

An Investigation of Written Corrective Feedback in EFL Writing Assessment: How Teachers' Feedback Practices Meet Students' Expectations

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ABSTRACT

Written corrective feedback (WCF) becomes an essential part of students writing development. The efficacy of WCF for EFL learners has been the subject of numerous studies. However, the studies neglected the idea of the feedback literacy. Thus, this study aimed to investigate how two English teachers provide WCF, what students expect from their teachers, and whether or not both students and teachers share common grounds seen from the feedback literacy framework. Thus, thirty EFL students and two teachers from EFL writing classes of one Indonesian Islamic university participated in this study. The data related to students' expectations of WCF and teachers' practices were gathered through open ended questionnaire, interview, and observations. Positive attitudes toward WCF were shared by students and teachers. It was discovered that students place a higher value on direct feedback rather than indirect feedback. Students perceived their learning motivation is best preserved through a positive tone of feedback, such as interaction with teachers and teachers' compliments on their strength instead comments on deficiencies. The study indicated that there was a gap between students' expectation and teacher practices about the type and relevance of feedback. Students perceived indirect feedback as less helpful in addressing their specific writing issues. While teachers have demonstrated feedback literacy in their practices, students' readiness and ability to fully engage in feedback literacy may vary depending on their proficiency levels and developmental stages. To bridge this gap, both students and teachers need to have good literacy in feedback. The findings highlight the potential significance of further exploring the impact of cultural factors in driving WCF decisions.

1. Introduction

Effective feedback practices are essential for student learning and achievement. Research has shown that teacher feedback is one of the most powerful influences on student learning outcomes

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(Bitchener, 2012). In writing class, written corrective feedback (WCF) becomes the most prominent feedback given to the students. Its effectiveness is an essential component of learning and is particularly crucial in developing writing skills. WCF is a common tool used by second language (L2) teachers to assist students in enhancing their writing accuracy by addressing linguistic errors in their written work. This aspect of L2 writing pedagogy has generated significant discussion in literature (Carless, 2020; Ferris, 2011; Lee, 2008;). Initially, Truscott and Hsu (2008) argued that WCF is ineffective and potentially detrimental to L2 learners' writing ability. However, subsequent studies (i.e., Alshahrani & Storch, 2014; Bitchener & Knoch, 2009) have shown that WCF has a positive impact on improving L2 writing accuracy.

Moreover, teachers play a crucial role in providing WCF to EFL writing students (Lee, 2019; Mao & Lee, 2022; Miao et al., 2023; Mohammadkarimi, 2022), thus the effectiveness of their feedback can significantly influence students' progress. The effectiveness of WCF is dependent on how it is delivered, and whether it aligns with students' expectations. Hattie and Timperley (2007) found that effective feedback is one that provides information that is specific, understandable, and relevant to the task at hand. It should also be timely, actionable, and supportive, and encourage students to take responsibility for their learning. Ferris (2011) has highlighted the importance of both strategies and scope in WCF. This raises the question of whether teachers should respond to all written errors or adopt a selective and focused approach in their feedback provision. In addition, Cheng et al. (2021), investigating novice writing teachers, found that focused feedback targeting one or a few pre-selected error types is far from sufficient to achieve good WCF. Aside from the extent to which written feedback should be offered, teachers also have to make a decision on the selection of a direct or indirect feedback strategy in feedback provision. For feedback to be effective, it needs to align with students' expectations.

Despite the importance of WCF practice, studies have shown that students often receive feedback that does not align with their expectations (Aridah et al., 2017; Lee, 2019; Lee, 2021). This misalignment can result in students becoming disengaged and disinterested in writing (Alshahrani & Storch, 2014). There has been growing interest in exploring the students' expectations regarding feedback on their writing and the practices of teachers in providing feedback (Chen, 2022; Saeli, 2019; Mohammadi et al., 2023; Wan Mohd Yunus, 2020). Wan Mohd Yunus (2020) revealed some discrepancies between students' preferences and teachers' practices in composition classrooms in terms of the amount, type, and necessity of the feedback where most students were found to require more WCF than the amount their teacher was capable of giving. Findings from this research imply that the study of contextual factors and beliefs influencing preferences with regard to WCF may also be necessary. Another study by Aridah et al. (2017) showed that both students and teachers valued direct feedback, with students valuing it more than teachers could realistically supply. Indirect feedback from teachers was also found to be more common than what students had anticipated. The results have a significant bearing on how writing is taught in schools. After all, the findings of the previous studies were derived from questionnaire *per se*, thus collecting data from broader contextual factors and various variables such as classroom observations and interviews is suggested to obtain more in-depth findings.

It is crucial to explore the extent to which teachers' WCF practice aligns with students' expectations in writing. One way to approach this topic is by using the feedback literacy framework. Feedback literacy refers to the ability to receive, interpret, and use feedback effectively (Carless & Winstone, 2023). The framework provides a systematic and comprehensive approach to feedback that can be used to analyze the quality of feedback in writing classrooms. While some studies have investigated teachers' practices and students' expectations regarding feedback (Aridah, 2016; Irwin, 2018; Wan Mohd Yunus, 2020), there has been a notable absence in the literature regarding the integration of a feedback literacy framework. The introduction of a feedback literacy framework significantly enhances the comprehensibility and depth of the study. Notably, prior research has examined teachers' feedback practices and students' expectations individually, but the discussion becomes more nuanced and complete when framed within the context of feedback literacy.

Initially, Carless and Boud (2018) laid the foundation for the feedback literacy framework. Their work initiated discussions on the critical role of feedback literacy in educational contexts. Subsequently, Lee (2012, 2021) extended this framework by constructing principles for providing effective WCF, shedding light on the intricate relationship between feedback literacy and writing

instruction. Furthermore, Yu et al. (2022) contributed to this discussion by developing a more specific feedback literacy framework tailored to students.

