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EXPLORING A NOVICE EFL INSTRUCTOR'S WRITTEN FEEDBACK LITERACY: A CASE STUDY

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MESLEĞE YENİ BAŞLAYAN BİR ÖĞRETİM GÖREVLİSİNİN YAZILI GERİ BİLDİRİM OKURYAZARLIĞININ İNCELENMESİ: DURUM ÇALIŞMASI

(Yüksek Lisans Tezi)

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ÖZ

Bu nitel durum çalışması, mesleğe yeni başlayan İngilizceyi yabancı dil olarak öğreten bir İngilizce öğretim görevlisinin yazılı geri bildirim okuryazarlığını ve bu kapsamdaki yeterliklerini, Lee'nin (2021) yazma öğretmenine yönelik geri bildirim okuryazarlığının pedagojik çerçevesinde incelemektedir. Türkiye'de bir devlet üniversitesinde yürütülen bu araştırma, söz konusu İngilizce öğretim görevlisinin yükseköğretim düzeyindeki bir yabancı dil yazma dersinde dokuz haftalık süre boyunca öğretmen geri bildirim okuryazarlığını nasıl uyguladığını ele almaktadır. Geri bildirim uygulamalarına daha bütüncül bir bakış açısı kazandırmak ve öğrencilerle kurulan ortaklığı görünür kılmak amacıyla, öğrencilerin katılımcı öğretim görevlisinin yazılı geri bildirimlerine dair yansıtıcı görüşleri de çalışmaya dâhil edilmiştir. Araştırmada nitel araştırma deseni benimsenmiştir. Veriler, katılımcı öğretim görevlisinin B2 düzeyindeki İngiliz Dili Eğitimi öğrencilerinin görüş ve tartışma türündeki yazma görevlerine verdiği yazılı geri bildirimleri, yarı yapılandırılmış alıntı anketi, yarı yapılandırılmış görüşme, öğrencilerin yansıtma metinleri ve öğrencilere yönelik demografik bilgi formu aracılığıyla toplanmıştır. Elde edilen veriler tematik analiz yöntemiyle analiz edilmiştir. Bulgular, mesleğe yeni başlayan İngilizce

öğretim görevlisinin yazılı geri bildirim okuryazarlığının önemli ölçüde gelişmiş olduğunu, ancak geri bildirim okuryazarlığının sürekli ve dinamik doğasıyla uyumlu biçimde bu yeterliklerin hâlen gelişim sürecinde olduğunu ortaya koymuştur. Ayrıca öğretim görevlisinin koşullara ve öğrencilerin ihtiyaçlarına göre geri bildirim tonu, türleri, teknikleri ve odak noktalarının etkileşimiyle şekillenen yazılı geri bildirim yeterliklerinin büyük bir bölümünü uygulayabildiği belirlenmiştir. Öğrencilerin görüşleri ise geri bildirime yönelik katılım ve algılarının yalnızca sunulan geri bildirime değil, aynı zamanda bu geri bildirimi anlama ve onunla çalışma kapasitelerine de bağlı olduğunu göstermiştir. Bu çalışma, geri bildirimin İngilizceyi yabancı dil olarak öğrenme ortamında daha etkili biçimde uygulanmasında öğretmen geri bildirim okuryazarlığının oynadığı role dikkat çektiği için İngilizce öğretmenleri, öğretim görevlileri, öğretmen eğiticileri ve program geliştiriciler için önemli pedagojik çıkarımlar sunmaktadır. Öğretmen geri bildirim okuryazarlığının daha derinlemesine anlaşılması ve geri bildirim sürecinde karşılaşılan güçlüklerle nasıl başa çıktığının ortaya konulması, kurumların ve öğretmen eğitimi programlarının yeniden yapılandırılmasına katkı sağlayabileceği gibi, hizmet öncesi ve hizmet içi İngilizce öğretmen ve öğretim görevlilerinin geri bildirime, geri bildirim eğitimine ve sürekli mesleki gelişime ilişkin bakış açılarını yeniden gözden geçirmelerine de rehberlik edebilir.

