



Perception of EFL Learners towards Technology-mediated Teacher Feedback

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ABSTRACT

Research reveals that technology-mediated teacher feedback can enhance feedback quality, motivate digital natives, and minimize dissatisfaction (Mao & Crosthwaite, 2019). Making use of digital intervention, this study intends to enhance feedback quality provided in composition writing to motivate students and to engage them more effectively with feedback. The aim of the study is to present students' perception regarding feedback given, using two different digital tools (i.e., Google Docs & Screencastify) on the composition tasks of 94 undergraduate students from a private university in Bangladesh. A mixed-methods case study approach was adopted to analyze data received from two survey questions and interviews after receiving feedback from teachers on students' composition writing using the digital tools. The study results show a positive perception of students towards technology-mediated teacher feedback. It also presents the

	reasons for students' positive perception. Hopefully, the study will contribute to the empirical research literature on feedback literacy in writing. Keywords: screen capture technology, composition, technology-mediated teacher feedback, English language learning.
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Introduction

In the last few years, Bangladesh has seen drastic changes in the modality of learning. Before the 2020 pandemic, face-to-face classroom teaching was the regular practice. During the pandemic, Bangladesh shifted to an online mode of teaching, and afterwards, a blended mode of teaching became common. The University Grants Commission of Bangladesh adopted a blended learning policy in 2022 (University Grants Commission, 2022). Moreover, educational institutes frequently switch between online and face-to-face modes of lectures due to heat waves, political instability, and other reasons (Afroze, 2023; Chowdhury, 2024). In such circumstances, the mode of giving feedback has also changed, as is reflected in the case of composition teaching courses as well. Digital intervention in providing feedback on writing has now introduced new dimensions in writing assessment.

Online written feedback using Google Docs or Microsoft is being adopted widely by teachers due to its ubiquitous affordance for fostering deeper cognitive engagement (Nasri et al., 2022). On the other hand, Screencasting (a screen recording and video editing Google Chrome extension) technology is considered to be an innovative method of delivering technology-mediated feedback to English language writers due to its more in-depth and personalized feedback as well as for its better teacher-student connectivity (Savaşçı & Akçor, 2023). However, in spite of such advantages of technology-mediated feedback, empirical research on learners' perception and utilization of technology-mediated teacher feedback is limited, particularly in the context where digital divides and lack of teacher and student preparedness persist.

In Bangladesh, Academic English writing skills are taught in schools, colleges, and universities as English is a foreign language (Haque, 2026). Bangladeshi teachers also find feedback important in developing academic English writing skills. However, most students seem to be reluctant to receive paper-based written feedback from their teachers (Tahmina & Podder, 2023). Nevertheless, Bangladeshi tertiary-level students report their lack of

understanding of the feedback that results in their attaining lower levels of academic writing proficiency (Rahman et. al, 2024). Therefore, considering the nature of ‘digital natives’, this study utilized a variety of feedback modes to investigate the preferences of Bangladeshi undergraduate students in receiving digital teacher feedback (Prensky, 2001).

The purpose of this study is to identify the perception of students towards the teacher feedback given to them for English writing tasks using two different digital tools: Google Docs & Screencastify, which are contextually affordable. It also aims to find out what Bangladeshi tertiary students’ preferred way of receiving feedback in a blended mode and the reasons that led to the students’ choice based on a research study conducted on 94 students. The findings of this study will, hopefully, contribute to feedback assessment literature, providing insights into the perceptions of tertiary level learners towards technology-mediated teacher feedback and how to incorporate technology-mediated teacher feedback to better engage and motivate students with writing feedback. By providing practical insights for educators, curriculum developers, and policymakers, this study aims to inform strategies for delivering technology-mediated teacher feedback to enhance learners’ academic writing skills not only in Bangladesh, but also in other educational contexts.