Incorporating the feedback literacy framework into the study enriches our understanding of the dynamics between teachers' WCF practices and students' expectations. It allows us to delve deeper into how feedback is received, interpreted, and utilized by both educators and learners. The findings of this study provide useful insights and ideas on how to provide effective and constructive WCF. In addition, understanding how L2 students' expectations of WCF practice may help teachers examine the strategies they use for providing written feedback (Lee, 2008). This can, in turn, help in developing effective practices of teachers' WCF. Thus, the following research questions are used to reach the objectives of the study:

1. What are students' expectations regarding feedback in writing?
2. What WCF practices do teachers currently use in their writing classes?
3. How do teachers' WCF practices align with students' expectations for feedback in writing considering the feedback literacy framework?

2. Review of Literature

2.1. Feedback Literacy

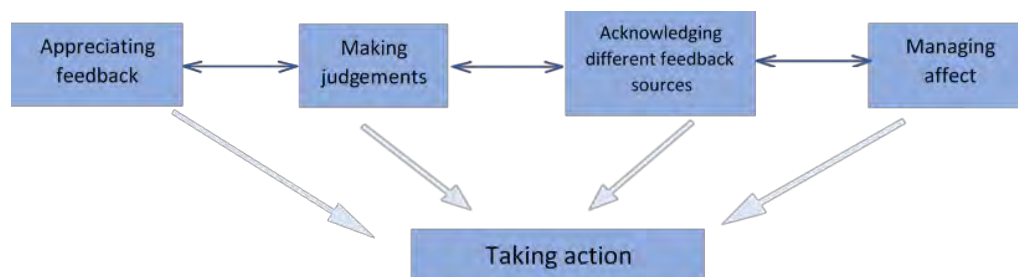
Drawing on the Vygotsky (1978) concept of scaffolding and how feedback between teacher and student can enable the student to develop writing abilities (Hyland, 2013), the notion of feedback literacy necessitates the active engagement and responsibility of all parties involved. Feedback literacy becomes a pivotal concept in WCF research (Carless & Winstone, 2023; Chong, 2022; Lee et al., 2023). Teacher's feedback literacy refers to the knowledge, skills, and practices that teachers possess to provide effective feedback. It encompasses the ability to provide constructive feedback, engage in dialogue, and foster student development (Lee et al., 2023). On the other hand, Carless and Boud (2018) have elaborated on the notion of student feedback literacy, which refers to students' capacity to receive, interpret, and utilize feedback for their learning and improvement. Feedback can be effective only if students are able to understand, interpret, and act on the feedback they receive. It suggests that feedback should be provided in a way that is clear, specific, and actionable. It also should support students in developing their feedback literacy skills (Carless & Winstone, 2023). Thus, feedback-literate teachers develop mindsets to overcome multiple competing functions of feedback and focus firmly on practices with the potential to enhance student learning (Winstone & Carless, 2019). However, in the context of ESL/EFL, there are some mismatches between teachers' beliefs and practices towards WCF (Chong, 2019; Rasool et al., 2023; Wan Mohd Yunus, 2020). Recent studies have also considered the potential of WCF beyond the setting where it is provided (Cheng et al., 2021; Chong, 2022; Loo & Imperial, 2022).

To evaluate the efficacy of teachers' provision of WCF, this study adheres to the guidelines delineated by Lee (2012, 2021), which are rooted in the principles of effective feedback provision. These guiding principles encompass the following key facets: (1) balanced coverage on content, language, organization and other issues; (2) WCF that is focused and selective; (3) WCF strategies that are generated towards student needs and help them develop editing skills in the long run; (4) written commentary that is constructive and can help students revise successfully; (5) disengagement of grades/scores; (6) feedback in multiple-draft classrooms; (7) opportunities for follow-up through conferencing; (8) feedback that involves students actively; (9) feedback that encourages the use of learning resources that are available to students, such as technology; and (10) feedback that is learner-centered and personalized. By having these principles applied in the writing class, teachers can be called literate enough in feedback and therefore bring effective teacher feedback practice.

On the other side, the students' feedback literacy framework has been proposed by Yu et al. (2022). They developed a scale to measure students' feedback literacy. The framework was crystalized into five dimensions of students' feedback literacy (see Fig. 1). They are appreciating feedback, acknowledging different feedback sources, making judgments, managing effect, and taking action. Therefore, students' feedback literacy plays a role in the overall development of academic writing literacy and offers a model for developing feedback literacy in the academic writing context. The concept of students' feedback literacy offers a valuable framework for understanding and addressing students' expectations regarding feedback. By using this feedback literacy framework, teachers can gain

insights into how students perceive and respond to feedback, enabling them to design more effective feedback mechanisms that cater to diverse student needs.

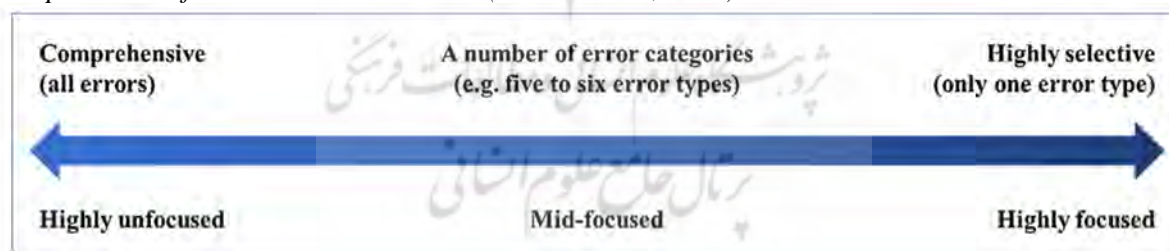
Figure 1
Students Feedback Literacy Framework (Yu et al., 2022)



2.2. Written Corrective Feedback (WCF)

There are many different approaches to providing WCF (e.g., direct, indirect, coded, and uncoded). Liu and Brown (2015) split WCF into three groups: comprehensive, mid-focused (two to five error types), and highly focused (one error type). Lee (2017) adds to Liu and Brown's (2015) approach by showing how broad and focused WCF can be placed on a continuum (see Fig. 2). Comprehensive WCF is feedback on all mistakes, which is not very focused. On the other end of the scale is highly focused WCF, which is feedback on one type of error. The WCF becomes less focused as the number of target error types grows from the "focused" end of the spectrum. Mid-focused WCF is provided on a number of error categories, such as up to five or six error types. It is in the middle of the spectrum. Overall, this continuum is helpful because it reminds us that when teachers start giving WCF to a lot of mistake categories (i.e. when they move past the mid-focused range and toward the unfocused end of the continuum), WCF is becoming less and less focused. The term "comprehensive WCF" means feedback on all errors and "focused WCF" means feedback on a narrow range of error types (from "highly focused" to "mid-focused"), respectively.