Anahtar Kelimeler : Öğretmen geri bildirim okuryazarlığı, durum çalışması, yazılı geri bildirim, mesleğe yeni başlayan İngilizceyi yabancı dil olarak öğreten öğretim görevlisi, yabancı dilde yazma
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(M.A. Thesis)

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ABSTRACT

This qualitative case study investigates a novice EFL instructor's written feedback literacy and related competencies within the pedagogical framework of writing teacher feedback literacy (Lee, 2021). Conducted at a state university in Türkiye, this study examines how the EFL instructor enacted her teacher feedback literacy in a tertiary-level L2 writing course in a nine-week period. To offer a more holistic perspective and promote partnership with students, the study also analyzed students' reflections on the participating instructor's written feedback. A qualitative research design was adopted. Data were collected from the instructor's written feedback on B2-level ELT students' drafts of opinion essays and argumentative essays, a semi-structured quotation survey, a semi-structured interview, students' reflection papers, and a demographic information survey for the students. The relevant data were analysed using thematic analysis. The findings indicated that the novice EFL instructor had a written feedback literacy to a great extent, while her feedback competencies were still developing, consistent with the ongoing characteristic of feedback literacy. It was also found that she was able to enact most of her written feedback competencies, which were collectively shaped by her feedback tone, feedback types, feedback techniques, and feedback focus in response to the contextual factors and students' needs. Students' reflections further suggested that their feedback engagement and their

perspectives depended on both the feedback provided and their ability to interpret and use it. The study offers insights for EFL instructors, teachers, teacher educators, and curriculum designers by highlighting the importance of teacher feedback literacy for more effective feedback practices in EFL settings. A clearer understanding of teacher feedback literacy and how it responds to challenges encountered during the feedback process may help institutions and teacher education programmes revise their curricula and support pre-service and in-service EFL teachers and instructors in reconsidering their approaches to feedback, feedback education, and ongoing professional learning and training.

Key Words : Teacher feedback literacy, a case study, written feedback, a novice EFL instructor, L2 writing
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LIST OF ABBREVIATIONS

BA	Bachelor of Arts
CCSSO	Council of Chief State School Officers
CEFR	Common European Framework of Reference for Languages
DM	The Direct Method
EFL	English as a Foreign Language
ELT	English Language Teaching
ERPP	English for Research and Publication Purposes
ESL	English as a Second Language
GPA	Grade Point Average
GTM	The Grammar Translation Method
MA	Master of Arts
OPEN	Online Professional English Network
TEPAV	Türkiye Ekonomi Politikaları Araştırma Vakfı/ The Economic Policy Research Foundation of Türkiye
TESOL	Teaching English to Speakers of Other Languages
WTFL	Writing Teacher Feedback Literacy
ZPD	Zone of Proximal Development
L2	Second Language

CHAPTER I

INTRODUCTION

"Feedback is not about justifying marks or grades, but helping students improve their future work." (Boud & Dawson, 2023, p. 168)

Presentation

The structure of this research comprises six primary sections, each further divided into specialized subsections. These chapters are the introduction, review of the literature, methodology, findings, discussion, and conclusion, respectively. The first chapter (i.e., introduction) initially begins with information about the broader and more specific contexts of the research field. In line with this, it proceeds to pinpoint a critical identification of the research problem. Then it underscores the significance of the study to effectively shine a light on the uncharted territories within the academic field. Later, the study progresses to present its fundamental aim, to address the identified gaps in the existing body of literature. Finally, in the last subsection of this introduction chapter, the research questions of the present study, which are closely aligned with the overarching research goals, are presented.

1.1 Background of the Study

The concept of feedback and its centrality in student learning has resulted in a plethora of studies concerning feedback, and Boud and Dawson (2023) underline this popularity that feedback is being closely examined more than ever within higher education. Whereas some researchers have concentrated on the concept exploration, model of feedback, and its influence on learning and accomplishment (Hattie & Timperley, 2007), some scholars have underlined feedback's crucial importance within assessment (Hattie & Timperley, 2007; Boud & Dawson, 2023), some have studied inhibiting and limiting factors of students' feedback use (Evans, 2013; Winstone et al., 2017b), some have conducted a meta-analysis to understand the nature of feedback (Evans, 2013). In light of this, several studies in the literature have shown that feedback is important for learning and motivation if it is provided in line with students' mental and psychological development and depending on how and when it is given to the student (İstencioğlu, 2022).

