independent samples t-tests* were executed on pre-tests for each writing task (e.g., argumentative essay, TOEFL iBT integrated writing task, TOEFL iBT writing for an academic discussion task). Table 12 displays the results.

Table 12. Pre-Test Results of Writing Performance

	Group	Mean	SD	t	df	p	Mean Difference
Argumentative Essay	EG	62,21	12,84	0,469	38	0,642	2,02
	CG	60,19	14,25				
Integrated Writing	EG	39,47	11,77	-1,112	38	0,273	-4,097
	CG	43,57	11,52				

Academic Discussion	EG	60,78	14,55	-0,275	38	0,785	-1,353
	CG	62,14	16,39				

As shown in Table 12, the control group had slightly higher mean scores in the integrated writing and academic discussion tasks, and the experimental group performed better than the control group in the argumentative essay task. Nevertheless, none of these differences were found to be statistically significant (all $p > .05$). To illustrate, in the integrated writing pre-test, the control group ($M = 43.57$, $SD = 11.52$) scored slightly higher than the experimental group ($M = 39.47$, $SD = 11.77$); however, this difference was not statistically significant ($t(38) = -1.112$, $p = .273$). Similarly, the mean score of the control group ($M = 62.14$, $SD = 16.39$) in the academic discussion pre-test was marginally higher than that of the experimental group ($M = 60.78$, $SD = 14.55$), but again, the difference did not reach statistical significance ($t(38) = -0.275$, $p = .785$). In contrast, the experimental group achieved a slightly higher mean score ($M = 62.21$, $SD = 12.84$) than the control group ($M = 60.19$, $SD = 14.25$) in the argumentative essay task, yet this difference was also not significant ($t(38) = 0.469$, $p = .642$). These findings indicate that the two groups exhibited similar initial conditions and were statistically comparable in their writing performance across all three tasks at the beginning of the study.

Following this, a *three-way-mixed ANOVA with repeated measures* was conducted to examine the effects of feedback on three factors: Group (EG and CG), time (pre and post) and task type (argumentative, integrated and academic discussion).

The data were normally distributed, and homogeneity of variances was met ($p > 0.05$). In addition, Mauchly's Test of Sphericity was conducted to evaluate whether the assumption of sphericity was met for the repeated measures factor. The result of the test was not significant for either the task ($p = 0.391$) and the time ($p = 0.278$) factors, as displayed in Table 13 below.

Table 13. Mauchly's Test of Sphericity for Task and Time

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Task	0,95	1,878	2	0,391	0,953	1	0,5
Task * Time	0,933	2,561	2	0,278	0,937	1	0,5

This table indicates that the assumption of sphericity was not violated for either task or the interaction between task and time ($p > 0.05$), and therefore, the standard F-ratios could be used. However, as Box's test indicated a violation of the homogeneity of covariance matrices ($p = .030$), multivariate statistics were considered the primary basis for the interpretation of the results. The results of the multivariate statistics are presented in Table 14.

Table 14. Multivariate Tests of Factors

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Task	Pillai's Trace	0,53	21,175[b]	2	37	0,001*	0,534
Task Group	Pillai's Trace	0,09	1,776[b]	2	37	0,183	0,088
Time	Pillai's Trace	0,96	834,699[b]	1	38	0,001*	0,956
Time Group	Pillai's Trace	0,14	6,203[b]	1	38	0,017*	0,14
Task Time	Pillai's Trace	0,64	32,682[b]	2	37	0,001*	0,639
Task Time Group	Pillai's Trace	0,01	,085[b]	2	37	0,919	0,005

**statistically significant*

A multivariate analysis of variance (MANOVA) was conducted to examine the main and interaction effects of task type, time, and group on participants' writing performance. According to Field (2009), when group sizes are unequal and the Box's test is significant, Pillai's Trace is considered the most robust and reliable multivariate test statistic. Therefore, in line with these recommendations, Pillai's Trace was used to interpret the effects in the present study. The tests revealed a significant main effect of time, $V = .956$, $F(1, 38) = 834.70$, $p < .001$, *partial* $\eta^2 = .956$, suggesting a substantial improvement in writing performance over time in both groups.

Table 15. Pairwise Comparisons for the Time Effect (Pre and Post Tests)

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
Pre	Pre	-28,540*	0,988	0,001*	-30,539	-26,54
Post	Pre	28,540*	0,988	0,001*	26,54	30,539

**statistically significant*

Pairwise comparisons for the time effect, which can be seen in Table 15, also demonstrate that participants' mean scores improved significantly from pre-test (M = 54.73) to post-test (M = 83.27), with a significant mean difference of 28,54 (p = .001), thus confirming the effectiveness of the feedback interventions overall.

Table 16. Test of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	1139769,6	1	1139769,6	2209,53	0,001	0,983
Group	103,75	1	103,75	0,201	0,656	0,005
Error	19601,983	38	515,842			

As for the between-subjects factor, the groups, the results are displayed in Table 16 above. Although a significant interaction was found between time and group; Pillai's Trace = .140, $F(1, 38) = 6.20$, p = .017, *partial* n^2 = .140, there was no significant main effect of group on overall writing performance, $F(1, 38) = 0.201$, p = .656, indicating that both groups performed and improved similarly as a result of the feedback received.

Considering that the mixed ANOVA did not find a significant difference between groups, possibly due to sample size (Maxwell et al., 2018) or lack of adequate power (Cohen, 1988), additional tests were conducted in order to gain a more fine-grained understanding. These tests were aligned with the research questions to better capture

meaningful effects if there were any. Consequently, an *independent samples t-test* was run on the pre- and post-test scores to answer the following research question:

- Is there a statistically significant difference between groups before and after the intervention?

Table 17. Independent Samples T-Test Results

Group	Test	Mean	SD	T	Df	Sig. (2 tailed)	Mean Difference
EG	Pre	54,15	9,87	-0,369	38	0,714	-1,1436
CG		55,3	9,7				
EG	Post	85,15	8,65	1,22	38	0,23	3,7769
CG		81,38	10,69				

The results of the *independent samples t-test* for pre- and post- are displayed in Table 17 above. Accordingly, this points to the fact that the groups had a similar baseline prior to the study ($t(38) = 0.369$, $p > .05$). Additionally, although the experimental group had a slightly higher post mean score, this difference was not found significant ($t(38) = 0.230$, $p > .05$). This suggests that both feedback conditions led to similar levels of writing performance by the end of the study.

Next, to examine whether participants in the experimental group improved over time, a *paired samples t-test* was carried out on their pre- and post-test scores, which were averaged across tasks. This analysis aimed to answer the subsequent question:

- Is there a statistically significant difference within the experimental group before and after the intervention?

Table 18. Paired Samples T-Test Results

Group	Mean	SD	t	df	Sig. (2-tailed)	Cohen's d
EG Pretest-Posttest	-31,00	4,99	-27,052	18	0,001*	-6,20

**statistically significant*

The results of the *paired samples t-test* are presented in Table 18 above. These findings demonstrate a statistically significant improvement in the experimental group from pre-test to post test ($M = -31$, $SD = 4,99$, $t(18) = -27,052$, $p < .05$) with a large effect

size (Cohen's d = -6,20), which suggests that the intervention (combined trained peer and teacher feedback) was effective in enhancing writing performance.

Lastly, to determine whether improvement in writing performance differed by task type, gain scores were computed for each task by subtracting pre-test scores from post-test scores. Then a *one-way repeated measures ANOVA* was performed within the experimental group to answer the research question that follows:

- Does writing performance differ across tasks?

The descriptive statistics can be found in Table 19. As can be seen, the participants in the experimental group scored 21 points higher on the post-test for the argumentative essay, 41 points higher for the integrated writing essay and 29 points higher for the academic discussion task respectively.

Table 19. Descriptive Statistics for One-Way Repeated Measures ANOVA

Group	N	Mean	SD
Argumentative Essay	19	21,94	6,95
Integrated Writing	19	41,31	11,03
Academic Discussion	19	29,73	9,64

The assumption of sphericity was assessed using Mauchly's test. The results, as displayed in Table 20 below, indicate the sphericity was met ($p > 0.05$). Hence, the sphericity assumed row could be utilized.

Table 20. Mauchly's Test of Sphericity for Task

							Epsilon
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Task	0,963	0,646	2	0,724	0,964	1	0,5

When Table 21, showing the within-subjects effects for task, is taken into account, the type of writing task had a significant impact on the amount of improvement observed in participants' writing performance following the intervention process ($F(2, 36)$ = 19.16, p = .001, *partial* η^2 = .51). These findings indicate that students in the experimental group did not benefit equally from feedback across all writing tasks. Instead, the effectiveness of the feedback intervention varied significantly depending on the task type, with more substantial gains observed in some tasks than others.

Table 21. Test of Within-Subjects Effects

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Task	Sphericity Assumed	3609,263	2	1804,632	19,168	0,001*	0,516
Error (Task)	Sphericity Assumed	3389,404	36	94,15			

**statistically significant*

To further look into the task effect, pairwise comparisons (Table 22) with Bonferroni correction were conducted.

Table 22. Pairwise Comparisons for Tasks

(I) Task	(J) Task	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Argumentative	Integrated	-19,368*	3,097	0,001*	-27,542	-11,195
	Academic	-7,789*	2,905	0,046*	-15,455	-0,124
Integrated	Argumentative	19,368*	3,097	0,001*	11,195	27,542
	Academic	11,579*	3,421	0,010*	2,55	20,608
Academic Discussion	Argumentative	7,789*	2,905	0,046*	0,124	15,455
	Integrated	-11,579*	3,421	0,010*	-20,608	-2,55

**statistically significant*

The results revealed that integrated writing task led to significantly greater improvement than argumentative writing task, (M = −19.37, SE = 3.09, p = .001), Academic discussion task also resulted in significantly higher gains than argumentative writing, (M = −7.78, SE = 2.90, p = .046). Furthermore, integrated writing task yielded significantly higher gains than academic discussion task, (M = 11.57, SE = 3.42, p = .010). These findings demonstrate that the feedback intervention was most effective for integrated writing, followed by academic discussion, and lastly argumentative writing.

4.1.2. Self-Regulated Learning Writing Strategies Results

In order to answer the research question regarding self-regulation, participants' mean scores on QSRLWS were calculated. The next step involved checking the reliability of the questionnaire to execute the tests. Shen and Wang (2024), who developed the questionnaire reported a Cronbach's alpha of .94 for all items. Likewise, when reliability analyses for the pre- and post-tests of this study were run, the results were very similar. The reliability analysis for the questionnaire is presented in Table 23.

Table 23. The Reliability Analysis of the Likert-Scale Questionnaire

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Pre-test	,926	,923	44
Post-test	,946	,947	44

Cronbach's alpha was found to be .92 for the pre-test and .94 for the post test, which indicate strong internal consistency.

Subsequently, to examine whether the groups had a comparable baseline in terms of their self-regulated learning writing strategies prior to the intervention, *independent samples t-tests* were conducted. The results are presented in Table 24.

Table 24. Pre-Test Results of QSRLWS

Group	Number	Strategy	Mean	SD	T	df	Sig. (2-tailed)	Mean Difference
EG	19	SI	2,53	0,84	-0,526	38	0,602	-0,1523
CG	21		2,68	0,98				
EG	19	PL	3,58	0,69	-1,938	38	0,06	-0,3589
CG	21		3,94	0,47				
EG	19	ME	3,1	0,63	-0,559	38	0,58	-0,1334
CG	21		3,24	0,85				
EG	19	RE	2,54	0,83	-0,409	38	0,685	-0,1034
CG	21		2,64	0,76				
EG	19	TG	2,36	0,58	-1,001	38	0,323	-0,2162
CG	21		2,57	0,76				
EG	19	RES	2,44	1,05	-1,123	38	0,269	-0,3387
CG	21		2,78	0,85				
EG	19	SAC	2,28	0,77	-1,19	38	0,242	-0,2678

CG	21		2,55	0,66				
EG	19	AF	2,84	0,61	-1,856	38	0,071	-0,3803
CG	21		3,22	0,68				
EG	19	IE	3	0,81	-1,944	38	0,059	-0,4296
CG	21		3,43	0,58				
EG	19	EC	3,07	1,07	-1,524	38	0,136	-0,4691
CG	21		3,54	0,87				
EG	19	MST	2,57	1,09	-1,764	38	0,086	-0,6128
CG	21		3,18	1,11				
EG	19	SC	2,58	0,83	-1,984	38	0,054	-0,552
CG	21		3,13	0,92				

Note: SI = Self-initiation; PL = Planning; ME = Monitoring and evaluation; RE = Revising; TG = Text-generating; RES = Resourcing; SA = Social assistance or collaboration; AF = Acting on feedback; IE = Interest enhancement; MS = Motivational self-talk; EC = Emotional control; SC = Self-consequence.

Although the mean scores of the control group were slightly higher on all strategies, none of these differences reached statistical significance (all $p > .05$). For example, the pre-test mean of the control group for the *revising* strategy was slightly higher ($M = 2.64$, $SD = 0.76$) than that of the experimental group ($M = 3.67$, $SD = 0.78$). However, the difference was not found statistically significant ($t(38) = 0.685$, $p > .05$). These results indicate that the two groups were comparable at the beginning of the study in terms of their self-regulated writing strategy use.

Next, to determine whether there was an effect of the intervention, *independent samples t-tests* were conducted to compare the mean post-test scores of the experimental and control groups on the 12 self-regulated writing strategies. The results are displayed in Table 25.

Table 25. Post-Test Results of QSRLWS

Group	Number	Strategy	Mean	SD	T	df	Sig. (2-tailed)	Mean Difference
EG	19	SI	3,37	1,03	0,449	38	0,656	0,14223
CG	21		3,23	0,97				
EG	19	PL	4,51	0,39	0,921	38	0,363	0,19442
CG	21		4,38	0,49				
EG	19	ME	3,81	0,66	-0,148	38	0,883	-0,03353
CG	21		3,84	0,76				
EG	19	RE	3,34	0,78	0,694	38	0,492	0,17544
CG	21		3,17	0,82				

EG	19	TG	3,17	0,72	-0,135	38	0,893	-0,03383
CG	21		3,18	0,85				
EG	19	RES	3,09	0,86	-1,239	38	0,223	-0,32544
CG	21		3,41	0,80				
EG	19	SAC	3,37	0,98	0,766	38	0,448	0,22657
CG	21		3,14	0,89				
EG	19	AF	3,86	0,68	-1,288	38	0,205	-0,28238
CG	21		4,14	0,70				
EG	19	IE	3,74	0,80	-1,922	38	0,062	-0,45368
CG	21		4,19	0,70				
EG	19	EC	3,84	0,98	-0,423	38	0,675	-0,12594
CG	21		3,97	0,90				
EG	19	MST	3,28	1,16	-1,247	38	0,220	-0,43797
CG	21		3,71	1,06				
EG	19	SC	3,14	0,70	-1,434	38	0,160	-0,34336
CG	21		3,49	0,80				

The results revealed no statistically significant differences between the two groups across any of the strategies (all $p > .05$), suggesting that both groups performed similarly on all 12 strategies after the intervention. For instance, the mean post-test score of the experimental group for the *self-initiation* strategy was slightly higher ($M = 3.37$, $SD = 1.03$) than that of the control group ($M = 3.23$, $SD = 0.97$). However, this difference was not statistically significant ($t(38) = 0.449$, $p > .05$) as shown in Table 26. Likewise, the mean post-test score for the *planning* strategy was only marginally higher for the experimental group ($M = 4.51$, $SD = 0.39$) than that of the control group ($M = 4.38$, $SD = 0.49$). Similarly, for the *monitoring and evaluation* strategy, the mean post-tests results were almost the same for EG ($M = 3.81$, $SD = 0.66$) and CG ($M = 3.84$, $SD = 0.76$), and the results were not found significant ($t(38) = 0.148$, $p > .05$). Overall, the findings indicate that there were no significant between-group differences in the use of self-regulated writing strategies at the end of the study.

Following this, *paired samples t-tests* were conducted to assess whether there were significant changes within each group from pre-test to post-test in terms of self-regulated writing strategy use. Table 26 presents the results.