Figure 2
Comprehensive-focused WCF Continuum (Liu & Brown, 2015)



The idea of focused feedback is in line with the principles of effective WCF (Lee, 2021) in the previous section. Teachers provide feedback that is focused on the learning goals of the students and encourage students to engage with feedback by asking them to reflect on it and act on it. They could use metalinguistic feedback, which involves pointing out errors and explaining why they are incorrect, to help students develop their own editing skills. They could also provide feedback that is specific, clear, and actionable. In addition, a variety of feedback types, such as direct and indirect feedback, can be used to meet the needs of individual students (Chong, 2022; Lee, 2012). Teachers should also be aware of aligning feedback with the students' level of proficiency and their writing goals (Mao & Crosthwaite, 2019) and provide feedback that is timely and ongoing, rather than just at the end of a writing task (Lee, 2012). These practices are based on the principles of feedback literacy, which emphasize the importance of teachers' feedback literacy, students' engagement with feedback, and their

ability to use it effectively (students' feedback literacy). By adopting these practices, teachers can help students develop their writing skills and achieve their learning goals.

2.3. Students' Expectations of WCF

In the context of feedback, socio-cognitive theory suggests that students' expectations for feedback may be influenced by their past experiences and observations of how others receive feedback (Mao & Lee, 2022). The notion of students as partners encourages a shift in perspective, reimagining feedback processes as a collaborative endeavor between teachers and students (Carless, 2020). Within this framework, students could be given more agency in expressing their preferences regarding the types, methods, and timing of feedback, provided that these options do not unduly burden teachers with additional workloads. Furthermore, students could take a more active role in soliciting feedback by making specific requests on topics they consider important (Winstone & Carless, 2019).

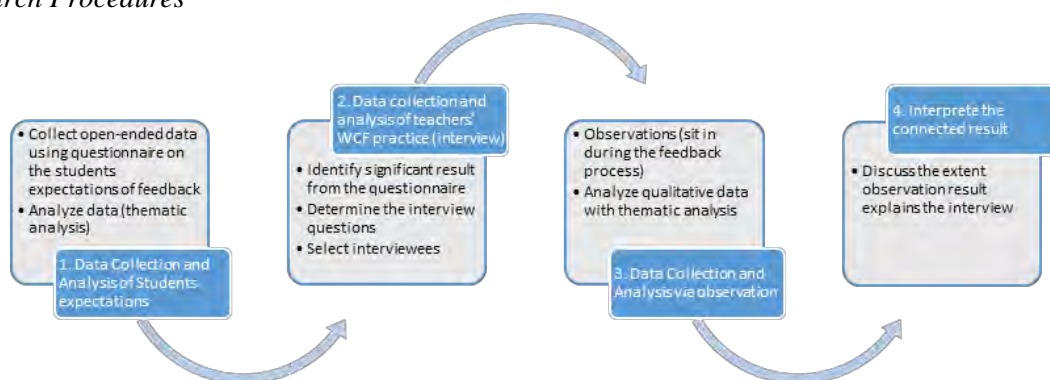
Students may have various expectations when it comes to written corrective feedback (WCF) provided by their teachers. Students expect clear and easy to understand feedback from their teachers (Gray et al., 2022). They want to know exactly what aspects of their work are correct and what needs improvement. Ambiguous or vague feedback can lead to confusion and hinder their ability to make meaningful changes. In addition, Yeo (2018) also emphasized that specific or focused feedback is suggested to the students. Diab (2015) proved that students expect specific feedback that goes beyond general comments. They want their teachers to highlight specific errors or areas of improvement, providing concrete examples for revision, especially lexical errors. Specific feedback helps students understand exactly what needs to be corrected or revised.

Students generally prefer feedback that is supportive, constructive, polite, and clear, with an emphasis on encouragement, guidance, and explanation of feedback rationale (Black & Nanni, 2016; Saeli, 2019; Wei et al., 2020). They also value personalized feedback tailored to individual needs and learning styles (Gray et al., 2022). However, preferences for feedback style may vary among students. Concerning written corrective feedback (WCF), it is perceived as helpful for improving writing accuracy (Farjadnasab & Khodashenas, 2017; Irwin, 2018). Nevertheless, some students find WCF overwhelming or demotivating (Miao et al., 2023). In addition, Mohammadi et al. (2023) investigated that the majority of the learners confirmed the clarity of teachers' feedback and learners' attitude about feedback modes was positive although they highly preferred the blended one. Additionally, there are varying preferences for direct versus indirect feedback (Reynolds & Zhang, 2023). Overall, students' perceptions of WCF effectiveness are influenced by multiple factors, underscoring the importance of open communication between teachers and students during the feedback process.

3. Method

To conduct the study on the alignment between teachers' WCF practice and students' expectations in writing, a semi-mixed-methods approach was used. It combines multiple data collection to provide a more comprehensive understanding of the alignment between teachers' WCF practice and students' expectations in writing class. A survey (open-ended questionnaire) was used to gather data on students' expectations for feedback, while a semi-structured interview was used to gather in-depth information on teachers' practice of WCF. The interviews could derive more in-depth information on the reasons behind teachers' feedback practices. In addition, classroom observations were used to gather data on teachers' feedback practices. The observation method is used since it includes directness, flexibility, and the ability to describe phenomena as they occur in their natural settings (Cresswell & Clark, 2004). It was integrated as confirmatory research data (Gray, 2009). This provides information on the type of feedback provided, the frequency of feedback, and the timing of feedback.