Existing literature regarding feedback and its probable implications for students' achievement and learning has illuminated its conceptual evolution and development. Therefore, there has been a significant change in the literature on the conceptualization of feedback to overcome its difficulties (Boud & Dawson, 2021; İstencioğlu, 2022). Initially, teachers corrected students' productions without basing their correction on any specific theory of feedback and under the influence of strong behaviouristic emphasis, concentrating on the external information derived from observable production (Boud & Molloy, 2013a). Later, Hattie and Timperley (2007), who can be regarded as the prominent figures in the study of the feedback concept and its model, defined feedback as knowledge about one's production or comprehension by an agent, such as a teacher, peer, book, parent, self, etc. Recent studies have contributed to a change in the conventional notion of feedback; its contemporary definitions increase focus on the student role (Tai et al, 2023) through self and peer feedback and highlight its being a process. In this vein, Boud and Molloy (2013b) challenge and question traditional views of feedback, the transfer of one-

way knowledge given by the instructor to the student. Additionally, deriving from existing contemporary definitions, Henderson et al. (2019b) describe feedback as a procedure in which students interpret information concerning their performance and benefit from it to improve the quality of their production or learning strategies. This substantial reorientation of the feedback notion is regarded as a paradigm shift from perceiving feedback as just an input given to learners at a specific time to an ongoing process where all participants have taken a place (Carless, 2015).

Despite this increasing body of literature, focusing on the importance of feedback in learning, both students and teachers may have problems while dealing with and understanding feedback. As the recent definition of feedback involves all parties' inclusion in the process, it is meaningful to state barriers and problems encountered by both students and teachers. Winstone et al. (2017b) systematically examined the reasons why students benefit from feedback to some extent and the barriers that prevent students' feedback usage. These reasons range from students' inability to understand and decode feedback due to the inclusion of academic jargon and terminology to students' poor knowledge of proper strategies and the need for opportunities for more assistance to benefit from feedback. On the other side of the coin, teachers may have large classes, excessive workloads concerning evaluation and feedback (Tuck 2012; Winstone & Carless 2019), and the lack of purposeful and sufficient feedback literacy practices (Lee, 2021).

Therefore, the critical question emerges: what remedies can be implemented to prevent barriers and benefit from the probable implications of the feedback effectively? Nash and Winstone (2017) emphasize a growing awareness that the process of effective feedback requires mutual responsibilities and tasks of both students and teachers. Student and teacher feedback literacy is essential for these shared responsibilities (Carless & Winstone, 2023). It is important to highlight supporting learners' comprehension of feedback, its probable benefits, and motivating them to see that useful attainments can be reached through their own actions (Boud & Dawson, 2023). Hence, feedback literacy, a recent

concept, has become an impressive research topic, arousing growing interest among researchers. Sutton (2012) is acknowledged for initiating the discussion on the concept of feedback literacy from an academic literacies perspective and its dimension through his definition of its nature as 'the ability to read, interpret and use written feedback' (p.31). Extending this definition and suggesting four features of student feedback literacy as a framework, Carless and Boud (2018) define student feedback literacy as "the understandings, capacities, and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 1316). Within the paradigm shift regarding the nature of the feedback concept stated above in detail, the feedback process includes all parties, and on the other side of the coin, teacher feedback literacy becomes apparent as a complementary concept of the previous one. Carless and Winstone (2020) described teacher feedback literacy as possessing the knowledge, expertise, and dispositions required to structure feedback procedures that support learners' feedback uptake and initiate the enhancement of their feedback literacy.