Table 26. Paired Samples T-Test Results of QSRLWS

Group	Strategy	T	Df	Mean	SD	Sig. (2-tailed)	Cohen's d
EG		-7,32	18	-0,84	0,5	0,001*	-1,68
CG	SI	-10,235	20	-0,55	0,25	0,001*	-2,23
Pretest-Posttest							
EG		-8,247	18	-0,93	0,49	0,001*	-1,89
CG	PL	-10,603	20	-0,44	0,19	0,001*	-2,31
Pretest-Posttest							
EG		-9,806	18	-0,7	0,31	0,001*	-2,25
CG	ME	-8,025	20	-0,6	0,34	0,001*	-1,75
Pretest-Posttest							
EG		-9,255	18	-0,8	0,38	0,001*	-2,12
CG	RE	-5,139	20	-0,52	0,47	0,001*	-1,12
Pretest-Posttest							
EG		-10,934	18	-0,79	0,31	0,001*	-2,51
CG	TG	-9,926	20	-0,61	0,28	0,001*	-2,17
Pretest-Posttest							
EG		-7,898	18	-0,65	0,36	0,001*	-1,81
CG	RES	-6,707	20	-0,64	0,43	0,001*	-1,46
Pretest-Posttest							
EG		-10,517	18	-1,09	0,45	0,001*	-2,41
CG	SAC	-4,995	20	-0,6	0,55	0,001*	-1,09
Pretest-Posttest							
EG		-9,82	18	-1,02	0,45	0,001*	-2,25
CG	AF	-9,449	20	-0,92	0,45	0,001*	-2,06
Pretest-Posttest							
EG		-13,57	18	-0,74	0,24	0,001*	-3,11
CG	IE	-12,412	20	-0,76	0,28	0,001*	-2,71
Pretest-Posttest							
EG		-9,595	18	-0,77	0,35	0,001*	-2,2
CG	EC	-8,238	20	-0,43	0,24	0,001*	-1,8
Pretest-Posttest							
EG		-6,172	18	-0,71	0,5	0,001*	-1,42
CG	MST	-8,216	20	-0,54	0,3	0,001*	-1,79
Pretest-Posttest							
EG		-13,449	18	-0,57	0,18	0,001*	-3,09
CG	SC	-8,771	20	-0,36	0,19	0,001*	-1,91
Pretest-Posttest							

**statistically significant*

The results indicated statistically significant improvements across all 12 strategies for both the experimental and the control group (all $p < .001$). For instance, for the *acting on feedback* strategy, the experimental group showed a significant gain ($M = -1.02$, $SD = 0.45$, $t(18) = -9.820$, $p < .05$, $d = 2.25$), while the control group also demonstrated a significant improvement ($M = -0.92$, $SD = 0.45$, $t(20) = -9.449$, $p < .05$, $d = 2.06$). Large effect sizes (Cohen's $d > 0.8$) were observed across all strategies, indicating substantial within-group gains in self-regulatory behavior. These findings suggest that both feedback conditions had a significant positive impact on participants' self-regulated writing strategy use.

4.2. Qualitative Findings

This section presents the qualitative findings derived from the semi-structured interviews conducted with nine participants across two feedback groups. Four participants were from the control group who received only teacher feedback, and the remaining five participants were from the experimental group who received both teacher and trained peer feedback. The data were analyzed through Braun and Clarke's (2006) six-phase thematic analysis model outlined before. The analysis, which was member-checked for triangulation, yielded six themes and several related subthemes. These reflect participants' experiences, perceptions of feedback types, and evolving writing behaviors and strategies. All themes and subthemes, explored in depth in the subsequent sections, are grounded in verbatim expressions from the participants. For anonymity, the participants from the control group were coded as CG1, CG2, CG3 and CG4 and participants from the experimental group were coded as EG1, EG2, EG3, EG4 and EG5. Table 27 presents the distribution of themes, sub-themes, and the codes across the data set in accordance with Braun and Clark's thematic analysis model (2006). Frequencies indicate how often participants referred to each theme.

Table 27. Thematic Analysis of the Semi-Structured Interview

Theme	Subtheme	Code	Frequency	Percentage
Strategy Development and Awareness	Strategy Uptake	SU	4	5.96%
	Increased Awareness	IA	6	8.95%
	Self-Regulation	SR	4	5.96%
	Linguistic Development	LD	4	5.96%

Improvement in Writing Performance	Addressing Recurring Errors	ARE	5	7.45%
Benefits of Process-Oriented Writing	Motivation and Engagement	ME	1	1.49%
	Consolidation of learning	DL	6	8.95%
The Role of Peer Feedback	Mutual Learning	ML	5	7.45%
	Self-Regulatory Power of Peer Feedback	SRPF	5	7.45%
	Essential Factors for Peer Feedback	EFPF	3	4.47%
The Power of Teacher Feedback	Authority and Credibility	AC	4	5.96%
	Error Awareness and Correction	EAC	3	4.47%
Feedback Modes and Their Effectiveness	Limitations of Written Feedback	LWF	4	5.96%
	Superiority of Screencast Feedback	SSF	7	10.43%
	The Benefits of Combined Feedback Practices	CFP	6	8.95%
Total			67	100%

4.2.1. Strategy Development and Awareness

This was among the most prominent themes that emerged during the semi-structured interview analysis. The subthemes and the corresponding participant excerpts in relation to strategy development and awareness, all of which are presented below, point out that feedback increases strategy use, awareness and self-regulatory skills.

4.2.1.1. Strategy Uptake

Across both groups, participants indicated that feedback, especially when supported by tools such as checklists, enabled them to plan, monitor, and assess their writing more effectively. They moved away from spontaneous, unplanned writing towards a more deliberate, planned and organized approach, adopting new strategies. For example, the following words of a participant illustrate how feedback helped them become more attentive to standard writing conventions:

CG3: "I never really paid attention to punctuation marks before... Or I wouldn't leave any space between lines in the paragraph. Now I do that, and ... I think I've improved more and more in writing as I kept practicing."

Similarly, the quotation below highlights the way feedback guided the participants towards adopting a more planned and organized approach:

CG4: "Before the feedback, I would just grab a pen and paper and write down whatever came to my mind at that moment. After the feedback, I started jotting down small notes on the side of the paper about what I would write in each paragraph. Now I can write much more comfortably about what I want to say."

Further supporting this sub-theme, other participants stated:

EG3: "I learned how to organize my writing from your feedback… especially the video feedback; like, how I should use this phrase in writing and how I should use this grammar in this writing."

EG4: "Before all this, I actually used to think of the text as just one paragraph. I learned how to write introduction, conclusion and body paragraphs separately and create an orderly structure in the form of a complete text."

In sum, these findings indicate that feedback considerably facilitated participants' uptake of new strategies and shifts towards a more intentional writing approach, which points to a clear growth in strategy awareness across both groups.

4.2.1.2. Increased Awareness

Participants in both groups stated that there occurred a shift towards noticing their own writing patterns. Checklists, before-after comparisons and explicit criteria enabled many participants to detect recurrent errors and repetitive structures in writing. Task requirements became more visible, as well. For this study, this emerging subtheme reflects growth in metacognitive awareness; thanks to the practices, students were increasingly more able to identify what is missing, monitor it during writing and adjust strategies accordingly. This was supported by the quotations. For instance, one participant said:

CG3: "In Integrated Writing, I kept using the same structures… I realized this thanks to the checklist, and then I corrected them."

Another one commented:

> *EG4: "The checklist helped me because before that, I tried to do everything at once. However, the checklist made me realize that this is wrong. I realized I had big gaps in grammar and that I should focus on those. Additionally, the feedback logs showed me the wrong steps I was taking and how to work more effectively."*

These excerpts exemplify how participants became more attuned to their recurring language patterns and how systematic comparison and reflection enabled them to monitor performance and make adjustments accordingly.

Several other participants commented in a similar fashion, which reinforced this subtheme:

> *CG4: "I compared the checklists…what I did and didn't do… I evaluated what I couldn't do and reshaped it for the next writing to do better."*
>
> *CG4: "At first, I got a low grade. I examined every mistake one by one: punctuation, capitalization, word choice, prepositions. The second time I got full marks because I had studied them carefully. I became aware of my mistakes; this really improved me and helped a lot during the TOEFL."*
>
> *EG1: "Distributing checklists was very beneficial. Without asking others, we can correct ourselves by checking against the checklist… Critiquing oneself contributes to us more than others' opinions because we can be more honest with ourselves; going through the checklist item by item is genuinely helpful."*
>
> *EG5: "The checklist is helpful because everything is clearly listed there. I remember what I need to do; it's memorable and easy."*

As a whole, these responses demonstrate that participants gained a heightened metacognitive awareness, which allowed them to recognize persistent issues and track their progress, eventually helping them to be more reflective and strategic writers.

4.2.1.3. Self-Regulation

Due to feedback and checklists, participants described self-regulatory routines such as self-monitoring by reading the checklist before and after writing, revisiting the feedback and comparing their writings with peers. They also reported forming

evaluative behaviors such as identifying progress and targeting their weaknesses. Additionally, participants mentioned that exposure to their peers' texts and teacher's screencasts set motivational reference points for them as, for instance, they aimed for shorter screencast durations by working to reduce their errors. In the context of this study, these clearly indicate SRL processes that go beyond assignments. To illustrate, one participant expressed their feelings as follows:

> *CG2: "When feedback is done regularly, it encourages us to think and helps us evaluate ourselves; we see how far we have come as writers."*

This shows that routine feedback engagement encouraged the participants to reflect on their progress and evaluate their development as a writer, demonstrating the evaluative component of self-regulation.

Likewise, another participant's comments below reflect a motivational and comparative dimension of self-regulation, showing how the participant monitored their performance relative to peers and adopted new strategies to reduce errors and improve:

> *EG2: "I looked at how long other screencast videos were. Mine were always longer because I made many mistakes. That motivated me to write like those with fewer errors; I studied their strategies and started writing better."*

Other participants shared similar views:

> *CG1: "The checklist really helped me before and after writing… I just went and read the checklist again to see if I missed any points or any important details."*

> *EG4: "I used to give up and submit without checking. Thanks to the feedback practices, I now review from the beginning, correct things, and fix my errors."*

Altogether, these findings underline the fact that feedback and checklists facilitated both reflective evaluation and strategic adjustment. Participants monitored their progress, learned from peer performances, and adopted more effective writing behaviors, demonstrating clear self-regulatory development.

4.2.2. Improvement in Writing Performance

Another theme that emerged often during the analysis was the improvement in writing performance. Participants reported noticeable gains in their overall writing proficiency as a result of the feedback process. These improvements included expanded vocabulary, more precise grammar usage, and better sentence structures. Feedback also helped them identify and address persistent errors, resulting in more polished and accurate texts. Participants emphasized that the process not only corrected surface-level issues but also influenced deeper aspects of their writing, such as cohesion, academic tone, and genre-specific conventions. The integration of targeted corrections and explicit examples during feedback was particularly effective in consolidating learning and reducing the recurrence of mistakes. The subthemes with respect to this theme are presented below.

4.2.2.1. Linguistic Development

Participants emphasized that feedback supported linguistic growth by broadening their vocabulary, enhancing grammatical accuracy, and encouraging more complex sentence structures. The feedback process and the practices, as participants expressed, not only corrected their errors but also nurtured creativity, helping them to convey their ideas more clearly and in varied forms. This underscores the role of feedback as a scaffolding tool for enriching linguistic knowledge, which directly contributes to participants' development as academic writers. Perspectives regarding this subtheme are reflected in the participants' own words. For instance, one participant reported the following:

> *CG4: "At first, I was forming very basic sentences. After your explanations, I started trying to use more specific sentences and more precise words."*

This suggests that participants progressed; simple and basic structures turned into more precise and sophisticated sentences. This points to the contribution of feedback to development.

Furthermore, a participant from the experimental group added:

> *EG1: "I can now form sentences more quickly, maybe even more complex ones. My creativity may have also improved because as I kept writing, I could give different examples… I write faster now. And surely, I learned different words."*

This reveals that continuous feedback and writing practices helped participants build more complex structures, broaden their vocabulary, and improve fluency and creativity.

More comments were also made by other participants:

> *CG1: "I really acknowledged a lot of mistakes that I made, for example, vocabulary mistakes and what I should replace, what I should do in the beginning of my essay, and so on. That was really beneficial."*
>
> *EG4: "It was more useful in terms of vocabulary… I also use different linkers… The feedback really helped me in …. creating a complete text."*

To conclude, these insights show that feedback played a role in assisting participants in growing their vocabulary, making more effective choices, and producing increasingly complex sentences. These developments resulted in clearer, richer and more academically appropriate writing.

4.2.2.2. Addressing Recurrent Errors

According to participants, feedback was instrumental because it allowed them to recognize and eliminate their persistent errors, such as punctuation, singular-plural disagreement, and inappropriate stylistic choices. It was stressed by participants that, in addition to surface-level corrections, detailed explanations and screencast feedback clarified why certain usages were incorrect, which led to deeper comprehension and long-term progress. This demonstrates that feedback was effective in preventing repeated errors and strengthening participants' ability to write with more accuracy and in genre-appropriate manner. Regarding this, one participant expressed their opinions in the following way:

> *CG3: "I used to write some parts as if I were having a casual conversation... but I learned through the feedback that this was wrong. Now I don't write essays like that anymore."*

This demonstrates how teacher feedback enabled the participants to move away from informal, conversational language toward a more academic register, marking an increase in stylistic awareness and efforts to prevent errors.

In addition, the following quotation highlights how explanatory screencast feedback allowed the participant to understand the underlying grammatical principles behind their errors, supporting long-term correction and retention:

> *EG4: "Before all this, my teachers used to show me on my paper that I made singular–plural errors, but I didn't understand why it was wrong at the time. With your screencast and explanatory feedback, I was able to understand my mistakes more clearly."*

Comments from other participants also add to this subtheme:

> *CG1: "The feedback was so helpful for acknowledging our mistakes and avoiding doing them again in the future. … And not only in terms of capitalization or punctuation, but also about other aspects such as what we should do in the introduction and …at the end of the essay. It really helped, so your feedback has stuck with me ever since."*
>
> *EG2: "I try not to make those mistakes anymore such as punctuation and comparatives, etc. I was constantly making mistakes, but thanks to your videos, I don't make them anymore."*
>
> *EG3: "I was writing 'in the other hand'. I learned from the screencast feedback that it was 'on the other hand.' I would remember that."*

In brief, these suggest that participants became more conscious of their recurring mistakes and developed a clearer sense of correct usage. The feedback was effective in supporting long-term improvement in accuracy and academic style.

4.2.3. Benefits of Process-Oriented Writing

One more theme that was formed was the benefits of process writing. The multi-draft approach was viewed as a core element in developing deeper learning. Rewriting after receiving feedback, as stated by the participants, prompted active engagement with errors, reinforced correct forms, and enhanced retention of new language patterns. Many students pointed out that without a second draft, they would have been less motivated to revisit and correct mistakes. This iterative process enabled them to internalize writing conventions, transfer improvements across tasks, and approach future writing with greater confidence and precision. The subthemes in relation to this theme are detailed in the following sections.

4.2.3.1. Motivation and Engagement

Participants noted that the requirement of producing a second draft provided the necessary motivation for them to take feedback seriously and engage with revisions. Without this step, some learners admitted they might have ignored feedback altogether. These reflections underline how the process-oriented model turned revision into an active and motivational tool, encouraging learners to invest more effort and responsibility in their own development. This subtheme is exemplified in the quotation presented below:

> *EG4: "If it had been just a single draft, I probably would not have looked at the feedback at all. Honestly, I am a bit lazy, and I usually need a grade or an exam to stay motivated. That's why the second drafts were very useful for me. They helped me review my mistakes from the beginning and learn them correctly."*

4.2.3.2. Consolidation of Learning

It was frequently stated by participants that writing second drafts was not only about motivation, but also about reinforcing knowledge and consolidating learning. They described how rewriting helped them notice patterns, internalize corrections, and refine and regulate their writing strategies accordingly.

The first quotation illustrates the basic yet essential role of rewriting in reinforcing learning, as the participant emphasized noticing and actively correcting mistakes rather than merely identifying them:

> *CG3: "I think writing a second draft is useful. In the end, it is necessary not only to see our mistakes but also to correct them."*

In a similar vein, the next quotation highlights the reflective dimension of rewriting, showing how it enabled the participant to reassess their performance and build improved versions upon earlier drafts:

> *EG1: "This was as important and valuable as your video feedback. In my opinion, process-writing was also about self-evaluation; discovering our own mistakes and building something new on top of them. Even small details sometimes matter. I realized that I improved even in those. Rewriting*

something we had already written, but in an improved form, is very important. That's why this was really good."

Several other participants shared similar views:

EG2: "...when you write a second draft, you need to grasp your mistakes and find solutions for them. While this process takes place, you are already improving yourself."

EG3: "When I saw the teacher feedback and I rewrote the writing, I could see where I had made mistakes, so when I wrote the second one, I became better at writing. The second drafts were the most important part of the feedback."

EG4: "...the second drafts were very useful for me. They allowed me to review my mistakes from the beginning and learn them correctly."

EG5: "I think rewriting is a useful practice. After you explained everything in detail in the videos, we needed to practice it and go over it again so that it would stay in our memory. It was an opportunity. Once you know what to do, going over it again helps keep in your memory, so rewriting, in that sense, was very useful."

Collectively, rewriting allowed participants not only to reinforce the correct usage but also to internalize the process and make refinements. By re-engaging with their texts, participants strengthened long-term retention and achieved consistent improvements.