Figure 3
Research Procedures



3.1. Participants and Setting

The following table provides detailed information on the writing teachers who became the participants of the study.

Table 1
Teachers' Demographic Information

| Teacher | Gender | Writing teaching experiences | Education background | Subjects |
|-----------|--------|------------------------------|--|--|
| Teacher 1 | Female | 10 semesters | Master (2 nd year of Ph. D program) | Sentence paragraph writing, essay writing, Academic writing, Argumentative writing |
| Teacher 2 | Female | 8 semesters | Master (4 th year of Ph. D program) | Creative writing, Academic writing, Argumentative writing |

Meanwhile, the students come from the Academic Writing class that is specifically focused on argumentative writing. Each teacher has 15 students in one class, so 30 students in the fourth semester filled in the open-ended questionnaire.

Table 2
Student-participant Information

| | | N | % |
|--|---|----|-----|
| Gender | Male | 6 | 20 |
| | Female | 24 | 80 |
| Level of education | Fourth semester (2 nd year of undergraduate) | 30 | 100 |
| Age | 18 | 3 | 10 |
| | 19 | 11 | 36 |
| | 20 | 17 | 56 |
| Writing ability (data from the teachers) | Low | 10 | 33 |
| | Intermediate | 13 | 43 |
| | High | 7 | 23 |

3.2. Instruments and Data Collection

The data collection process encompassed the utilization of multiple instruments, namely open-ended questions within a comprehensive questionnaire, a structured interview guideline, and a meticulous observation checklist. The incorporation of open-ended inquiries within the questionnaire was primarily directed toward the student participants. This questionnaire featured three pivotal queries, which pertained to the following aspects: the categorization of anticipated feedback, the origins of such

feedback, and the overarching expectations regarding Written Corrective Feedback (WCF). Notably, the final inquiry afforded students the latitude to expound upon a wide range of perspectives and insights.

The responses to this final question were subjected to a systematic thematic analysis grounded in the conceptual framework of students' feedback literacy, as outlined by Yu et al. (2022). The administration of the open-ended questionnaire took place subsequent to the completion of the initial essay topic, facilitated through the platform of Google Forms. It is pertinent to note that students had previously encountered multiple instances of feedback throughout the research process, encompassing peer feedback, teacher feedback during the drafting phase, and concluding with teacher feedback on the second and final drafts of their work. The second instrument employed in this study was an interview guideline designed for teachers, comprising three primary inquiries. These questions delved into the categorization of feedback types, the underlying motivations guiding their selection, and the application of principles derived from the ten principles of effective feedback as outlined by Lee in 2021 (refer to Appendix A). The interview was done face to face for about two hours a day before the classroom observation was done. The insights garnered through these interviews served a dual purpose: firstly, to elucidate the specific forms of written corrective feedback (WCF) utilized by teachers, along with the rationale driving these choices; and secondly, to ascertain whether teachers actively incorporated the principles of effective feedback into their teaching practices within the context of the writing class.

In addition to the interview results, observations were conducted during the feedback provision process. An observation checklist rooted in the feedback literacy framework developed by Lee in 2021 (please refer to Appendix B for details) was utilized. For a deeper understanding, both educators graciously permitted the presence of one of the researchers (the first author) during two class sessions. These observations collectively spanned 100 minutes, equivalent to the duration of a single class meeting, and were conducted during the fourth and seventh sessions. These specific time points were chosen as they coincided with students' exposure to multiple written corrective feedback (WCF) instances and subsequent teacher-led conferences addressing the students' mistakes. Throughout these observations, the observer was afforded the opportunity to inspect students' written assignments and capture photographs of their work. Due to the teacher's restriction on video recording throughout the class session, the observer was constrained to rely on note-taking to document the occurrences within the classroom.

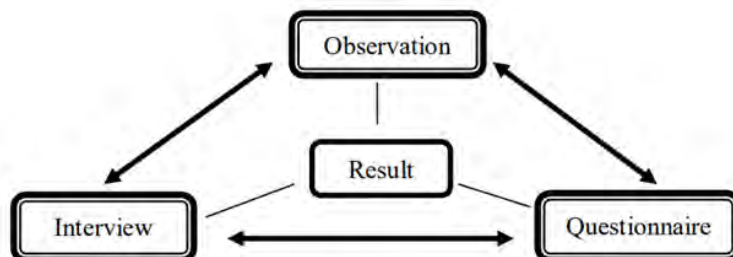
3.3. Data Analysis

The data for this study underwent analysis following the steps outlined by Miles and Huberman (1994). It comprised information gathered from questionnaires, interviews, and observations. Once the data was collected and organized through questionnaires, interviews, and observations, the interviews were transcribed by converting audio recordings into text format. Subsequently, the data was coded by utilizing thematic analysis to identify key themes within the dataset. While the coding of questionnaire data was focused on identifying themes, concepts, and categories associated with students' expectations and feedback literacy, the coding of interview and observation data revolved around categories related to teachers' Written Corrective Feedback (WCF) practices, the reasons behind their choice of WCF methods, and their feedback literacy. During the data interpretation phase, conclusions and recommendations were made based on the findings. To ensure consistency between interview and observation results, the outcomes of both data sources were compared. Ultimately, data interpretation allowed the researchers to draw conclusions regarding the alignment between students' expectations of WCF and teachers' practices, leading to recommendations for the use of WCF in writing classes (Moradkhani & Mansouri, 2023).

