Written Text-Based and Audio-Visual Feedback Practices in EFL Writing: Investigating University Students' Responses, Challenges, and Strategies

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Abstract

Previous studies have examined students' engagement with various forms of teacher-written feedback, particularly in relation to improving writing performance. However, little attention has been paid to how students respond emotionally, cognitively, and behaviorally to the use of a combination of written text-based and audio-visual feedback in an EFL writing class. To fill this gap, this classroom case study investigates Indonesian undergraduate students' responses to various types of multimodal feedback, aiming to promote substantive revision and improvement in their writing. This multimodal feedback provides a more comprehensive and engaging approach to guiding and supporting student learning in writing development compared to using written text-based feedback alone. Data were collected through students' written drafts, instructor feedback, student-instructor conferences, and follow-up interviews with students enrolled in an essay writing course. The findings revealed that while many students initially experienced confusion, frustration, or discouragement, particularly with indirect written corrective feedback, continued instructor support and the use of audio-visual feedback enhanced clarity, engagement, and understanding through its conversational tone and visual cues. Students became more reflective and utilized diverse resources, although they struggled with higher-level revisions due to limited feedback literacy and writing proficiency, or a lack of language proficiency. To overcome challenges, they relied on peer collaboration, instructor guidance, and digital tools. Face-to-face conferences also helped them clarify issues and improve the quality of their drafts.

Keywords: audio-visual feedback, students' responses, university students, written text-based feedback

Introduction

Feedback plays an important role in the development of students' writing skills, and not just for error correction, but also to enable improvements in critical and reflective thinking and deep learning. While conventional written feedback in the form of marginal comments and rubrics is appreciated for its permanence and detail (Karim & Nassaji, 2020a, b), however, it can be generic, cursory, and impersonal, especially for L2 students who are often perplexed by academic/L2 subtleties (Weaver, 2006; Hyland & Hyland, 2006, 2019). To address these issues, audiovisual feedback (i.e., voice comments, video comments, and screen-capture) has provided a more interactive alternative that enables instructors to communicate tone, affect, and abstraction in real time (Tyrer, 2021). This modality also increases teacher and emotional presence, as well as student engagement (Din Eak & Annamalai, 2024; Grigoryan, 2017), and supports deeper learning and effective review (Ajjawi et al., 2021; West & Turner, 2016; Yiğit & Seferoğlu, 2021).

Despite increasing knowledge in each modality, little is known about the joint combination of written and audiovisual feedback. In the literature, some studies investigate the efficacy of one method compared to the other (Grigoryan, 2017; Ebadi & Dadgar, 2024; Rassaei, 2019; Saeed et al., 2024), but there remain a few that explore the combined approach of the two methods. Combining the two may have added benefits for stronger emotional, cognitive, and behavioral engagement, all of which are viewed as important for effective revision. Nevertheless, relatively little is known about how students respond to, make sense of, and use multimodal feedback. Another unexplored area is the student perspective, such as how learners cognitively, affectively, and behaviourally underpin combined feedback. Some studies have focused on the emotional and motivational advantages of audiovisual feedback (Ajjawi et al., 2021; Yiğit & Seferoğlu, 2021), but very little is known about how students navigate both forms simultaneously. This problem becomes even more serious in EFL contexts, as students may find it difficult to understand feedback due to language and cultural barriers. Little evidence has been presented to date on how EFL students respond to and make use of multimodal feedback to develop their writing. Hence, additional studies are required to identify what students find difficult when revising with multimodal feedback and how they address these difficulties. Understanding how students interpret and use feedback from multiple sources is critical to improving teaching practices. Such challenges could involve confusion from inconsistent information across different media or problems in synthesizing descriptions from different textual sources. Research on these roadblocks can offer us insights about how feedback can be more effective and attainable.

To fill in the gaps, the current research examines EFL learners' reactions to an amalgamated feedback type that combines written text and screen-captured audiovisual formats used in writing. It describes how learners react to multimodal feedback, both affectively and cognitively, and how they respond to it, as well as the difficulties they may experience and the devices they use to overcome them. The focus is on providing the pedagogical implications of how technology-supported,

multimodal feedback can support student learning and writing development. The study is guided by four research questions:

1. What types of feedback did the instructor provide through written text-based and audio-visual modes?

2. How did the students respond emotionally, cognitively, and behaviourally to the multimodal feedback?

3. What challenges did the students face when revising their writing based on this multimodal feedback?

4. How did they address the challenges?

Literature Review

Theoretical Framework of the Study

Teacher feedback is a cornerstone of L2 writing instruction, with extensive research confirming its positive impact on learners' writing accuracy in both revised and new texts (Bitchener & Knoch, 2010; Zhang & Cheng, 2021; Karim & Nassaji, 2020a,b; Kim & Emeliyanova, 2019). However, traditional feedback often emphasizes grammar and surface-level concerns, neglecting deeper issues such as content, structure, and genre (Cheng & Zhang, 2024). Teachers also face constraints such as large class sizes and time pressures, making effective written feedback both labour-intensive and delayed (Carless, 2007). These limitations have prompted a search for alternative feedback strategies that enhance learning while easing teacher workload. One such strategy is the use of automated writing evaluation (AWE) tools, which provide timely, scalable, and consistent feedback, allowing teachers to prioritize higher-order aspects of writing (Fu et al., 2022).

