The Effects of E-Feedback (Electronic Feedback) on Developing EFL Students` Writing Competence: A Case Study on Tishk International University Students in Erbil, Iraq

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Abstract: Academic Writing course has been considered as indispensable in tertiary education for its numerous implications in real, social and professional life. Accordingly, several strategies have been postulated to master writing. Apart from writing strategies, the conduct of written corrective feedback matters which can be traditional, electronic or hybrid. In this respect, this study was conducted to measure the effects of electronic written corrective feedback at TISHK International University on Language Preparatory School students in Erbil, Iraq. 50 students were chosen by employing a purposive sampling method. The study lasted for 10 weeks in 2021-2022 Academic Year. Both groups received the feedback traditionally in the first submission. However, experimental group received e-feedback, whereas control group received paper-based feedback in the second submission. Based on the collected data via writing exams, interview and questionnaire, it was figured out that experimental group students who received a traditional and electronic feedback instruction equally outperformed in terms of writing scores, motivation and submission rates. The findings of this study can have some implications for the stakeholders who are responsible for running Academic Writing courses in different countries.

Keywords: Electronic Feedback, Written Corrective Feedback, Academic Writing

1. Introduction

Language has been considered as the primary method of human communication enriched by verbal expressions, writing and gestures. People can receive information, convey the message and interpret the feelings through the language. Although Chinese has been ranked first with 1.1 billion native speakers, English has been acknowledged as the most spoken language universally with over 1.5 billion speakers (Statista, 2022). In this regard, English functions as a lingua franca through which people from different backgrounds have a chance to communicate without having any difficulty understanding each other. The dominance of English can easily be recognized in education, commerce, industry, politics, media, science (Daskan & Yildiz, 2020a). Accordingly, the influence of English can be noticed in all fields on the internet. It can be argued that knowing English is a passport to venture into a plethora of fields globally.

Learners must be adequately prepared for their future careers. It is accurate that if students can manage their own learning, they will be more equipped and able to learn with greater ease (Yildiz & Yucedal, 2020).

Learners are expected to command English precisely in 4 primary skills which are reading, listening, speaking and writing if they want to achieve proficiency in English. Writing skill is as fundamental as other skills because it requires learners to combine different elements of language learning process harmoniously. Apart from reading, listening and speaking a lot, learners need to expand vocabulary and figure out grammar rules accurately to be able to write creatively (Kara & Abdulrahman, 2022). Academic Writing course has been designed at educational institutions particularly at tertiary level to fill this gap professionally. The curriculum in an Academic Writing course includes paragraphs, essays, summaries, letters, e-mails, petitions, reports, so students are expected to achieve mastery in writing. Once they achieve mastery in writing, they can transfer this knowledge to their social and professional lives once needed (Fathi & Rahimi, 2022). For instance, they can create their resume in a more creative way, write more persuasive reasons in academic works, convey the messages more clearly on social media platforms, send and receive emails, write complaint and appreciation letters, and so on. Additionally, nearly all English Proficiency Tests including IELTS, TOEFL, PTE, SAT, FCE, CAE, CPE, AP reserve a special section to measure learners` writing skills appropriately. It can be stated that Academic Writing courses can facilitate learners` lives at different times in many aspects.

Written Corrective Feedback (WCF hereafter) has received much attention in Academic Writing courses to increase the quality of students` work in a disciplined manner. A student's chances of achievement are nil unless he uses the clues provided. It is important for a person to develop the ability to plan their actions and perceive and respond to feedback (Tosun & Yildiz, 2015). In essence, WCF means analyzing students` works and informing students according to the nature of feedback strategies. Ellis (2008) argues that direct, indirect, metalinguistic, focused, unfocused, reformulation and electronic feedback strategies can be employed in writing classes to improve students` writing performance. To illustrate, direct feedback is offering corrections immediately, whereas indirect feedback requires the teachers to provide some clues for students.

Learners are more likely to recognize linguistic structures and use them in communicative contexts if they combine form and meaning (Daskan & Yildiz, 2020b). Metalinguistic feedback is related to forming some error codes and leaving them on the paper so students can recognize the mistakes based on the pre-defined codes. Moreover, focused feedback selects specific errors, whereas unfocused feedback refers to making corrections more extensively. After that, reformulation feedback can be put into practice by offering corrections with the help of a native speaker. The final feedback strategy is electronic feedback which requires the teachers to provide a hyperlink for further information about the mistakes. Electronic feedback can include illustrations, videos, audios to have more clarifications about the topics.

Face to face, online and hybrid feedback have been widely used in educational institutions by teachers. Online and hybrid feedback styles have gained more popularity since the advent of Web 2.0 tools (Boyd, 2008). These tools can allow the users not only receive but also create contents. In this regard, Zoom, Microsoft Teams, Google Classroom and Cisco Webex allow their users to submit writing works electronically. Additionally, Padlet and Google Form platforms can be used widely to receive students`

writing works online. They are mostly free of charge, interactive, entertaining and user-friendly (Fathi & Rahimi, 2022). Apart from using face to face and online feedback strategies separately, a number of teachers prefer using both simultaneously to benefit from them in different situations. Online and hybrid feedback strategies offer several benefits which are saving time and having more freedom (Warnock, 2009). Additionally, today`s generation at schools and universities are mostly digital natives, so they can find more common grounds when they are flexible to send their written works by using Web 2.0 tools. Subsequently, online submissions can increase interaction and learning rates because students can offer peer- grading, see their works on the smartboard and teachers can highlight, show related videos and make corrections instantly. It seems that electronic feedback will remain as a popular feedback strategy as long as the popularity of Web 2.0 tools is available.