By employing different methods of collecting the data namely observation, interview, and questionnaire, this study applied the methodology of triangulation. A multitude of data sources were used to check the trustworthiness of the data. It referred to the extension of involvement of the

researchers, the observational perseverance, and the triangulation. The following image represents the credibility strategy that was used in the study.

Figure 4
Methodology of Trustworthiness



4. Findings

The findings are written based on the research questions proposed in the introduction; students' expectations followed by teachers' practice and the alignment between them.

4.1. Students' Expectations of WCF

The questionnaire results indicate that out of 30 students surveyed, 26 expressed a preference for receiving direct Written Corrective Feedback (WCF). They conveyed their satisfaction with the ability to directly interact with the teacher for clarification, facilitating a more effective understanding and correction of their mistakes. All participants conveyed their contentment with the opportunity to seek direct explanations regarding their feedback. However, eight students expressed occasional frustration with feedback that was predominantly composed of extensive notes, underlining, or even the crossing out of their written work. While the majority of students strongly favor explicit, one-on-one feedback for their writing assignments, they also acknowledge its significant utility.

Additionally, students expected their teachers to provide specific guidance on how to improve their writing, such as suggesting alternative vocabulary or sentence structures. Specifically, those in the low to medium level of EFL writing strongly desired direct and explicit feedback on their writing assignments. Due to their current proficiency level, students found it challenging to independently identify and correct errors in their writing. One area where students' expectations and teachers' practices align is in the provision of personal feedback. They expressed a strong desire for feedback that is personalized and tailored to their individual writing needs. The following table (Table 3) shows a summary of students' expectations of the WCF. The summary of the students' expectations is constructed based on the students' feedback literacy framework (Yu et al., 2022).

Table 3
The Summary of Students' Expectations

| Feedback Literacy | Types of feedback | Students (30) | Example of excerpts |
|-----------------------|-------------------|---------------|--|
| Appreciating feedback | Direct feedback | 26 | I need feedback which can give a clear direction about what is my mistake and what should I do to correct my mistakes rather than feedback from lecturers who only show me the mistakes but they never give me new insight to correct my own mistakes. |
| | Indirect feedback | 2 | I like it because I can improve my thinking skills by finding the reason behind the underline or question mark. |

| | | | |
|--|--------------------------------|-----|--|
| | Focused (selective) feedback | - | I want to know my mistakes from the clues given by the teacher, such as underlining or circles. This makes me learn more. |
| | Comprehensive WCF (unfocussed) | 20 | At some times, I was sad to receive many notes yet I revised it because I like to know my errors (comprehensive feedback). I hope, Ma'am not only correct grammatical errors but also pay attention to the structure and coherence of a paragraph and the connection between one sentence to another. |
| | Pre-teaching feedback | 2 | I hope my teacher could provide a clear explanation of the writing's criteria". "...give clear guidance on the correct writing format and styles for the specific genre". |
| | Dialogic feedback | 8 | I also hope that I can always communicate directly in my writing process so that I can write as much as possible. |
| | Praise (positive tone) | 5 | Teachers could correct student mistakes directly without making students feel inferior and embarrassed. Praise and recognition for student effort and achievement in writing. |
| Making judgments | Direct feedback | | I noticed if there was a note or question, there must be errors in my text, so I tried to revise based on my knowledge. |
| Acknowledging different feedback sources | Teacher feedback | 25 | I always use every piece of feedback I receive from my teacher. |
| | Peer feedback | 5 | Sometimes I ask my friends if I get confused in vocabulary, but at the same time, I also have difficulty understanding their comments. |
| | Technology-enhanced feedback | 2 | I use a grammar checker at home, and I hope I can use it all the time. |
| Managing affect | Direct feedback | 10 | Firstly, I feel a bit down when I have to rearrange my thoughts and plans. It can be challenging to make adjustments; I know it's all part of the learning process. |
| | Constructive feedback | 14 | I really appreciate receiving feedback because it helps me understand the specific areas where I make mistakes and how to improve them. |
| Taking action | | all | I am aware that I made mistakes, particularly in my word choices. Therefore, in the next draft, I tried to avoid repeating the same words and attempted to make my writing more academic. |

We can see from Table 3 that in the phase of appreciating feedback, 26 students prefer to have direct feedback. 20 students chose to have comprehensive feedback since they like to receive many notes from their teachers. In the phase of recognizing different sources of feedback, teacher feedback is the most favorite since 25 students stated to receive feedback from teachers while only five students appreciated feedback from their peers simply because they had more difficulties in understanding peer feedback. In the fourth phase, managing effect, ten students mentioned that direct feedback makes them learn more than any other feedback. They could manage how to respond to the comments and suggestions. Finally, while the exact figure is unspecified, it may be inferred that all students engaged

in the process of revising their written submissions (taking action). After reviewing the amended versions, it was seen that while some students showed improvement, there were still those who struggled to comprehend the material. This finding is supported by the final scores obtained from their written assignments.

4.2. Teachers' Practice of WCF

In this section, the data is presented from the results of interviews regarding teachers' WCF practices, aligning them with the principles of effective feedback outlined by Lee (2021). Both teachers emphasized their commitment to enhancing their students' writing abilities through their WCF practices. Teacher 1 (T1) emphasized the importance of establishing clear learning goals for students, aligning the writing process with assessment criteria, and basing feedback on these criteria. T1 shared, *"I consistently encourage my students to set clear learning goals at each meeting."*

Regarding the first and second principles, balance coverage of feedback and use selective feedback, both teachers admitted covering all types of errors in the WCF, thus they did not select the mistakes. Teacher 2 (T2) shared an approach that emphasizes the alignment of writing criteria with holistic feedback. However, T2 acknowledged that her practice often led to comprehensive feedback, as she found it challenging to provide selective or focused feedback within the context of the holistic criteria. T2 expressed her awareness of the need to consider her students' receptivity to feedback, saying, *"I need to be more attentive to how my students perceive my feedback, especially when I use a holistic rubric."*