Literature Review

The attainment of English Language proficiency largely depends on the adoption and implementation of appropriate assessment methods (Islam et al., 2021). Under the recent developments of the dialogic nature of feedback, and because of the advancement of technology, assessing students’ writing and providing feedback using digital tools have been constantly researched in the last decade by ELT researchers (Bakla, 2020). After the COVID-19 pandemic, the blended approach gained popularity due to the advantages it has of combining both face-to-face and online learning. Teachers now give writing tasks in face-to-face classes and in virtual classes, which helps to update students’ writing skills. Therefore, technology-mediated modes of delivery in giving feedback, along with the traditional way of giving feedback, have been attracting interest among researchers.

Feedback on Writing

Teachers find providing effective feedback challenging due to students’ lack of engagement with feedback (Rahman et. al, 2024). There is also a constant need from student for clarification of the feedback problems,

e.g., language difficulty, misinterpretation of error codes, etc., referred to by the teacher (Savaşçı & Akçor, 2023). Moreover, students' stress and anxiety due to too much or too little corrective feedback and lack of preferences on students' learning style create negative attitudes among students towards feedback (Newton & Miah, 2017). Previous study findings showed that computer-mediated feedback benefits students by providing individualized, timely, instantaneous, and more easily accessible feedback (Peungcharoenkun, & Waluyo, 2024). Study results also show that a variety of feedback modes benefit students, offering 'increased interaction', 'multimodality', 'user-friendliness', and 'speed' (Aull, 2020; Bakla, 2020). Therefore, this study focuses on two different types of modes (textual & screen-recorded audio-visual) in providing feedback and investigates students' perception and preferences towards different modes.

Computer-Mediated Text Feedback via Google Doc

The most common computer-mediated feedback is electronic text or written feedback delivered through asynchronous comments on students' writing via Google Docs (Cunningham, 2019) or Microsoft. The study findings of Hidayat (2020) revealed students' preference in using Google Docs for writing feedback because of its ubiquitous nature in an autonomous learning environment. The study of Nasri et al. (2022) highlighted how feedback given in Google Docs has a positive impact on students' use and interaction with feedback in revision, leading towards better & collaborative writing. However, students show dissatisfaction with digital feedback when they value a more detailed, personalized, and real-time feedback (Dawson et al., 2023). Therefore, to overcome these challenges, other modes for providing feedback, i.e., audio-visual modes, have the potential to offer more effective solutions to the teachers and students.

Screencast Video Feedback on Writing

Screencast is a digital recording software that combines a computer screen with voice narration, allowing text-based and audio-video feedback along with annotating a written work (Savaşçı & Akçor, 2023). The personal and conversational nature of narration of screencast feedback while providing the feedback leads to the social presence of the teacher, someone offering more explanations and allowing students to better focus on their feedback. Bush (2021) found that students perceive screencast video feedback as more pleasing and effective than corrective written feedback. The effective impact of feedback is significant as students may feel respected and motivated while

instructors show politeness, emotional consideration, and use mitigation strategies in providing feedback (Cunningham, 2019). Although Savaşçı and Akçor (2023) stress that while Screencast allows more in-depth and personalized feedback as well as better teacher-student connections, feedback delivery methods could also be chosen based on learners' attributes and contextual factors.

Importance of Technology-Mediated Teacher Feedback

Though there is considerable debate on the possibilities of written corrective feedback, L2 researchers and writing teachers regard feedback on students' writing as an important pedagogical practice that helps their students to improve their writing skills and language accuracy; language learners also look for feedback from their teachers as a way of improving their writing (Mao & Crosthwaite, 2019). Zhou et al. (2022) found in their study that technology-enhanced teacher feedback proved significantly more effective than self-feedback in improving cognitive engagement in learning, and technology-enhanced teacher and peer feedback appreciably more effective than self-feedback in supporting collaborative writing. Even with the integration of AI-mediated tools such as ChatGPT, an "AI + Teacher" model, i.e., ChatGPT-supported teacher feedback, had revealed deeper engagement of Chinese EFL learners with the feedback content in the study of Han and Li (2024). Therefore, in the Bangladeshi EFL context, exploring the perception of learners regarding feedback delivered by teachers through two different digital modes in improving English writing skills indicates a significant possibility that need to be explored.