Drawing on Bakhtin's dialogical theory (1981), feedback should be understood not as mere transmission but as a dynamic, responsive exchange between teacher and student. Bakhtin emphasized that meaning emerges from interaction, where every utterance is directed to a listener and anticipates a response (Bakhtin, 1986). Multimodal feedback—delivered through text, audio, video, or visual annotations—exemplifies this dialogic nature. Such feedback communicates not only content but also tone, emotion, and pedagogical intent, enriching the interaction between teacher and student (Campbell & Feldmann, 2017; Park, 2024; Hung, 2016). Multimodal feedback supports Bakhtin's notion of *polyphony*—the coexistence of multiple voices in dialogue. Through screencasts, audio notes, and integrated peer feedback, students are exposed to diverse perspectives, fostering a richer understanding of their work (Tyrer, 2021; Jiang et al., 2024). Unlike written feedback that may appear final and evaluative, multimodal formats encourage reflection, questioning, and revision, reinforcing the student's role as an active meaning-maker (Saeed & Abdullah Alharbi, 2024; Penn & Brown, 2022). Bakhtin's *chronotope* —the link between time and space in discourse —is also relevant. Multimodal feedback creates a simulated shared space where the teacher, though physically distant, is perceived as present and engaged, strengthening relational and emotional connections (Boudin et al., 2024). Through tone of voice, pauses, and expression, teachers can communicate empathy, care, and encouragement—

elements often lost in written comments (Mahoney et al., 2019). Thus, seen through a Bakhtinian lens, multimodal feedback becomes a dialogic, relational, and ethical pedagogical practice that honors student voice and fosters deeper engagement in writing development (Hung, 2016).

Writing Instruction in the Indonesian Higher Education Context

Writing instruction in Indonesian higher education, particularly in English as a Foreign Language (EFL) contexts, has undergone a significant transformation. Historically, its teaching has emphasized a product-oriented approach, focusing on grammatically correct, structurally appropriate texts, often produced within rigid formats (Widiati & Cahyono, 2016; Widodo, 2023). Instruction prioritized accuracy over content and organization, aligning with teacher-centered, exam-driven practices. Consequently, students viewed writing as a one-time task, became dependent on teacher corrections, and lacked autonomy and creative expression (Tangkiengsirisin, 2006).

In response, a process-based approach gained prominence, shifting focus to iterative stages of writing—planning, drafting, revising, and editing (Graham & Sandmel, 2011). This model, now common in Indonesian higher education, encourages students to see writing as a developmental activity supported by feedback and critical reflection. Research shows the process approach enhances students' writing abilities, confidence, motivation, critical thinking, and learner autonomy (Khosravi et al., 2023; Lam, 2015; Puengpipattrakul, 2014; Acar Başeğmez & Kurnaz, 2025). However, challenges remain: large classes, limited time, and varied teacher expertise often reduce feedback to surface-level corrections. Moreover, language barriers and a lack of scaffolding limit students' ability to interpret and apply feedback effectively (Supiani et al., 2023a, b). These issues highlight the need for formative assessment strategies, including peer review and conferencing. Despite its strengths, the process approach often falls short in addressing students' awareness of rhetorical structures and linguistic features across disciplines. This gap led to the adoption of the genre-based approach, aligned with the Indonesian national curriculum's emphasis on functional literacy. Rooted in Systemic Functional Linguistics (Martin, 1999; Nagao, 2019), this approach equips students to identify and produce texts across academic genres—analytical expositions, reports, or reflective essays—based on audience, purpose, and structure. Studies have shown that genre-based instruction empowers students by clarifying academic writing norms (Emilia & Hamied, 2015; Widodo, 2006). Increasingly, educators integrate both process and genre approaches with digital technologies. Tools like Grammarly, Google Docs, ChatGPT, and feedback platforms support collaboration, formative feedback, and the development of feedback literacy (Gozali et al., 2024; Suci et al., 2021; Supiani et al., 2023a, b). Audio-visual feedback methods—e.g., screencasts or video comments—improve clarity, personalization, and emotional support, especially for students struggling with written feedback. This multimodal feedback reduces anxiety, boosts motivation, and promotes comprehension (Biju & Vijayakumar, 2023). Technology thus enhances writing instruction by bridging feedback gaps and fostering student engagement in Indonesian EFL classrooms.

Method

Research Design

This study, grounded in the interpretative paradigm, employed a classroom case study design to explore how Indonesian undergraduate students responded to multimodal feedback—combining written text-based and audio-visual forms—during an essay writing course. Conducted collaboratively with the course instructor, the researcher, as an insider, had access to rich, contextual data from a specific cohort of students. In this study, the researcher played a dual role as both collaborator and instructor, functioning as an insider within the classroom context. It means that the researcher and the instructor worked closely together to design, implement, and evaluate the learning activities, particularly those involving written text-based and audio-visual feedback. As the instructor, the researcher directly facilitated classroom instruction, guided students through writing tasks, provided multimodal feedback, and conducted student–instructor conferences to discuss revisions and improvement strategies.

This insider position allowed the researcher to gain an in-depth understanding of the students' learning processes, responses, and engagement throughout the feedback and revision stages. Being actively involved in teaching made it possible to observe authentic classroom interactions and gather nuanced qualitative data that might not have been accessible to an external observer. However, it also raised concerns about power dynamics and participant honesty. To address this, students were assured that participation was voluntary and confidential, and collaboration with the course instructor helped maintain objectivity, ensuring ethical transparency and reflexivity throughout the research process. The focus was on students' responses to feedback addressing errors in content, organization, word choice, language use, and mechanics (Ferris, 2006). These responses were examined across three dimensions: cognitive (strategic revisions and self-regulation), affective (emotional reactions such as anxiety or motivation), and behavioral (effort, engagement, and participation in revision) (Zhang & Hyland, 2018; Zheng & Yu, 2018).

Research Context and Participants

This study was conducted in a second-semester essay writing class at a private university in Banjarmasin, South Kalimantan, Indonesia. The class was part of the English Language Education program within the faculty of education and focused on teaching opinion essays through a process-oriented approach—prewriting, drafting, revising, and editing. Over 14 sessions (90 minutes each), students learned to construct thesis statements, organize body paragraphs, and apply appropriate language and mechanics. Each student wrote 300–500-word essays on various

topics, receiving both written text-based and audio-visual feedback from the instructor. Participants included 20 first-year undergraduate students (15 females, 5 males), aged 18–19, all native Indonesian and Banjarese speakers. These students all came from one private university in Banjarmasin, Indonesia, which means the participants represented a particular and limited group. Because of that, the study limited the extent to which the findings could be applied beyond this particular group. Moreover, the students had studied English for at least seven years and were classified as intermediate based on a university English proficiency test. However, their writing diagnostic scores (M=63.5) indicated below-average performance. While all were motivated to improve their writing, none had prior experience with multimodal feedback.