1.2 Statement of the Problem

The significance of feedback on students' learning process and success is regarded as one of the most powerful factors (Hattie & Timperley, 2007). However, along with its powerful influences, feedback in higher education has been widely recognized as a challenging concern within international settings and academic disciplines (Carless & Winstone, 2023). A plethora of research has shed light on the barriers to influential feedback procedures, and problems regarding effective feedback processes have been well documented and neatly explored. To begin with, Carless (2006) states that feedback procedures might result in frustration for not only teachers but also students. Highlighting two sides of the coin through this statement, Carless underlines a mutual feature of feedback processes since the recent redefinition of feedback requires all parties' participation. Boud and Molloy (2013b) suggest that the problem of feedback should be dealt with from many different angles

rather than comprehending it as a singular one, and the problems argued by them range from ‘one's perception of shared meaning, of impact on learning, of burdensomeness, and of being judged.’ In line with this, Winstone et al. (2017b) investigated systematically the hindering factors that prevent students from effectively using feedback. According to their findings, these barriers include students’ difficulties in comprehending feedback due to its complex academic language and jargon, their poor knowledge of effective techniques for using feedback, and the need for additional support and guidance to engage with it productively. Relatedly, upon reviewing 37 empirical studies on assessment feedback, Li and De Luca (2014) summarize the barriers to effective feedback under three dimensions: ill-timed feedback, a general focus on grammatical problems, and, lastly, unclear or overall feedback due to its language. Furthermore, Carless and Boud (2018) add the limited level of students’ feedback literacy as one of the fundamental obstacles to these hindering factors for effective feedback by proposing a new concept and delving into uncharted territory in the field of feedback. They also reveal survey data from the National Student Survey in England and Wales (Higher Education Funding Council for England, 2016) and the Student Experience Survey in Australia (Quality Indicators for Learning and Teaching, 2017) that students often express their dissatisfaction with both the feedback they receive and the overall assessment frameworks in which this feedback is typically provided.

All these global problems and barriers to effective feedback are significant and mostly related to the students, yet these must be completed with teachers’ problems as well to complete all parties’ involvement in the feedback process and paint the whole picture. First and foremost, as documented by Carless and Boud (2018), expecting teachers to supply feedback progressively for large groups of students is both unfeasible and inefficient. Extending this discussion further, it is highly important to state that teachers frequently regard a large student population and the work responsibilities related to assessment and feedback as laborious (Tuck 2012; Winstone & Carless 2019). Additionally, it is important to indicate that teachers also underline their disappointment if their students seem to show

limited involvement in the feedback given to them (Price, Handley, & Millar, 2011). Alongside these findings, Lee (2021) points out teachers' deficiency in purposeful and sufficient feedback literacy practices by putting special importance on the new and extraordinary concept of teacher feedback literacy and practices rather than focusing on the usual hindering obstacles to effective feedback. Last but not least, touching upon the very substantial point, theory and practice divergence in educational settings, Boud and Dawson (2023) argue that there is a clear incongruity between the theories of effective teacher feedback practices and their real implementations and Orrell (2006) state even if teachers usually possess comprehensive feedback knowledge, they fail to implement them in their real educational contexts. Just at this point, the scope of the current study, exploring the EFL instructor's written feedback literacy in the second language writing course at the tertiary level, could be highly appropriate and substantial since it aims to analyse theory and practice congruity whether the feedback literacy and competencies are enacted or not rather than focusing merely on conceptual features of the teacher feedback literacy, found in the existing literature abundantly. Finally, it reveals important findings for meaningful discussions for effective feedback and its obstacles to conducting it.

In line with these issues, which are understood in a global context, the problems related to feedback are also evident in the Turkish EFL setting. Researchers (Kara, 2021; Sarı & Han, 2022; Büyükyarma, 2023) have discussed various challenges, problems, and impeding factors to the effectiveness of feedback within Turkish higher education. Overall, these studies indicate that feedback processes are constrained by a combination of teacher-related limitations, student-related challenges, and institutional conditions, including limited feedback literacy and pedagogical knowledge, students' limited engagement with feedback, and contextual factors such as workload, time constraints, and assessment policies.