4.2.4. The Role of Peer Feedback

The role of peer feedback was also repeatedly mentioned and thus emerged as a theme. Peer feedback was seen as a valuable tool for mutual learning, allowing participants to exchange perspectives and ideas. For some, it broadened their understanding of writing strategies and exposed them to alternative ways of structuring arguments. However, perceptions of its effectiveness varied depending on the proficiency level of the peer. While some valued the collaborative exchange, others questioned its reliability compared to teacher feedback, emphasizing that pairing learners of similar or complementary proficiency could enhance its impact. The three subthemes of this theme, which are mutual learning, self-regulatory power of peer feedback and essential factors for peer feedback are explored in depth in the subsequent sections.

4.2.4.1. Mutual Learning

Participants highlighted that peer feedback fostered mutual learning**,** which in turn supported the iterative nature of process writing. They reported that reviewing each other's drafts made them more aware of language use, organizational patterns, and alternative strategies. They emphasized that noticing peers' errors or strengths not only enriched their own writing but also supported collaboration and shared responsibility in the learning process. Notably, students felt that this interaction during peer feedback extended their vocabulary range and improved their ability to use cohesive devices, demonstrating how peer review reinforced the planning and revising stages of writing. Participants' comments below offer direct insight into the role of peer review in mutual learning.

To exemplify, the following two quotations clearly demonstrate how peer feedback broadened participants' perspectives by exposing them to diverse approaches and linguistic choices, enabling them to rethink their own writing strategies through alternative viewpoints:

> *EG3: "I think differently, my friends think differently. And by giving each other feedback, we get to learn each other's opinions and develop a broader, more comprehensive perspective for ourselves."*
>
> *EG5: "...I saw my mistakes from different angles. I corrected them with different perspectives, and for example, when it came to how to start a paragraph, I didn't really use linkers much before. But when I received feedback, I remembered one friend telling me, 'You can use linkers here, like moreover or in addition.' That was very useful for me, especially in TOEFL writing."*

Other participants echoed the value of mutual learning, as well, noting that peer feedback encouraged the exchange of alternative expressions:

> *EG1: "It is harder for us to notice our own mistakes. It's better when someone else notices them. ... This cooperation among students is very productive because the one who understands a student best is another student. ... communication among students works better and more efficiently. For example, if there's something I don't know, I learn it from my friend, or ... they learn it from me, and it sticks in my mind. We also exchange ideas on other*

things, … and this reflects on my writings as well, inevitably. ….. it helped me especially with English sentence patterns. I learned a lot from them, and they learned from me, so it was a mutually beneficial process."

EG2: "In peer feedback, your partner is definitely very important because if they are a good writer, they can really help you, so the first thing is how well your partner can write; that matters. And since we are close in age, we almost look at things from the same perspectives. It's easier to understand, and easier to communicate in terms of writing style. That's why it can really be more useful."

EG3: "It was more helpful for me in terms of vocabulary. For instance, I know some different words, and I use different linkers. My friends use other linkers. Combining both helped me a lot in creating a perfect text."

To sum up, peer feedback established mutual learning, and it was facilitated through shared experiences, varied perspectives, and collaborative meaning-making, contributing to richer linguistic awareness and more flexible writing strategies.

4.2.4.2. Self-Regulatory Power of Peer Feedback

Peer feedback was also regarded as a means of enhancing self-regulation in writing. Several participants noted that engaging with their peers' texts and errors and reviewing them allowed them to adopt a more critical stance on their own writing and reflect. Taking the role of a teacher while providing comments encouraged them to monitor their own mistakes, thus minimizing the likelihood of repeating them. Through this process they became more attentive to language use, and this practice reinforced their ability to structure texts in a more organized way. Furthermore, structured peer feedback instruments such as peer feedback sheet guided participants to evaluate specific aspects of writing, which they later transferred into their own drafts. Correcting peers' mistakes also left a lasting impact, as participants recalled those issues in their subsequent writings. The ideas with respect to this subtheme are conveyed through participants' own words are below.

To give an example, one participant said:

EG2: "When you try to give feedback with a teacher's perspective, you realize your own mistakes more easily. That's what I noticed, so putting myself in the teacher's place helped me notice my own errors and improve further."

This illustrates how adopting a teacher-like stance prompted deeper self-monitoring, and this way the participant was able to recognize and evaluate their own recurring errors more effectively, which is an essential element of self-regulated learning.

Another participant reported:

EG5: "It helped me develop myself in a shorter time. … correcting someone else's mistake and giving feedback made me remember it better, so I wouldn't repeat the same error myself."

This complements the prior statement and shows how engaging with peers' mistakes reinforced memory and error-prevention. It also highlights how correcting others facilitated long-term internalization of accurate forms.

Other participants' comments underscore how peer review fostered reflective awareness and strategy transfer:

EG2: "I started to write better introductions. … In the past I used to make the same mistakes as some of my partners. That's why I was able to give feedback on those points."

EG3: "It was helpful because when I saw my peers' writings, I could see how they approached the same topic. Another positive point was the peer feedback sheet. It had several questions such as, 'Have your partner done this or that?' I kept those questions in mind while writing my next essays."

EG4:"I think I improved myself a lot through using the feedback. Before, I had no idea about linkers, giving examples, the organization of the text, or grammar. But now I feel I can cover my gaps in grammar and organize my essay properly by using linkers effectively."

In essence, peer feedback fostered the internalization of self-regulatory skills and strengthened them by encouraging participants to adopt an evaluative mindset, learn from peers' performances, and transfer monitoring strategies into their own writing.

4.2.4.3. Essential Factors for Peer Feedback

A point that was voiced by a few participants was the significance of conditions that influencing the effectiveness of peer feedback. One participant pointed out that the proficiency level of peers was a decisive factor. They highlighted that pairing lower-level writers with more proficient ones may have been more beneficial, whereas feedback among those with similar levels was considered as less beneficial. Another participant reported that when levels were mismatched, it caused difficulties, so peers with comparable or similar competence would have been better. Additionally, one student expressed doubts about the reliability of peer review compared to teacher or screencast feedback, which they considered to be more professional and dependable. This suggests that while peer feedback offers valuable insights, its success may rely on the matching of peers and on their trust in the process. Participants' views on the key considerations of successful peer review are captured in the quotations that follow:

> *EG2: "In peer feedback, it might be more useful to pair stronger writers with less advanced ones. For example, if my level is B1, but a certain peer writes better than me, maybe at a C1 level, our pairing would be balanced. But when both are C1-level writers, it's not that beneficial for them."*

> *EG3: "I think matching according to level would have been better in peer feedback. Sometimes people are close to our level, above us, or below us. When we were paired with those stronger or weaker, it was a bit challenging, so pairing with people at a similar level would have made more sense."*

> *EG5: "Since peer feedback is not professional help, it doesn't always feel reliable. The screencast feedback you gave us was more professional, and therefore more trustworthy."*

Overall, participants stressed that the value of peer feedback depended largely on pairing learners with compatible proficiency levels, as mismatches made the process less helpful. They also noted concerns about the dependability of peer comments compared to teacher or screencast feedback. These points suggest that peer review is effective when partners are well-matched, and the feedback source is trusted.

4.2.5. The Power of Teacher Feedback

Thematic analysis of the semi-structured interviews revealed another theme, which was the power of teacher feedback. Teacher feedback was consistently described as more authoritative, reliable and comprehensive than peer review. Participants valued its specificity, clarity and depth, particularly the screencast feedback for elaborate explanations and examples. Teacher feedback was also highlighted to contribute to improvements and long-term learning. Some participants especially noted that teacher feedback revealed misconceptions which they were unaware of and provided scaffolded guidance on how to correct them. This led to awareness and retention of correct language use.

4.2.5.1. Authority and Credibility

Teacher feedback was perceived as more credible and authoritative than peer feedback. The participants often emphasized that the professional quality and detailed explanations of teacher feedback made it a more trustworthy resource for learning. In comparison, peer feedback was sometimes regarded as lacking or less reliable since peers did not hold the same expertise as the teacher. Teacher's authoritative role ensured that the corrections were both accurate and memorable, making the feedback the more dependable guide for improvement. The reflections on authority and credibility of teacher feedback are illustrated in the following excerpts by the participants:

> *EG1: "I think teacher feedback is more beneficial, particularly your screencast feedback. Because you are more knowledgeable, the feedback feels more reliable."*
>
> *EG3: "Teacher feedback was better than peer feedback; it was more specific."*
>
> *EG4: "The teacher feedback was more useful for me because when we did peer feedback, sometimes mistakes were overlooked, and we couldn't make a fully accurate evaluation."*

Additionally, one participant stated:

> *EG5: "Peer feedback feels more sincere since it is between friends, but because it does not provide professional support for correcting mistakes, it doesn't feel very reassuring. In contrast, the video feedback is more detailed; you explain*

everything thoroughly with examples. This way it's more memorable, and more credible. Due to the professional nature, it feels more reliable.

This excerpt reveals how the professional depth and clarity of teacher feedback strengthened its perceived trustworthiness, especially when contrasted with the comparatively informal and sometimes uncertain nature of peer comments.

On the whole, these views suggest that participants consistently placed greater confidence in teacher feedback, regarding it as the most dependable and professionally grounded source for improving their writing.

4.2.5.2. Error Awareness and Correction

Teacher feedback proved highly valuable in raising error awareness and supporting correction. Several participants indicated that they sometimes assumed their usage was correct until teacher explanations, particularly in video-mediated feedback, revealed their misunderstandings. This feedback process made them notice the common and repeated misunderstandings that they have and provided opportunities for them to revise. By explaining and clarifying why something was wrong and how to fix it, teacher feedback guided participants to correct their mistakes and remember the correct forms in the future, thereby improving accuracy and self-awareness in writing. The following quotations shed light on the current subtheme:

CG2: "I was generally making mistakes, like punctuation errors or problems with paragraph structure. Teacher feedback helped me notice these a lot. Otherwise, if I hadn't received feedback, I wouldn't have realized my mistakes and therefore wouldn't have been able to correct them."

CG4: "At first, I was checking my written feedback and going through the mistakes one by one. But sometimes, when I looked at a mistake, it still seemed correct to me. I couldn't understand why it was wrong. Then I would open the video. When I listened to you explaining that mistake, I was able to compare and understand it. It made things much easier for me."

Especially, one participant from the experimental group said:

EG4: "Things would seem correct to me, or that was how I had learned them. But with your corrections, I realized that I had learned some things wrongly and found the chance to fix them."

Together, this particular excerpt and the other two point out that by challenging participants' prior assumptions, feedback allowed them to recognize errors they had unknowingly internalized. This emphasizes the essential role of teacher guidance in reshaping inaccurate linguistic knowledge.

4.2.6. Feedback Modes and Their Effectiveness

The final theme that emerged was the feedback modes and their effectiveness. Comparisons of delivery modes revealed that screencast feedback was clearly favored over written feedback. Participants emphasized its clear and detailed nature along with its ease and accessibility. Written comments were sometimes perceived and described as less engaging and harder to interpret, especially when indirect marking codes were used. Nonetheless, the combination of different feedback modes was viewed as quite beneficial and powerful as it allowed learners to access explanations in various formats depending on their needs and learning preferences. For some participants, integrating teacher and peer feedback further enriched the process and reinforced their understanding. The subthemes of this emerging theme are discussed below.

4.2.6.1. Limitations of Written Feedback

Participants pointed out some drawbacks of written feedback, especially regarding clarity, engagement, and ease of interpretation. Two participants mentioned that indirect coding was often confusing, identifying mistakes was time-consuming and that this reduced the usefulness of the feedback. Another participant noted that written feedback could be more beneficial if the error was clearly explained and suggestions for improvement were written down on the paper as in screencast feedback. One participant, however, voiced their preference for direct feedback over indirect feedback, stating that direct feedback would make it easier to recall information. Overall, these reflections suggest that while written feedback may be a good source, its effectiveness may depend on how explicit and accessible it is, as well as on learners' familiarity with feedback conventions. Participant statements for this subtheme are demonstrated below:

> *CG3: "Written feedback is a bit boring. There is a letter or a code next to the errors. You need to know what that code means; without knowing it, it is a bit difficult. But in the screencast, it is explained."*

CG4: "In written feedback, the teacher could draw an arrow on the error and write down why that mistake was made and what should be done to correct it as in the form of screencast feedback."

EG2: "Written feedback... I generally don't think it is very useful because 90% of the time is spent just trying to find out what the mistake is."

EG5: "If my writing was shared with the errors corrected as in direct feedback, as an improved version, without even recording a video, I would directly read it and understand where I made mistakes and what I should do. That would be faster for me and more memorable."

In short, participants expressed that the usefulness of written feedback was constrained by issues of clarity, interpretability, and the indirect nature of coding systems. They added that understanding errors required extra effort, and they preferred clearer, more explicit guidance similar to what screencast feedback provided. and easy for learners.

4.2.6.2. Superiority of Screencast Feedback

Participants consistently stressed the superiority of screencast feedback in comparison with written comments. They viewed it as clearer, more thorough, and easier to process as the teacher could elaborate on each mistake in detail. The opportunity to replay videos at any time also gave learners flexibility and made the feedback more accessible and practical. Moreover, the feedback helped the participants grasp the reasoning behind their errors, something which written comments sometimes failed to convey. These findings illustrate that multimodal, oral-visual explanations foster deeper understanding and enhance learners' engagement with feedback. The effectiveness of screencast feedback is highlighted in the quotations provided below:

CG1: "We can check and listen to screencasts any time… I remember I once checked your video feedback while I was on my way to the university, without waiting to read the written feedback."

CG2: "In the video, every point is addressed and everything is explained. It helps us understand better… It is more useful than written feedback. Written feedback is not very detailed or explanatory."

CG3: "Video feedback is more useful. It shows the mistakes more easily."

EG1: "Yes, my mistake is there in both feedback types, but I think oral communication is much more effective than written communication. That's why this video feedback you provided was really something very valuable."

EG2: "Screencast is definitely very beneficial."

EG3: "I used video feedback more than written feedback. It was really good… I saw the screencast feedback like two or three times for each writing."

This final remark by a participant from the experimental group underlines a key advantage of screencast feedback, which is its capacity to eliminate ambiguity by providing immediate, example-based clarification:

EG5: "The benefit of the video is this: once I couldn't understand a written feedback comment, but you explained it directly in the video, like 'you can do this here' or 'you can use this sentence.', so there's no need for someone else to explain it to me. In a short time, I understand what the mistake is and how I should correct it."

Considering all the statements by the participants, it is evident that screencast feedback is clearer, more accessible, and more informative than written comments. Its replayable and detailed nature supported deeper comprehension, helped resolve misunderstandings that written feedback could not address, and ultimately made the revision process more efficient and effective.

4.2.6.3. The Benefits of Combined Feedback Practices

Participants underlined that blending different feedback types (e.g., written, screencast, peer) created a more well-rounded and reinforcing learning cycle. It was reported that this combination of various feedback practices allowed participants to first identify their mistakes and then resolve uncertainties or clarify points through the video-mediated screencast comments and explanations. In turn, it facilitated stronger retention and deeper comprehension. Some participants also emphasized the added value of peer feedback and class discussions, indicating that they provided motivation and new perspectives. Altogether, these findings highlight the significance of integrating feedback practices as they may maximize effectiveness and accommodate different learning styles, needs and preferences. Participants' perspectives

underscoring the advantage of integrated feedback cycles are illustrated in the quotations that follow:

> *CG1: "I acknowledged my mistakes by your video and written feedback… I went back to my emails and checked them a lot before my real exams.., so it's really helped me.*
>
> *CG4: "Each time I reviewed my mistakes one by one where I made a punctuation or spelling error, for example. Then I played your video recording and listened to you explaining those mistakes. That way, I understood them more clearly."*

Moreover, one participant from the control group mentioned the following:

> *CG2: "First, I need to take a look at the written feedback and check my mistakes. Then when I listen to the video again for the points I don't understand, it reinforces my learning. I understand it much better."*

This means that written comments were relied on for initial error identification and then screencast explanations were turned to for clarification, showing how the two modes complemented one another in strengthening understanding.

Likewise, another participant said:

> *CG3: "When I check on my own, it's very difficult to notice my mistakes. But when I first watch the video, I understand my errors more or less. Then correcting my written mistakes becomes easier. That's why having both oral and written feedback is really good."*

This indicates that combining oral and written feedback eased the revision process by making errors more noticeable and corrections more manageable.

Other participants conveyed similar viewpoints:

> *EG3: "I prefer to receive all of the feedback in the future."*
>
> *EG4: "All three feedback types together… they all helped me equally in my learning process."*

All in all, the quotations concerning the advantages of combined approaches reveal that utilizing multiple feedback modes provided participants with ways to make sense

of comments and helped them grasp points more firmly through repeated exposure. This way, uncertainties were resolved and writings were strengthened.