Because the researcher also served as the students' instructor, there was a possibility that students might feel hesitant to express negative responses or critical feedback about the instructional process or the feedback they received, fearing it might influence their grades or their relationship with the instructor. To minimize this concern, several reflexivity and ethical measures were taken. First, the students were explicitly informed that their participation in the study was voluntary and that their responses would not affect their academic standing or assessment results. Second, confidentiality and anonymity were assured, allowing students to provide honest and reflective feedback without fear of repercussion. Third, the collaborator (course instructor) served as an additional observer to help maintain objectivity and balance during classroom implementation and data interpretation.

Data Collection and Procedure

Data were collected from students' written drafts, instructor feedback, conferences, and semi-structured interviews. Students submitted their essays via Google Docs, allowing for accessible written feedback. The instructor used the "Comment" feature to provide targeted feedback addressing both macro (e.g., thesis clarity, topic sentence strength, organization) and micro issues (e.g., vocabulary, grammar, mechanics). Comments were framed as questions, suggestions, or brief explanations to promote critical thinking and self-correction. The feedback followed two main types: metalinguistic explanations and indirect corrective feedback. Metalinguistic explanations addressed micro-level concerns — such as word choice, grammar, and punctuation —while indirect feedback focused on content development and essay organization. This combination helped students identify and revise their writing errors independently, fostering deeper engagement with the writing process. The multimodal data collection strategy provided a comprehensive view of how students responded to different types of feedback across various writing stages. Figure 1 shows the implementation of written text-based feedback strategies.

Figure 1

The Instructor's Written Text-Based Feedback Strategies

Macro Writing Issues: Content and Organization	Samples in Indirect Corrective Feedback
▪ The main ideas or reasons stated are unclear or inaccurate	▪ What does it mean? Please make the reason logical and clear
▪ Unclear or weak opinion/thesis statement	▪ Please change the opinion/thesis statement
▪ Irrelevant ideas	▪ Please change the example because it is irrelevant or disconnected from the previous sentence
▪ Lacking/ineffective topic sentence	▪ The topic sentence should be your main idea and not attached to the supporting sentence
▪ Idea elaboration	▪ You should elaborate on this idea by adding a/some example(s) or evidence to strengthen your ideas
▪ Idea disconnected	▪ Please organize the ideas to be coherent
▪ Lacking coherence	▪ You need to connect or link these sentences using "Moreover, In addition, Furthermore, etc.

Micro Writing Issues: Grammar, Vocabulary, and Mechanics	Samples in Metalinguistic Explanations
▪ Erroneous tense use	▪ Please use the simple present tense correctly in this sentence. If the subject is plural (you, we, they), the verb is plural too. Otherwise, if a subject (he, she, it), the verb is also singular. Please fix it.
▪ Fragment use	▪ Please add a subject before the verb. Every sentence contains a subject and a verb/predicate.
▪ Incorrect plural/singular use	▪ It should be singular "to be" here. It means the noun is the only one. I see the subject is "living, not big cities".
▪ Inaccurate sentence structure	▪ Please use a compound sentence here. When you use a compound sentence, you have to use a comma followed by a coordinating conjunction. Coordinating conjunctions as the FANBOYS: for, and, nor, but, or, yet, and so.
▪ Article use	▪ This word is definite, so it should be preceded by the not a.
▪ Repetitive words	▪ Please paraphrase the sentence or change the word into a synonym or another word
▪ Inappropriate vocabulary choice	▪ Please change the word "children" to another word. Because the context is "teenagers," you may use it or its synonym.
▪ Capital-small letter use	▪ Please use capitalization in this sentence after the full stop or the end of the sentence.

Figure 1 presents the instructor's written text-based feedback strategies, focusing on both macro and micro writing aspects. The instructor provided indirect written corrective feedback through underlining to address issues of content and organizational clarity, prompting students to refine their ideas, enhance coherence, and develop a more logical paragraph flow. Meanwhile, metalinguistic explanations

were used to highlight grammatical, lexical, and mechanical errors. This written feedback strategy combined directive and facilitative approaches, aiming to promote learner autonomy, critical thinking, and awareness of the revision process as essential components of effective academic writing. After providing written feedback via Google Docs, the instructor supplemented it with personalized audio-visual feedback to deepen students' understanding, engagement, and clarity. Using Zoom's screen recording feature, the instructor created videos that explained and clarified key written comments. In each video, the instructor displayed the student's draft, elaborated on feedback with verbal explanations, and used visual cues (e.g., highlighting, underlining, cursor movement) to clarify suggestions. This multimodal format helped the students grasp not only *what* needed revision but also *why* it was necessary. The videos were uploaded to Google Drive, and individual links were shared with each student. The students were encouraged to watch the videos multiple times, especially for complex points, before revising their drafts. They then submitted a second draft, which the instructor reviewed and compared with the first to assess the extent of revisions and the effectiveness of the combined feedback approach. Figure 2 shows the implementation of the audio-visual feedback.

Figure 2

The Audio-Visual Feedback Implementation

Audio-Visual Feedback Types	Samples
Explanation	**Audio:** "You mentioned '*social media harms teenagers,*' but didn't explain how. As far as we know, social media has negative effects for teenagers, so you have to try adding specific examples, like its effects on mental health or self-esteem." **Visual:** The instructor pointed to the phrase *"harms teenagers"* to indicate the vague point that needs further elaboration and supporting evidence.
Suggestion	**Audio:** You should add one sentence and an example here. I would suggest adding one more sentence and giving an example to elaborate and strengthen this idea **Visual:** The instructor highlighted the sentence that needed to be elaborated.
Clarification	**Audio**: "Here, you wrote '*They was happy,*' but 'was' is used with singular subjects. Since 'they' is plural, you have to change another 'to be' in the simple past tense. This keeps subject-verb agreement accurate." **Visual:** The instructor underlined the phrase "*They was*" to clearly show the subject-verb agreement issue that needs clarification and correction.

