

Instructor's Written Feedback in Emergency Remote Teaching: EFL Learners' Perspectives

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ABSTRACT

In language education, instructor's feedback is considered to be of high value as it provides learners with individualized attention. Regarding the absence of personal interaction between learners and instructors in remote teaching, it is expected that instructor's feedback plays a more significant role compared to the case in face-to-face education because it does not only help to increase learners' performance in the target language and but it also serves as a tool in building a strong relationship between learners and instructor. Based on this, the present paper which was designed as a case study attempted to reveal university level English as a foreign language (EFL) learners' perspectives on written feedback given by their instructor on their writing assignments on the distance education platform of the university in emergency remote teaching. The data were collected through interviews conducted with eight English preparatory class students and the instructor's research diary. Thematic analysis was carried out on the collected data. The findings showed the interviewees had positive viewpoints about the instructor's written feedback. They stated that the instructor's feedback had an interpersonal side, gave them affective support and helped them improve in the target language. Moreover, the use of online distance education platform for giving feedback was found to be useful by the interviewees in that it provided the learners with the opportunity to have access to the feedback documents whenever they wanted. The results may imply new insights into the way foreign language instructors give written feedback.

Keywords: Written feedback, emergency remote teaching, language education.

Acil Uzaktan Öğretimde Öğretmenin Yazılı Geri Bildirimi: Yabancı Dil Olarak İngilizce Öğrenenlerin Görüşleri

ÖZ

Dil eğitiminde öğretmenin geri bildirimi, öğrencilere bireyselleştirilmiş ilgi sağladığından oldukça değerli kabul edilir. Uzaktan eğitimde öğrenciler ve öğretmen arasında kişisel etkileşim yokluğu hesaba katıldığında, öğretmen tarafından sağlanan geri bildirimlerin yüz yüze eğitime göre daha önemli bir rol oynaması beklenir. Çünkü bu geri bildirimler sadece öğrencilerin performansının artmasına yardımcı olmakla kalmaz, öğrenciler ve öğretmen arasında güçlü bir ilişki kurmak için de araç görevi görür. Buna dayanarak, vaka çalışması olarak tasarlan bu makalede, üniversite düzeyinde yabancı dil olarak İngilizce öğrenen öğrencilerin, acil uzaktan öğretimde üniversitenin uzaktan eğitim platformundaki yazı ödevlerine öğretmenleri tarafından sağlanan yazılı geri bildirimlere ilişkin bakış açıları ortaya konulmaya çalışılmıştır. Veriler, sekiz İngilizce hazırlık sınıfı öğrencisi ile yapılan görüşmeler ve öğretmenin araştırma günlüğüyle toplanmıştır. Elde edilen veriler tematik olarak analiz edilmiştir. Bulgular, öğrencilerin yazılı geri bildirimler hakkında olumlu görüşlere sahip olduğunu göstermiştir. Öğrenciler, öğretmen tarafından sağlanan geri bildirimlerin kişiler arası bir yönü olduğunu, onlara duyuşsal destek verdiğini ve hedef dilde gelişmelerine yardımcı olduğunu ifade etmişlerdir. Ayrıca üniversitenin çevrim içi uzaktan eğitim platformunun geri bildirim vermek için kullanılması, öğrencilere geri bildirim belgelerine istedikleri zaman ulaşma fırsatı sunması nedeniyle yararlı bulunmuştur. Çalışmanın sonuçları dil öğretmenlerinin yazılı geri bildirim verme yöntemlerine ilişkin yeni bakış açıları sağlayabilir.

Anahtar kelimeler: Yazılı geri bildirim, acil uzaktan öğretim, dil eğitimi.

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INTRODUCTION

Since English is the most frequently used language for international communication and business, many non-English speaking countries have been under the global impact of English for many years and Turkey is not an exception. Accordingly, keeping up with the latest developments in foreign language education by developing up-to-date education policies and practices has become a requirement. Together with the increase in partly-English and fully-English departments in higher education, learning English is seen as a must by university students to achieve academic success and to have better job opportunities in the future (Doğançay-Aktuna & Kızıltepe, 2005). Hence, there is a great deal of effort to equip learners with necessary language skills and to improve their linguistic and communicative competence, but this process is not without problems.