The current research interrogates these problems from three perspectives: teacher-related, student-related, and other inhibiting factors. Initially, the problems at the tertiary level may

stem from teacher-related factors, such as Turkish EFL instructors' limited knowledge of feedback, unfamiliarity with digital instruments and assessment terminology, and weak beliefs about self-assessment and peer feedback (Sarı & Han, 2022). On the other hand, even if majority of Turkish EFL instructors show their beliefs regarding the positive outcomes of written corrective feedback, the exploration of writing tasks shows the incongruity between their beliefs and actual classroom practices due to insufficient time, students' inadequate proficiency levels, and the lack of a standardized policy on error correction (Şakrak & Balçıkanlı, 2019), which underlines the mismatches between the theory and practice. Additionally, insufficiency of teacher effort and guidance, negative teacher attitudes are frequently stated by Turkish ELT students as the impeding factors in the Turkish Higher Education to improve their literacy (Kara, 2021). In line with this, the necessity of training regarding giving feedback for students' writing tasks is reported by Turkish EFL teachers (Valizadeh, 2019). Second, these teacher-related problems are further enriched by another pivotal stakeholder of the feedback process, that student-related problems may arise despite the instructors' feedback literacy, competency, and practices in the classroom. To illustrate, not only students' resistance to feedback (Büyükyarma, 2023) but also lack of motivation and experience with the feedback process, grade-centered attitude, anxiety about the teacher's reaction, trust in their products, and feeling of being unsuccessful are reported as the learner-related inhibiting factors among ELT students in the Turkish Higher Education context (Kara, 2021). Although teachers have knowledge and/or experience, whether teacher feedback, the most commonly preferred form, is accurately comprehended by the learners who are actively involved in the improvement process is still unexplored (Köksal, 2022). Third, within the Turkish Higher Education context, this type of problems mainly stems from other inhibiting factors regarding institutions, schools, curriculum, and mismatches between students' expectations and instructors' real classroom practices. Incongruity between the tertiary level students' expectations and EFL instructors' preferences (Vanlı, 2013), large number of classrooms,

Turkish EFL instructors' imbalance management between workload and request for constant feedback (Büyükyarma, 2023), limited time given to feedback practices, meeting the expectations of various stakeholders, standardized assessment and curriculum implementations (İstencioğlu, 2022) are regarded as the various impeding factors for the effective feedback process.

This study incorporates the theory and practice through the exploration of the teacher feedback literacy, competency, and how feedback knowledge is practiced in real classroom environment in the second language writing course at the tertiary level in Turkish EFL setting to address these problems, impeding factors and challenges in both global and Turkish settings since development of teacher feedback literacy offers a promising remedy. To illustrate, teachers, having well-improved feedback literacy can design assessment settings in a manner that promotes effective feedback procedures (design aspect); participate considerately in the communicative and relational feedback procedures with students (relational aspect); and navigate pragmatic compromises properly regarding how feedback implementations are dealt with (pragmatic aspect) (Carless & Winstone, 2023) as the solution to these problems. Furthermore, instructors with higher feedback literacy can better manage these constraints and succeed. To provide an example, Jiang and Yu (2021) suggest that feedback literate teachers are more eager to meet learners' requirements, to construct a productive feedback setting, tend to integrate technology usage into their feedback implementations, and handle practical challenges, such as workload resulting from feedback. Last but not least, Boud and Dawson (2023) indicate the features of feedback literate teachers in higher education and frame nineteen inductively-extracted competencies within three titles: macro, meso, and micro competencies. According to these well-developed competencies and framework, feedback literate teachers address to learners' demands, enhance student feedback literacy, construct feedback procedures including peers and other colleagues, arrange timing, place and order of feedback activity, deal with tension between feedback and grading, handle feedback pressures such as

workload, benefit from resources effectively, and plan feedback systematically, which address to nearly all types of problems and challenges stated above. Thus, teacher feedback literacy improvement and teachers' being feedback literate, and the applicability of their literacy and competencies in the real classroom setting strategically can be among the pivotal remedies to the obstacles to effective feedback in Turkish higher education and the global context, and facilitators of both the development of student feedback literacy and this fruitful educational process.