Scope of the Study in the Context of Bangladesh

Though Feedback provided using Google Docs and Screencastify proved to be effective and preferred by students in many contexts (Savaşçı & Akçor, 2023), technology-mediated feedback is not a common practice in Bangladesh. This despite the fact that virtual classrooms via computers and mobile phones are possible options and accessible, since the University Grants Commission (UGC) found that 86.62 percent of students at the tertiary level own personal smartphones and possess a positive attitude towards technology-mediated language teaching (Uddin & Bailey, 2024). Nevertheless, in feedback assessment, the use of technology-enhanced teacher feedback is not the norm. Therefore, providing both technology-mediated text feedback and screen capture feedback on students' writing composition makes this study a novel one. Moreover, there is hardly any

research work published on utilizing screen capture technology in feedback assessment in the context of Bangladesh. Therefore, inquiry related to Bangladeshi students' perception and preferences towards technology-mediated teacher feedback is a new intervention in the Bangladesh context. The article consequently addresses the following research questions:

1. How do tertiary-level students of Bangladesh perceive technology-mediated teacher feedback on composition writing?
2. What factors influence their preferences for technology-mediated teacher feedback?

Theoretical Framework

Several hypotheses have been considered for giving technology-mediated corrective feedback in this research work. Considering the context and needs of the students, researchers considered the noticing hypothesis (Schmidt, 1990), the interaction hypothesis (Long, 1996), and the SAMR model (Puentedura, 2006) as the theoretical basis of this paper. In Second Language Acquisition (SLA), students are expected to consciously notice the forms (grammar) to be aware of the changes. As the researchers wanted to raise the consciousness of students regarding errors, they used verbal (screen captured) and non-verbal (textual) modes to raise their consciousness. Based on the feedback received, students got the opportunity to interact with each other and with their teachers through a dialogic process. The SAMR model was followed to design the learning experiences of students. The SAMR model proposes four taxonomies -Substitution, Augmentation, Modification, and Redefinition (SAMR)- to select, design, and evaluate technology for educational settings. The researchers used Google Docs to substitute pen and paper-based written comments on essays and Screencastify to substitute face-to-face explanations in the classroom. The written comments on Google Docs substituted traditional written comments and recorded feedback using Screencast software helped to augment the quality of feedback. Once students received feedback (during both textual and screen-captured feedback), they had the opportunity to interact with their respective course instructors using Google Meet.

Methodology

Research Design

The study adopted a mixed methods case study approach where “East West University” has been chosen as an embedded single-case study, and attention has been given to one embedded unit, i.e., students (Yin, 2017). An

explanatory sequential design was adopted, where the researchers used pre and post intervention survey questionnaires to collect data, which was then followed by a series of interviews. The purpose of the first survey questionnaire was to understand the status of students' digital literacy and digital affordances as well as finding out students' perception towards the usual teachers'-given-feedback process (Google Docs-based text feedback) in the particular context. The purpose of the second survey questionnaire was to understand the impact of the new intervention, i.e., screencast-based video feedback. Quantitative survey data helped the researchers to understand the preferences of the students, and the qualitative semi-structured data provided “in-depth evidence” regarding the socio-affective reasons behind their preferences (Creswell & Plano Clarke, 2018).

Research Context and Participants

The research project was conducted in one of the prominent private universities of Bangladesh, having nearly 15598 students and more than 391 full-time faculty members (East West University, 2026). The university uses a blended approach to teach. To improve academic writing skills, every semester Composition and Communication courses (ENG 102) are offered by the university; many students enroll in these courses. As part of the course, many composition tasks are given, and teachers frequently provide feedback through Google Classroom. Researchers randomly chose three sections from the offered Composition and Communication courses in one semester to conduct this cross-sectional research study. A total of 94 Bangladeshi students (both male & female) from an ENG 102 course participated in the study. It must be stressed that their participation was voluntary.