In Turkey, one of the main problems during learning and teaching English as a Foreign Language (henceforth EFL) is that the selected coursebook is often followed as the syllabus (Çakır, 2007). Such a teaching program falls short of including contextual factors. According to Bell (1983), English instructors' role in this process is to be the consumers of what is available to them and follow a predetermined route. The ready-made selection and grading of content are likely to ignore learners' individual needs as it causes the one-size-fits-all attitude to be dominant. To diminish the negative effect of this situation, as Hyland and Hyland (2006) state, giving feedback to students in any form is invaluable in that it provides individualized attention which is otherwise almost impossible in the classroom environment.

In this study, the researchers attempted to investigate university level English learners' perspectives on written feedback, which consists of the instructor's corrections and positive comments on the L2 paragraphs of the students. Due to the coronavirus (COVID-19) pandemic, Turkey has made a sudden shift to emergency remote teaching (henceforth ERT). In this mode of teaching, instruction is completely carried out through the use of remote teaching solutions which are easy to set up and available during an emergency circumstance (Hodges, Moore, Lockee, Trust & Bond, 2020). However, time constraints, limited interaction and difficulty in monitoring students pose major problems (Zhang, 2020), so it is not wrong to say that meeting learners' diverse needs, which is already a challenging task for an EFL instructor in face-to-face education, is much more difficult in emergency remote teaching. Moreover, the necessity to adapt quickly to the new situation in which there is no physical interaction could make learners take a negative attitude towards language learning process. The purpose of this paper is thus to examine whether the instructor's written feedback can be useful in terms of answering individual needs and having the students develop a more positive attitude to language learning during emergency remote teaching.

LITERATURE REVIEW

Feedback, which enables learners to see how other people evaluate their work and to learn from these comments, is regarded as an essential part of the L2 writing process in that it has the potential both for enhancing learners' writing performance and their motivation (Hyland, 2003; Hyland and Hyland, 2006). Although verbal responses provided by instructors and suggestions that learners receive from their classmates in relation to their writing tasks are highly favored as types of feedback in the L2 writing process, instructors' written feedback still maintains its importance. Instructors feel that they need to write comments on students' writing tasks so that they can respond to students' efforts as a reader and justify the marks they give. Similarly, written feedback is also appreciated by most learners since it is seen as vital to their development (Hyland, 2003). The crucial point here is to ensure that feedback is given effectively. As Hattie and Timperley (2007) emphasize, besides its being easy to understand and having a clear aim, effective feedback must be consistent with students' previous knowledge and provide sensible connections.

In the contexts where English is taught as a foreign language, continuous instructor-student interaction is of utmost importance because learners have limited exposure to the target language outside the class, so the instructor may be the only person with whom they can practise the language, talk about their learning process and evaluate the learning outcomes. In online teaching, owing to the absence of face-to-face interaction between the instructor and learners, feedback is considered to serve as a useful practice since it helps to individualize the learning process, strengthen the instructor-student relationship and increase the students' academic performance (Bonnell, Ludwig & Smith, 2007; Leibold & Schwarz, 2015; Pyke & Sherlock, 2010). As suggested by Leibold and Schwarz (2015), while giving feedback in this mode of teaching which is different from traditional course delivery, there are some points that the instructors must keep in mind. Accordingly, by addressing the learners by their names, the instructor must provide frequent, immediate, balanced and specific feedback, use a positive tone and ask questions to encourage thinking.