2. Literature Review

Providing feedback has increased its popularity with the rise of varied feedback strategies as face to face or online in the last 20 years (Elboshi, 2021); Loncar et al., 2021). Corrective feedback can be defined as adopting any strategy in educational settings by the teacher to clarify, improve and ensure overall proficiency in English. WCF, on the other hand, is a strategy to inform the students about the mistakes and show some ways to be more creative. The studies on the effects of WCF have increased considerably in the last 20 years. Accordingly, conflicting views have been postulated by scholars about the efficiency of it. Some scholars (Gad et al., 2016; Mao &Crosthwaite, 2019; Chandler, 2003) contend that WCF yields better results to enhance students` performance in writing classes, while others (Ferris et al., 2013; Bitchener & Knoch, 2010; Montgomery & Baker, 2007) attest that implementing a WCF based curriculum can have some negative consequences. To illustrate, Mao and Crosthwaite (2019) state that feedback promotes students` learning if the teacher pays attention to details of feedback strategies meticulously. Online feedback offers a lot of advantages for teachers and teachers as well as online feedback can provide interaction, flexibility and convenience (Milligan & Buckenmeyer, 2008) They postulate that providing clear feedback systematically increases students` enthusiasm in classes which can ensure an improvement in their writing marks. Additionally, Ferris et al. (2013) posit that the essential point about WCF is choosing the right feedback strategy considering students` levels. They recommend that students` anxiety increases if no feedback is provided or wrong feedback strategy is employed. Subsequently, De Keyser (2007) suggests that students can expand their lexical, grammar, syntactic and semantic knowledge when they are exposed to a WCF based instruction periodically. After that, Wirantaka (2022) postulates that the retention rate of the students increases when WCF is supported by face-to-face elaboration. Thus, students can have a chance to ask further questions about their common mistakes and possible ways to eliminate them in the following writing works. In contrast to positive opinions on WCF, some concerns have been stated as well. For instance, Guo et al. (2021) suggests that providing WCF with countless strategies can demotivate novice writers (students) to write. Subsequently, Truscott (1996) posited that WCF is ineffective and harmful in writing classes. He hypothesized that grammar correction is tiring and time-consuming, so teachers should admit this fact and learn how to adapt to it in classes.

There is a paucity of research on the effectiveness of WCF in different countries with different implications. To name a few, Abdulrahman and Kara (2022) conducted two studies in Iraq on university students which revealed that the students exposed to direct or metalinguistic feedback outperformed. In

addition, Bakla (2020) conducted a study in Turkey on EFL learners which uncovered that electronic feedback particularly audio enriched one increased students` success in writing substantially. Moreover, Sauro (2021) compared recast feedback with metalinguistic one at a Swedish university which revealed that metalinguistic computer-mediated corrective feedback was more helpful to increase students` marks in a writing class. After that, Rezai et al. (2017) carried out a study in Iran to get the perceptions of teachers and students on WCF. The study showed that teachers were some hesitations about the efficiency of it, whereas students had positive opinions on it. They concluded that more training was needed to increase the awareness of teachers on positive effects of WCF. Sarre et al. (2019) conducted a study in France on EFL students in France which revealed that computer mediated metalinguistic feedback supported students to write more creatively with less mistakes. Additionally, Linh (2018) carried out a study in Vietnam on university students and teachers which showed that indirect WCF can have some negative consequences if not instructed well. She also attests that indirect feedback can be beyond students` understanding if their levels are not satisfactory in English. Subsequently, a notable bibliographic analysis spanning 30 years including 493 articles in Scopus indexed journals in WCF was conducted by Crosthwaite and Ningrum (2022) which revealed that error correction, second language writing, teacher feedback and grammar correction were the most popular topics. In addition, the authors in Iran (72), the USA (56) and China (44) contributed to the literature regarding WCF more than any other countries between 2011 and 2022.

2.1 Research Questions

The aim of this study was to measure the Effects of Google Docs Enriched E-feedback (Electronic Feedback) on developing EFL students` writing competence. In this regard, following questions were asked:

- Does electronic feedback affect students` writing marks dramatically?
- Which type of feedback is more popular among the participants?
- Does electronic feedback increase students` submission rates?