Additionally, since the advent of feedback literacy as a concept, it has garnered significant attention from researchers. Therefore, the growing international body of literature has primarily centered around student feedback literacy as evidenced by the works of Carless and Boud (2018), Molloy et al. (2020), Malecka et al. (2020), Kara (2021), Di Zhang et al. (2023), Little et al. (2023), and Zhang and Mao (2023). Carless and Boud (2018) not only developed the concept of student feedback literacy but also proposed a framework encompassing four key dimensions. Expanding upon this foundational framework, Molloy et al. (2020) introduced a more extensive framework for student feedback literacy. Considering all these studies and frameworks highlighted above, it's evident that the initial research efforts have predominantly revolved around student feedback literacy (Boud & Dawson, 2023; Carless & Winstone, 2023). Although the literature on this subject is expanding, the exploration of teacher feedback literacy is still relatively in its early stages. Considering all these, more specific and narrowed studies, such as a wide array of capacities related to 'feedback' and investigating the written feedback literacies of EFL teachers or instructors, are relevant for filling the current void in the field, instead of concentrating on only conceptual studies that already exist in the current literature.

In brief, despite the underlined necessity and centrality of teacher feedback literacy, researchers underline that there's a need and move for more studies analyzing teacher feedback literacy, which has been underexplored (Gravett et al., 2020; Kara, 2021; Carless & Winstone, 2023). To illustrate, other than the preliminary studies of Xu and Carless

(2017), Gravett et al., (2020), recent MA thesis of İstencioğlu (2022) from the Turkish context, framework studies of Carless and Winstone (2023) and Boud and Dawson (2023), little attention has been paid to teacher feedback literacy, but more focus is worthy for conducting further studies. Although there is an increasing recognition of the significance of feedback literacy, Winstone et al. (2017b) underline that this concept has predominantly been viewed as a general set of capabilities so far. Additionally, within the scarcity and generality of these studies of teacher feedback literacy, Lee (2021) states that writing teacher feedback literacy deserves attention by putting the crucial role of feedback in L2 writing on the agenda. Given all these, more narrow and precise research, such as written feedback literacies of EFL teachers or instructors, rather than focusing on the general concept and an extensive set of capacities of 'feedback', should be conducted to fill the existing gap in the field and offer probable solutions for the problems and challenges stemming from the feedback process.

1.3 Significance of the Study

This research is significant since it may offer remarkable suggestions, results, probable solutions to the feedback challenges and problems, and contributions to the stakeholders, such as pre-service EFL students, in-service EFL instructors and teachers, researchers in the field of teacher education, and, lastly, curriculum designers and decision makers within the realms of feedback.

First of all, according to Carless and Winstone (2023), teacher feedback literacy enhances the improvement of student feedback literacy when teachers benefit from their skills and capabilities to create an environment for students to comprehend and utilize feedback effectively. It is acknowledged that students' abilities to benefit from feedback procedures rely partly on how teachers form context, fostering these outcomes. Since there is a mutual, complementary, and feeding relationship between teacher feedback literacy and student

feedback literacy, to maximize students' feedback uptake effectively, teacher feedback literacy is regarded as one of the essential complementary aspects of student feedback literacy. Hence, the in-depth exploration of a novice EFL instructor's teacher feedback literacy and implementation of its competencies in the second language writing course gives insights into how the instructor's feedback literacy and competencies contribute to the development of EFL students' feedback literacy. This study is also substantial in terms of analysing how the instructor's feedback literacy and practices produce concrete and meaningful solutions when the students encounter probable challenges and problems regarding feedback during their writing tasks and the feedback process.

Second, through its focus on a novice EFL instructor, this study concentrates on the early years of her professional development, in which the pressure between pedagogical ideals and actual classroom practices and constraints, and learner needs is more apparent. In line with this, Merriweather and Morgan (2013) highlight that novice teachers have several challenges, motivations, and objectives that should be taken into consideration within their first five years in the profession. Hence, this study is remarkable, as it also explores a novice EFL instructor's transitional challenges from theory to practice and how her theoretical knowledge of feedback is put into practice and shaped by contextual, institutional, and individual factors through various data collection tools.