Among feedback types, corrective feedback is the most common one (Hattie & Timperley, 2007) and it mostly refers to corrections of grammatical errors in learners' oral and written tasks. It can be either direct or indirect. In direct corrective feedback, the instructor crosses out the wrong part and provides the correct form, and s/he can also include written meta-linguistic explanation by giving grammar rules and showing examples of correct usage. In indirect feedback, on the other hand, the instructor identifies the error but does not provide the correction. Instead, s/he can underline the error and use a code to show the type of the error, and the students are expected to correct the error with their own efforts (Bitchener & Knoch, 2010). However, when we look at the literature in the foreign and second language education field, we see that corrective feedback is a matter of debate. While some researchers (e.g. Sheppard, 1992; Truscott, 1996; Truscott, 2007) are against the use of written corrective feedback by claiming that it does not promote accurate writing, there are also various studies (e.g. Chandler, 2003; Ferris, 2006; Bitchener & Knoch, 2008) supporting the idea that it has potential to improve learners' grammatical accuracy in their writing. Despite this controversy, written corrective feedback is still a common practice in language classes. According to Kerr (2020), the main aspect to be considered while giving this type of feedback is that we, as instructors, should not only focus on learners' grammatical errors but also the content and organization of their writing. The results of the research conducted by Biber, Nekrasova and Horn (2011) demonstrate that the learners' improvements in grammatical accuracy were higher when feedback focused on both content and form.

Positive feedback, which is the other focal point of the present research, means the instructor's appreciative remarks showing the strengths of learners in relation to their writing tasks. Pedagogically, positive feedback is of high value because it gives affective support by fostering motivation, and it encourages learners not to give up (Ellis, 2009). Therefore, responding to learners' writing must go beyond correcting their errors and learners must also be informed of what they do right in their writing (Vengadasamy, 2002; Shvidko, 2020). Through positive feedback, the instructor has a chance to build a more supportive relationship with learners and when learners notice improvements in their efforts to write in English, their self-confidence is boosted.

In Hyland's study (2001), which investigates English learners' perspectives on feedback in distance learning, we see a variation regarding the learners' feedback preferences, but generally most of them were quite pleased with the feedback provided by their tutors and the tutors' comments about organization, structure, grammar and content were found especially more useful compared to the comments related to spelling, punctuation and academic conventions of writing. Another study conducted by Simpson (2006) which explores whether instructor's feedback changes EFL learners' attitudes towards writing reveals that the motivating feedback made them feel more confident as writers. The results of the study also show that when feedback included comments on content, the learners felt more satisfied than when feedback focused on only grammatical errors, but they still wanted their grammatical errors to be corrected by their instructor.

The results of the study conducted by Hişmanoğlu and Hişmanoğlu (2009) in the distance learning context in Turkey indicated that the students perceive teachers' feedback as beneficial because feedback enables them to discern their weaknesses. The students also believe that they can develop a more positive attitude towards learning process if their teachers show interest in their progress, which will most probably facilitate teacher-student dialogue. When the studies (Atmaca, 2016; Bozkurt & Acar, 2017; Şentürk, 2019), which focus specifically on the perceptions of the learners in Turkish EFL context are examined, it is seen that the learners favor receiving corrective feedback from their teachers.

Research Question

The present study was conducted to explore the university level EFL learners' perspectives on the instructor's written feedback during emergency remote teaching and in accordance with this purpose the following research question was prepared:

1. What are the preparatory class EFL learners' viewpoints on written feedback provided by their instructor on an asynchronous distance education platform called Learning and Content Management System (Moodle)?

METHOD

Research Design

Considering the exploratory nature of the research questions, this paper was designed as a case study that employed qualitative methods to gain a better understanding of the target EFL learners' perspectives on written feedback provided by the instructor in emergency remote teaching. The rationale behind the adoption of a qualitative case study is that, as Merriam (2009) states, "researchers are interested in insight, discovery, and interpretation rather than hypothesis testing" (p. 42). Since an important characteristics of a qualitative case study

is in-depth data collection, multiple sources of information such as “observations, interviews, documents and audiovisual material” (Cresswell, 2007, p. 75) are involved in this process. Accordingly, in the present research, the qualitative data were obtained through semi-structured interviews and the instructor’s research diary.