3. Methods

3.1 Research Design and Instruments

The researcher used a mixed methods design to test the effectiveness of electronic feedback over traditional paper-based feedback. In this respect, 2 writing exams, 1 questionnaire and 1 survey were held to collect the data, cross-check correlations and analyze accordingly. Writing exams were held to collect the quantitative data, while the survey and the questionnaire were taken to collect qualitative data. Quantitative data were analyzed by SPSS 27, whereas qualitative data were examined through Google Form or MAXQDA software program. Fetters et al. (2013) posited that a mixed methods design approach offers numerous advantages such as combining numerical outputs with verbal expressions, having a more holistic approach, analyzing results conceptually and analytically. Considering these points, the researcher adopted a mixed methods design approach.

3.2 Research Process

There were certain stages in this study which could be explored in detail through Figure 1.

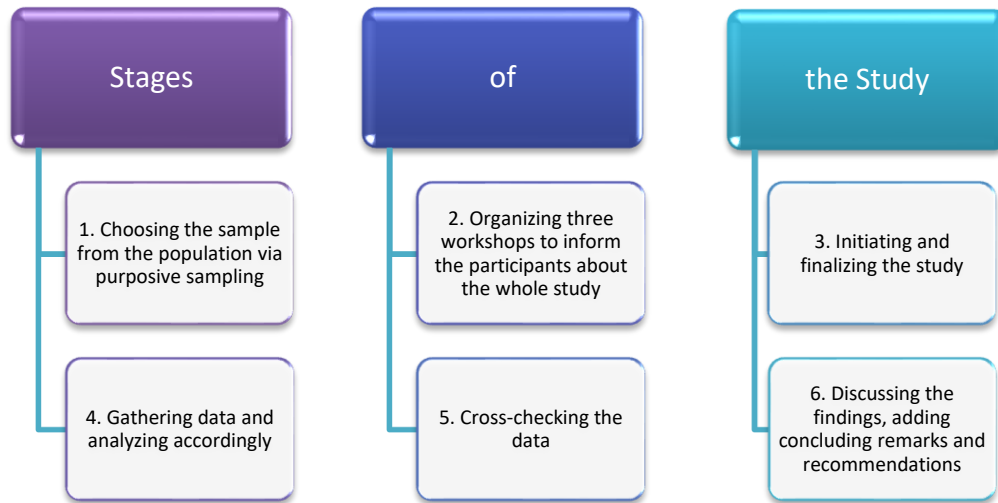| Stages	of	the Study
1. Choosing the sample from the population via purposive sampling	2. Organizing three workshops to inform the participants about the whole study	3. Initiating and finalizing the study
4. Gathering data and analyzing accordingly	5. Cross-checking the data	6. Discussing the findings, adding concluding remarks and recommendations

Figure 1: Stages of the study

3.3 Setting

This study was conducted at TISHK International University (TIU hereafter) serving to students in Erbil, Iraq since 2008. The university offers quality education with qualified academics to over 5000 students in 29 departments as of 2022 records. The language of instruction is completely English which distinguishes it from many other universities in the region. Additionally, diverse communities from different countries receive education peacefully. Thanks to these meticulous planning, the university ranks first among private universities in Iraq.

3.4 Participants

Participants of this study were chosen from TIU Language Preparatory School where more than 100 students received an intensive English learning program spanning the whole year as 25 hours per week. The students were placed in this unit of the university after taking TIU Proficiency Exam. Based on the results of the proficiency exam, the students` level was not satisfactory enough to adapt to lessons in their departments, so they needed to sharpen their English throughout the year before proceeding to their departments to take lessons in English. The students` schedule included Main Course, Vocabulary Expansion, Mastering Grammar, Improving Listening and Speaking, Developing Academic Writing Skills and Weekly Presentations on Story Book activities. It is unsubtle that the program was comprehensive enough to improve students receptive and productive skills simultaneously. Additionally, the instructors underwent an intensive training program on integrating technology into traditional classroom activities. The rationale to schedule some in-service training activities was to follow the latest trends in language learning and teaching process. The students` progress was monitored closely by the administrators and class advisors, so some initiatives could be taken to raise their motivations and marks.

3.5 Sampling Procedure

The researcher employed purposive sampling method to choose students for control and experimental group. The researcher chooses the sample deliberately from the population as s/he thinks that the chosen participants are the best representatives of the population. It has been widely used in social sciences thanks to being simple and flexible for the researchers (Etikan et al., 2016). In this study, 50 students were chosen to represent the population which were divided into 2 groups as control and experimental.

3.6 Data Collection Procedure

The whole process to initiate and finalize the study lasted 8 weeks. Additionally, two weeks were allocated for workshops to inform the students about two feedback types and discuss about the implications of the study with all participants. After being informed about feedback types, the groups were placed in different classes. In the initial step, the students were exposed to two types of feedback. Subsequently, the students were exposed to the chosen feedback strategy for each group. Writing topics to release essays could be seen below:

1. What are some reasons to do extreme sports?
2. What is the significance of electricity in our lives?
3. What are some advantages and disadvantages of internet?
4. What is the best movie you have ever watched?
5. What are the best tourist attractions in your city/country?
6. What are some reasons to read books?
7. Do you want to work and study at university?
8. What is the most chronic problem in the world to be solved?

The topics were designed by considering students` real lives, hobbies, neighborhood and levels, so they would be as engaging and interesting as possible for them.