Feedback Delivery Process

Feedback was provided following a consistent and systematic approach to students' writing submissions after each task, using Google Classroom as the primary online platform for assignment submission and feedback delivery. The research design was implemented in two stages: written feedback via Google Docs for the first two composition task and screen-captured video feedback (using Screencast software, supplemented by written and audio comments) for the last two. The study adopted a genre-based approach to essay writing within a process-oriented framework, covering four essay types: narrative, descriptive, compare-contrast, and cause-effect. Each student submitted four compositions, with two drafts per composition in each genre; the second of these drafts in every genre was

developed by incorporating the teacher's feedback provided on the first draft. This design supported iterative revision, allowing learners to progressively refine their writing across cycles. A uniform rubric was applied across all compositions to ensure assessment validity, and evaluating key aspects such as outline, content and knowledge, description/argument and analysis, organization, and language appropriacy and accuracy. Inter-rater reliability was maintained through identical rubrics, supplemented by the researchers' prior experience and training in corrective feedback provision.

Table 1

Feedback Delivery Process

Weeks	Composition	Digital Tool
Week 1	First Draft of Descriptive Composition	Google Docs
Week 2	Second Draft of Descriptive Composition, incorporating textual feedback from the First Draft	Google Docs
Week 3	First Draft of Narrative Composition	Google Docs
Week 4	Second Draft of Narrative Composition, incorporating textual feedback from the First Draft	Google Docs
Week 5	First Draft of Compare and Contrast Composition	Screencast Software
Week 6	Second Draft of Compare and Contrast Composition, incorporating video feedback from the First Draft	Screencast Software
Week 7	First Draft of Cause-and-Effect Composition	Screencast Software
Week 8	Second Draft of Cause-and-Effect Composition, incorporating video feedback from the First Draft	Screencast Software

Data Instruments and Data Analysis Process

In the first stage of the data collection process, the researchers collected quantitative data using Google Forms while one Google form was circulated after giving textual feedback using Google Docs, but before using Screencastify, another Google form was circulated after using Screencastify. The survey questions were circulated sequentially (n=94, n=86) to allow the intervention of Screencastify to happen with n=94 as baseline. As participation was anonymous and voluntary, the minor attrition (8.5%)

encountered could be attributed to natural student withdrawal or non-completion of the voluntary second survey. It can be pointed out that a drop of less than 10% is statistically insignificant. Thus, the validity of the research study was not affected. An aggregate proportional analysis was used to compare student preferences across the two modalities. The research phase can be explained the following way:

Table 2

Data Collection Phases

Research Phase	Intervention Type	Participant Count	Role
Phase 1 (Quantitative)	Google Docs (Text)	94	Baseline Group
Phase 2 (Quantitative)	Screencast (Video)	86	Active Group
Phase 3 (Qualitative)	Semi-Structured Interviews	12	Explanatory Group

In the second stage of the data collection process, researchers interviewed students following a semi-structured interview protocol. The research instruments were piloted for a week to assess reliability. The interviewees were selected through random sampling. Then the interviews were recorded and transcribed, and inter-coder reliability was maintained through percent agreement.

In both qualitative and quantitative data analysis, researchers coded the data using thematic analysis to understand the opinions of students. Inferences were drawn by analyzing quantitative data and explained on the basis of qualitative data. Though researchers collected quantitative data and qualitative data sequentially, they kept the data collection processes independent of each other. Therefore, data from the quantitative approach did not influence the data collected from the qualitative approach. Finally, data from the surveys and data from the interviews were compared to triangulate data.

Results

Participants' Digital Literacy

Our demographic analysis of the data reveals that students at the tertiary level of Bangladesh are digitally literate. They are accustomed to writing online, and all had a minimum of 4 months of experience of online writing. The participants use different digital devices such as mobile phones, desktops, and laptops to complete their writing activities. Students use different strategies to develop their writing skills. They prefer short and informative tasks, writing based on watching interesting video clips, writing on a self-chosen topic, etc., including collaborative writing based on online tasks. It was found that they expect their course teachers to understand their interests and to choose topics of their interest, which might motivate such students to consider feedback seriously in case of online writing.