To conclude the whole chapter, all qualitative findings of the study indicate that feedback, whether it is teacher-provided, peer-provided or multimodal, played a crucial role in shaping participants' writing development and self-regulation strategies. Across all themes that emerged, strategy use, enhanced awareness and increased performance were linked to feedback practices. Process writing approach showed effectiveness in consolidating learning and engagement. With respect to peer feedback, it afforded opportunities for collaboration, mutual learning and self-regulation although there were some concerns over its credibility or the matching of peers. Teacher feedback, on the other hand, especially the screencast, emerged as the most trusted and preferred form of feedback whereas the combination of feedback modalities was also highlighted to strengthen learning.

5. DISCUSSION

This chapter begins by presenting an overview of the key findings of the study. Then the results are discussed and interpreted in relation to the research questions and the existing relevant literature. Possible explanations for the findings and their pedagogical and theoretical significance are also addressed.

5.1. The Effect of Teacher Feedback and Combined Trained Peer and Teacher Feedback on L2 Learners' Writing Performance Across Tasks

The first research question of the current study aimed to examine the impact of teacher feedback and combined trained peer and teacher feedback on EFL learners' writing performance across several writing tasks. Altogether, three main findings were revealed. Firstly, both groups showed substantial improvement in their writing performance from pre- to post-test, indicating that the feedback interventions were effective in promoting writing development. Secondly, no significant difference emerged between the two groups (the teacher-only and combined teacher and peer feedback) in terms of overall writing gains, suggesting that both feedback options can be similarly beneficial. Thirdly, task type played an important role. The greatest improvement was observed in the integrated writing task, which was followed by the academic discussion task and, to a lesser extent, the argumentative essay. These results point to the significance of both feedback conditions and task-related aspects in shaping learners' writing development.

One possible explanation for the no significant between-group difference can be explained through process-based and genre-informed perspectives that draw attention to engagement with feedback and revision. When learners are guided through continuous drafting cycles, provided with explicit criteria, and encouraged to work on genre-specific features, both teacher and peer feedback can support similar kinds of improvements in content, organization, and language use (Cui et al., 2021; Wilby, 2020). In the present study, both groups engaged in repeated drafting and received

feedback that also targeted task-specific features for each genre (argumentative, integrated, and academic discussion). This process-oriented structure may have been strong enough on its own to foster growth, thereby reducing the likelihood of difference between two groups on writing performance scores.

From a similar standpoint, the current findings also suggest that introducing trained peer feedback on top of multimodal teacher feedback does not automatically guarantee further quantitative gains in writing performance. It is possible that the already comprehensive nature of teacher feedback reduced the extent to which peer feedback could contribute to measurable writing improvement. This interpretation is consistent with Cen and Zheng (2024), who argue that combining multiple feedback sources may be the most beneficial form as it may provide the learners with multiple viewpoints and increase learner motivation and engagement, hence complementing one another. Likewise, Bakla (2020) points out that integrating digital feedback modes or combining feedback types may help eliminate the limitations of individual feedback methods, thus creating a more comprehensive experience. In a similar fashion, Hyland and Hyland (2019) underline that feedback is most effective when it is dialogic, timely, and constructive, allowing learners to engage in it and use it to refine their writing rather than viewing it merely as evaluation. In the context of this study, the multimodal teacher feedback employed across both groups may have facilitated a more dialogic and detailed experience by allowing the instructor to explain issues, highlight specific parts and elaborate on revision strategies. This, in turn, may have facilitated deeper understanding, motivation and engagement in both groups which mirrors earlier studies (Ali, 2016; Bakla, 2020; Bush, 2021; Cheng & Li, 2020; Cen & Zheng, 2024; Inan-Karagul & Seker, 2021; Orlando, 2016; Pachuashvili, 2023, 2024; Saeed et al., 2024).

Moreover, the clearer, more in-depth and specific nature of screencast feedback pointed out by earlier studies may account for the comparable writing performance across groups (Ali, 2016; Bakla, 2020; Bush, 2021; Cheng & Li, 2020; Inan-Karagul & Seker, 2021; Pachuashvili, 2023, 2024; Saeed et al., 2024). In this study, learners in both groups had access to such multimodal explanations and could revisit them while revising. Additionally, Ferris and Roberts (2001) found that even minimally explicit feedback as in underlined errors can contribute to learning when students actively engage in revision. Therefore, the performance similarity in writing between both

groups may be attributed to shared access to multimodal teacher feedback and multiple drafting opportunities, along with continuous practice on all writing tasks, all of which collectively provide a supportive environment for writing development.

Another plausible explanation for the lack of between-groups differences may lie in the comprehensive practices established in both conditions. Along with written indirect and screencast feedback by the teacher, the current study incorporated self-checklists and reflection logs. These tools are effective and essential for learning to write, enabling learners to understand the task requirements, engage in the process and reflect on their current performances to revise accordingly (De Florio, 2023, Hyland & Hyland, 2019). Hence, by encouraging learners to evaluate their drafts against criteria, plan revisions and reflect on their progress, the integration of these reflective elements into the current study may justify the parallel improvements observed between groups.

Regarding the task component, the finding that integrated writing yielded the greatest improvement is noteworthy. In this study, participants had to synthesize information from reading and listening input before writing, which required higher-order skills such as synthesis, inference, and source-based reasoning. This is in line with research emphasizing the complexity and cognitively demanding nature of integrated writing (De Florio, 2023; Plakans & Gebril, 2013, 2017; Plakans, 2015; Uludag & McDonough, 2022; Westbrook, 2023, Yang & Plakans, 2012). Consequently, feedback effectiveness seems to be task-sensitive, varying with the cognitive and linguistic challenges each task poses (De Florio, 2023; Hyland & Hyland, 2019). This also aligns with Safari and Ahmadi's (2023) argument that feedback in integrated writing should be diagnostic and task-specific, enabling learners to identify precisely which skills require improvement. In the current study, the detailed multimodal feedback and self-reflection tools likely supported such diagnostic awareness, which could explain why integrated tasks showed the greatest improvement.

Theoretically, the similar improvement patterns observed across both groups can be better understood when cognitive, sociocultural, and self-regulatory factors are taken into account. Cognitive theories of writing propose that intensive and continuous practice, feedback and reflection are crucial in strengthening the writing development process (Chenoweth & Hayes, 2001; Flower & Hayes, 1981; Hayes, 1996, 2012; Kellogg, 2008; McCutchen, 2011). Therefore, the feedback conditions, repeated

writing opportunities and reflective tools in this study appear to have improved writing performance. From a sociocultural perspective, the shared multimodal and scaffolded feedback, the extensive practice and the discussions implemented in the current study most likely provided both groups with similar opportunities for guidance and interaction, allowing participants to progress within supportive learning environments (Prior, 2006; Vygotsky, 1978; Wood et al., 1976). Likewise, SRL frameworks clarify why feedback and tools such as self-checklists and reflection logs may have yielded similar results in both groups by prompting learners to set goals, track their progress and revise strategically (Pintrich, 2004; Schunk and Greene, 2018; Zimmerman, 2000, 2002, 2013; Zimmerman & Schunk, 2011). In this sense, the study's design seemingly promoted self-regulated engagement with feedback regardless of groups.

Overall, the findings suggest that task type must be taken into consideration in feedback design and that both teacher-only and combined teacher and trained peer feedback conditions can yield considerable gains in writing performance when embedded in a process-oriented, multimodal feedback environment that integrates reflection, self-assessment, scaffolded guidance, and extensive practice.

5.2. The Effect of Teacher Feedback and Combined Trained Peer and Teacher Feedback on L2 Learners' Self-Regulated Learning Writing Strategies

The second research question of the present study aimed to investigate whether teacher feedback and combined trained peer and teacher feedback had an effect on EFL learners' use of self-regulated learning writing strategies. In order to answer this, before and after the treatment, participants in both groups filled in the Questionnaire for Self-Regulated Learning Writing Strategies for EFL Learners by Shen and Wang (2024), which comprises four dimensions of self-regulation, namely metacognitive, cognitive, social, and motivational/affective, and 12 more specific self-regulation categories such as monitoring and evaluation, revising, acting on feedback, emotional control and so forth, all totaling 44 items. The questionnaire data were later imported into SPSS for analysis. Overall, there were two important findings. The first one was that both groups demonstrated clear improvement in their use of self-regulated learning writing strategies from pre- to post-test, suggesting that the instructional intervention was effective in fostering SRL-related behaviors. The second one was that no statistically significant difference was found between the teacher-only group and

combined teacher and peer feedback group with respect to any of the specific strategy categories. In other words, both feedback conditions appeared to support the development of metacognitive, cognitive, social, and motivational/affective strategies to a similar extent. This finding mirrors the results of the writing-performance, where both the experimental and control groups improved in a similar manner in spite of different feedback combinations. When all these findings are taken into account, they suggest that the design of the study and the shared conditions such as the multimodal teacher feedback, process writing, regular practice and explicit strategy support may have worked to enhance both writing performance and SRL writing development.

To be more precise, the lack of a significant difference between groups in terms of self-regulated learning writing strategies may be accounted for by the process-oriented nature of the intervention. As noted by De Florio (2023) and Hyland and Hyland (2019), when feedback is embedded within continuous writing cycles, it transforms students to be participants actively using and engaging in feedback to learn from it. Hence, the repeated drafting alongside feedback cycles in this study likely provided consistent opportunities for participants in both groups to apply and internalize regulatory strategies such as planning, monitoring, and revising, which, in turn, reinforced their self-regulatory capacities.

The similar improvements observed across both groups can also be interpreted through the multimodal feedback framework implemented for both groups in the study. The shared teacher feedback given in written indirect and screencast form may have acted as a means to develop participants' self-regulatory skills, aligning findings with earlier studies (De Florio, 2023; Hyland & Hyland, 2019; Saeed et al., 2024; Vatansever & Toker, 2022) which argue that combined approaches such as oral feedback in addition to written comments can help learners resolve misunderstandings, establish clarity, have long-lasting learning effects and support SRL. Previous research conducted on the effectiveness of screencast feedback in relation to SRL further supports these findings (Inan-Karagul & Seker, 2021). In other words, this multimodal approach may have facilitated metacognitive control, self-monitoring, and goal setting, all of which are central components of SRL (Shen & Wang, 2024; Teng & Zhang, 2020; Yang et al., 2022; Yang et al., 2023). Moreover, Xu (2022) asserts that when learners perceive feedback as an opportunity for improvement rather than as evaluation, they use it to regulate their writing. It is, therefore, possible that participants in both groups of the

study adopted such a perception towards the feedback conditions, which offers an explanation for the lack of significant difference between groups concerning SRL writing strategies.

Furthermore, the integration of self-checklists and reflection logs utilized in both groups appear to have promoted SRL improvement. Likewise, several earlier studies posit that by allowing learners to monitor, assess and reflect on their own performances, such tools enhance self-assessment, metacognitive awareness, engagement and autonomy (Baltzersen, 2024; De Florio, 2023; Lam, 2015; Hyland & Hyland, 2019; Shen & Bai, 2024; Teng & Zhang, 2020; Yang et al., 2022; Yang et al., 2023). As these tools were employed in both groups, they may have contributed to similar gains regarding SRL.

In addition to the points underlined above, preparing learners for TOEFL iBT writing naturally involves intensive training and continuous practice with a range of strategies and task-specific skills. Given these requirements, throughout the intervention, participants across both groups regularly engaged in strategy practice, constant writing and skill-building activities. Thus, it is plausible that this shared and strategy-rich instructional environment strengthened the self-regulatory behaviors of participants in both groups to a similar extent, which may help explain why no significant between-group differences emerged in SRL strategy use. This is in line with recent research which found that strategy-based instruction develops learners' self-regulation skills (Shen & Bai, 2024; Teng & Zhang, 2020).

The findings of the current study are also in accord with the theories guiding it. From a cognitive standpoint, as also pointed out in the writing performance part, the multimodal feedback, drafting, the use of checklists and the regular practice adopted in the study seem to have supported the planning, monitoring and revising processes of writing (Chenoweth & Hayes, 2001; Flower & Hayes, 1981; Hayes, 1996, 2012; Kellogg, 2008; McCutchen, 2011). From a sociocultural point of view, the screencast and peer feedback, checklists and reflection logs appear to have been scaffolding tools, helping participants across both groups gradually take more control of their own writing (Prior, 2006; Vygotsky, 1978; Wood et al., 1976). In a similar vein, the aforementioned feedback cycles and tools, alongside the regular practice for TOEFL, strongly align with the core assumptions of self-regulation theories, which put forward that monitoring, assessing, revising one's work and reflecting on it are essential in

becoming a self-regulated learner (Pintrich, 2004; Schunk and Greene, 2018; Zimmerman, 2000, 2002, 2013; Zimmerman & Schunk, 2011). Together, these theories explain the parallel SRL improvements observed in both groups in the study.

In sum, these findings suggest that the overall design of the study facilitated self-regulated learning writing strategies. To be more specific, the integration of process writing, multimodal teacher feedback, peer feedback, structured checklists and reflection tools, supported by prior research (Teng & Zhang, 2020; Sun & Wang, 2020; Shen & Wang, 2024; Yang et al., 2022), provided both groups with continuous opportunities to plan, monitor, evaluate, and revise their work. When paired with the strategy-intensive nature of TOEFL iBT preparation, all these elements seem to have driven the development and internalization of SRL behaviors similarly for both groups.

5.3. Participants' Perceptions of the Feedback Types and Processes

The last research question set out to explore participants' perceptions of the feedback types and their experiences during the whole process. As part of this objective, semi-structured interviews were conducted and analyzed thematically following Clarke and Braun's (2006) analysis. Six themes were identified, which are strategy development and awareness, improvement in writing performance, benefits of process-oriented writing, the role of peer feedback, the power of teacher feedback, and feedback modes and their effectiveness.

Further supporting the quantitative findings of the current study, the qualitative results revealed that participants in both groups became more planned, strategic and organized writers. This development aligns with Ferris (2010), Ferris and Roberts (2001), and Teng and Zhang (2020), who posited that feedback promotes self-regulation such as self-editing, self-correction, revision and strategy uptake. Screencast feedback was particularly mentioned to be influential in this process since it served as a motivational mechanism to study other participants' strategies and revise to produce a piece of writing with fewer errors. This reinforces the findings of earlier studies acknowledging the role of screencast feedback in enhancing SRL writing strategies, resulting in revision processes and enabling learners to rethink their written assignments (Ali, 2016; Cheng & Li, 2020; Ebrahimi & Ebadi, 2024; Karagul & Seker, 2021; Pachuashvili, 2023, 2024; Saeed et al., 2024).

Participants' comments also reflected a heightened awareness of their recurring writing patterns, which were reported to be fostered through the use of checklists and feedback reflection logs. Additionally, participants noted that they began to adopt self-monitoring practices such as reviewing the checklists before, during or after writing, or revisiting the teacher or peer feedback. This growing awareness and the cyclical process echo SRL-oriented feedback frameworks that encourage students to monitor, assess and reflect on their own performances utilizing structured tools such as error logs and reflective journals (Baltzersen, 2024; Lam, 2015; Shen & Wang, 2024; Teng & Zhang, 2020; Tsui & Ng, 2000; Yang et al., 2022; Yang et al., 2023).

Beyond the points mentioned above, participants across both groups highlighted that feedback, both the multimodal teacher feedback and peer feedback, developed their vocabulary and grammatical knowledge, improved their writing quality, and that they were able to use more complex structures. These are consistent with previous research demonstrating that teacher feedback given in various forms or trained peer feedback improves both linguistic and organizational aspects of writing as well as the overall quality (Ali, 2016; Bakla, 2020; Berg, 1999; Cheng & Li, 2020; Cui et al., 2021; Double et al., 2019; Ferris, 2010; Hyland, 2010; Min, 2005; Saeed et al., 2024).

Extending the aforementioned findings, participants in both feedback conditions expressed that written and especially screencast feedback led to a greater recognition and correction of persistent errors, confirming prior studies that found corrective feedback enhances awareness and reduces error recurrence (Ferris & Roberts, 2001; Pham, 2023). These findings are also in accord with evidence from earlier work supporting the notion that screencast feedback supports deeper understanding of language accuracy and helps clarify mistakes by offering more elaborate explanations (Bush, 2021; Pachuashvili, 2023, 2024; Saeed et al., 2024; Vatansever & Toker, 2022).

Regarding process writing, participants in either group underlined the significance that writing second drafts and engaging in iterative feedback cycles motivated them, prompted active engagement, facilitated retention and accurate use of forms and enabled them to develop their self-regulatory skills, which builds on previous studies (De Florio, 2023; Hyland & Hyland, 2019; Pachuashvili, 2023, 2024; Vatansever & Toker, 2022; Yang et al., 2023).