The conduct of each group can be examined clearly below:

3.6.1 The Conduct of Lessons in Control Group

Control group students wrote 1 essay each week and received the feedback twice. The researcher introduced the topics with presentations, videos, mind maps and sample essays. After being familiar with the topic, the researcher encouraged the students to write collaboratively on the smart board. The students verbalized their ideas, and the researcher typed them accordingly if the ideas were relevant. Once they had adequate information about the topic, the students wrote a sample essay in the class within 30 minutes. The researcher set the timer deliberately because they needed to learn how to manage their time wisely in regular classes or exams. Subsequently, the researcher collected their works and offered feedback by indirect WCF. The researcher highlighted, circled or underlined the expressions to be corrected. Also, the researcher marked their works based on the writing rubric created by the committee in advance. The researcher took a photo of students` works without showing their names and reflected them on the board in the following lesson. The researcher asked the students about the mistakes or elaborated to notice the mistakes. The students rewrote their essays based on the given feedback and handed them in to the

researcher in the class. In the final step, they received one more feedback and waited for the next essay topic. The cycle continued for 8 weeks as planned.

3.6.2 The Conduct of Lessons in Experimental Group

Experimental group students wrote 1 essay each week and received the feedback twice which included paper-based and online respectively. The researcher introduced the topics with presentations, videos, mind maps and sample essays. After being familiar with the topic, the researcher encouraged the students to write collaboratively on the smart board. The students verbalized their ideas, and the researcher typed them accordingly if the ideas were noteworthy. Once they had adequate information about the topic, the students wrote a sample essay in the class within 30 minutes. The researcher set the timer deliberately because they needed to learn how to manage their time wisely in regular classes or exams. Subsequently, the researcher collected their works and offered feedback by indirect WCF. The researcher highlighted, circled or underlined the expressions to be corrected on the paper at first. Also, the students earned their marks based on the writing rubric created by the committee in advance. The researcher took a photo of students` works without showing their names and reflected them on the board in the following lesson. The researcher asked the students about the mistakes or elaborated to notice the mistakes. The students rewrote their essays based on the given feedback and handed them in to the researcher via Google Form. The researcher offered the feedback indirectly, however, the submission on Google Form offered an interactive, fun and engaging atmosphere. The students recognized their mistakes, clicked on the hyperlink to learn further and exchanged their opinions with their peers to write better in the subsequent weeks. In the final step, they received one more feedback and waited for the next essay topic. The cycle continued for 8 weeks as planned.

3.6.3 The Classification of Common Errors

Table 1: Common errors

Categories	An Example
Article	I have smart TV through which I can relax, learn languages and surf the internet.
Capitalization	sami abdulrahman park is my favorite location to go on a picnic and ride a bicycle.
Extra Word	I mentioned about the history of electricity in my presentation two days ago.
Incomplete Sentence	If you ask me about my favorite movie genre,
Incorrect Preposition	I like to study at the morning and work on the evening.
Incorrect Pronoun	My mum is a nurse. He works for 8 hours on a daily basis.
Missing Word	It is a very issue, so we need to take it seriously.
Punctuation	Avatar is the best movie for me I have watched it more than 20 times
Pluralization	I have some health problem. I need to recover as early as possible.
Run-on	I have a car because I need it, so I do not need to call the taxi, I can save much time.

Spelling	She is a very conssientious student, so she studies a lot.
Subject Verb Agr.	My friend and I am from Japan.
Tense	She live in Switzerland 20 years ago. Now she lived in Germany.
Word Order	I last cried night much very.
Wrong Word	Electric cars are so significance to reduce global air pollute.
Unclear	My sister Zainab and my niece Asia are friends. Her favorite pastime is going jogging.

3.6.4 Corrected Forms of Common Errors

Table 2: Corrected forms of common errors

Categories	Corrected Sentences
Article	I have a smart TV through which I can relax, learn languages and surf the internet.
Capitalization	Sami Abdulrahman Park is my favorite location to go on a picnic and ride a bicycle.
Extra Word	I mentioned the history of electricity in my presentation two days ago.
Incomplete Sentence	If you ask me about my favorite movie genre, I will tell animation.
Incorrect Preposition	I like to study in the morning and work in the evening.
Incorrect Pronoun	My mum is a nurse. She works for 8 hours on a daily basis.
Missing Word	It is a very important issue, so we need to take it seriously.
Punctuation	Avatar is the best movie for me. I have watched it more than 20 times.
Pluralization	I have some health problems. I need to recover as early as possible.
Run-on	I have a car because I need it. Thus, I do not need to call the taxi. Consequently, I can save time.
Spelling	She is a very conscientious student, so she studies a lot.
Subject Verb Agr.	My friend and I are from Japan.
Tense	She lived in Switzerland 20 years ago. Now she lives in Germany.
Word Order	I cried very much last night.
Wrong Word	Electric cars are so significant to reduce global air pollution.
Unclear	My sister Zainab and my niece Asia are friends. Their favorite pastimes are running and chess.

Table 1 and 2 revealed that the errors were predictable and tolerable considering their levels. It was expected to reduce these numbers dramatically at the end of the study.