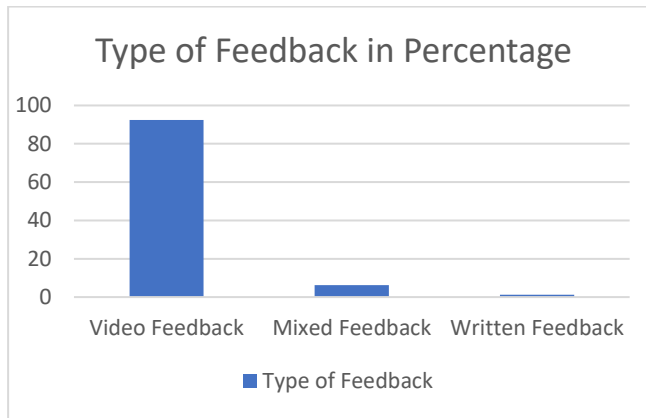
Perception on Feedback

The data analysis shows that participants perceive feedback as “extremely important”. Knowing the impact of feedback, they remain “curious” and “enjoy the process” of editing their drafts of essays. Feedback works as motivation for them to improve their writing; all the participants of the study agreed that they tried not to “repeat the same errors” during examinations after receiving feedback from their teachers. In response to a question on how feedback helps them to improve their writing, they said that feedback helps them to be “conscious” of their errors and “understand their grammatical mistakes, conceptual errors, or structural flaws”. However, they reported that they often struggle to understand the “flaws”, “lackings”, and “drawbacks” provided by course instructors.

The results of the data show that students have positive responses towards the intervention. The survey result shows that 92.5% of the participants prefer screen-captured video feedback, 6.25% opt for mixed feedback, and only 1.25% would like to have written feedback. Though screen-captured feedback is preferred by most of them, a few students still expected written or mixed mode in feedback.

Figure 1

Students' Preferred Feedback Mode (In Percentile) from Survey Data



In response to an interview question, 8 interviewees (66.7%) said that they preferred screen-recorded video feedback, 2 (16.7%) written feedback, and 2 (16.7%) mixed mode feedback. Therefore, students think both textual and recorded feedback have unique benefits, and a mixture of written and spoken feedback appeared effective to 67.3% of the participants.

The Reasons for Students' Preferences

Screencast Video Feedback is Convenient to Comprehend

According to most of the students, screen-captured video feedback is more detailed; it is more comprehensible. 92.4% of the participants in the survey stressed that screencast-based video feedback is more helpful. An interviewee highlighted how instructors in screen-captured video feedback "dissect" essays more comprehensively, enhancing student comprehension. 70.4% of students in the survey reported that screen capture feedback is convenient to access; therefore, it is also "convenient" for them to do the follow-up task. However, some participants mentioned that written feedback is "difficult" for them to understand. One participant in the research study even declared,

"I just don't understand my teacher's comment in the written feedback...don't understand what to improve. In the video feedback, by my teacher's voice and expression, I can easily understand what my teacher is suggesting."

Screencast Video Feedback is More Motivating

86.3% of the students in the survey mentioned that screen capture feedback can motivate them to make suggestive changes. While one of the interviewees said, “the process was smooth”, another interviewee added, “the inclusion was innovative, unique”. The inclusion of screencast-based video feedback creates a positive impact on students’ minds. One of the participants mentioned,

“The video feedback is something new. So, when I received video feedback, I felt motivated to use them to improve my writing skills.”

Because of the socio-affective impact of the screencast-based recorded feedback, another interviewee said that-

“I would suggest all the teachers should use that. I know it is time-consuming and we have lots of students in every course. But whatever the teacher is doing, they are doing for our betterment, right? So, if they spare some time for this, we, the students, will be benefitted.”

Screencast Video Feedback Incorporates Social Presence of the Teacher

The participant mentioned that screen-captured video feedback gives the “flavor of face-to-face feedback” as in them teachers talk and suggest changes. One of the participants mentioned that after receiving screen-captured video feedback on a problem area, it was possible to understand and fix the problem, “as it seemed the teacher was sitting in front of me and giving face-to-face feedback”. Another interviewee mentioned that it is much easier for her to understand her errors by watching the video feedback rather than reading the “documented comment”. Another student responded that written feedback seemed “incomplete” in comparison with screen-captured video feedback to most of the interviewees. In large classrooms, in most cases, it is not possible to provide one-to-one feedback; screencast-based video feedback can be a plausible solution to that problem as well.