In relation to the third principle, which emphasizes WCF strategies tailored to student needs, both teachers admitted that they never asked their students for their preferences or opinions on how feedback should be given. T1 mentioned, *"Perhaps I will ask for their opinions next time."* Regarding the fourth principle, constructive feedback, both teachers primarily used indirect feedback strategies to promote critical thinking in their students, rather than fostering dependency on their comments. This indirect feedback was often conveyed through methods such as underlining, circling, and using question marks to highlight errors in the students' work. Notably, T1 also actively involved her students in the feedback process by encouraging them to refer to the writing criteria during their writing tasks, promoting self-assessment and self-feedback. T1 explained, *"I encourage them to maximize their ability to do self-assessment (self-feedback)"*. In summary, while both teachers demonstrated a commitment to improving their students' writing skills through WCF, their practices leaned toward comprehensive rather than selective feedback, which deviates somewhat from the principles of effective feedback. Nevertheless, they shared a common preference for indirect feedback methods to foster students' critical thinking and independence in the writing process. The following are full excerpts of the interview results from T1 and T2:

T1: *I've tried to make my way of giving feedback as smooth as possible because my goal is for them to learn. At first, I gave them indirect feedback: underlining for grammar mistakes (rarely crossing), blue pens, highlights, and questions about their mistakes. When I used a question mark, I mentioned my question. I tried to make them think of the answer.*

T2: *If they have technical errors such as misspelling, capital letters, or misplacing auxiliary, most of the time I only circle the error. They cannot repeat the same mistakes many times.*

T1 said that she understands students need (3rd principle). Although she gave indirect feedback, she tried to make the students understand. She also knew that her students expected to have very detailed and direct feedback but she could not just comply with her students. As she said: *"We need to change our students' expectations about teacher feedback"*. In addition, T2 did not forget to mention the students' strengths before summarizing her feedback. T2 said: *"I also gave their strength before mentioning their mistakes."* This practice is categorized as the fourth principle; constructive feedback.

In line with T2, T1 also admitted that she did not do selective feedback, she mentioned that her students were not at a good level of English proficiency. So, she mostly applied comprehensive feedback to the students. She did not prioritize the mistakes that needed to be revised. All of the mistakes were being criticized, as T1 said:

"Students need to know their mistakes in terms of grammar, word choice, organization, and content. Sometimes, I just do not realize that I have given too much comment on their writing. My assumption is that the more feedback they received, the more revision they made, much better their writing..."

She also added:

"Process feedback is my intention and I believe that the most powerful feedback occurs in the performance. I want them to think, to reflect, and to recognize the weaknesses and strengths during the process of writing".

T1 believes that her approach to giving indirect feedback would promote students' critical thinking, and thus boost the interpersonal communication between students and the teacher. In addition, T2 said that giving indirect feedback would promote dialogue between the students and her. In accordance with the framework of effective feedback, teachers' practices have been in line with the principles of opportunities for follow-up through conferencing, feedback that involves students actively, as well as personalized feedback (7th, 8th and 10th principles).

T2's practice was slightly different from T1's. She emphasized the use of peer feedback before she provided feedback to students. T2 considered that students should learn from their friends. During the practice, she accompanied her students so that they could give feedback appropriately. T2 said, *"...from peer feedback, they have to learn something to improve their writing"*. T2 gave students the opportunity to provide comments comprehensively, not only on grammar or spelling.

Both teachers consistently offered summarized comments and refrained from explicitly mentioning students' names during conferences to highlight their major mistakes in front of the class. T1 explained:

"I provide a summary of students' mistakes during the conference, focusing on common errors such as subject-verb agreement. I encourage them to reflect on the mistakes they have made."

Additionally, T2 maintains a respectful environment and avoids singling out individuals in front of their peers, she individually calls each student to receive personalized feedback. She shared:

"At the conclusion of their drafts, I provided a summary of the feedback, addressing the main mistakes made by each student."

In this way, both teachers have applied the principle of feedback that is learner-centered and personalized. The students have to notice their weaknesses so that they do not repeat the same mistakes. While T1 repeated that she asked the students to compare or to learn from the previous feedback, T2 emphasized the importance of personalized feedback due to the privacy issue. Conferencing might have a different effect on the students. Thus, the use of interaction between students and teachers is important. In relation to the 9th principle of using learning sources of technology, T1 and T2 did not give instructions explicitly to get feedback from technology. However, the students used the technology at home not necessarily during the writing process in the class.

T1 stated that her expectations of the students' writing were too high, and her practices did not really work well since the students were on the level of lower to medium English proficiency. Overall, the practices of both teachers reflect that they have good feedback literacy to provide adequate WCF for their students. The result of the interview was confirmed by the observation procedures. The following is the summary of T1 and T2 WCF practice by comparing the interviews and observations.

Table 4
T1' and T2's WCF Practices

| Principle of WCF | Teacher 1 | | Teacher 2 | |
|---|-----------|-------------|-----------|-------------|
| | Interview | Observation | Interview | Observation |
| Balanced coverage of feedback | ✓ | ✓ | ✓ | ✓ |
| Focused and selective | x | x | x | x |
| WCF strategies that are generated towards student needs | x | x | x | x |
| Constructive feedback | ✓ | x | ✓ | ✓ |
| Disengagement of grades/scores | ✓ | ✓ | ✓ | ✓ |
| Feedback in multiple-draft | ✓ | ✓ | x | x |
| Conferencing | ✓ | ✓ | ✓ | x |
| Feedback that involves students actively | ✓ | ✓ | ✓ | ✓ |
| The use of technology in feedback | x | x | x | x |
| Learner-centered and personalized | ✓ | ✓ | ✓ | ✓ |

Table 4 illustrates that the outcomes of the interviews align with the observations. Notably, both instructors incorporated seven out of ten recognized principles for effective Written Corrective Feedback (WCF). The principle of maintaining a balanced coverage of feedback was implemented; however, it inadvertently led to the omission of selective feedback, which constitutes the second principle. They dispensed comprehensive feedback encompassing aspects such as organizational structure, content, and technical writing issues. Teacher 2 (T2) articulated that she adhered to assessment criteria encompassing all aspects but inadvertently overlooked the need to select and prioritize student errors. This omission aimed to mitigate student reactions characterized by surprise stemming from an overwhelming volume of feedback. Moreover, the interviews highlighted that both instructors failed to tailor WCF to individual student needs, corresponding to the third principle, which was subsequently confirmed during the observations. Within the framework of constructive feedback (the fourth principle), T1 claimed adherence, yet the observation indicated that T1's students encountered difficulties in effectively incorporating the provided feedback.