Figure 2 illustrates the implementation of the instructor's audio-visual feedback strategies, which integrated spoken explanations, screen annotations, and visual cues to guide students in revising their essays. Through recorded video feedback, the instructor provided verbal comments to explain, clarify, and elaborate on complex written feedback, emphasize important points, and convey tone and emotion—creating a more personal and supportive learning experience. The screen-recording annotations highlighted specific sentences or sections that required

revision, helping students visually connect feedback to their texts. To offer more personalized support, the instructor held writing conferences after the students received written text-based and audio-visual feedback. These sessions provided students with opportunities to ask questions, clarify feedback, and discuss their challenges. One researcher compared students' second drafts with their first to examine how they responded to feedback on micro and macro aspects. The conferences also allowed students to express their emotional and cognitive reactions, such as motivation, confusion, and overwhelm, offering deeper insight into their engagement with the multimodal feedback. Additionally, semi-structured interviews were conducted with a purposive sample of nine students, identified by their initials (RHN, MDU, TSK, RFA, HLM, TRD, MHY, DKS, and TRM), selected to represent diverse emotional, cognitive, and behavioral responses. These interviews, conducted in person or via Zoom, explored students' perceptions of the clarity, usefulness, and challenges of multimodal feedback, as well as the strategies they employed to address these issues. Lasting 20–30 minutes each, the interviews were audio-recorded with the participants' consent and transcribed to gather rich, qualitative data. Table 1 outlines the scheduling of sessions, the iteration of written text-based and audiovisual feedback, and the time lag between receiving feedback and conducting interviews.

Table 1

Timeline and Procedures for the Implementation of Written Text-Based and Audio-Visual Feedback

Phase	Activities	Feedback Type	Frequency of Feedback	Revision Time	Duration
Week 1	Students wrote and submitted their first essay draft on an opinion essay	N/A	N/A	N/A	1 week
Week 2	The instructor provided written text-based feedback (metalinguistic explanations and indirect corrective feedback and audiovisual feedback (screen-recorded commentary)	Metalinguistic Explanation + Indirect corrective feedback (questions, imperative sentences, and suggestions), and audiovisual feedback (explanation, suggestion, and clarification through voice comments, video comments, and screen-capture)	Once (per student draft)	N/A	1 week
Week 3	Students reviewed feedback and revised their drafts	Students engaged in self-revision	N/A	3–5 days	1 week
Week 4	Students consulted their writing errors	Students received valuable input or	Once (per student draft)	N/A	1 week

Phase	Activities	Feedback Type	Frequency of Feedback	Revision Time	Duration
	with their instructors during student-instructor conferences and out of class. They navigated online learning resources to improve the accuracy and quality of their revisions.	suggestions from the instructors on their revisions before submitting the final revision.			
Week 5	Students resubmitted revised drafts	N/A	N/A	N/A	1 week
Week 6	Reflections and semi-structured interviews with students to explore the students' responses, challenges, and strategies regarding the feedback they received	Reflection on the feedback experience	N/A	N/A	1 week

Data Analysis

The analysis focused on how the students revised their drafts in response to written text-based and audio-visual feedback. The students first submitted drafts via Google Docs, where the instructor provided written text-based feedback addressing macro-level issues (e.g., organization and content) and micro-level issues (e.g., vocabulary, grammar/language use, and mechanics). This was followed by personalized audio-visual feedback using Zoom recordings to elaborate on key written comments. The researchers collected and compared students' first and revised drafts, coding revisions as correct, incorrect, or no revision (Ferris, 2006). These were categorized into content-level (e.g., clearer thesis or improved structure) and language-level (e.g., grammar, word choice, or mechanics) revisions. Beyond language accuracy, the researchers also examined changes in content development, idea organization, logical flow, coherence, and argument clarity, providing a deeper understanding of students' writing progress and revision behavior. The analysis examined whether students' changes aligned with the feedback, revealing the effectiveness and clarity of each modality. Patterns of revision were further analyzed to determine whether students responded more thoroughly to written or audiovisual input, offering insights into the impact of multimodal feedback on revision quality and academic writing development.

The analysis began with transcribing audio-recorded conferences and interviews, followed by repeated readings to familiarize with the data. Using open coding, meaningful segments were labeled to capture students' emotional reactions (e.g., motivation, frustration), cognitive processing (e.g., understanding feedback, applying suggestions), and behavioral responses (e.g., revision strategies, clarification-seeking). These codes were then grouped into broader themes such as

"clarity of feedback," "modality preference," "revision challenges," and "affective responses." Recurring patterns and contrasts across participants highlighted both commonalities and individual differences in how this multimodal feedback was perceived and utilized. To ensure trustworthiness, data triangulation was performed by comparing student responses in interviews and conferences, while selected quotes grounded the analysis in participants' voices. The analysis followed Widodo's (2014) thematic steps —reviewing, coding, categorizing, and defining themes — to address the research questions. Member checking was also conducted, with each participant receiving their interview transcript to confirm accuracy and enhance the study's credibility and interpretive depth.

Results

The Nature of Written Text-Based and Audio-Visual Feedback Provided by the Instructor on Students' Writing Drafts

Instructor feedback significantly shapes students' academic writing development. This section examines empirical data on written and audio-visual feedback, showcasing their distinct functions. As digital tools reshape pedagogy, understanding how these feedback modes influence revision is vital. In this regard, written feedback offers clarity and permanence, while audio-visual feedback enhances engagement through tone and visuals. For example, Figures 3 and 4 illustrate an instructor's metalinguistic feedback addressing language use, mechanics, specifically focusing on sentence structure and capitalization, and vocabulary.