Setting and Participants

The research was conducted at one of the foundation universities in Ankara with eight students who were enrolled in basic level compulsory English preparatory program in the fall term of 2020-2021 academic year during emergency remote teaching. The objective of this program is to make learners who have a limited knowledge of the target language achieve language proficiency at A2+ level based on Global Scale of English (henceforth GSE) objectives. Since the first author of the study was also the instructor providing feedback, the participant students were selected from the class she teaches. To decide on the participants, purposive sampling technique was employed. In this sampling technique, participants are chosen on purpose owing to the characteristics they have and the aim is to achieve a greater understanding about the research problem (Etikan, Musa & Alkassim, 2016). For this reason, eight students who were given regular written feedback on their writing assignments by the instructor on the distance education platform of the institution (Learning and Content Management System (Moodle)) were selected as the study sample. As it was aimed to achieve variation among the participants, the study included the students differing in terms of gender, departments and the scores of the first writing exam that they took at the preparatory class.

Table 1. Information about the Participants

Student	Gender	Department	Writing Exam Score (15 points)
1	Male	Electrical and Electronics Engineering	11
2	Female	Psychology	12
3	Female	Psychology	13
4	Male	Political Science and International Relations	14
5	Female	Industrial Engineering	15
6	Male	Radio, Television and Cinema	7,5
7	Female	Law	11
8	Female	Physiotherapy and Rehabilitation	11

Data Collection

Semi-structured interviews were conducted with the participant students. As noted by Merriam (2009), while carrying out qualitative studies, semi-structured type is the most common one among the interview types. This type of interview is led by a set of questions and problems to be investigated and specific information is required from all interviewees. However, there is not a predetermined order of questions, so they can be used flexibly. In the present study, first of all, the researchers asked for an expert opinion to check whether the interview questions were appropriate to the purpose of the study and piloted the questions with a student from the class. After the necessary changes were made, data collection process started. Prior to the interviews, the questions were sent to the participants so that they could do some preparation and take notes. The research participants were asked how they felt while reading the instructor’s feedback (Figure 1), what the benefits of written feedback were for their development and whether their attitude towards language learning process changed in line with the feedback they received since the beginning of the term. Taking the proficiency level of the students into account, Turkish was used as the interview language to avoid misunderstandings. Each interview was conducted online on Zoom and lasted approximately ten minutes. To develop a thorough understanding of the research problem, the instructor’s diary, in which she wrote about the feedback process and the students’ reactions, was also included as a data source. The content of the research diary was created based on the interactions between the instructor and the students in synchronous online lessons and the students’ responses to feedback documents.