Regarding the principle of disengaging grades or scores (the fifth principle), both instructors affirmed its application. Moving on to the sixth principle, the provision of feedback across multiple drafts, only T2 did not employ multiple drafts for revision purposes. Notably, learner-centered and personalized feedback was employed; however, conferencing, an integral component of this approach, was less effectively implemented in T2's class due to some students' reluctance to directly seek clarification. Both instructors acknowledged their adherence to the principle of involving students actively in the feedback process (the seventh principle). However, the utilization of technology for feedback (the ninth principle) was suboptimal in both classrooms. This limitation stemmed from the manual, handwritten nature of the writing process.

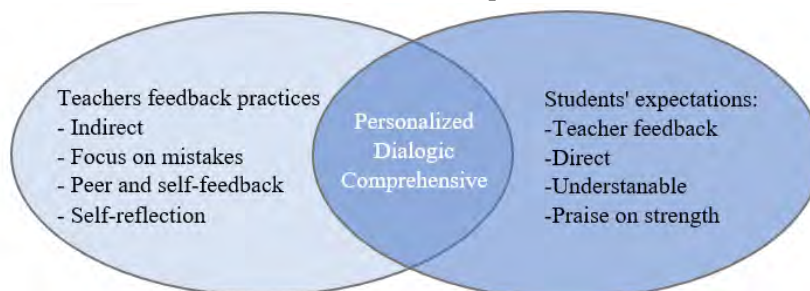
In summary, T1 and T2 used indirect feedback to provide WCF such as underlining or circling errors without explicitly correcting them. The use of indirect feedback was motivated by the belief that it promotes students' active engagement and deeper understanding of the writing process. Comprehensive feedback was also applied. They highlighted specific strengths in students' writing and offered guidance on how to further enhance their skills. However, they did not ask students for feedback. In addition, they encourage the use of peer- and self-feedback to a different degree. Here, the teachers emphasized the importance of self and peer assessment and encouraged students to identify and correct errors on their own, fostering their autonomy and metacognitive skills. Finally, they also like to have interaction with students individually during the feedback (personalized feedback). Thus, they recognized the importance of personalized feedback and implemented practices that catered to students' individual needs.

4.3 (Mis)alignment between Teachers' WCF Practices and Students' Expectations

The study highlighted a gap between teachers' practices and students' expectations regarding WCF. To simplify the findings, the (mis)alignment between teachers' WCF practice and students' expectations can be seen in Figure 5.

Figure 5

(Mis)alignment between Teacher's WCF and Students' Expectations



While teachers have demonstrated feedback literacy in their practices based on interviews and observations, students' readiness and ability to fully engage in feedback literacy may vary depending on their proficiency levels and developmental stages. In addition, the findings showed that both teachers applied indirect feedback, unfocused/ comprehensive feedback, personalized (promoting dialogue), conferencing, and constructive feedback. Meanwhile, some of the students' expectations were not fulfilled by the teachers' practices, for example, students need direct feedback, direct correction, and praise. However, most of the students' expectations have already been met by the teachers.

This first circle of Figure 5 represents teachers' feedback practices. It showcases the teachers' expertise and effective feedback practices. The teachers evaluated student work and identified areas for improvement. Teachers provided comprehensive written feedback with suggestions and explanations. They also encouraged students to engage in a dialogue to clarify feedback and address any queries. Teachers acknowledged students' efforts and provided additional guidance if necessary.

The second circle of Figure 5 represents the students' feedback expectations which also indicates feedback literacy. The feedback process from the students' perspective focuses on their expectations and understanding. Students received written feedback from the teacher and their peers. Students responded to the feedback and reflected on the suggestions provided. They mentioned that they feel overwhelmed by the types of feedback and struggle to comprehend the teacher's explanations and suggestions, especially indirect feedback (underline, circle, questions). Therefore, students solely relied on direct corrective feedback for their writing while engaging in further dialogue.

The slice in the middle of Figure 5 represents the common ground between the teachers' feedback and the students' expectations, which is the process of personal and dialogic feedback. Both the teachers and the students recognized the importance of engaging in a dialogue about feedback. However, the students' limited feedback literacy inhibits their ability to fully benefit from this dialogic process.

5. Discussion

The findings from this study provide valuable insights into the intricate relationship between teacher feedback practices and student expectations in the context of written corrective feedback (WCF). The central theme that emerges is a pronounced misalignment, which significantly impacts the understanding and utilization of feedback in the learning process.

On the one hand, the students' expectations primarily revolve around the desire for direct corrective feedback on their writing. They tend to prioritize the identification and rectification of errors over comprehensive feedback, sometimes even overlooking valuable insights and suggestions provided by teachers. The sheer volume of feedback they receive can at times overwhelm them, making it

challenging to fully grasp the teacher's explanations. Consequently, many students lean towards relying solely on direct corrective feedback as the mainstay for their writing improvement. This expectation aligns with previous research findings (Aridah, 2016; Aridah et al., 2017; Bitchener & Knoch, 2009; Irwin, 2018).