Thirdly, gaining an in-depth understanding of well-improved teacher feedback literacy and how it tackle with probable challenges regarding effective feedback may navigate the institutions to make some adjustments and revisions in their programmes and pre-service and in-service EFL teachers to reconsider their approaches and views regarding feedback, feedback education and training, importance of well-developed teacher feedback literacy and competencies, if necessary, to increase the effectiveness of the feedback procedures and offer solutions to the probable the feedback problems and challenges. In this sense, the findings of this study may also provide useful insights for pre-service teacher education, particularly for language assessment courses, by illustrating how teacher feedback literacy

competencies can be enacted in real classroom contexts. Such insights may help teacher educators place greater emphasis on feedback literacy and reflective feedback practices in teacher preparation programmes. In addition, the study may contribute to in-service teacher education by encouraging EFL instructors to reflect on their feedback practices and reconsider how they design and implement written feedback in L2 writing classrooms, especially when dealing with contextual challenges such as time constraints, workload, and diverse student needs.

Last but not least, teacher feedback literacy is still progressing term by term, both in the global and Turkish context. Preliminary studies concentrating on feedback literacy only from a conceptual perspective may not clearly define competencies of teachers applying efficient feedback procedures or point to the gap between teachers' real and suggested practices (Boud & Dawson, 2021). As an alternative to filling these gaps, this study is valuable because it goes beyond the scope of conceptual teacher feedback literacy, concentrates on scarcely highlighted points within previous studies, and narrows down the scope of teacher feedback literacy to teachers' written feedback literacy in the L2 writing course, competencies, and practices. In the Turkish higher education context, where empirical studies examining how teacher feedback literacy is enacted in real classroom practices remain limited, this study provides context-specific insights into how a novice EFL instructor applies and turns her feedback literacy competencies into classroom practices and how they are shaped by pedagogical, institutional, and learner-related conditions. Therefore, examining these practices may support more effective feedback processes in L2 writing classrooms at the tertiary level. Accordingly, based on Lee's (2021) framework, which derives her writing teacher feedback literacy from Richards' (2010) language teacher competence framework, this study can provide new research areas and different perspectives for the feedback studies, adding teacher feedback literacy competencies.

In essence, this study is important, as it produces valuable pedagogical insights and illustrates how teacher feedback literacy appears in practice in higher education. Overall, these considerations point to the long-term significance of this study, since it may contribute to the existing literature and produce suggestions for not only researchers, decision makers and designers in teacher education and curriculum, but also pre-service and in-service EFL teachers, instructors and educators thorough bridging the gap between theory and practice, which is still hotly debated and questioned in the field.

1.4 Aim of the Study

The main aim of this research is two-layered. Firstly, this study aims to investigate whether the novice EFL instructor working in a state university in Türkiye has written feedback literacy within the scope of the pedagogical framework of writing teacher feedback literacy (Lee, 2021); if so, how she implements her written feedback literacy and competencies in the L2 writing course at the tertiary level. Secondly, this study aims to examine how her students responded to her written feedback practices at the L2 writing course.

1.5 Research Questions

In this regard, three main research questions are addressed to achieve these primary research objectives:

1. To what extent is the participating novice EFL instructor written feedback literate within the scope of Lee's pedagogical framework of writing teacher feedback literacy?

2. How does the participating EFL instructor apply her written feedback competencies in the L2 writing course at the tertiary level?

3. What are the EFL students' responses to the participating EFL instructor's written feedback practices in the L2 writing course?

1.6 Assumptions

The current research involves several assumptions. To begin with, as it is the first study shedding light on the novice EFL instructor's written feedback literacy and implementations based on Lee's (2021) framework of WTFL in Türkiye, it can be assumed that it yields probable implications through adhering to practice and theory divergence. Secondly, since this is a single case study, one participant, the novice EFL instructor, is requested to sign a consent form and participate voluntarily in each of the data collection procedures in this research. In this regard, it is assumed that the participant honestly answers a semi-structured interview, a semi-structured quotation survey, and responds to students' writing papers.