Moving on specifically to the role of peer feedback, participants in the experimental group pointed out reciprocal and social nature of peer review, which allowed them to benefit from their peers' strengths and learn alternative ways of expressing their thoughts in writing. This observation corroborates several prior studies that revealed trained peer assessment strengthens audience awareness, learning, collaboration and learner autonomy (Baltzersen, 2024; Berg, 1999; Hyland, 2010; Little et al., 2025; Min, 2005, 2006; Man & Chau, 2022; Tsui & Ng, 2000; Yang et al., 2006; Zhang, 1995).

Another aspect in which progress was reported in relation to peer feedback was the self-regulatory function of it. Participants noted that giving and receiving feedback enabled them to take on a more critical and reflective role, which facilitated their self-regulation. This is in line with a body of research concluding that peer review serves as a self-regulatory mechanism that cultivates metacognitive reflection and critical thinking De Kleijn, 2023; Hyland, 2010; Hyland & Hyland, 2019; Lam, 2010; Shao et al., 2024).

Concerning the effectiveness of peer review, some participants described it as less reliable and trustworthy, and they also suggested that pairings could be done differently. This finding mirrors previous research highlighting that the success of peer feedback relies on several factors including learners' perceptions of it, their belief in the usefulness of it and the matching of pairs (Lam, 2010; Man & Chau, 2022; Storch & Aldosari, 2012; Zhang & Gao, 2024).

Contrary to participants' remarks on peer feedback being less reliable, teacher feedback was recognized for its authoritative, professional and expert-based nature, which echoes earlier work (Baltzersen, 2024; Hyland & Hyland, 2019; Peungcharoenkun & Waluyo, 2023; Tsui & Ng, 2000; Yang et al., 2006; Zhang, 1995).

When asked about the comparison of teacher feedback modes, a few participants across both groups noted that they had difficulty interpreting writing codes and that it could be confusing or boring, aligning results with previous studies (Bush, 2021; Hyland & Hyland, 2019; Vatansever & Toker, 2022). On the other hand, participants heavily preferred screencast feedback, which supports a growing body of research indicating that learners regard it more effective, personal, elaborate, motivating, clearer, engaging, and easier to understand and revisit (Ali, 2016; Bakla, 2020; Bush,

2021; Cheng & Li, 2020; Inan-Karagul & Şeker, 2021; Pachuashvili, 2023, 2024; Saeed et al., 2024, Vatansever & Toker, 2022).

Although the present study primarily reports learners' outcomes and perceptions, it is also worth noting the practical implications of delivering screencast feedback from the instructor's perspective. During the intervention, providing screencast feedback was more time-consuming than written comments; however, it enabled clearer, more detailed, and more individualized explanations, while also allowing a more supportive and encouraging tone than text-only feedback. The format further made it possible to explain the rationale behind revisions, visually point to specific locations in the text, and model how recurring issues could be addressed across drafts, which may help reduce repeated errors over time. These observations are consistent with faculty reports in Orlando (2016), where instructors frequently preferred screencasting over text and voice because it allowed them to provide more feedback and convey encouragement more naturally, often in a more personal, conversational tone. Orlando (2016) also notes that screencast feedback may lend itself to addressing higher-level, global issues rather than only surface-level errors, and that students may be more likely to incorporate such feedback. At the same time, feasibility remains a practical concern, as faculty acknowledged the added time commitment involved in screencasting (Orlando, 2016). Similarly, Bakla (2017) and Bush (2021) suggests that even when screencast feedback requires comparable time to written feedback, it can yield a greater amount and quality of feedback due to its interaction-like nature.

Moving beyond individual feedback modes, participants from both groups appreciated multimodal and combined feedback practices. They stated that different feedback types such as teacher and peer feedback complemented one another, or that written and screencast forms together clarified points and reinforced learning. Moreover, participants in the experimental group stated that they would prefer to receive all three feedback types. These findings correspond to earlier research showing that combining written, video-based, and peer feedback can offset the limitations of single feedback types and thus create richer, more effective learning environments (Bakla, 2020; Cen & Zheng, 2024, Hyland & Hyland, 2019, Utheim & Hopfenbeck, 2018).

All in all, the qualitative findings of the study show that participants became more aware, strategic and autonomous writers as a result of both feedback conditions. They emphasized the importance of draft writing, highlighted how several feedback forms

complemented one another and pointed out that they were able to learn from the teacher, their peers and their own reflections regarding writing improvement and self-regulation. Together with the quantitative results, these perceptions suggest that participants did not only benefit from the intervention in terms of scores and reported strategy use, but also experienced the feedback processes as meaningful, motivating and sustainable. This indicates that integrating multimodal teacher feedback, trained peer review and structured reflection into EFL programs may be a promising direction for supporting both writing development and self-regulated learning in similar contexts.

6. CONCLUSION

This final chapter presents the overall conclusions of the study by summarizing the key findings. Then pedagogical implications are outlined, limitations are acknowledged and finally, recommendations for future research are offered.

6.1. Overview of Findings

This study investigated the effects of multimodal teacher-only feedback and combined trained peer and multimodal teacher feedback on tertiary-level EFL learners' writing performance and their self-regulated learning writing strategies across three writing tasks: argumentative essay, TOEFL iBT Integrated Writing, and the recent addition TOEFL iBT Writing for an Academic Discussion task. Using an embedded mixed-methods design, the research aimed to provide a comprehensive understanding of how different feedback sources function within a process-oriented, multimodal writing environment grounded in cognitive, sociocultural, and self-regulated learning frameworks. Overall, the findings show that both feedback conditions contributed to substantial improvement in participants' writing performance and self-regulatory strategy use.

Quantitative analyses revealed that learners in both the teacher-only feedback group and the combined trained peer and teacher feedback group demonstrated significant improvement from pre- to post-test across all three writing tasks. Despite the lack of statistically significant differences between groups, the within-group gains indicate that each feedback condition was effective when situated within a structured, cyclical, and multimodal instruction. These results align with prior research demonstrating the benefits of indirect written corrective feedback and multimodal teacher feedback for enhancing accuracy, clarity, and awareness (Ferris, 2010; Bakla, 2020; Inan-Karagul & Seker, 2021; Pachuashvili, 2023, 2024; Pham, 2023; Saeed et al., 2024; Vatansever & Toker, 2022). They also reinforce findings on trained peer feedback, which can

foster meaningful engagement, critical evaluation and collaboration when scaffolded through modeling, explicit criteria, and practice (Cui et al., 2022; Lam, 2010; Lou et al., 2016; Man & Chau, 2022; Noroozi & De Wever, 2023; Shao et al., 2024).

With respect to SRL strategies, both groups exhibited increased use of metacognitive, cognitive, social, and motivational/affective regulation strategies, as measured by the QSRLWS (Shen & Wang, 2024). Participants reported greater awareness of planning, monitoring, revising, using resources, acting on feedback, and managing motivation throughout the writing process. Qualitative findings supported these results, indicating that the structured drafting process, self-checklists, feedback logs, multimodal teacher feedback and peer feedback encouraged reflective engagement and self-initiated regulation. These improvements are consistent with theories highlighting the importance of scaffolding (Prior, 2006; Vygotsky, 1978; Wood et al., 1976), emphasizing the pivotal role of planning, monitoring, and reflection to self-regulated learning (Chenoweth & Hayes, 2001; Flower & Hayes, 1981; Hayes, 1996, 2012; Kellogg, 2008; McCutchen, 2011; Pintrich, 2004; Schunk and Greene, 2018; Zimmerman, 2000, 2002, 2013; Zimmerman & Schunk, 2011), and with writing studies linking feedback cycles to strategy internalization (Machili et al., 2020; Teng & Zhang, 2020; Sun & Wang, 2020; Yang et al., 2022; Shen & Bai, 2024).

Altogether, the findings suggest that embedding multimodal teacher feedback and trained peer feedback within an SRL-supported design can be a powerful means of promoting both writing development and self-regulated learning writing strategy uptake. Rather than a single feedback source emerging as superior one, the results indicate the effectiveness of continuous, process-oriented and scaffolded feedback cycles that encourage learners to plan, monitor, revise and reflect on their work. In this regard, the study highlights the potential of combined feedback and SRL-informed instruction to foster both the development in task performance and the internalization of strategic, autonomous writing behaviors, particularly in high-stakes, TOEFL iBT-oriented EFL contexts.

6.2. Pedagogical Implications of the Study

The results of this study yield several pedagogical implications for L2 writing instruction, particularly in TOEFL iBT-oriented EFL contexts. Rather than pointing to

a single best feedback method, the findings underline the importance of how feedback is designed, implemented, and engaged with by learners. Accordingly, the implications below focus on ways in which feedback practices and course design can be aligned to support both writing development and self-regulation.

The first of these implications is that the findings highlight the value of a combined feedback approach in promoting deeper engagement with writing. When learners receive trained peer feedback alongside teacher feedback, they benefit from multiple perspectives, opportunities for negotiation of meaning, and increased responsibility for evaluating writing. Such involvement can strengthen awareness, autonomy, and critical thinking, aligning outcomes with sociocultural perspectives emphasizing scaffolding and collaborative learning (Prior, 2006; Vygotsky, 1978; Wood et al., 1976).

Secondly, the study illustrates the pedagogical benefits of multimodal teacher feedback, in particular, screencast feedback. By combining visual and auditory cues, screencast feedback offers clarity, personalization, and detailed explanation, making it effective for addressing aspects of writing such as content, coherence, and organization. This supports recent findings showing that video-mediated feedback can improve engagement, comprehension, accuracy, development and motivation (Ali, 2016; Bakla, 2020; Bush, 2021; Cheng & Li, 2020; Inan-Karagul & Seker, 2021; Machili et al., 2020; Pachuashvili, 2023, 2024; Saeed et al., 2024).

Thirdly, the instructional design of the study underscores the importance of process-oriented writing cycles supported by SRL tools. Drafting, highlighting revisions, using checklists, and keeping feedback logs helped learners track their progress and reflect on changes. These practices fostered self-monitoring and evaluation in line with SRL models (Pintrich, 2004; Schunk and Greene, 2018; Zimmerman, 2000, 2002, 2013; Zimmerman & Schunk, 2011) and contributed to more intentional and strategic writing.

Finally, the study reinforces the necessity of task-sensitive support, especially for the integrated and WAD tasks, which require comprehension, synthesis, discourse awareness, and stance-taking. Explicit modeling of synthesis strategies, source use, paraphrasing, and such are essential for enabling learners to meet the demands of these

cognitively complex tasks (Machili et al., 2020; Plakans & Gebril, 2012, 2017; Safari & Ahmadi, 2023).

Collectively, these implications emphasize that effective writing instruction depends not only on the type of feedback provided but also on the pedagogical design within which feedback is embedded. In particular, integrating combined feedback, multimodal teacher comments, SRL-oriented tools and task-sensitive instruction seemingly offers a coherent framework for supporting both performance and regulation in L2 academic writing. For practitioners working in similar preparatory school settings, adopting such a systematic approach may help learners improve their task achievements and develop transferable strategies for future academic writing demands.

6.3. Limitations of the Study

While there are several pedagogical implications of the present study, limitations should be acknowledged in interpreting the findings. First, the study involved 40 B1-level learners from a single preparatory program. Although the group was multinational, the limited sample size and single-institution context may restrict the generalizability of the findings to broader populations and educational environments. Second, the instructional period spanned one track of the academic year, totaling 11 weeks including the pre-, post-tests and the semi-structured interviews. A longer or multi-track intervention might reveal whether the observed improvements in writing performance and SRL strategies are sustained over time or whether learners' regulatory behaviors develop further with extended practice. Third, although the qualitative data offered valuable insights, the interview sample consisted of nine participants. A larger and more varied qualitative sample could capture a wider range of perspectives regarding the feedback practices and learning processes. Despite these limitations, the study provides a detailed examination of feedback, SRL, and writing development across multiple task types and contributes meaningful insights into L2 writing instruction.

6.4. Recommendations for future Research

Drawing on the study's findings and limitations, a number of possible directions for future research are proposed. To begin with, future studies should include larger participant groups across different institutions, educational contexts, and proficiency levels. While the present sample was multinational, expanding the scope would strengthen generalizability and allow for comparisons across learner backgrounds. Moreover, longitudinal research spanning over multiple semesters should be conducted to identify whether improvements in writing performance and self-regulated learning writing strategies are maintained and transformed over time. Furthermore, given that the TOEFL iBT Writing for an Academic Discussion task is a recent addition to the exam, future studies should examine how learners navigate its requirements. Investigating how different feedback types and modes support stance-taking may contribute to the research on this emerging genre. In addition, future research should also examine the feasibility and sustainability of screencast feedback from the teacher's perspective. Although screencast feedback can support clear, personalised, and encouraging guidance, especially for recurring problems that require explanation and modelling, it may also be intensive timewise. Therefore, future studies could include teacher workload measures (e.g., time-on-task logs) and teacher reflections or interviews alongside learner outcomes to identify when and how screencast feedback can be implemented most effectively across contexts. By exploring these directions, future research can deepen the understanding of how feedback practices, instructional design, and task demands interact to support L2 writing development and self-regulatory strategies in EFL contexts.

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APPENDICES

Appendix 1. The Demographic Form

1. Please indicate **your age:** _____
2. Please circle **your gender:**
   a. Male
   b. Female
   c. Prefer not to say
3. Please indicate **your nationality:** _____
4. Please indicate **your mother tongue:** _____
5. Apart from **your mother tongue and English**, do you speak **any other languages?** Yes / No.
6. If not, please skip this. If yes, please list it / them: _____
7. Have you ever lived in an **English-speaking** country? Yes / No
8. If not, please skip this. If yes, please indicate **which country(ies)**and for **how long:** _____
9. Have you ever lived in **any other country?** Yes / No
10. If not, please skip this. If yes, please indicate **which county(ies)** and for **how long:** _____
11. Please indicate **your duration of stay in Turkey:** _____
12. Please indicate years of learning English **before this university:**
13. Please indicate if you have received any **formal instruction** on English writing **before this university** (e.g., paragraph writing, report writing, email writing and so on):

Yes / No

14. If not, please skip this. If yes, please indicate what sort of writing you have worked on before: _____
15. Please rate the following writing feedback types on a scale of 1 to 6 on how familiar you are with them by circling the appropriate number (1: not at all familiar, 2: slightly familiar, 3: somewhat familiar, 4: moderately familiar, 5: familiar, 6: very familiar).

a. Teacher Feedback	1	2	3	4	5	6
b. Peer Feedback	1	2	3	4	5	6
c. AI-Generated Feedback	1	2	3	4	5	6

16. In the first, second and third tracks at **this university,** have you received any sort of feedback on your writings? Yes / No

17. If not, please skip this. If yes, how have you received feedback on your writings? (Circle below. Multiple choices allowed)

    a. Teacher feedback

    b. Peer feedback

    c. AI-generated feedback

    d. Other: _____

18. Please rate the following writing feedback types on a scale of 1 to 6 on how important they are to you by circling the appropriate number (1: not at all important, 2: slightly important 3: somewhat important, 4: moderately important, 5: important, 6: very important).

a. Teacher Feedback	1	2	3	4	5	6
b. Peer Feedback	1	2	3	4	5	6
c. AI-Generated Feedback	1	2	3	4	5	6

Appendix 2. Pre- and Post- Argumentative Essay Tasks

- **Pre-Task:** Read the prompt provided below. Write a 5-paragraph argumentative essay accordingly. The essay should be 250 to 400 words.

- Do you agree or disagree with the following statement?

Prompt: "Smartphones and online social networks have destroyed communication between friends and family."

Use specific reasons and examples to support your opinion.

- **Post-Task:** Read the prompt provided below. Write a 5-paragraph argumentative essay accordingly. The essay should be 250 to 400 words.

- Do you agree or disagree with the following statement?

Prompt: "Travel is important for personal development."

Use specific reasons and examples to support your opinion.

Appendix 3. Peer Feedback Sheet for Argumentative Essay

Name of Writer: _____

Name of Reviewer: _____

Draft Number: _____

Date: _____

- Before you write anything, **read the essay from the title to the end without stopping**. Then go through the following questions and re-read the essay stopping at certain points to find answers for them. Make sure you highlight, underline or circle problematic areas in the essay.

A) Layout

1. Has the writer indented each paragraph? Yes / No.
2. Has the writer paid enough attention to margins? Yes / No.
3. Has the writer paid enough attention to font choice, size, line and paragraph spacing for readability? Yes / No.

B) Overall Evaluation

1. What is the main argument of the essay (the writer's stance)?
   _____.
2. Does the writer clearly state this in the thesis statement? If not, provide suggestions. Yes / No
   _____.
3. Are there enough examples and explanations to support the argument logically? If not, provide suggestions. Yes / No
   _____.
4. Write three strengths of the essay. ☺ Provide examples.
   _____.
5. Write three areas for improvement. Provide examples.
   _____.