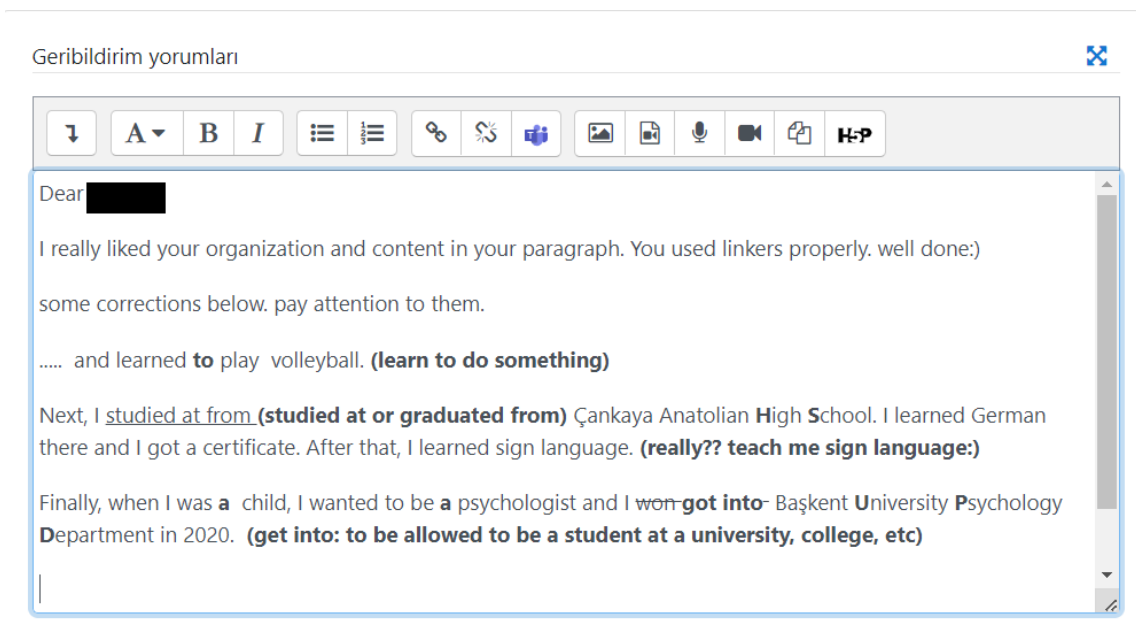


Figure 1. A Sample of Feedback Document

Data Analysis

After the recorded interviews were transcribed verbatim and translated into English, the researchers carried out a thematic analysis on the collected data in accordance with the purpose of the research. Thematic analysis is considered to be a useful method of qualitative data analysis in that it allows for determining patterns within and across data sets with regard to research participants' perspectives, behaviors, experiences and viewpoints, so it tries to reveal what participants do, feel and think (Braun & Clarke, 2017). In this study, as Braun and Clarke (2006) suggest, the researchers followed a six-phase approach to analyze the obtained data. First of all, they familiarized themselves with the data by reading and rereading the transcripts and generated initial codes relevant to the research questions. Next, they searched for themes in the codes to demonstrate meaningful and coherent patterns. After that, they reviewed the potential themes to check whether they work in relation to the data. Finally, they defined the themes and produced a final report based on the analysis. The same stages were followed to analyze the instructor's research diary.

Trustworthiness

To ensure the trustworthiness of the study, two strategies were followed: triangulation and member checking. Triangulation refers to the observation of the research problem from at least two different angles (Flick, 2004). Thus, in this study the researchers benefited from both the semi-structured interviews and the instructor's research diary so that they could compare these data sources and extend their knowledge about the research problem. As for the member checking, the interview transcriptions and the summary of the transcriptions were shared with the student participants. They were asked to confirm or revise their earlier statements.

Limitations of The Study

This study has some limitations because of its small-scale design. The first limitation is related to the number and English proficiency level of the interviewees. Only eight students from the low level English class were selected as the research participants. As for the second limitation, since all the interviewees received feedback about their writing tasks by the same instructor during the whole term, it might be expected that their perspectives on feedback show similarities to a great extent. If the study had been conducted with more participants differing in terms of their English level and the ones given feedback by different instructors, more valid results and detailed understanding of EFL learners' perspectives on written feedback and positive feedback could have been reached. Lastly, an independent coder during the coding process of the data was not included and this may affect the reliability of the study.

FINDINGS

Following the analysis of the qualitative data obtained from the semi-structured interviews through thematic analysis, the findings were presented under the titles of relevant themes. The quotes from the transcripts were

included to strengthen the interpretation of the data. The findings were enriched with the conclusions drawn from the instructor's research diary as well. Accordingly, university level EFL learners' perspectives regarding the instructor's written feedback in emergency remote teaching were summarized below.

The Role of Feedback As Affective Support

The interviewees verbalized that they felt pleased when they received positive comments such as "well done", "you have improved a lot", "I liked your organization", "rich content" about their writing tasks and stated that being appreciated by the instructor increased their self-confidence and helped them to develop a can-do attitude towards writing. As for written corrective feedback, none of the students voiced discontent. On the contrary, seeing their errors with corrections made the students more motivated not to repeat these errors in the upcoming writing assignments. The quotes below address this theme:

"You told me that I had good use of linkers in my paragraph. I really liked this comment and I tried to use them more in my writing assignments." (Interviewee 8)

"I feel more comfortable and motivated than before. I can make sentences more easily now." (Interviewee 7)

"When I read feedback about my first opinion paragraph, I felt bad. I shouldn't have made so many errors. This motivated me to write better." (Interviewee 5)