3.6.5 A Sample Essay in Experimental Group

One of the students wrote the essay given below and the teacher offered the feedback based on Indirect WCF.

3.6.5.1 First Submission

Extreme sports are very popular nowadays. IS OR ARE? They are described as sports which involves INVOLVES OR INVOLVE? a high degree of risk. Some people do extreme sports to have funny CONSIDER PARTS OF SPEECH? DO YOU NEED A NOUN OR ADJECTIVE IN THIS SENTENCE? while others prefer do PREFER DOING OR PREFER TO DO extreme sports to earn money. From my point of view, I do extreme sports to challenge the difficulties and be health DO YOU NEED A NOUN OR ADJECTIVE IN THIS SENTENCE?

To begin with, doing extreme sports offer OFFER OR OFFERS a lot to people. When someone joins an extreme sport activities ACTIVITY OR ACTIVITIES? he feels excited every time because it is a great challenge to do it. Someone can lose his life, break his leg or get lose GET LOSE OR GET LOST while doing extreme sports. However, it is the meaning of life for me. I need to challenge and win the challenge when I do an extreme sport ADD A PUNCTUATION? For example, I go CONSIDER CHANGING THE TIME BECAUSE OF A FEW YEARS AGO? to Dubai to join a wingsuit flying event a few years ago. I flew out of the plane. I flew for 20 minutes. It was the most exciting moment in my life. In conclusion, doing extreme sports is an amazing experience to feel the challenge and win it.

Secondly, doing extreme sports help HELP OR HELPS us to be healthy. Being healthy is so essential in our lives. If we are not healthy, we cannot do our daily duties. Some people prefer doing extreme sports to be healthy. For example, they have stronger bones and muscles when they do rafting or scuba diving. Also, people go to the mountain to do paragliding or hang gliding. Mountains are sources of oxygen and clean air so it will be a great activity to lead a healthy lifestyle. All in all, doing extreme sports is equal to leading a health HEALTH OR HEALTHY lifestyle.

Considering all the reasons above I mentioned clearly, doing extreme sports have a lot of advantages in our lives to defy the challenges and improve our well-being. I recommend all people to experience them once in their lives before died.

Notes to consider: Study further for subject verb agreement issues. For example, reading books is ………………. Also, study further on when to use nouns, adjectives, gerunds. Finally, study further to distinguish the tenses with certain time expressions. Rewrite and resubmit on the paper in the next lesson.

3.6.5.2 Second Submission

Extreme sports are very popular nowadays. They are described as sports which involve a high degree of risk. Some people do extreme sports to have fun, while others prefer doing extreme sports to earn money. From my point of view, I do extreme sports to challenge the difficulties and be healthy.

To begin with, doing extreme sports offers a lot to people. When someone joins an extreme sport activity, he feels excited every time because it is a great challenge to do it. Someone can lose his life, break his leg or get lost while doing extreme sports. However, it is the meaning of life for me. I need to challenge and win the challenge when I do an extreme sport. For example, I went to Dubai to join a wingsuit flying event a few years ago. I flew out of the plane. I flew for 20 minutes. It was the most exciting moment in my life. In conclusion, doing extreme sport is an amazing experience to feel the challenge and win it.

Secondly, doing extreme sports helps us to be healthy. Being healthy is so essential in our lives. If we are not healthy, we cannot do our daily duties. Some people prefer doing extreme sports to be healthy. For example, they have stronger bones and muscles when they do rafting or scuba diving. Also, people go to the mountain to do paragliding or hang gliding. Mountains are sources of oxygen and clean air, so it will be a great activity to lead a healthy lifestyle. All in all, doing extreme sports is equal to leading a healthy lifestyle.

Considering all the reasons above I mentioned clearly, doing extreme sports has a lot of advantages in our lives to defy the challenges and improve our well-being. I recommend all people to experience them once in their lives before dying.

Notes to consider: It is flawless. Keep writing. You are gifted for writing.

3.6.6 A Sample Essay in Control Group

The sample essay was rewritten precisely by the researcher to ensure that it had a legible handwriting style.

3.6.6.1 First Submission

Figure 2: A sample essay in control group

3.6.6.2 Second Submission

Write an essay on the topic given below.

➢ Are you in favor of or against internet?

Modern life has become easier thanks to the advantages of internet since the 1990s. Some people think that internet is useless, while others argue that it is so useful in different ways. From my point of view, internet is so useful to communicate and learn new information.

To begin with, communication is so easy with the help of the internet. There are many platforms such as Viber, WhatsApp, Snap Chat and Facebook Messenger to stay in touch with others. Thanks to these platforms, we can make a call, send an instant message, read a book and watch a video. When we communicate easily, we can save time, money and energy. In addition, we can reduce our stress by watching funny videos.

In the second place, learning information is easy thanks to the internet. We can research any information on the internet. For example, I can follow the latest news, learn how to make lemonade, download many books. Additionally, I can get online lessons, join clubs to improve my English as well. I feel great when I enrich my knowledge on the internet.