Text-Mediated Feedback is Easier to Understand

Even though many participants preferred screen-recorded video feedback, some participants mentioned that video feedback is often difficult to follow since teachers talk about lots of issues simultaneously. One of the

interviewees mentioned that written feedback provided using Google Docs is helpful since that is “documented”; it gives them the opportunity to look at it multiple times to reuse it in their “next writing”. Therefore, written feedback is preferred by a few students because of comprehensibility. Two interviewees in the study responded that they found the written feedback more helpful as they understood this type of feedback better. The survey result also shows 29.6% preference for written feedback.

Text-mediated Feedback is Helpful to Focus on Specific Errors

It was mentioned by two participants in the interview that text feedback focuses more on specific errors, comments, and suggestions to improve their writing assignments; therefore, the written feedback is helpful because, after receiving feedback from teachers, students read the comments and rectify the errors. Another interviewee only preferred written feedback when it is “positive”. As textual feedback is less distracting and can be read several times within a short time, it is convenient for many students to do the follow-up tasks; therefore, it is helpful to improve their writing assignments. One of the participants said,

“I prefer written feedback more as we do not watch videos with so much patience. So, sometimes we skip some parts and miss important things. If it is written feedback, it won’t be too time-consuming.”

Mixed Mode Caters Individual Learning Styles

It is interesting to note that students have preferences for mixed-mode feedback. One of the participants mentioned that s/he would prefer a mixed form of feedback for her departmental courses. In her words, “written feedback works well for me, but written and video together will be better”. Therefore, it seems that some participants do not want screen-captured recorded feedback, excluding written feedback. They value the inclusion of screen-recorded feedback only when it is followed or preceded by written feedback.

Discussion

Research Question One: How do tertiary-level students of Bangladesh perceive technology-mediated teacher feedback on composition writing?

According to a recent work, Bangladeshi tertiary students are digitally literate, as has been noted by Uddin and Bailey (2024), they positively engage with technology-mediated feedback processes. As active learners having feedback literacy, they try to incorporate the changes based on feedback received from their compositions (Wood, 2021). Researchers often mention Bangladeshi students' lack of understanding of the feedback process and their reluctance about paper-based feedback, but our research study has found that these are due to students' own perceptions and to the way feedback is given to students (Rahman et al., 2024; Tahmina & Podder, 2023). Technology-mediated feedback has the potential to improve the writing situation by affecting the perceptions of digitally native students. It has been found that compared to written feedback (13.7%), students feel motivated to make the suggested changes only when they receive both Google Docs-based written and screencast-based video-recorded feedback (86.3%) since for them the new approach can be motivating, engaging, helpful, and convenient.

Students' preferences regarding mixed modes combining both written and video/audio give us an insight into the fact that choosing one option over another might not be an option. Due to their short attention span, they often want a mixture of both so that they can notice specific errors as well as get the explanation simultaneously. A combination of modes, depending on contextual needs, can reduce their stress and anxiety, offer increased attention, give a better response, and facilitate prompt delivery (Aull, 2020; Bakla, 2020; Newton & Miah, 2017). Though Google Docs based text is one of the most common and positively accepted technology-mediated feedback (Cunningham, 2019), it is important to use other modes in tandem with it to satisfy those who value more detailed and personalized technology-mediated feedback, in particular to improve the feedback received from monologic information transfer to that of dialogue and interaction (Dawson et al., 2023; Wood, 2021). In line with global voices, Bangladeshi students, thus, positively accept technology-mediated teacher feedback for optimum benefits. However, finding out how to effectively integrate these two modes for the context requires students' perceptions to be critically analyzed.

Research Question Two: What reasons influence their preferences for technology-mediated teacher feedback?

The results of the study reveal that participants prefer different strategies that can be considered by the teachers to give effective feedback, especially in digital environments. The first strategy can be related to topics and task design. As students in such cases want agency and their own voices to be heard, they can be asked to choose their topics and share viewpoints to brainstorm ideas. The results from the first survey also show that students want their teachers to share visual stimuli to help them activate schema and facilitate the writing process. Similarly, they suggested tasks to be collaborative, since they feel this will create more opportunities for peer feedback. Thus, empowering students and designing a variety of tasks can make students interested in the writing process, which in turn will result in their considering feedback seriously.