C) Title and Length

1. Is there a title? Yes / No. If not, please suggest one.
   _____.
2. Is the title appropriate for the essay's content? Yes / No. If not, please write why.
   _____.
3. Does the title grab your attention? Yes / No. If not, provide suggestions.
   _____.
4. Does the essay meet the required word count and paragraph structure? Yes / No.
5. Are there at least 5 or 6 sentences in each paragraph? Yes / No. If not, which one(s)?
   _____.

D) Introduction Paragraph

1. Is the introduction effective and attention-grabbing for the argument? Yes / No. If not, provide suggestions.

   _____.

2. Is there a hook that attracts your attention (a quote from a famous person, an anecdote, an interesting question, a fact or definition, a short description or statistics)? Yes / No. If not, provide suggestions.

   _____.

3. Is there sufficient background information connecting the hook and the thesis statement? Yes / No. If not, provide suggestions.

   _____.

4. Is there a well-written thesis statement that introduces the topic of the essay with the writer's stance? Yes / No. If not, provide suggestions. (Remember that a thesis statement **cannot** be a question or a fact, or the writer cannot announce the topic.)

   _____.

E) Pro Paragraphs (For)

1. Do the pro paragraphs each have a topic sentence that supports the thesis? Yes / No. If not, provide suggestions.

   _____.

2. Is each paragraph focused on a single main idea? Yes / No.
3. Are there any irrelevant or off-topic sentences within these paragraphs? Yes / No. If so, provide examples.

   _____.

4. Are the arguments persuasive and well-supported with facts, quotes, or data? Yes / No. If not, provide suggestions.

   _____.

5. Overall, can you say that the writer uses the **PEEL** structure (point, elaboration, example, link) in each pro paragraph? Yes / No

   _____.

F) Counter Argument Paragraph (Against)

1. Is there a clear counter-argument paragraph that addresses potential opposing views? Yes / No.
2. Does the paragraph have a topic sentence that states the potential opposing views? Yes / No. If not, provide suggestions.

   _____.

3. Does the writer begin the counter paragraph with a linker that connects it with the previous paragraphs for a smooth transition? Yes / No. If not, provide suggestions.

   _____.

4. Does the writer effectively refute the counterarguments with elaboration and examples? Yes / No. If not, provide suggestions.

   _____
   _____.

G) Concluding Paragraph

1. Is there a concluding paragraph? Yes / No. If not, provide suggestions.
   _____.
2. Does the conclusion effectively summarize the argument and restate the thesis? Yes / No. If not, provide suggestions.
   _____.
3. Does it provide a compelling final thought or call to action? Yes / No. If not, provide suggestions.
   _____.

H) Unity and Cohesion

1. Does each paragraph contribute to the overall argument? Yes / No. If not, provide examples.
   _____.
2. Are there any irrelevant sections? Yes / No. If so, provide examples.
   _____.
3. Is each idea or point clearly defined and easy to understand? Yes / No. If not, provide suggestions.
   _____.
4. Are transitions between paragraphs smooth and logical? Yes / No. If not, provide suggestions.
   _____.

I) Grammar, Vocabulary and Mechanics

Write down any grammar, punctuation, and vocabulary errors **without correcting them**. You can use the correction codes while marking them on the essay.

- Punctuation, capitalization and spelling mistakes:
- Vocabulary mistakes:
- Tense, word order, subject-verb agreement, articles and such:

J) Additional Comments

Provide any additional feedback or suggestions:

Appendix 4. Pre- and Post-TOEFL iBT Integrated Writing Tasks

- **Integrated Writing Directions:**

For this task, you will first have **3 minutes** to read a passage about an academic topic. You may take notes on the passage if you wish. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion, so **do not use any personal opinion and do not copy and paste from the reading.**

Typically, an effective response will be **150 to 225** words long, and your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

- **Now, read the following passage. You may take notes on the table below.**

Deforestation has been opposed in many countries and on several continents due to the rapid disappearance of rainforests. Yet, deforestation is likely to continue because for some, the benefits outweigh the drawbacks. One benefit is that deforestation provides specific regions with opportunities for economic growth. With the world population continuing to grow ever larger, more food is needed. Rainforests can be cut down and cleared land can then be used to expand commercial farming, which not only helps feed the increasing population, but provides economic sustainability for both farmers and governments.

In addition, deforestation provides much-needed space for living. Many countries, in which rainforests are located, are overcrowded and their people are living in only a small section of the country. Deforestation provides the chance for smaller, local tribes to be moved to the newly cleared land. As a result of these tribes relocating, there is a better balance of population density and better living conditions for the greatest number of people.

Finally, although environmentalists will certainly disagree, deforestation actually helps the environment. As it stands now, the United States is proposing that 25 billion dollars be spent on protecting the world's rainforests. The proposal offers carbon credits. What this means is that for every dollar that a country invests in saving the rainforests, it is permitted to emit one ton of carbon dioxide. Therefore, banning deforestation may be counterproductive. Countries that do reduce deforestation will cause carbon prices to decrease. This would make global warming worse instead of better.

Reading Notes:	Listening Notes:

- **Now, answer the following question and write your response accordingly.**

Pre-Task: *Summarize the points made in the lecture, being sure to explain how they challenge specific arguments raised in the reading.*

The Response

Post-Integrated Writing Task

- **Integrated Writing Directions:**

For this task, you will first have **3 minutes** to read a passage about an academic topic. You may take notes on the passage if you wish. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion, so **do not use any personal opinion and do not copy and paste from the reading.**

Typically, an effective response will be **150 to 225** words long, and your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

- **Now, read the following passage. You may take notes on the table below.**

Many new businesses have trouble finding ways to attract customers. Since their brands or products are not known to the general public, it is often challenging for new firms to get the word out unless the companies are willing to invest in a large marketing campaign. By offering steep discounts (often at a profit loss), new businesses can generate a lot of interest in their brands without having to spend too much on advertising.

Everyone loves a discount. New companies can offer their products on daily deals web sites. These web sites specialize in offering deals of the day for a short period of time. They often have a large following and the people who visit them usually post about exceptional deals found on other related web sites. This type of organic traffic will lead to attracting new customers. Once these new customers see the quality of the product, they will return and be more willing to pay full price.

The more people see the discounted prices, the more the brand will be recognized. Many studies have shown that companies that advertise online have better brand recognition than those that do not. If the discount is good enough, more and more people will want to share it with their friends via social media and this leads to more people recognizing the brand in the future, whether it is offered at a discount or not.

Finally, when a new company offers their products at a lowered price, it will garner the attention of the media and web sites that report on consumer products and spending. This type of publicity is free and greatly increases brand awareness. Once the brand has been reported on and talked about by journalists, it becomes part of the consumer's conscience and it most likely will be considered as an option when it comes time for the consumer to make a purchase.

- **Now, listen to part of a lecture. You may take notes on the table below.**

Reading Notes:	Listening Notes:

- **Now, answer the following question and write your response accordingly.**

Post-Task: *"How does the information in the listening passage cast doubt on the information presented in the reading passage?*

The Response

Appendix 5. TOEFL iBT Integrated Writing Rubric

SCORE	Content	My Comments on Why so
5	• The writer successfully and accurately selects all three points from both sources. • The writer successfully and accurately summarizes the points from both sources. • The writer accurately balances information between the two sources. • The writer accurately connects points from both sources, using specific wording (e.g., challenge, oppose). • There is no redundant information.	
4	• There is generally a good selection of points from both sources. • There is generally a good summary of points from both sources. • There is generally a good balance between the two sources. • There is a fairly good connection of points. • There are minor omissions, some inaccuracy and vagueness.	
3	• There are some well-selected points. • There are some inaccuracies, vague or imprecise connection of points. • There is a lot of redundant information (irrelevant or personal). • There is one point missing. • There is an over-reliance on one source.	
2	• There are a few points from the passage. • There are significant omissions. • There is no connection of points from the two sources. • There are a lot of misrepresented points or significant inaccuracies. • There is over-reliance on one source.	
1	• The points from one source are completely missing. • There is very little meaning.	
0	Off-topic	
	Organization	
5	• The essay has an effective introductory paragraph that mentions the topic and shows the relationship between the two sources (reading and lecture). • The essay is organized into paragraphs clearly and coherently with a variety of linkers. • Each body paragraph has a clear topic sentence, supported by examples from both sources. • Clear point-by-point or block format comparison of the two sources.	
4	• Generally, the essay is coherent and has a clear organization including an introductory paragraph and a main body. • The body paragraph is fairly clear and coherent with the use of linkers. • The body paragraph has a fairly clear topic sentence, supported by some examples from both sources.	

	• Fairly clear point-by-point or block format comparison of the two sources with one redundant point (irrelevant or personal)	
3	• The writing is not well-organized. • The introductory paragraph is missing. • There are two redundant points (irrelevant or personal). • The writing lacks coherence.	
2	• The writing is poorly organized. • There is very little coherence between and within the paragraphs. • There is a significant absence of linkers and unclear relations among points. • There are a lot of redundant points (irrelevant or personal).	
1	Too short to make sense.	
0	Left blank or written in languages other than English (Turkish, Arabic and so on).	
	Language Use	
5	• The writer has applied correct grammatical structures and vocabulary items; mostly an academic tone is applied. • A variety of grammatical structures and vocabulary items have been used. • Spelling, punctuation and capitalization are used appropriately. • There are minor and occasional errors which do not block meaning.	
4	• The writer has generally used correct grammar structures and vocabulary items; generally an academic tone is applied. • Generally, there are different grammatical structures and vocabulary items. • Spelling, punctuation and capitalization are generally used appropriately. • There are more frequent minor errors which do not block meaning.	
3	• Frequent errors block and obscure the meaning in writing. • There are vague expressions.	
2	• The writing is difficult to understand and follow because key ideas are obscured by numerous errors.	
1	• Because of the low language level, the writing becomes quite difficult to understand.	
0	• The language makes it impossible to understand and follow the writing. There are things written other languages (Turkish, Arabic and so on).	
	Citations	
3	The writer has made frequent, appropriate and variable references to both sources (reading and lecture).	
2	The writer has occasionally made references to both sources, but over-relied on one source (either the reading or the lecture)	

1	The writer has made only one reference to sources (reading and lecture)	
0	The writer has made no references to sources (reading and lecture)	
	Verbatim	
2	The writer has no or very little use of verbatim; appropriate and accurate paraphrasing from the reading and the lecture is done. 😊	
1	The writer has frequent use of verbatim and almost no paraphrasing is done. There is copy-paste on long stretches of the reading text and the lecture.	
0	The writer has only used verbatim.	

Appendix 6. Integrated Writing Peer Feedback Sheet

Name of Writer: _____

Name of Reviewer: _____

Draft Number: _____

Date: _____

- Before you write anything, **read the essay from beginning to end**. Then go through the following criteria and re-read the essay, stopping at certain points to find answers for them. Make sure you highlight, underline or circle problematic areas in the essay. Be specific in your comments. You may check the reading passage and / or your notes on the lecture to provide more detailed feedback.

SCORE	Content	Your Comments on Why so
5	• The writer successfully and accurately selects all three points from both sources. • The writer successfully and accurately summarizes the points from both sources. • The writer accurately balances information between the two sources. • The writer accurately connects points from both sources, using specific wording (e.g., challenge, oppose). • There is no redundant information.	
4	• There is generally a good selection of points from both sources. • There is generally a good summary of points from both sources. • There is generally a good balance between the two sources. • There is a fairly good connection of points. • There are minor omissions, some inaccuracy and vagueness.	
3	• There are some well-selected points. • There are some inaccuracies, vague or imprecise connection of points. • There is a lot of redundant information (irrelevant or personal). • There is one point missing. • There is an over-reliance on one source.	
2	• There are a few points from the passage. • There are significant omissions. • There is no connection of points from the two sources. • There are a lot of misrepresented points or significant inaccuracies. • There is over-reliance on one source.	
1	• The points from one source are completely missing. • There is very little meaning.	

0	Off-topic	
	Organization	
5	• The essay has an effective introductory paragraph that mentions the topic and shows the relationship between the two sources (reading and lecture). • The essay is organized into paragraphs clearly and coherently with a variety of linkers. • Each body paragraph has a clear topic sentence, supported by examples from both sources. • Clear point-by-point or block format comparison of the two sources.	
4	• Generally, the essay is coherent and has a clear organization including an introductory paragraph and a main body. • The body paragraph is fairly clear and coherent with the use of linkers. • The body paragraph has a fairly clear topic sentence, supported by some examples from both sources. • Fairly clear point-by-point or block format comparison of the two sources with one redundant point (irrelevant or personal)	
3	• The writing is not well-organized. • The introductory paragraph is missing. • There are two redundant points (irrelevant or personal). • The writing lacks coherence.	
2	• The writing is poorly organized. • There is very little coherence between and within the paragraphs. • There is a significant absence of linkers and unclear relations among points. • There are a lot of redundant points (irrelevant or personal).	
1	Too short to make sense.	
0	Left blank or written in languages other than English (Turkish, Arabic and so on).	
	Language Use	
5	• The writer has applied correct grammatical structures and vocabulary items; mostly an academic tone is applied. • A variety of grammatical structures and vocabulary items have been used. • Spelling, punctuation and capitalization are used appropriately. • There are minor and occasional errors which do not block meaning.	

4	• The writer has generally used correct grammar structures and vocabulary items; generally an academic tone is applied. • Generally, there are different grammatical structures and vocabulary items. • Spelling, punctuation and capitalization are generally used appropriately. • There are more frequent minor errors which do not block meaning.	
3	• Frequent errors block and obscure the meaning in writing. • There are vague expressions.	
2	• The writing is difficult to understand and follow because key ideas are obscured by numerous errors.	
1	• Because of the low language level, the writing becomes quite difficult to understand.	
0	• The language makes it impossible to understand and follow the writing. There are things written other languages (Turkish, Arabic and so on).	
	Citations	
3	The writer has made frequent, appropriate and variable references to both sources (reading and lecture).	
2	The writer has occasionally made references to both sources, but over-relied on one source (either the reading or the lecture)	
1	The writer has made only one reference to sources (reading and lecture)	
0	The writer has made no references to sources (reading and lecture)	
	Verbatim	
2	The writer has no or very little use of verbatim; appropriate and accurate paraphrasing from the reading and the lecture is done. 😊	
1	The writer has frequent use of verbatim and almost no paraphrasing is done. There is copy-paste on long stretches of the reading text and the lecture.	
0	The writer has only used verbatim.	

Appendix 7. Pre- and Post- Writing for an Academic Discussion Task

- **Writing for an Academic Discussion Pre-Task**

Your professor is teaching a class on economics. Write a post responding to the professor's question.

In your response, you should:

- express and support your opinion.
- make a contribution to the discussion in your own words.

An effective response will contain at least 100 words. You will have 10 minutes to write it.

Dr. Achebe: When people are asked about the most important discoveries or inventions made in the last two hundred years, they usually mention something very obvious, like the computer or the cell phone, but there are thousands of other discoveries or inventions that have had a huge impact on how we live today. **What scientific discovery or technological invention from the last two hundred years other than computers and cell phones would you choose as being important and why?**

Paul: I mean, we're so used to science and technology that we are not even aware of all the things we use in our daily lives. I would probably choose space satellites. This technology happened in the last hundred years, and it has become important for so many things. Just think about navigation, or telecommunications, or even the military.

Claire: I am thinking about medical progress. Like, for example, when scientists discovered things about healthy nutrition. I am thinking of identifying all the vitamins we need to stay healthy. I am not sure exactly when the vitamin discoveries happened, but I know they are very important. Our health is much better than it was 200 years ago.

- **Writing for an Academic Discussion Post-Task**

Your professor is teaching a class on education. Write a post responding to the professor's question. In your response, you should

- express and support your opinion.
- make a contribution to the discussion in your own words.

An effective response will contain at least 100 words. You have 10 minutes to write.

Professor: In class today, we're going to talk about grading participants. Before you come to class, I want you to think about whether grades are beneficial. On one hand, they provide a way to measure participants' progress. On the other hand, some argue that grades are too focused on performance and don't provide an accurate picture of a student's overall academic abilities, so here is the question:

If you had to choose, would you say that participants should be given grades or not? Why?

Lila: I think that participants should not be given grades. Grades create a needlessly competitive environment and can make participants feel like they are only valued for their academic performance. When participants feel that grades are the most important thing, they get discouraged. Instead of giving specific grades, teachers should provide personal feedback that helps participants understand what they need to improve and how they can do so. I think that approach leads to more academic success.

Jake: I believe that grades are the only way for participants to understand how well they are doing and the only way to motivate them to work harder. Without grades, there would be no way to measure their progress or to identify areas where they need to improve. Moreover, grades prepare participants for the real world where they will be judged based on their performance. The only way for adults to advance in their careers is to consistently perform well, and grading children prepares them for that.