As a result, being able to communicate and gather information make the internet a revolutionary tool for me. I hope all the people in the world can have the privilege to benefit from it.

Notes to consider: It is superb. You have progressed a lot in terms of writing.

Figure 3: An updated sample essay in control group

4. Findings

The findings of this study were classified in 3 groups which were the analysis of the questionnaire, interview and independent samples t test.

4.1 The Analysis of the Questionnaire

Table 3: Detailed analysis of the questionnaire

ITEMS	Mean	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		%	f	%	f	%	f	%	f	%	f
Paper based WCF is the best feedback style for me.	3,12	18 %	9	22 %	11	18 %	9	%	7	28 %	14
Integration of e-feedback into traditional feedback is the best feedback style for me.	4,26	4 %	2	6 %	3	10 %	5	%	10	60 %	30
Writing on the paper twice increased my motivation towards writing.	2,74	20 %	10	28 %	14	%	14	6 %	3	18 %	9
Writing both online and traditionally increased my motivation towards writing.	4,74	0 %	0	0 %	0	0 %	0	%	13	74 %	37
I prefer getting paper-based feedback to hybrid feedback	2,34	36 %	18	22 %	11	28 %	14	%	0	14 %	7
I prefer getting hybrid feedback to paper based feedback.	4,52	0 %	0	0 %	0	12 %	6		12	64 %	32
If I were a teacher, I would choose paper-based	2,58	34 %	17	18 %	9	20 %	10	%	6	16 %	8

feedback for its numerous benefits.											
If I were a teacher, I would choose hybrid feedback for its numerous benefits.	4,76	0 %	0	0 %	0	6 %	3	%	6	82 %	41
Our instructor instructed and encouraged us professionally.	5	100 %	50	0 %	0	0 %	0	0 %	0	0 %	0

According to the item 1 in the questionnaire which was about paper-based WCF, some points were highlighted. To illustrate, the mean score was 3.12 which was not significant. 14 (28 %) students chose strongly agree, while 7 (14 %) students opted in agree option. Subsequently, 9 (18) students clicked on neutral option, whereas 11 (22 %) students chose disagree one. Additionally, 9 (18) students opted in strongly disagree option. Considering aforementioned figures with the percentages, it can be argued that paper based WCF was needed to be supported by other feedback versions.

Second item in the questionnaire was related to offering hybrid feedback to students which culminated in a 4,26 mean score. Offering an integrated e-feedback and paper-based feedback was appreciated by a higher number of students. For instance, 30 (60 %) students chose strongly agree, while this figure was 10 (20 %) for agree option. In addition, 5 (10 %) students opted in neutral; 3 (6 %) students chose disagree; 2 (4 %) students chose strongly disagree. Considering aforementioned figures with the percentages, it can be stated that e-feedback increased its popularity among students.

Once item 3 was analyzed meticulously, it was seen that many students did not support the idea of writing twice on the paper. To illustrate, the mean score was only 2,74 which was below average considering other mean scores. 9 (18 %) students chose strongly agree, while this figure was only 3 (6 %) in agree option. Apart from strongly agree and agree options, 14 (aggregated 56 %) students chose neutral or disagree respectively. The last option which was strongly disagree was chosen by 10 (20 %) students. These data show that students were not satisfied with the instruction which required the students to write on the paper consecutively.

Item 4 was designed to receive students` opinions about the effects of hybrid feedback on motivation which culminated in a 4,74-mean score. For instance, 37 (74 %) students chose strongly agree, while 13 (26) students opted in agree option. On the other hand, no student chose neutral, disagree or strongly disagree. Considering aforementioned figures with the percentages, it can be argued that hybrid feedback increased students` motivation.

According to item 5 in the questionnaire which was about prioritizing paper based feedback over hybrid feedback, the mean score was only 2,34. To illustrate, 7 (14 %) students chose strongly agree; no student (0 %) chose agree; 14 (28 %) students chose neutral; 11 (22 %) students chose disagree; 18 (36 %) students chose strongly disagree. These figures mirror that many students prioritized hybrid feedback when they had to make a choice between traditional and hybrid feedback strategies.

Based on the figures and percentages in item 6 about prioritizing hybrid feedback over traditional one, the mean score was so high which was 4,52. To illustrate, 32 (64 %) students chose strongly agree, while 12 (24 %) student chose agree option. On the other hand, 6 (12 %) students chose neutral; no student chose neither disagree nor strongly disagree options. It can be stated that hybrid feedback received much praise among the participants in the study.

Item 7 asked whether students would choose a paper based feedback instruction if they were teachers. The mean score was recorded as 2,58 which was one of the lowest. To illustrate, 8 (16 %) students chose strongly agree, whereas 6 (12 %) students opted in agree option. Additionally, 10 (20 %) students opted in neutral; 9 (18 %) students chose disagree; 17 (34 %) students clicked on strongly disagree options. These figures hinted that traditional feedback styles lost their popularity.