"I am more eager to write because feedback shows me that I can write well and achieve more." (Interviewee 2)

Easy Accessibility to Feedback Documents

Another important point raised by the interviewed students was that the asynchronous distance education platform of the university from which the instructor benefited to give feedback allowed the students to record all their writing assignments and keep them in a file. Thus, the students were able to store each week's writing assignment with its feedback and when they started a new writing task, they examined the corrections of the former assignments and the instructor's comments, which gave them to opportunity to edit and review each new writing task in the light of the previous feedback. The students emphasized that written feedback provided on this platform is more memorable compared to paper based feedback and oral feedback. In this respect, interviewee 4 said that:

"Since all feedback is recorded in Learning and Content Management System, I can reread your comments and examine the corrections whenever I want. If you had given only oral feedback, I might not have remembered most of my mistakes." (Interviewee, 4)

The Significance of Feedback for Students' Improvement in The Target Language

The students remarked that they gained awareness of their strengths and weaknesses by means of the feedback they received regularly, so they found the corrections and suggestions made by the instructor in relation to their language use (grammar and vocabulary), content and organization necessary for their improvement. They articulated that feedback enabled them to reduce the frequency of committing the same errors while writing in English. The results of the analysis also show that what made the learners feel positive about the instructor's feedback is not only the progress they made in writing skill, but the transferability of what they learnt from feedback to the other aspects of the target language learning process as well. The interviewees explained their opinions about the significance of the instructor's feedback as in the following:

"Thanks to feedback, I notice my strengths and weaknesses. For example, you usually tell me my organization is good. But I have problems in grammar. When I am writing, I cannot see my mistakes, but when you give me feedback, you say whether my sentences are right or wrong and how I can correct them." (Interviewee 1)

"I try to write different paragraphs by using the corrected words and sentence structures. I see that my vocabulary knowledge has expanded." (Interviewee 5)

"If you didn't give feedback on our writing assignments, I would speak English less in class and participate less in class activities. Besides writing skill, my speaking skill got better." (Interviewee 3)

Interpersonal Side of Instructor's Feedback

In addition to the instructional and pedagogical value of feedback, the findings also revealed how the students perceived interpersonal side of instructor's written feedback during remote teaching process. Almost all

interviewees mentioned that one of the biggest drawbacks of distance education was that instructor and students were physically separate. Although the lessons were delivered in synchronous online classes where the students and instructor met in-real time, the instructor's individual attention to the learners was minimal due to class size, time constraints and loaded syllabus and it was uttered by some interviewees that this mode of teaching eliminated personal interaction. Therefore, they attached importance to feedback as it might be used as a tool to have a close relationship and personal communication with the instructor. The following quotes point to this theme:

"I think I introduced myself better thanks to writing assignments. I wrote several paragraphs about my life and you responded to them by asking some questions or making comments such as -Dear----- [the student's name], any restaurants you would suggest in Gaziantep? [the student's hometown] I cannot speak German. How did you learn it? [the student has a good knowledge of German and the instructor learnt it from a paragraph she wrote] (Interviewee 3)

"When I read the feedback, I feel like we are talking face-to-face. You always start feedback Dear.... [the student's name] You show interest in what I write and sometimes put emoticons. (Interviewee, 6)

The Instructor's Research Diary

Three significant themes emerged as a result of the analysis of the research diary. First, the findings indicated that the instructor's feedback was perceived as a means of building instructor-student dialogue. After getting the feedback, many students got in contact with the instructor to seek further clarifications, to take advice on how to improve their writing skill and so on. In this way, an ongoing dialogue was established between the instructor and the students. Second, receiving individualized attention in their L2 writing process encouraged the students to write more. Before the exams, they wrote extra paragraphs, sent them to the instructor and wanted to be provided with written feedback. Third, the researcher observed that some students were able to transfer from what they learned from the feedback on the writing assignments to speaking, which is the other productive skill. The comments and suggestions provided by the instructor to the students' written work had an effect on their oral production as well. All in all, the findings obtained from the instructor's research diary supported and complemented the statements of the interviewees.