Figure 3

An Example of Metalinguistic Explanations Focusing on Grammatical and Mechanical Issues
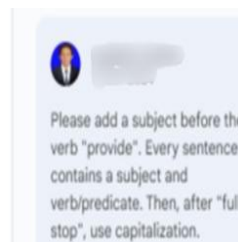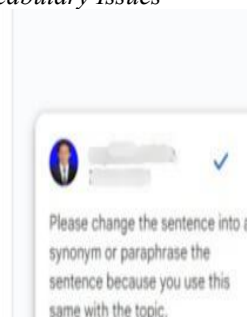

According to Figure 3, the instructor explained that every sentence must contain both a subject and a predicate, as written in the comment feature. The instructor also addressed mechanical accuracy, reminding the student to capitalize after full stops. This metalinguistic explanation promotes students' understanding of sentence structure and writing conventions, fostering awareness and self-editing skills. By linking grammatical rules to practical revisions, such feedback supports long-term writing development and empowers learners to construct clearer, grammatically sound academic texts. Additionally, the instructor commented on the misuse of capitalization, asking the student to capitalize the first word following a full stop.

Figure 4

An Example of Metalinguistic Explanations Focusing on Vocabulary Issues

As presented in Figure 4, another issue was related to vocabulary: the instructor commented on the highlighted sentence, advising the student, MHY, to use a synonym or paraphrase, as the student repeated the same sentence as the essay topic. The instructor also noted that the phrase *"some people think watching TV has a powerful influence on youth"* echoed the prompt, suggesting that it should be paraphrased to improve lexical variety.

Furthermore, Figures 5 and 6 below illustrate unclear arguments, weak topic sentences, and paragraph structure that affected coherence (content and organization). These figures show similar feedback for the students, MDU and TSK, where the instructors highlighted problematic areas and used questions and visual cues to prompt revision, encouraging critical thinking and improved organization in academic writing.

Figure 5

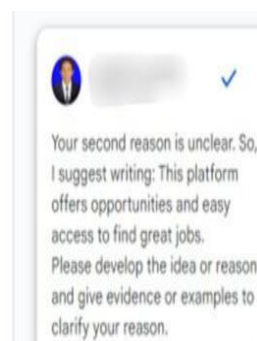*An Example of Indirect Written Feedback Focusing on Content Quality and Rhetorical Organization Issues*

Figure 5 shows indirect corrective feedback on MDU's draft, where the instructor addressed a vague topic sentence misaligned with the thesis statement. Rather than correcting it directly, the instructor suggested a clearer version and urged the addition of supporting details.

Figure 6

An Example of Indirect Written Feedback Focusing on Content Quality and Rhetorical Organization Issues
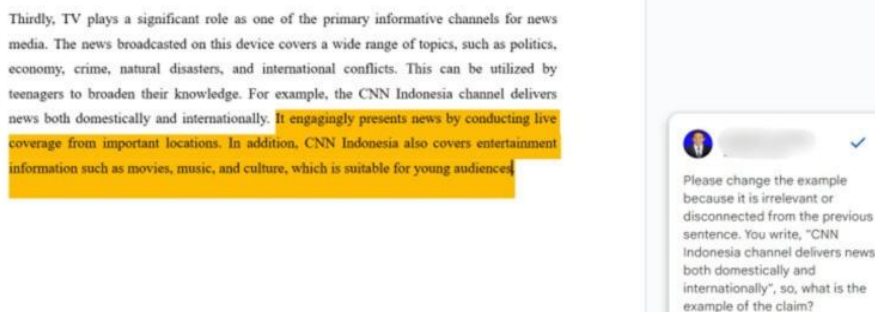

Figure 6 highlights a coherence issue in TSK's writing, where an unrelated entertainment example was used to support a claim about CNN Indonesia. The instructor provided a guiding question to prompt revision. To enhance clarity and engagement, the instructor supplemented written feedback with Zoom-recorded audiovisual explanations, which were shared via Google. As shown in Figure 7 below, the instructor used audiovisual feedback to explain and clarify organizational issues, thereby fostering deeper student reflection and learning.

Figure 7

Supplementing Written Text-Based Feedback with Personalized Audio-Visual Feedback to Address Content, Organization, and Vocabulary Issues
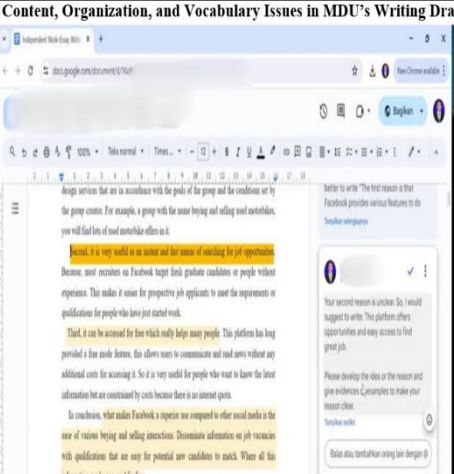
Figure 7 presents the instructor using audio-visual feedback via Google Docs to address a vague sentence— *"Second, it is very useful as an instant and fast means of searching for job opportunities."* Through a recorded video comment, the instructor built on prior written feedback, explaining why the sentence lacked clarity and offering a revision: *"This platform provides quick access to job opportunities for users."* The instructor also encouraged elaboration through the use of examples. Moreover, Figure 8 highlights feedback on RHN's writing, in which the instructor used audiovisual comments to clarify a grammatical issue, reinforcing earlier written input and enhancing comprehension through a multimodal approach.

Figure 8

Supplementing Written Text-Based Feedback with Personalized Audio-Visual Feedback to Address Language Issues

Example	Audio-Visual Feedback Types
Language/Grammatical Issue in RHN's Writing Drafts	**Clarification and Suggestion** **Audio:** Well, the instructor located the sentence error in yellow. He said that the error is in the second sentence: *"provides many jobs..."* That is an incomplete thought. It doesn't have a subject. You have to fix this idea by making it a complete sentence." Thus, in writing a sentence, you should include a subject and a verb. **Visual:** Here is the issue. The instructor underlined the key point *"provides"* to clearly show the incomplete sentence that needs clarification and correction.

Figure 8 focused on the sentence *"provides many job opportunities in various fields to support a better career,"* which the instructor flagged for lacking a subject, rendering it incomplete. In a written comment, the instructor reminded the student that a complete sentence requires both a subject and a verb. Through audio-visual feedback, the instructor likely expanded on this rule, demonstrating how to revise the sentence by adding a subject and explaining why the change was necessary. This multimodal approach clarified the student's grammatical misunderstanding, reinforced principles of sentence structure, and encouraged reflective revision to enhance clarity and writing accuracy.