Based on the figures and percentages in item 8 which was about students` preferences on feedback style if they were a teacher, many students opted in adopting a hybrid feedback instruction. To illustrate, the mean score was 4,52 which was one of the highest. Accordingly, 41 (82 %) students chose strongly agree, while 6 (12 %) students chose agree option. Additionally, 3 (6 %) students chose neutral. On the other hand, no student chose neither disagree nor strongly disagree. These data attest that hybrid feedback was more feasible for students.

The last item in this questionnaire was designed to receive the satisfaction rate of the students about their instructor`s teaching conduct. The revealed data show that all students (100 %) were satisfied with the type of instruction and dedication of their instructor.

Taking all the items into consideration in this questionnaire, it can be stated that students embraced hybrid feedback without any hesitation.

4.1 The Analysis of the Interview

Students have used some terms to advocate a Google Form based WCF style more frequently than others during the interview which was given in Table degistir sayisini 4 below:

Table 4: Advantages of e-feedback

Expressed Advantages	Frequency	%
Easy to Use	38	76
Appealing Features	32	64
Convenient	46	92
Timely or Instant Feedback	40	80
Allows Interaction	48	96
Archiving	50	100

According to the advantages frequently expressed by the students. Archiving feature was appreciated more than any other ones. The rationale of this choice can be related to saving previous weeks` works and revising them if needed. Subsequently, interaction and convenience were expressed more than 90 % in

each category. On the other hand, students stated that appealing features, easy to use and timely feedback were not as popular as others.

Apart from the classifications, students` genuine comments on the whole study were recorded via the interview whose transcripts can be seen below:

Our instructor used to instruct us with a paper based and online WCF separately. However, it was the first time we were taught by a hybrid WCF style. From my point of view, integrating technology into the writing lesson was so fruitful because we can have many opportunities advantages during the process. Taking a traditional WCF was monotonous, however, hybrid feedback has transformed our learning into an engaging and fun activity. In addition, hybrid submissions are not so time consuming or tiring for us. We write on the paper at first. Later, we type and send online. Breaking the monotony in the writing class was the best gain of this study for me. (Student 48)

I was hesitant about the implementation of hybrid WCF at first, but my biases reduced considerably at the end of the study. Our instructor merged traditional feedback with online one harmoniously. We took the advantage of physical and online learning opportunities simultaneously. Additionally, our instructor highlighted the mistakes and allowed us to find our mistakes on the board. We saw our works on the board and found our mistakes collaboratively. Another point to be considered was that our instructor warned us about our common mistakes professionally. No one felt embarrassed or insulted when s/he learned his/her mistake. In short, I wish I had been instructed by a hybrid WCF style earlier. My writing skills could be far better right now. (Student 45)

I joined the study in the control group, so I was instructed to get the feedback by employing a traditional WCF style. I was so enthusiastic to write twice at the beginning of the study, but my enthusiasm faded day by day. I did not have the same motivation to write twice each week, so I skipped some of the second submissions despite the possibility of earning zero. I realize that my motivation increases if my instructor enriches the education with online means. If I was instructed in a hybrid way, I can increase my submissions because I am good at typing. Additionally, I can reduce my spelling mistakes if I type via a computer. A hybrid WCF style fits my needs and interests excellently. (Student 42)

I took part in the study to represent experimental group. Being familiar with an online enriched WCF style increased my learning and submission rate. After getting traditional feedback, I sat in front of the computer and wrote more creatively. Subsequently, I noticed that I expanded my ideas while typing via the keyboard. I researched on the internet, read some sample essays, and formed my own one. This period fed me from many different circles/platforms, so I took advantage of many online means of education on the internet. Having a chance to keep learning on the internet and sending submissions conveniently in an online format were great pluses of this study for me. (Student 39)

Google Form based online submissions were so practical for us. We sent all submissions during the week. Our instructor fetched them in the first lesson of the following week. S/he ordered our submissions and reflected on the board, so we could see easily. We learned from each other because our mistakes were different from each other. Another point of this period was to brainstorm incessantly. Our teacher highlighted the mistakes and asked us questions on how to correct them. We expressed our opinions and

corrected collaboratively. Also, we added some extra sentences to expand the ideas. Finally, our instructor sent an email including all submissions by removing students` names, so no student was announced by name. Now I admit that it was one of the most productive periods in my life. (Student 36)

My department is computer engineering at university, so it is of highly importance to improve my typing skills. Additionally, I prefer learning by different learning styles. When my teacher shows me some videos, highlight my mistakes, play an audio about writing strategies or leave a hyperlink to head to a website about writing, my motivation increases. Our instructor realized it successfully in this study. I typed, sent the submission, received valuable feedback, brainstormed and learned both from my teacher and friends. It could not have been possible if I had received the WCF merely traditionally. (Student 30)

Writing was a stressful activity for me previously because I did not get feedback professionally during my high school. We only read the sample and wrote a similar one. Our teacher`s role was to correct and mark the papers. However, this study was totally different. Our teacher instructed us perfectly. We made an outline, composed the paragraphs altogether, read numerous samples before writing. Thus, we were ready to compose our ideas instantly. Moreover, online submissions helped us to save time and energy. We could finish online submissions earlier. Furthermore, we saved the environment when we do not use another sheet. We just typed and sent online. I hope we can keep receiving a hybrid based WCF as long as we study at this university. (Student 7)

Independent samples t test analysis was illustrated in Table 5.