DISCUSSION & CONCLUSION

The aim of the present study is to reveal EFL learners' perspectives on written feedback provided by their instructor on the distance education platform of the university during emergency remote teaching. The results of the analysis unearth that all the students in the study are content with the instructor's feedback and believe the necessity of feedback in their learning process of the target language, which is in line with what Hyland (2001 and 2003) states. When we look at the pertinent literature presented in this paper, it is recognized that interviewees' perspectives on positive feedback given by the instructor corroborate with the views of Vengadasamy (2002), Ellis (2009) and Shvidko (2020). The findings demonstrate that the positive comments that the learners received about their language use, content and organization in their writing tasks gave them affective support in terms of fostering motivation and increasing self-confidence.

As for the impact of written corrective feedback, the viewpoints of the students are in accordance with the studies (Chandler, 2003; Ferris, 2006; Bitchener & Knoch, 2008) which suggest that written corrective feedback has a role in improving grammatical accuracy in L2 writing. Based on the findings, it is seen that the students noticed some improvement in their L2 writing over time by means of the instructor's feedback. Furthermore, consistent with the instructor's observation notes stated in the research diary, some students said that they were able to use what they learnt from the instructor's written feedback in other aspects of language such as speaking skill and vocabulary knowledge. This can be considered to be a noteworthy result because it shows that the students benefited from the feedback. However, since the present research reflects only the perspectives owing to its qualitative nature, to what extent the students provided with written corrective feedback have improved their accuracy and whether there is a significant difference between their first writing task and the last one do not fall within the scope of this research.

In the field of English language teaching, there are a lot of studies (e.g. Simpson, 2006; Hamidun, Hashim & Othman, 2012; Agbayahoun, 2016) conducted in order to investigate the learners' perspectives on instructor's feedback, but in the present research, the researchers focused on how the instructor's feedback is perceived by the target EFL learners in the emergency remote teaching process. As it is known, this process includes the employment of several technological tools to carry out the course requirements. Thus, it is not surprising that while

talking about their feedback experiences, the students also mentioned the advantage of the online platform of the university designed for distance education in that it allowed them to save all feedback documents and to have access to them anytime.

Another important finding of this study is that the students recognized and appreciated the interpersonal aspect of the instructor's feedback. About this theme, the quotes belonging to the students indicate that the instructor responded to the students' paragraphs as a reader by providing personal commentaries, asking questions and sharing her own experiences. This finding is in line with Sommers (2013) who stresses that responding to students' texts should entail human dimension. By this means, instructors motivate and support their students by adopting the role of an interested reader and this nurtures the relationship between two sides.

Pedagogical Implications

Considering the findings discussed so far, several educational implications which address to what language instructors should do in relation to giving feedback can be drawn. First of all, they should be aware of the value of positive feedback in that it promotes effective learning by taking affective domain into account. Therefore, language instructors should not focus their attention only on identifying and correcting errors. They are advised to find what the learners' strengths are in L2 writing and respond to the students' texts accordingly. Secondly, even if face-to-face education starts, they should continue to make use of the online platforms to give feedback instead of relying on traditional ways. These platforms allow the learners to reach all their writing assignments whenever they want and so the learners have an opportunity for self-evaluation by comparing what they have written with what feedback they have received. Thirdly, in remote teaching the lack of individual attention to students which is caused mostly by physical distance is regarded as a big disadvantage, so instructor's responding to students' writing as a reader is worthwhile since it contributes to facilitating communication between instructor and students.

Statements of Publication Ethics

Ethical principles were followed in every stage of the study. The necessary ethical approval was obtained from Başkent University Academic Assessment Committee dated 06/01/2021 with the decision number of E-62310886-044-900. Prior to the interviews, the interviewees were asked to sign the informed consent form. All sources used in this research were cited in accordance with APA standards.

Researchers' Contribution Rate

First author collected and analyzed the data. Second author contributed to the interpretation of the findings. Both authors read and approved the final manuscript.

Conflict of Interest

There is no conflict of interest for this study.

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