Appendix 8. Writing for an Academic Discussion Task Rubric

Total Score: __ / 20	**Description**	**My Comments on Why so**
5	Fully-successful response: • **Content:** The response is relevant, and well-elaborated with clear explanations, examples, and/or details that contribute to the discussion. • **Language Use:** There is an effective use of a variety of grammatical structures and vocabulary items that make the writing clearer. • **Errors:** There are almost no grammatical or vocabulary-related errors. Minor typos or spelling mistakes (e.g., there instead of their) occur, but do not affect the readability.	
4	A generally successful response: • **Content:** The response clearly addresses the prompts with relevant and adequately elaborated explanations and examples. Points are organized logically, and the writer's ideas are easily understood. • **Language Use:** There is a good deal of grammatical structures and vocabulary items. They are appropriate, and generally used correctly. • **Errors:** There are few grammatical or vocabulary-related errors, but they do not significantly hinder understanding.	
3	A partially successful response: • **Content:** There is a mostly relevant and understandable contribution to the online discussion. However, some explanations or examples may be incomplete, missing, unclear or irrelevant. The overall structure is adequate but may benefit from clearer connections or transitions. • **Language Use:** There is some variety in grammatical structures and a range of vocabulary. • **Errors:** There are some noticeable vocabulary-related and grammatical errors in sentence structure, word form, or use of phrases. These may distract or occasionally confuse the reader.	

2	A mostly unsuccessful response: • **Content:** The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. There are ideas that may be poorly elaborated or only partially relevant. • **Language Use:** There is a limited and repetitive range of grammatical structures and vocabulary. • **Errors:** There is an accumulation of errors in sentence structure, word forms, or use.	
1	An unsuccessful response: • **Content:** The response reflects an ineffective attempt to contribute to the online discussion. There are few or no coherent ideas. Most content is a repeat of the prompt or very loosely related. • **Language Use:** Severely limited range of grammatical structures and vocabulary items that makes it difficult for the reader to understand the text. Language is mostly borrowed from the prompt. • **Errors:** Serious and frequent errors in the use of language	
0	• The response is blank, off-topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.	

Appendix 9. Peer Feedback Sheet for Academic Discussion Task

Name of Writer: _____

Name of Reviewer: _____

Draft Number: _____

Date: _____

- Before you write anything, **read the task from beginning to end**. Then go through the following criteria and re-read the task stopping at certain points to find answers for them. Make sure you highlight, underline or circle problematic areas in the essay. Be specific in your comments.

SCORE	Description	Your Comments on Why so
5	Fully-successful response: • **Content:** The response is relevant, and well-elaborated with clear explanations, examples, and/or details that contribute to the discussion. • **Language Use:** There is an effective use of a variety of grammatical structures and vocabulary items that make the writing clearer. • **Errors:** There are almost no grammatical or vocabulary-related errors. Minor typos or spelling mistakes (e.g., there instead of their) occur, but do not affect the readability.	
4	A generally successful response: • **Content:** The response clearly addresses the prompts with relevant and adequately elaborated explanations and examples. Points are organized logically, and the writer's ideas are easily understood. • **Language Use:** There is a good deal of grammatical structures and vocabulary items. They are appropriate and generally used correctly. • **Errors:** There are few grammatical or vocabulary-related errors, but they do not significantly hinder understanding.	
3	A partially successful response: • **Content:** There is a mostly relevant and understandable contribution to the online discussion. However, some explanations or examples may be incomplete, missing, unclear or irrelevant. The overall structure is adequate but may benefit from clearer connections or transitions. • **Language Use:** There is some variety in grammatical structures and a range of vocabulary.	

	• **Errors:** There are some noticeable vocabulary-related and grammatical errors in sentence structure, word form, or use of phrases. These may distract or occasionally confuse the reader.	
2	<u>A mostly unsuccessful response:</u> • **Content:** The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. There are ideas that may be poorly elaborated or only partially relevant. • **Language Use:** There is a limited and repetitive range of grammatical structures and vocabulary. • **Errors:** There is an accumulation of errors in sentence structure, word forms, or use.	
1	<u>An unsuccessful response:</u> • **Content:** The response reflects an ineffective attempt to contribute to the online discussion. There are few or no coherent ideas. Most content is a repeat of the prompt or very loosely related. • **Language Use:** Severely limited range of grammatical structures and vocabulary items that makes it difficult for the reader to understand the text. Language is mostly borrowed from the prompt. • **Errors:** Serious and frequent errors in the use of language	
0	• The response is blank, off-topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.	

Appendix 10. Questionnaire for Self-regulated Learning Writing Strategies for EFL Learners (QSRLWS)

(İngilizceyi Yabancı Dil Olarak Öğrenenler için Öz-Düzenlemeli Öğrenme Yazma Stratejileri Anketi)

Please mark the corresponding number after each statement according to the scale provided below: (Lütfen aşağıda verilen ölçeğe göre her ifadeye katılma düzeyinizi en iyi gösteren rakamı daire içine alınız.)

1 = Never do (Hiç yapmam) 2 = Seldom do (Nadiren yaparım) 3 = Sometimes do (Bazen yaparım) 4 = Often do (Sık sık yaparım) 5 = Always do (Her zaman yaparım)

Please circle only **ONE** number for each statement. (Lütfen her ifade için yalnızca **BİR** rakamı daire içine alınız.)

	Items (Maddeler)	**Never do** Hiç yapmam	**Seldom do** Nadiren yaparım	**Sometimes do** Bazen yaparım	**Often do** Sık sık yaparım	**Always do** Her zaman yaparım
Self-inititation (İnisiyatif)	**1.** I try to find out how to write good English essays. *İyi İngilizce kompozisyonlar nasıl yazılır öğrenmeye çalışırım.*	**1**	**2**	**3**	**4**	**5**
	2. I write English essays at home to improve writing. *Yazma becerimi geliştirmek için evde İngilizce kompozisyonlar yazarım.*	**1**	**2**	**3**	**4**	**5**
	3. I study good English essays in order to write well. *İyi yazabilmek için iyi İngilizce kompozisyonları incelerim.*	**1**	**2**	**3**	**4**	**5**
	4. I ask others about how they think about my writing and why. *Kendi yazım hakkında başkalarının ne düşündüğünü ve nedenini sorarım.*	**1**	**2**	**3**	**4**	**5**

Planning (Planlama)	**5.** When planning, I think about what ideas to put down. *Planlarken, hangi fikirleri yazacağımı düşünürüm.*	**1**	**2**	**3**	**4**	**5**
	6. When planning, I think about what words, phrases, and sentences to use. *Planlarken, hangi kelimeleri, ifadeleri ve cümleleri kullanacağımı düşünürüm.*	**1**	**2**	**3**	**4**	**5**
	7. When planning, I think about how to organize ideas. *Planlarken, fikirleri nasıl organize edeceğimi düşünürüm.*	**1**	**2**	**3**	**4**	**5**
Monitoring and evaluation (İzleme ve Değerlendirme)	**8.** I read my essay aloud to look for mistakes. *Hataları bulmak için kompozisyonumu yüksek sesle okurum.*	**1**	**2**	**3**	**4**	**5**
	9. When writing, I pay attention to spelling and grammar. *Yazarken, imla ve gramere dikkat ederim.*	**1**	**2**	**3**	**4**	**5**
	10. After writing, I check whether my essay meets teacher's requirements. *Yazdıktan sonra, kompozisyonumun öğretmenin gereksinimlerini karşılayıp karşılamadığını kontrol ederim.*	**1**	**2**	**3**	**4**	**5**
Revising (Düzeltme)	**11.** I change content when checking my essay.	**1**	**2**	**3**	**4**	**5**

	Kompozisyonumu kontrol ederken içeriği değiştiririm.					
	12. I change spelling or punctuation when checking my essay. *Kompozisyonumu kontrol ederken imla veya noktalama işaretlerini değiştiririm.*	**1**	**2**	**3**	**4**	**5**
	13. I change words or phrases when checking my essay. *Kompozisyonumu kontrol ederken kelimeleri veya ifadeleri değiştiririm.*	**1**	**2**	**3**	**4**	**5**
	14. I change grammar when checking my essay. *Kompozisyonumu kontrol ederken grameri değiştiririm.*	**1**	**2**	**3**	**4**	**5**
Text-generating (Metin Düzenleme)	**15.** During writing, I read other people's writings for language to use in my essay. *Yazma esnasında, kompozisyonumda kullanmak için başkalarının yazılarını okurum.*	**1**	**2**	**3**	**4**	**5**
	16. During writing, I read other people's writings for ideas to write down in my essay. *Yazma esnasında, kompozisyonumda yazmak için fikirler bulmak adına başkalarının yazılarını okurum.*	**1**	**2**	**3**	**4**	**5**
	17. During writing, I recall ideas read elsewhere for use in my essay. *Yazma esnasında, başka yerlerde okuduğum fikirleri*	**1**	**2**	**3**	**4**	**5**

	kompozisyonumda kullanmak üzere hatırlarım.					
	18. During writing, I recall language from sources for use in my essay. *Yazma esnasında, kompozisyonumda kullanmak için kaynaklardan dil ögelerini hatırlarım.*	**1**	**2**	**3**	**4**	**5**
Resourcing (Kaynak Kullanımı)	**19.** I make use of dictionary to deal with lexical difficulties during writing. *Yazarken kelime bilgisi zorluklarıyla başa çıkmak için sözlük kullanırım.*	**1**	**2**	**3**	**4**	**5**
	20. I make use of grammar books, textbooks or writing guides when having difficulty in writing. *Yazarken zorlandığımda dil bilgisi kitapları, ders kitapları veya yazım kılavuzlarından faydalanırım.*	**1**	**2**	**3**	**4**	**5**
	21. I make use of Internet resources when having difficulty in generating ideas. *Fikir üretmekte zorlandığımda internet kaynaklarını kullanırım.*	**1**	**2**	**3**	**4**	**5**
Social assistance or collaboration (Sosyal Yardım ve İşbirliği)	**22.** I ask teacher for help when having difficulty in writing. *Yazarken zorlandığımda öğretmenden yardım isterim.*	**1**	**2**	**3**	**4**	**5**
	23. I ask classmates for help when having difficulty in writing. *Yazarken zorlandığımda sınıf*	**1**	**2**	**3**	**4**	**5**

	arkadaşlarımdan yardım isterim.					
	24. I go to writing tutors/writing centers/writing workshops for help when having difficulty in writing. *Yazarken zorlandığımda yardım için yazım danışmanlarına /yazım merkezlerine/yazım atölyelerine giderim.*	**1**	**2**	**3**	**4**	**5**
	25. I brainstorm with my peers to help me write. *Yazmama yardımcı olmaları için akranlarımla fikir alışverişi yaparım.*	**1**	**2**	**3**	**4**	**5**
	26. I discuss with my peers to have more ideas to write with. *Daha fazla yazı fikri edinmek için akranlarımla fikir alışverişinde bulunurum.*	**1**	**2**	**3**	**4**	**5**
	27. I work with my peers to complete a writing task. *Bir yazı görevini tamamlamak için akranlarımla birlikte çalışırım.*	**1**	**2**	**3**	**4**	**5**
Acting on feedback (Geribildirime Dayalı İyileştirme)	**28.** I try to improve my English writing based on teacher feedback. *Öğretmenin geri bildirimine dayanarak İngilizce yazımı geliştirmeye çalışırım.*	**1**	**2**	**3**	**4**	**5**
	29. I try to remember or write down other people's suggestions for future use. *Gelecekte kullanmak üzere başkalarının önerilerini*	**1**	**2**	**3**	**4**	**5**

	hatırlamaya veya yazmaya çalışırım.					
	30. I think carefully about other people's suggestions for my compositions. *Kompozisyonlarım için başkalarının önerilerini dikkatlice düşünürüm.*	**1**	**2**	**3**	**4**	**5**
Interest Enhancement (IE) (İlgiyi Artırma)	**31.** I choose interesting topics to practice writing. *Yazma pratiği yapmak için ilginç konular seçerim.*	**1**	**2**	**3**	**4**	**5**
	32. I connect the writing task with my real life to intrigue me. *Yazma görevini gerçek hayatımla bağdaştırarak ilgimi çekerim.*	**1**	**2**	**3**	**4**	**5**
	33. I try to connect the writing task with my personal interest. *Yazma görevini kişisel ilgimle bağdaştırmaya çalışırım.*	**1**	**2**	**3**	**4**	**5**
Emotional Control (EC) (Duygusal Yönetim)	**34.** I tell myself not to worry when taking a writing test or answering questions in writing courses. *Yazılı bir sınav yaparken veya yazı kurslarında soruları yanıtlarken kendime endişelenmememi söylerim.*	**1**	**2**	**3**	**4**	**5**
	35. I tell myself to keep on writing when I want to give up. *Pes etmek istediğimde kendime yazmaya devam etmemi söylerim.*	**1**	**2**	**3**	**4**	**5**
	36. I find ways to regulate my mood					

	when I meet difficulty in writing. *Yazarken zorlukla karşılaştığımda ruh halimi düzenlemenin yollarını bulurum.*	**1**	**2**	**3**	**4**	**5**
Motivational Self-Talk (MST) (Motivasyonel Kendi Kendine Konuşma)	**37.** I tell myself to practice writing to get good grades. *İyi notlar almak için yazma pratiği yapmam gerektiğini kendime söylerim.*	**1**	**2**	**3**	**4**	**5**
	38. I tell myself that I need to keep studying to improve my writing competence. *Yazma yeteneğimi geliştirmek için çalışmaya devam etmem gerektiğini kendime hatırlatırım.*	**1**	**2**	**3**	**4**	**5**
	39. I persuade myself to work hard in writing courses to improve my writing skills and knowledge. *Kendimi yazma becerilerimi ve bilgimi geliştirmek için yazı kurslarında sıkı çalışmam gerektiğine ikna ederim.*	**1**	**2**	**3**	**4**	**5**
	40. I persuade myself to keep on learning in writing courses to find out how much I can learn. *Kendimi ne kadar öğrenebileceğimi görmek için yazı kurslarında öğrenmeye devam etmem gerektiğine ikna ederim.*	**1**	**2**	**3**	**4**	**5**
Self-consequence (SC) (Kişisel Sonuçlandırma)	**41.** I reward myself when my writing performance is satisfactory. *Yazım performansım tatmin edici*	**1**	**2**	**3**	**4**	**5**

	olduğunda kendimi ödüllendiririm.					
	42. I gain motivation to write when my writing performance is praised. *Yazım performansım övüldüğünde yazma motivasyonu kazanırım.*	**1**	**2**	**3**	**4**	**5**
	43. I analyze the causes when I do not do well in a writing task. *Bir yazı görevinde iyi performans gösteremediğimde nedenlerini analiz ederim.*	**1**	**2**	**3**	**4**	**5**
	44. I punish myself when my writing performance is not satisfactory. *Yazım performansım tatmin edici olmadığında kendimi cezalandırırım.*	**1**	**2**	**3**	**4**	**5**

Appendix 11. Self-Rated Scale for English Proficiency

- Please rate the following areas of English on a scale of 1 to 5 on how good you are.

1. **Reading**

1: Very poor

2: Poor

3: Good

4: Fair

5: Excellent

2. **Writing**

1: Very poor

2: Poor

3: Good

4: Fair

5: Excellent

3. **Speaking**

1: Very poor

2: Poor

3: Good

4: Fair

5: Excellent

4. **Listening**

1: Very poor

2: Poor

3: Good

4: Fair

5: Excellent

5. **Vocabulary**

1: Very poor

2: Poor

3: Good

4: Fair

5: Excellent

Appendix 12. Semi-structured Interview Questions

Teacher Feedback Group – Control Group

1. What do you think of the written and screencast feedback you have received from the teacher? Öğretmenden aldığın yazılı ve ekran kayıtlı geri bildirim hakkında ne düşünüyorsun?
2. In what aspects do you think teacher feedback, both written and screencast feedback, has helped you become a better writer? Could you provide a few examples of that? Öğretmenden aldığın yazılı ve ekran kayıtlı geri bildirimin seni daha iyi bir yazar yapmada nasıl yardımcı olduğunu düşünüyorsun? Bu konuda birkaç örnek verebilir misin?
3. Do you think the feedback has encouraged you to rethink the strategies you apply? Can you please elaborate on why / why not? Geri bildirimlerin, uyguladığın stratejileri yeniden düşünmene teşvik ettiğini düşünüyor musun? Neden / Neden değil lütfen detaylandırır mısın?
4. How do you think the feedback, the logs, and the checklists have helped you become more aware of your strengths and weaknesses? Geri bildirimler, geri bildirim günlükleri ve kontrol listelerinin güçlü ve zayıf yönlerinin farkında olmana nasıl yardımcı olduğunu düşünüyorsun?
5. What do you do differently in terms of writing in general and the strategies now that you have received this type of feedback? Bu tür geri bildirimleri aldıktan sonra yazma ve genel stratejiler konusunda neleri farklı yapıyorsun?
6. Do you think one type of feedback form has helped you come to new insights more than another? Why & Why not? Bir geri bildirim türünün, yeni içgörüler elde etmene diğerinden daha fazla yardımcı olduğunu düşünüyor musun? Neden / Neden değil?
7. Can you describe any changes you made to your writing based on the feedback? Geri bildirimlere dayanarak yazında yaptığınız değişiklikleri anlatabilir misin?
8. Were there any aspects of the feedback you found confusing or unhelpful? Geri bildirimin kafanı karıştıran veya faydasız bulduğun herhangi bir yönü var mıydı? Ya da limitationları?
9. What do you think of process (draft) writing? How has it helped you?
10. Would you prefer to receive this sort of feedback in the future? Why / Why not? Any suggestions? Gelecekte bu tür geri bildirimler almak ister misin? Neden / Neden değil? Önerin var mı?