The Students' Responses to This Multimodal Feedback Emotionally, Cognitively, and Behaviorally

Students' Emotional Responses to This Multimodal Feedback

Most of the students felt encouraged and supported by the instructor's guidance. Although some initially experienced frustration and confusion from receiving indirect corrective feedback, they soon recognized the instructor's supportive tone, which motivated them to improve. The personalized nature of the feedback, particularly in the audio-visual format, made them feel seen and valued. The students stated during the interviews and face-to-face conferences in the class:

I initially felt frustrated due to limited support in addressing indirect feedback, despite audio-visual explanations. However, through practice and face-to-face consultations encouraged by instructors, I became more engaged, gained a deeper understanding, and significantly improved my writing (Face-to-face interview, TRD).

In the beginning, I felt happy identifying my writing errors through multimodal feedback, but the overwhelming amount discouraged me. However, repeated explanations through written, audiovisual, and in-class conferences helped me better understand and recognize its value for improving writing and independence (Zoom meeting, TRM).

I learned a great deal from multimodal feedback, becoming more aware of my writing strengths and weaknesses. Initially, I felt confused by numerous errors, particularly with indirect feedback, which required deeper research and rewriting to strengthen my arguments (Zoom meeting, TSK).

At the outset, my classmates and I felt discouraged by the feedback due to many mistakes. However, with instructor guidance, practice, and conferences, I gradually came to understand the types of feedback and significantly improved my writing (Zoom meeting interview, RFA).

The interview data revealed a developmental trajectory in students' engagement with multimodal feedback. Initially, most participants expressed frustration, confusion, or discouragement due to the complexity and volume of indirect feedback, even when supported by audiovisual explanations. For instance, TRD and TSK felt overwhelmed by the need to revise extensively, while RFA and TRM found the abundance of comments disheartening. However, over time, students' attitudes shifted positively. Repeated exposure to feedback across modes—written, audio-visual, and face-to-face consultations gradually enhanced their understanding and writing skills. Instructors' scaffolding, peer discussions, and reflective practices helped students develop autonomy and a deeper awareness of their writing strengths and weaknesses. Participants emphasized the importance of sustained support in transforming initial confusion into meaningful learning experiences. Ultimately, multimodal feedback proved effective not only in correcting errors but also in fostering student confidence, motivation, and a stronger grasp of academic writing conventions.

Students' Cognitive Responses to This Multimodal Feedback

Cognitively, many students actively engaged with written text-based and audio-visual feedback, reflecting on their writing weaknesses and identifying areas for improvement. Some students noted that the interview data seemed to encapsulate the experiences of most students.

I revised my writing by combining text-based and audio-visual feedback, repeatedly reviewing both, and actively seeking clarification during writing conferences to better understand and apply the instructor's explanations for correcting and improving my work (Zoom meeting interview, RHN).

To address writing errors in my draft, I clarified feedback with my instructor, discussed it with classmates for better understanding, especially when complex, used Google to find supporting sources, and ran a Plagiarism Checker to ensure originality before submission. (Face-to-face interview, MDU).

However, a few students demonstrated limited knowledge in revising both macro writing issues. While they attempted to address the feedback types, their revisions often focused on surface-level changes, such as grammar and word choice, leaving deeper concerns —such as organization, coherence, and idea development — unresolved. One of the students, HLM, reported it during the interview session and also expressed it in writing during the conference. He said that:

Despite receiving audio-visual feedback with clear verbal explanations and visual cues, I still struggled to revise indirect corrective feedback, particularly on content, coherence, and organization. When confused, I occasionally ignored parts of the feedback, resulting in limited improvement in my macro writing skills (Zoom meeting interview, HLM).

Students' Behavioural Responses to This Multimodal Feedback

We also observed the students' behavioral responses to written text-based and audio-visual feedback. In this respect, students' behavioral responses to this multimodal feedback varied throughout the revision process. The majority of the students responded actively by thoroughly revising their drafts based on the types of feedback formats, addressing issues related to language, organization, and content. One of them, MHY, stated that:

I repeatedly reviewed the commented drafts and the provided suggestions. I found it beneficial to identify crucial points and take notes on issues that need correction. For the audio-visual, I listened to and revisited the comments multiple times, which could be time-consuming. However, doing these ways helped me understand the feedback more clearly and apply it effectively (Zoom meeting interview, MHY).

On the other hand, a small number of students showed minimal changes in their revisions despite receiving both written text-based and audio-visual feedback. This indicated the students' difficulty in understanding or applying the feedback effectively. For example, behaviorally, a student, TSK, stated during the interview session and the writing conference. This variation in behavioural responses

highlights individual differences in motivation, feedback literacy, and writing or language proficiency. One of them narrated her experience in the interview data.

I know I didn't change much, especially in my content and organization, but I tried to revise my writing carefully based on the instructor's feedback. I read the feedback and thought about it, but I was not sure how to make significant changes and meet my instructor's expectations. So, I just adjusted some sentences and added a few ideas (Face-to-face interview, DKS)

Challenges the Students Faced When Revising Their Writing Based on This Multimodal Feedback

The present study also revealed a disparity between micro-level and macro-level changes. Most students faced challenges revising macro-level issues, such as developing a thesis statement, generating topic-sentence ideas, and organizing ideas to create coherence. This reflects limited feedback literacy, in which students could identify their writing errors but struggled to engage with the cognitive complexity of content-level revisions. Among Indonesian students, it was found that product-oriented educational backgrounds could shape their writing competency, especially in content and organization issues. Many of them came from previous learning environments that emphasized the correctness of final products—particularly grammar and vocabulary accuracy—rather than the process of meaning-making and revision. This product-oriented mindset limited their ability to engage in the recursive, dialogic nature of academic writing, in which ideas must be negotiated, refined, and restructured through feedback. Another finding was that some students experienced significant challenges not only in content and organization, but also in language use and vocabulary. As expressed by the students in the interview data, they mentioned that:

Content and idea organization were challenging for me due to limited knowledge and difficulty expressing thoughts in writing. After drafting, I realized my ideas were unclear and poorly structured, especially around the topic sentence (Zoom meeting interview, TSK).