Table 5: Independent samples t-test

Independent Samples T Test Analysis							
Variables	Groups	N	Mean	SD	t	df	Sig
Pre-test	Control	25	63	10.618			
Pre-test	Experimental	25	61	15.138	.433	48	.667
Post-test	Control	25	66	14.600			
Post-test	Experimental	25	81	14.180	-3.881	48	.000

Note. P<0.05

Table 5 shows that there was no significant difference in pre-test results between each group because p value was measured as .667 which was greater than 0.05. In addition, there was not a significant difference between each group in terms of mean scores which were 63 in control group and 61 in experimental group. It can be proposed that the difference was not significant enough at first. On the other hand, when the p values were analyzed in terms of post-test results, it was recorded as .000 which was highly significant. It can be postulated that experimental group students who followed a hybrid WCF instruction during the study outperformed based on the post-test results. On the other hand, control group students who followed a traditional WCF instruction did not progress in a significant way.

5. Discussion

This study investigated the effects of hybrid feedback via Google Form submissions on students writing skills. The study shed light on some points based on the collected data from different instruments which can be seen below:

The first noticeable point in the interview and the questionnaire to be emphasized was that students appreciated a hybrid feedback instruction for its countless benefits. They argued that typing and sending submissions online were user-friendly and convenient. They reiterated that they could send and receive feedback instantly. Subsequently, they could save time, energy and money. Additionally, they could save the environment by reducing paper consumption globally. Moreover, they attested that it was easy to learn when the teacher highlighted the mistakes, activated peer-correction and sent links to learn further. These findings were in line with the statement of Kara and Yildiz (2022) which postulates that ICT tools can enhance learning considerably if integrated into education in a balanced way. Additionally, Sartika (2021) stated that Google Classroom and Google Docs have transformed the education, so students` and teachers` perceptions on online writing submissions are mostly positive except some minor obstacles. Online feedback increases the quality of feedback and reduces the amount of time to be spent for the feedback, so teachers have preferred it in increasing numbers (Shang, 2022). On the other hand, the students in control group contend that their motivation and enthusiasm reduced as the weeks passed. They postulated that a hybrid instruction was more preferable because typing was easier than writing on the paper. In addition, many students opted in employing a hybrid education if they were a teacher. Online writing tools have received much attention globally because they offer several benefits for students (Almendingen et al., Celik et al., 2022). Additionally, Ekanayaka and Ellis (2021) state that online feedback allows the teacher and the students to archive, so they can revise anytime conveniently. In terms of students` mistakes, spelling, punction and tense related mistakes were more common than the others. In terms of submission rates, the students` submissions in experimental group were much higher than the control group. 78 % of the students submitted twice in control group, while this percentage was 97 % in experimental group. Miyazoe and Anderson (2010) state that online writing tools can increase students` submission rates considerably because they are convenient in many ways. These statements from multiple sources indicate that using ICT tools in writing classes should be encouraged to take advantage of the technology in education.

Apart from the interview and the questionnaire, the results of the writing exams revealed some noteworthy points. Although their average was nearly the same based on the results of pre-test, the experimental group students who received a hybrid WCF instruction outperformed. In other words, a hybrid WCF produced better results, so these students improved their writing skills more than control group ones. Barrot (2021) attests that Web 2.0 tools including Google Docs can increase students` writing scores tremendously. Rosyada and Sundari (2021) propose that Google applications can develop students` writing skills substantially, so they have been widely used in writing instruction globally.

Having collected all data separately, the researcher cross-checked them with each other. The findings revealed that the students` positive opinions in experimental group were reflected in all instruments, whereas the students` negative opinions in control group were uncovered in all instruments as well. These findings indicated that the data complemented each other without having any conflicting issues.

6. Conclusion and Recommendations

This study examined the effects of hybrid WCF on students` writing performance and tried to contribute to the existing research in this context. Additionally, this study proposed some strategies on implementing a hybrid based WCF instruction successfully, so e-feedback can be activated to foster interaction between students and the teacher in Academic Writing classes. Additionally, the study supported the idea of brainstorming and coming to a decision collaboratively. Moreover, spelling, tense and punctuation related mistakes were noticed more commonly than other ones. The revealed data revealed that e-feedback is an essential strategy to increase students` engagement, motivation and writing scores. Also, e-feedback allows the teachers to employ visual aids, make changes or provide feedback instantly. In addition, students were born as digital natives, so they find the Google Docs as user-friendly. Once students' opinions are positive towards e-feedback, they join all activities voluntarily.

Some recommendations can be made for the future studies. This study was conducted within 10 weeks which can be extended to get more comprehensive results. Additionally, a private university was included in this study. Different universities serving to the students in the region can be integrated into the study. Subsequently, different levels of education such as high school, secondary school or primary school can be integrated into such studies, so their readiness to welcome technological tools in education can be tested. Finally, only Google Form application was used in this study which can be extended with other writing tools such as Padlet, Zoom or Microsoft Teams.

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