Students in Bangladesh are not necessarily reluctant about new ways of receiving feedback, but they have more trust in the corrective feedback provided by their teachers. They assess the practicality and affective impact of feedback (Cunningham, 2019). In the era of automated feedback, students still believe that teachers should provide corrective feedback (Phisutthangkoon, 2025). They value the innovative nature of screencast-based feedback because of its potential to provide in-depth, personalized feedback that leads to connections with teachers and students (Savaşçı & Akçor, 2023). A research study conducted by Peungcharoenkun and Waluyo (2024) indicates that there is a direct correlation between technology-mediated teacher-feedback and improvement of the writing skills of students, which resonates with the results of this study. Therefore, teachers can choose when to give Google Docs-based written feedback to transfer information and when to create an online social presence to create better teacher-student connections, based on the needs of the students (Savaşçı & Akçor, 2023).

Undoubtedly, one of the major reasons why Bangladeshi students prefer Google Docs and screencast-based teacher feedback is that these two tools can be used easily to highlight specific errors and to explain them. It can help create a less complicated learning design for feedback uptake and engagement (Wood, 2021). Using Google Docs to substitute paper-based written feedback and deploying screencasts to augment the quality and quantity of feedback are useful options in the developing context of Bangladesh, where students learn English as a foreign language and need socio-affective support to negotiate meaning. This method is important to overcome barriers related to technology-mediated blended learning milieus, where teachers cannot be physically present all the time to create a dialogic

environment. Rather than looking at feedback as a one-time production, substituting, augmenting, and modifying the feedback process can redefine the way feedback is given in any technology-mediated learning environment. The following table reveals how feedback can be effectively given based on students' opinions:

Table 3

Sequencing Feedback for Digital Environment

Type of Feedback	Reasons	Purpose	Sequence
Google Docs-based textual feedback	To give positive feedback To notice specific grammatical errors	To notice	Substitution
Screencast-based video feedback	To create social presence To discuss in detail	To personalize	Augmentation

Pedagogical Implications

The research study tried to assess how combining Google Docs and Screencast can facilitate the process of giving feedback in the blended learning environment of Bangladesh. As existing literature lacks appropriate theories and models for technology-mediated teacher feedback, this study chose the SAMR model to create a learning environment where students can notice and interact (Wood, 2021). Hopefully, the study will contribute to discussions related to technology-mediated teacher feedback on developing composition skills not only in the Bangladeshi context but also in other developing contexts. As teachers are still exploring a blended learning environment in the Bangladeshi context, they lack proper guidance and strategies to effectively provide feedback for developing the composition skills of the students. Reflecting on outcome of the research, researchers found that creating a balance between the new approach and the traditional approach is a major challenge in the blended environment. Considering the learner-centric view proposed in the article, therefore, should consider a double option for them.

Limitations and Future Research

The case study was conducted only in one university. Perhaps multiple cases studies gathered from different universities would have given a larger picture. Moreover, a larger number of participants could give more insights into the research goals. This study focused only on the perception of

students towards Google Docs-based textual and screencast-based video feedback. Researchers could further find out to what extent other modes or interventions can positively impact students' feedback uptake and engagement and lead to overall writing improvement. It is also possible to conduct research studies in the future to consider the perspectives of the teachers regarding this issue.

Conclusion

It can be concluded that Bangladeshi students acknowledge the importance of technology-mediated teacher feedback in improving their composition writing skills. Language educators should consider the fact that the present-day students are digital natives who appreciate the interventions of technology in all aspects of their lives. They learn, enjoy, and thrive better whenever technology is integrated into their curricular or any other activities. The study results also suggest that in a blended learning environment, Bangladeshi tertiary students prefer different feedback modes. Considering all these aspects, a combination of written and video feedback would be better deployed by course instructors to maximize students' success in composition courses. Teachers only need to understand when to use textual feedback and when to use screen capture feedback, based on whether they want students to specifically notice something or whether they want to discuss writing problems in detail with an online presence. This study, therefore, can help them understand how to create such a balance.

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