Conversely, teachers in this study exhibit commendable levels of feedback literacy, an essential facet of their professional repertoire (Carless & Winstone, 2023; Chong, 2022). Their feedback practices reflect a comprehensive approach that encompasses not only the provision of constructive feedback but also the encouragement of an open dialogue with students. This dialogic approach aligns with the principles of effective feedback delivery, emphasizing the importance of active engagement and clarification (Lee, 2021). One of the reasons is to mitigate any potentially adverse effects on students. This is in accordance with the statement of Carless and Winstone (2023) that teacher commentary does not have to be mealy-mouthed but the feedback should be honest, supportive, and shared with students' best interests at heart. However, teachers in this study often fall short of meeting students' expectations, as students often gravitate towards the path of least resistance when revising their drafts. Another reason is that merely providing students with the correct version of their writing does not contribute to their learning process and ultimately fails to yield better learning outcomes.

Interestingly, a common thread shared by both teachers and students is the recognition of the importance of engaging in a dialogue about the feedback. Both parties acknowledge the need to clarify misconceptions, seek further guidance, and foster a deeper understanding of the feedback process. However, the students' limited feedback literacy becomes a substantial impediment to their effective engagement in this dialogic process (Winstone & Carless, 2019).

The misalignment underscores the urgent need for interventions aimed at enhancing students' feedback literacy. Such interventions could empower students to engage more meaningfully with the feedback provided (Carless & Winstone, 2023). By equipping students with the necessary skills to interpret and utilize feedback effectively, educators can bridge the gap between their expectations and the intended feedback process. Furthermore, it is essential to acknowledge that teachers, while striving to align their feedback practices with theoretical concepts of effective feedback (Lee, 2021), may sometimes overlook the readiness and capabilities of their students. It is essential for educators to recognize the importance of ensuring that feedback is congruent with the students' competence level and writing objectives (Mao & Crosthwaite, 2019). This resonates with findings from Wan Mohd Yunus (2020), who observed a similar gap between students' expectations and teachers' practices. In this context, it becomes evident that students' writing abilities play a pivotal role. If students possess relatively low writing proficiency, they may struggle to identify their mistakes without explicit feedback. This poses a challenge for teachers who are aiming to strike a balance between offering guidance and allowing students to critically notice their errors. Additionally, cultural and contextual factors, such as the strong inclination to obey authority figures like teachers in some contexts (Saukah et al., 2017; Suci et al., 2021), can further influence students' expectations of WCF. Therefore, striking a balance between meeting students' expectations and maintaining professional judgment when providing feedback is paramount. It acknowledges the potential negative impact of providing fully corrected drafts, which can hinder student writing motivation (Lee, 2019; Mao & Lee, 2022).

In conclusion, this study highlights the intricate dynamics surrounding feedback practices and student expectations in the context of WCF. It underscores the importance of feedback literacy and the need for interventions aimed at enhancing students' ability to interpret and utilize feedback effectively. Moreover, it emphasizes the critical role teachers play in shaping students' emotional responses and motivation through their feedback practices. While aligning feedback practices and expectations is essential, teachers must also strike a balance that fosters both student engagement and professional judgment. This multifaceted approach is key to improving the effectiveness of feedback processes and enhancing the learning experience for students.

6. Conclusion

The principles of partnership and shared responsibilities form the foundation for the interaction between teacher and student feedback literacy since feedback processes demand commitment from both parties. When teachers and students align their purposes, goals, and responsibilities, it creates a mutually reinforcing drive for the development of feedback literacy. Teachers can enhance their feedback approaches by acknowledging and understanding students' viewpoints and difficulties with feedback. Similarly, students can contribute to the growth of teacher feedback literacy by sharing their experiences, both positive and challenging, in seeking, comprehending, and applying feedback information. Future research direction could be developing a scale that can measure levels of teacher and student feedback literacy. The way teachers acquire and enhance their feedback literacy also merits further investigation. In addition, the need for longitudinal studies to assess the long-term effects of WCF are still needed. The next research can also explore the impact of individual differences on students' responses to WCF.

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Appendix A

Interview Guideline: Exploring Feedback Practices

Types of Written Feedback:

In your teaching practice, could you describe the various types of written feedback you provide to your students?

Reasons for Feedback Choice:

What motivates your selection of these specific feedback types and strategies?

Application of Effective Feedback Principles:

In consideration of the ten principles of effective feedback, please share how you incorporate each principle into your feedback process and the rationale behind your approach.

Appendix B

Observation Checklist for Feedback Practice

Classroom Session (date):

Observer:

Teacher(s):

Class/Subject:

Duration of Observation:

Overall Observation Focus:

- Teacher-student interaction
- Teacher's feedback delivery
- Student responses to feedback
- Classroom atmosphere and engagement
- Use of feedback strategies

Specific Observations:

1. Teacher-Student Interaction:

- Effective communication between teacher and students
- Encouragement of student questions and contributions
- Supportive and respectful tone

2. Teacher's Feedback Delivery:

- Clarity in explaining feedback
- Use of constructive language
- Specificity in addressing student work
- Emphasis on actionable suggestions

3. Student Responses to Feedback:

- Engagement with feedback
- Willingness to seek clarification
- Evidence of incorporating feedback into work

4. Classroom Atmosphere and Engagement:

- Student participation and involvement
- Positive or negative affect displayed by students
- Classroom management and organization

5. Use of Feedback Strategies:

| Item | done | partly | absent | Notes |
|---|------|--------|--------|-------|
| 1) Balanced overage on content, language, organization and other issues; | | | | |
| 2) WCF that is focused and selective; | | | | |
| 3) WCF strategies that are generated towards student needs and help them develop editing skills in the long run | | | | |
| 4) Written commentary that is constructive and can help students revise successfully | | | | |
| 5) Disengagement of grades/scores | | | | |
| 6) Feedback in multiple-draft classrooms | | | | |
| 7) Opportunities for follow-up through conferencing | | | | |
| 8) Feedback that involves students actively. | | | | |
| 9) Feedback that encourages the use of learning resources that are available to students, such as technology | | | | |
| 10) Feedback that is learner-centered and personalized. | | | | |

Additional Notes:

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