The biggest challenges in revising my draft were content and organization due to limited knowledge. Though I understood the concepts, my ideas became disjointed in writing. I also struggled with verb tense, missing subjects, and article usage (Face-to-face meeting, DKS).

I struggled to revise content, organization, and language, which required deeper knowledge and greater cognitive effort. Despite the instructor's suggestions, I often failed to meet expectations, and repeated multimodal feedback indicated persistent errors in my drafts (Zoom meeting interview, HLM).

Some students encountered notable challenges in their writing, particularly in language use and vocabulary. These difficulties often hindered their ability to express ideas clearly and accurately. Struggles with grammar, sentence structure, and appropriate word choice led to confusion in meaning and reduced the overall quality of their writing. The students said in the interview session:

At the end of this writing course, despite improving my writing, I realized that grammar and vocabulary were my main difficulties. In every writing draft I wrote, the instructors consistently found errors, including misuse of singular and plural forms, articles, lack of subject or verb, incorrect present-tense usage, and a lack of varied vocabulary, which led to a monotonous flow (Zoom meeting interview, RFA).

I still struggled to craft well-structured sentences and select appropriate vocabulary based on context, although the instructor taught and explained these aspects in class and provided this multimodal feedback multiple times (Zoom meeting interview, MHY).

Ultimately, my writing demonstrated noticeable improvement. However, I continued to struggle with grammatical forms and sometimes lacked vocabulary, often making mistakes in verb tense, subject-verb agreement, and sentence structure, as well as using inappropriate words for the context (Face-to-face interview, TRM).

The rest of the students faced difficulty in language use or grammar. While they were able to develop ideas and organize their writing adequately, issues with grammar or sentence structure affected the clarity and accuracy of their work. Common problems included subject-verb agreement, verb tense consistency, and article usage, among others. Two students narrated in the interview session that:

My primary challenge was language use. For example, I was inconsistent in using the simple present tense and often forgot to add 's' or 'es' to the verb when the subject was singular. Sometimes a minor issue occurred in my sentences: I failed to begin with a capital letter or end with a full stop (Zoom meeting interview, RHN).

I think my main challenge in revising was grammatical accuracy. I often made errors in subject-verb agreement, tense consistency, singular and plural usage, and sentence structure. I experienced it because I lacked language proficiency, and my high school English teachers seldom exposed me to grammatical practice. So, it influenced my writing ability (Face-to-face interview, TRD).

Furthermore, other challenges were related to technical issues identified with the provision of audio-visual feedback. Some students found watching audio-visual feedback time-consuming and difficult to review. They also complained about the difficulty accessing certain places and the need for a private space to watch.

I received audio-visual feedback that was too long or difficult to review. I rewound and watched it multiple times (Zoom meeting interview, MHY).

I often experienced difficulty accessing audio-visual feedback due to a poor internet connection at my location (Face-to-face interview, TRM).

My place was inconvenient for watching audio-visual feedback due to the crowded situation, so I needed headphones and a private place to watch carefully in this mode (Face-to-face interview, MDU).

The Students' Strategies to Cope with the Challenges

The students employed various strategies to cope with the challenges they faced in writing content and organizing their ideas effectively. They reported in the interview session that:

I often consulted my instructor and classmates for feedback and used face-to-face meetings to clarify revisions. To improve content and grammar, I searched online for supporting ideas, paraphrased using Google Translate, and practiced with grammar books (Face-to-face meeting, DKS).

Face-to-face conferences helped me solve writing problems by allowing consultation and discussion. I used references to improve content, Google Translate to adjust language, and thesaurus and dictionary tools to paraphrase and avoid AI detection, enhancing clarity (Face-to-face interview, MDU).

To cope with challenges in language use and vocabulary, some students relied on dictionaries and online translation tools to find appropriate vocabulary, while others reviewed grammar materials or consulted a grammar-checking application to identify and correct errors.

When unsure about my revisions, I asked friends for feedback on sentence structure and grammar. I also used a thesaurus for synonyms, grammar practice resources, and the Cambridge Dictionary to translate and refine my sentences (Zoom meeting interview, MHY).

I reviewed my drafts independently and sought feedback from classmates and instructors. To improve language use, I studied grammar through books, online resources, and Grammarly, and used Thesaurus.com or online dictionaries to expand my vocabulary (Face-to-face interview, TRM).

To overcome students' challenges with language use, some students used grammar-checking tools and online resources to identify and correct errors. Some reviewed grammar notes from class or sought clarification from the instructor during writing conferences. The students narrated in the interview data:

I often sought clarification from instructors or classmates, used online grammar resources, including Grammarly and Google Translate, and paraphrased my ideas. I also carefully checked mechanics like capitalization and punctuation to improve writing accuracy and effectiveness (Zoom meeting interview, RHN).

I reviewed grammar lessons, focusing on sentence structure, articles, and singular/plural usage. I also sought feedback from classmates and instructors and used grammar books, online materials, and Grammarly to understand and apply grammatical rules (Face-to-face interview, TRD).

Discussion and Conclusion

The findings revealed key implications for the relationship between instructor feedback and student revision in writing essays. First, written text-based feedback was direct, detailed, and persistent, which was intended to address surface or higher-order writing problems in depth (Glover & Brown, 2006). In particular, metalinguistic explanations helped students revise their grammar and word choice, while indirect written corrective feedback supported them in thinking critically and independently about the development, organization, and coherence of their ideas.

Such feedback was beneficial in promoting learner autonomy, which encourages students to choose the content they want to develop and how they would organize their ideas (Karim & Nassaji, 2020a, b; Supiani et al., 2023a, b).