Teacher and Peer Feedback Group – Experimental Group

1. In what aspects do you think peer feedback has helped you become a better writer? Could you provide a few examples of that? Akran geri bildiriminin sizi daha iyi bir yazar yapmada nasıl yardımcı olduğunu düşünüyorsunuz? Bu konuda birkaç örnek verebilir misiniz?
2. In what ways do you think both receiving and providing feedback to and from your peers has improved you as a writer? Hem akranlarınızdan geri bildirim almanın hem de onlara geri bildirim sağlamanın sizi bir yazar olarak nasıl geliştirdiğini düşünüyorsunuz?

3. What do you think of the written and screencast feedback you have received from the teacher? Öğretmenden aldığınız yazılı ve ekran kayıtlı geri bildirim hakkında ne düşünüyorsunuz?
4. Do you think the feedback has encouraged you to rethink the strategies you apply? Can you please elaborate on why / why not? Geri bildirimlerin, uyguladığınız stratejileri yeniden düşünmenize teşvik ettiğini düşünüyor musunuz? Neden / Neden değil lütfen detaylandırır mısınız?
5. How do you think the feedback, the logs, and the checklists have helped you become more aware of your strengths and weaknesses? Geri bildirimler, geri bildirim günlükleri ve kontrol listelerinin güçlü ve zayıf yönlerinizin farkında olmanıza nasıl yardımcı olduğunu düşünüyorsunuz?
6. What do you do differently in terms of writing in general and the strategies now that you have received this type of feedback? Bu tür geri bildirimleri aldıktan sonra yazma ve genel stratejiler konusunda neleri farklı yapıyorsunuz?
7. Do you think one type of feedback form has helped you come to new insights more than another? Why & Why not? Bir geri bildirim türünün, yeni içgörüler elde etmenize diğerinden daha fazla yardımcı olduğunu düşünüyor musunuz? Neden / Neden değil?
8. Can you describe any changes you made to your writing based on the feedback? Geri bildirimlere dayanarak yazınızda yaptığınız değişiklikleri anlatabilir misiniz?
9. What do you think of process (draft) writing? How has it helped you?
10. Were there any aspects of the feedback you found confusing or unhelpful? Geri bildirimin kafanızı karıştıran veya faydasız bulduğunuz herhangi bir yönü var mıydı?
11. Would you prefer to receive this sort of feedback in the future? Why / Why not? Gelecekte bu tür geri bildirimler almak ister misiniz? Neden / Neden değil?

Appendix 13. Correction Symbols for Marking Writing

Symbol	Meaning	Example of Error	Corrected Sentence
P	punctuation	I live, and go to school here.	I live and go to school here.
^	missing word	am working in a restaurant.	I am working in a restaurant.
cap	capitalization	It is located at main and baker streets in the city.	It is located at Main and Baker Streets in the city.
Vt	verb tense	I never work as a cashier until I get a job there.	I had never worked as a cashier until I got a job there.
s/v agr	subject–verb agreement	The manager work hard. / There is five employees.	The manager works hard. / There are five employees.
pron agr	pronoun agreement	Everyone works hard at their jobs.	All the employees work hard at their jobs.
◡	connect to make one sentence	We work together. So we have become friends.	We work together, so we have become friends.
Sp	spelling	The maneger is a woman.	The manager is a woman.
sing/pl	singular or plural	She treats her employees like slave.	She treats her employees like slaves.
×	unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
Wf	wrong word form	Her voice is irritated.	Her voice is irritating.
ww	wrong word	The food is delicious. Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
ref	pronoun reference error	The restaurant’s specialty is fish. They are always fresh.	The restaurant’s specialty is fish. It is always fresh.
wo	wrong word order	Friday always is our busiest night.	Friday is always our busiest night.

Symbol	Meaning	Example of Error	Corrected Sentence
Ro	run-on sentence	[Lily was fired she is upset.]	Lily was fired, so she is upset.
Cs	comma splice	[Lily was fired, she is upset.]	Lily was fired, so she is upset.
frag	fragment	She was fired. [Because she was always late.]	She was fired because she was always late.
		[Is open from 6:00 p.m. until the last customer leaves.]	The restaurant is open from 6:00 p.m. until the last customer leaves.
		[The employees on time and work hard.]	The employees are on time and work hard.
not //	not parallel	Most of our regular customers are friendly, and generous tippers.	Most of our regular customers are friendly and tip generously.

Appendix 14. Self-Checklist for Argumentative Essay

A) Layout and Presentation

- Paragraph Indentation: Have I indented each paragraph?
- Margins and Spacing: Have I maintained consistent margins and used appropriate line and paragraph spacing?
- Font and Readability: Is the font choice and size appropriate for easy readability?

B) Title and Introduction

- Title: Do I have a title? Is it attention-grabbing and appropriate for the content?
- Word Count and Paragraph Structure: Does my essay meet the required word count? Does each paragraph contain at least 5 or 6 sentences?
- Introduction Quality: Is my introduction effective and engaging? Does it include a hook (quote, anecdote, statistic, etc.)?
- Thesis Statement: Does my introduction contain a clear, well-written thesis statement that presents my stance?

C) Body Paragraphs

- Topic Sentences: Do all paragraphs, especially the pro paragraphs, begin with a clear topic sentence that supports the thesis?
- Focus and Relevance: Is each paragraph focused on a single main idea without irrelevant or off-topic sentences?
- Argument Support: Are my arguments persuasive and supported with appropriate facts, quotes, or data?
- PEEL Structure: Have I employed the PEEL structure (Point, Elaboration, Example, Link) in my paragraphs?

D) Counterargument Paragraph

- Counter-Argument Presentation: Is there a clear counter-argument paragraph? Does it effectively address potential opposing views?
- Refutation: Do I effectively refute counterarguments with sound reasoning and examples?

E) Conclusion

- Concluding Paragraph: Is there a strong concluding paragraph that effectively summarizes the argument and restates the thesis?
- Final Thought: Does the conclusion provide a compelling final thought or call to action?

F) Unity and Cohesion

- Overall Contribution: Does each paragraph contribute meaningfully to the overall argument?
- Transitions and Flow: Are transitions between paragraphs smooth and logical, enhancing the essay's flow?

G) Grammar, Vocabulary, and Mechanics

- Language Errors: Have I checked for and corrected any grammar, punctuation, and vocabulary errors?
- Consistency in Tense and Structure: Are tense, word order, and subject-verb agreement consistently applied throughout the essay?

H) Review and Final Adjustments

- Additional Adjustments: Is there any further feedback I would need that could improve the quality of the essay?

Appendix 15. Argumentative Essay Graded Task 1

1. Do you agree or disagree with the following statement? Attending a live performance (for example a play, concert, and a sporting event) is more enjoyable than watching the same event on television. Use specific reasons and examples to support your answer.
2. Do you agree or disagree with the following statement? One should never judge a person by external appearances. Use specific reasons and details to support your answer.
3. Do you agree or disagree with the following statement? People behave differently when they wear different clothes. Use specific reasons and details to support your answer.
4. Do you agree or disagree with the following statement. Teachers should be paid according to how much their students learn. Use specific reasons and details to support your answer.

- **Choose one of the options below and write a 5-paragraph essay (1 introduction, 1 conclusion, 2 pro paragraphs and 1 counter paragraph. The essay should be about 250-400 words.)**

Appendix 16. Argumentative Essay Feedback Log

Student's Name: _____

Date: _____

- Please write down what you have learned from the feedback activities for your argumentative essay.

Organization and Content:	
Introduction and Conclusion:	
Body Paragraphs:	
Unity and Cohesion:	
Title, Length and Layout:	
Grammar, Vocabulary and Mechanics:	
What more do I need from peer feedback?	
What are my strengths in essay writing?	
What are my weaknesses in essay writing?	
Any Additional Notes:	

Appendix 17. Self-Checklist for Integrated Writing

1. **Selection and Integration of Key Information:**
    - Am I selecting important information from the lecture and the reading material?
    - Am I coherently and accurately presenting this information in relation to each other?
2. **Organization and Structure:**
    - Is my essay logically organized with a clear introduction, body, and conclusion?
    - Are my ideas connected coherently without abrupt jumps or gaps?
3. **Language and Clarity:**
    - Am I using language that conveys my ideas clearly and accurately, free from frequent errors?
    - Is the language appropriate for the academic level, with precise and idiomatic word choices?
4. **Accuracy and Depth of Connections:**
    - Have I clearly and precisely connected points from the lecture to those made in the reading?
    - Are these connections detailed, avoiding vague or imprecise content?
5. **Relevance and Elaboration:**
    - Is all information presented relevant to the topic and well-supported with details and examples?
    - Are my points elaborated enough, or do some of them need further explanation or relevance?
6. **Grammar and Usage Review:**
    - Are there any grammatical errors or awkward language usage that could obscure meaning?
    - Have I avoided language errors that might lead to misinterpretation or reduce clarity?
7. **Paraphrasing:**
    - Have I paraphrased the information mentioned in the reading and the lecture?
8. **Final Content Review:**
    - Have I missed any major points from the lecture or reading?
    - Are there any inaccuracies, omissions, or misrepresentations that need correction?
    - Have I avoided using personal information?
9. **Self-Assessment Against Rubric Criteria:**
    - Reviewing the response against the TOEFL iBT Writing Rubrics, what score would I give myself?
    - What strengths can I identify in my writing? What areas need improvement?

Appendix 18. Integrated Writing Graded Task 1

- **Directions:** Give yourself 20 minutes to plan and write your response. Your response is judged on the quality of the writing and on how well it presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words. You may view the reading passage while you respond.
- **Read the following text. You have 3 minutes.**

The idea of living on other planets has captivated humanity for centuries, with the moon being an especially attractive destination. While the idea of a permanent human settlement on the moon is tantalizing, it is likely to remain unattainable for now. Despite the remarkable progress made in space exploration, numerous difficulties persist.

The moon's environment presents a multitude of challenges for sustaining human life. Unlike Earth, the moon lacks a substantial atmosphere, which means people living there would be vulnerable to meteoroid impacts and solar radiation. Overcoming these hazards would require extensive advancements in radiation shielding and meteoroid defense systems far beyond our current level of technology. It might take decades to reach a level that would make a permanent human settlement on the moon sufficiently safe.

Another crucial obstacle is the scarcity of essential resources on the moon. The moon lacks resources that sustain life on Earth such as breathable air and fertile soil. Without these things, maintaining a permanent human settlement would be difficult. For instance, transporting large quantities of vital supplies like water and soil from Earth to the moon would be an incredibly expensive process. It is unlikely that nations on earth will want to take on this cost in the near future.

Beyond these challenges, the psychological and social implications of a permanent lunar settlement cannot be overlooked. Humans are inherently social beings, and isolation on the moon for extended periods could have detrimental effects on our mental health and interpersonal relationships. The absence of natural ecosystems, changing landscapes, and the artistic experiences common on Earth would likely lead to feelings of monotony, disconnection, and psychological distress among the lunar inhabitants. These feelings could endanger the entire settlement.

- **Now, listen to the lecture and take notes.**
- **Question:** *Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.*

Appendix 19. Integrated Writing Feedback Log

Student's Name: _____

Date: _____

- Please write down what you have learned from the feedback activities on your integrated tasks.

Organization and Content:	
Language Use:	
Citation and Verbatim:	
What are my strengths in integrated writing?	
What are my weaknesses in integrated writing?	
Any Additional Notes:	

Appendix 20. Academic Discussion Graded Task 1

Your professor is teaching a class on environmental science. Write a post responding to the professor's question.

In your response, you should:

- express and support your opinion.
- make a contribution to the discussion in your own words.

An effective response will contain at least 100 words. You will have 10 minutes to write it.

Professor Clark: Today, we'll be discussing environmental issues, which are of utmost importance to our society. There is no doubt the world is currently facing some serious environmental problems, and governments have a vital role to play in addressing them. So, what do you think is an environmental issue government must address? Why?

Sandra: One of the biggest issues, I think, is the problem of plastic waste. Plastic is one of the most commonly used materials in our daily lives, but it has a huge impact on the environment. It takes hundreds of years for plastic to decompose, and a lot of it ends up in our oceans, harming marine life and ecosystems.

Tim: I believe a severe environmental problem is deforestation. We are cutting down too many trees, and forests all over the world are disappearing really quickly. With fewer trees, animals are losing their habitats. I'm pretty sure this has led to some species becoming extinct. How can animals stay alive if they have nowhere to live?

Appendix 21. Self-Checklist for Academic Discussion

Name:

Draft Number:

Before You Write:

• Have I read the task carefully?

• Have I highlighted or underlined key points in the task?

Content:

• Have I answered the question directly?

• Have I contributed effectively to the discussion?

• Have I provided relevant and well-elaborated explanations and examples?

• Have I organized my response well with clear ideas and transitions?

Language Use:

• Have I used different grammatical structures?

• Have I used a range of vocabulary?

• Is my grammar and vocabulary appropriate and correct?

• Have I used linkers, transitions, and conjunctions effectively?

Errors:

• Are there any grammar mistakes?

• Are there any vocabulary mistakes?

• Are there any spelling mistakes?

• Are there any capitalization mistakes?

• Are there any punctuation mistakes?

• Do any errors make my writing hard to understand?

Final Check:

• Have I re-read the task and my response?

• Have I made the necessary corrections?

• Based on the criteria in the TOEFL rubric, where would my response likely rank?

• What strengths can I identify in my writing? What areas need improvement?

Appendix 22. Academic Discussion Feedback Log

Student's Name: _____

Date: _____

- Please write down what you have learned from the feedback activities on your academic discussion tasks.

Organization and Content:	
Language Use:	
Errors:	
What are my strengths in academic discussion task writing?	
What are my weaknesses in academic discussion task writing?	
Any Additional Notes:	

Appendix 23. Ethics Committee Approval

YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 01.04.2024 **Toplantı No: 2024.04**

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Sosyal Bilimler Enstitüsü öğretim üyelerinden Dr. Öğr. Üyesi Gülümser Efeoğlu danışmanlığında lisansüstü öğrencisi AYŞENUR SARIAHMET KÜÇÜKKAYA tarafından yapılacak olan "Farklı Geri Dönüt Türlerinin İngilizce Hazırlık Öğrencilerinin Yazma Gelişimi Ve Yazmaya Yönelik Öz Düzenleme Becerileri Üzerine Etkisi" adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykın herhangi bir bulguya rastlanmamıştır.

Etik Kurul Üyeleri

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E-posta: sbemdr@yildiz.edu.tr - Web: sbe.yildiz.edu.tr
Rapor Doğrulama Adresi: "etik.yildiz.edu.tr/dogrula" Rapor No: 20240402827 Doğrulama Kodu: bbda3

Appendix 24. Informed Consent Form

Dear Participant,

This research is conducted by Ayşenur SARIAHMET KÜÇÜKKAYA, who is currently pursuing a master's degree in the English Language Teaching Program of the Department of Foreign Language Education at Yıldız Technical University Institute of Educational Sciences. **This study aims to investigate *the effects of feedback types on EFL students' writing performance and self-regulated learning writing strategies across tasks.*** During the study, participants will be asked to attend the writing classes and to fill out the forms correctly. The purpose of this study is not to evaluate the participants. Your participation in this study and/or the results of the study will in no way affect your course grades. Participation in the study is entirely voluntary. You have the right not to participate and/or to withdraw from the study at any time. The data obtained from the study will be used solely for research purposes and your information will be kept confidential. At the beginning and end of the research, participants will fill out the "Questionnaire for Self-regulated Learning Writing Strategies (QSRLWS)" and take pre- and post-writing tests. At the end of the research, with volunteer participants, semi-structured interviews will be held to learn their perceptions of the feedback types and the entire process.

Thank you very much for your valuable participation.

Ayşenur Sarıahmet Küçükkaya

Öğretim Görevlisi

I have read the information provided above. I understand that my personal information will be used solely for research purposes. I voluntarily agree to participate in this study of my own free will.

Participant's Name and Surname:

Participant's Signature: