

# **Examining the Impact of Video Feedback as a Teacher Feedback Method in ESL Learners' Paragraph Writing**

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## **Abstract**

Feedback provision is a significant task of English as a Second Language teachers. Yet, there is a continuing dispute over the efficacy of feedback. Even though teacher written feedback is the most frequently used teacher feedback form, studies have found that it is disadvantageous for certain reasons. Hence, this experimental study investigated the impact of video feedback as a teacher feedback method in ESL learners' paragraph writing. To explore whether video feedback has an impact on learners' paragraph writing, the study explored answers to the following research areas such as whether students who receive video feedback report higher levels of correction into their written work as compared to students who receive written feedback, learners' perceptions towards video feedback in ESL writing and whether video feedback can be an alternative for written feedback in teaching writing. The sample included 20 undergraduates in the Industrial Management degree course at the University of Kelaniya. Over a five-week period, the control and the experimental groups are provided with teacher written feedback and video feedback respectively. In addition, a questionnaire is administered to the experimental group to explore their perceptions of video feedback. The extent of feedback incorporation is analyzed through SPSS statistics and data driven coding. The findings imply that learners who receive video feedback have incorporated higher levels of correction into their writings than learners who receive written feedback. The study confirms that teacher feedback delivered in the form of videos is more effective than written feedback when ESL learners revise their written work in process. Therefore, it is eligible for classroom practice and for future research.

**Keywords** - Feedback, Writing skills, Teacher feedback, Teacher writtenfeedback, Video feedback

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