Second, the audio-visual feedback tone, created by video explanations recorded for individual students' essays, worked as a personalized and engaging form of interaction that enhanced students' understanding of instructor comments (Bahula & Kay, 2021). It means that the verbal explanation, facial expressions, and screen annotations automatically make complex comments feel more approachable and emotionally supportive. Through a Bakhtinian lens, this feedback mode constructs a chronotope—a simulated shared space and time—where teacher and student coexist dialogically. Although physically separated, the recorded video situates both in an interactive moment that transcends written communication, producing a sense of presence, immediacy, and relational support. This chronotopic encounter fosters affective engagement, making feedback not only a technical exchange but also a human dialogue infused with tone, empathy, and responsiveness (Grigoryan, 2017). Consequently, students felt motivated and connected, as if they were participating in a shared conversational moment rather than passively receiving correction. Regarding student reactions, the findings revealed emotional, cognitive, and behavioral responses. While the majority of the students initially felt overwhelmed or discouraged—especially by indirect written corrective feedback— the multimodal feedback and continuous instructor support gradually led to better understanding, enhanced engagement, and improved writing proficiency (Ebadi & Dadgar, 2024; Rassaei, 2019). Cognitively, students were more reflective about their weaknesses and strategic in revising their work after receiving feedback, often integrating this multimodal feedback to improve their performance. In terms of learning behavior, many students demonstrated recursive revisiting of their work through frequent iterations, based on reflection—reviewing instructor comments and returning to video feedback, as well as drawing on a variety of additional sources (dictionaries, grammar checkers, online tools).

However, this present study also revealed a disparity between micro-level and macro-level changes. Some students faced challenges in revising macro-level issues, such as developing a thesis statement, generating ideas for writing topic sentences, and organizing ideas to create coherence. This reflects limited feedback literacy. Although students could identify and correct local errors, they found it challenging to engage with the dialogic complexity of content-level revision (Jiang et al., 2024). In Bakhtinian terms, their struggle reflects an emerging but incomplete participation in the dialogue of ideas within academic writing, where one must not only respond to linguistic norms but also engage meaningfully with other voices, perspectives, and knowledge systems. Some students hesitated to embrace the instructor's suggestions fully or lacked sufficient background knowledge, resulting in partial or superficial revisions. Moreover, a few students were either not entirely convinced of the correctness of the suggestions or lacked the background to implement them fully; in such cases, the draft changes became minor. Additionally, some learners lacked the confidence or knowledge to fully utilize or follow the types of multimodal feedback, resulting in minimal changes to their drafts, or even no changes at all, or an ignorance of complexity issues.

The students' challenges stemmed from both language proficiency and rhetorical awareness. Many encountered persistent difficulties in grammar, sentence structure, and vocabulary, which hindered clarity. Others struggled to develop ideas logically and support claims effectively, a limitation compounded by minimal exposure to structured writing instruction (Wang & Newell, 2025). In response, students sought peer support, instructor guidance, and digital tools such as Grammarly to mediate their revisions. Particularly valuable were face-to-face conferences and opportunities for feedback clarification—moments that reactivated the dialogic space of interaction and deepened understanding through genuine conversational exchange. These results suggest that when provided with multimodal feedback and access to task-specific tools and resources, students can learn to adopt "strategic" behaviors (Campbell & Feldmann, 2017).

In the Indonesian higher education context, the challenges faced by the students were closely related to their product-oriented educational backgrounds and language-specific grammatical difficulties common among them. Coming from instructional settings that emphasized accuracy and correctness over process-oriented learning, many were more accustomed to viewing writing as a finished product rather than as a recursive, developmental activity (Widiati, 2002). This orientation restricted their understanding of how feedback could serve as a dialogic tool for revising meaning and structure. As a result, they often focused on surface-level corrections rather than engaging in deeper revision of ideas, argument flow, or coherence. Moreover, linguistic transfer from the Indonesian language created additional grammatical challenges, such as errors in tense, articles, and sentence structure—features not present in their first language. These patterns illustrate how educational tradition, product-oriented instruction, and linguistic background intersect to influence learners' responses to and engagement with multimodal feedback, thereby shaping their ability to internalize instructor guidance and transform it into substantive textual improvement (Supiani et al., 2023a, b).

Based on the students' gender and background, most female students demonstrated higher English proficiency, stronger writing competency, and more positive beliefs about learning than their male counterparts. Gender and language proficiency levels affected the students' responses and engagement with the feedback given (Cahyono & Rahayu, 2020). Consequently, they responded more positively to multimodal feedback—both written and audio-visual—across all dimensions. In fact, female students showed greater emotional engagement, appreciating the instructor's supportive tone and clear explanations in the video feedback. Cognitively, they demonstrated deeper reflection and critical thinking when revising their essays, while behaviorally, they showed greater consistency in applying feedback. In contrast, some male students showed lower engagement and confidence, focusing more narrowly on technical corrections than on overall content and organization. Hence, female students' stronger linguistic foundation and learning attitudes facilitated more constructive responses to multimodal feedback.

This study highlights the pedagogical value of multimodal feedback— specifically, the integration of written and audio-visual formats—in encouraging

students' writing development (Saeed et al., 2024). While text-based feedback offers precision and permanence, audio-visual feedback humanizes the process, enabling affective resonance and shared understanding within the chronotope of virtual interaction. Students' responses to feedback grew both cognitively and emotionally, though their success in implementing it varied by proficiency and feedback literacy. Although challenges remained at the macro level of revision, their willingness to use strategies such as digital tools, peer collaboration, and reflective revision suggests increasing participation in academic discourse. They showed willingness to employ various strategies to cope with these problems. These included seeking feedback, using digital tools, and engaging in collaborative learning practices (Gan et al., 2015). However, the findings also highlight the need for explicit instruction in macro-level revision strategies, interpreting feedback skills, and writing conventions. To further optimize the effectiveness of multimodal feedback, instructors must also gradually provide guidance and assistance on understanding and using various types of feedback, scaffold complex revision with examples and models, encourage ongoing dialogue through writing conferences, and provide follow-up consultations. Through this dialogic interplay and shared chronotopic presence, feedback becomes not merely corrective but transformative, enabling students to inhabit the discourse of academic writing as active, emotionally supported, and increasingly autonomous participants (Li et al., 2024).

Acknowledgements

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