1.7 Definitions

Feedback: Insights or awareness regarding an individual's work or understanding, sourced from entities such as instructors, teachers, peers, texts, family members, or even the individual themselves (Hattie & Timperley, 2007).

Written feedback: Teacher feedback on writing is defined as the constructive assessment of a text, involving the evaluation of students' performance and guiding them toward the future improvement of their writing (Hyland & Hyland, 2019).

Feedback literacy: It is "the ability to read, interpret and use written feedback" (Sutton, 2012; p.31).

Student feedback literacy: Carless and Boud (2018) describe student feedback literacy as "the understandings, capacities, and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 1316).

Teacher feedback literacy: According to Carless and Winstone (2023), it can be described as possessing the knowledge, expertise, and dispositions necessary for structuring feedback processes that improve learners' feedback uptake and initiate their feedback literacy development.

Feedback Techniques: From the sociocultural perspective, feedback techniques can be understood as mediating artifacts, namely, "culturally constructed means or tools" (Storch, 2018, p. 264) that support learners' cognitive development (Lee, 2021).

Feedback Types: The term is used descriptively to refer to established typologies of feedback in the literature (Ellis, 2009; Shute, 2008).

Feedback Tone: Feedback tone refers to the attitudinal orientation of teachers' written feedback, indicating whether feedback is expressed in a positive, negative, or neutral manner, and reflecting how teachers convey evaluation, encouragement, or criticism when responding to students' writing (Pearson, 2022).

CHAPTER II

REVIEW OF THE LITERATURE

Presentation

The second chapter includes a profound review of second language writing, the prominent two approaches regarding the study of writing, the feedback notion and its reconceptualization, student feedback literacy, previous studies regarding students' feedback literacy, teacher feedback literacy, framework of tripartite theories, pedagogical model of writing teacher feedback literacy, and finally, previous studies regarding teachers' feedback literacy and their substantial findings, results, and implications for further studies.

2.1 Teaching Second Language Writing

The teaching of second language writing can be broadly grouped into three distinct periods. The first period mainly emphasized writing as sentence-level and discourse-level structure; the second period foregrounded writing as process; and the third period began to approach writing as language use in context, shaped by discourse communities and broader sociocultural conditions. From this perspective, the field focusing on L2 writing, writing instruction, and L2 writers has a relatively recent disciplinary history, although writing

issues had already begun to attract serious attention from L2 researchers in the 1960s (Matsuda et al., 2003; Matsuda, 2003). Matsuda et al. (2003) explain that, by the late 1980s and early 1990s, L2 writing started to develop an interdisciplinary domain with its own recognizable disciplinary framework. As the field expanded and developed in the following decades, its direction has not settled down; in contrast, 'intellectual currents' have shifted more than ever, and debates on essential topics have continued. However, these fluctuating currents do not indicate that the L2 writing domain is underdeveloped. These movements are affected by multiple factors such as technology, demographic changes, and developments within the field itself. It is worth noting that Matsuda et al. (2003) intentionally use the "currents" metaphor to explain diverse research orientations. By the early 2000s, L2 writing gradually gained stronger recognition as an independent field of inquiry. During this period, increasing attention was also directed toward sociocultural perspectives on writing, which emphasize that writing practices are shaped by discourse communities and the social contexts in which texts are produced and interpreted.

Within this broader development of the field, writing itself has also been conceptualized in different ways in the literature. Byrne (1988) refers to it as "encoding of a message of some kind: that is, we translate our thoughts into language" (p.1). According to Chastain (1988), writing is a significant communicative skill and contributes to second language learning. However, producing written expressions of thoughts accurately and coherently in a foreign or second language is a noteworthy achievement (Celce-Murcia, 1991). Furthermore, writing involves cognitive strategies that enable learners to communicate effectively and is a demanding task that necessitates an adequate degree of writing rules, linguistic knowledge, grammar, and vocabulary (Yavuz-Erkan & İflazoğlu-Saban, 2011).

Extending this line of inquiry, Weigle (2014) states that it is necessary to comprehend the characteristics of L2 writing ability for effective writing instruction. She examines this ability through two main perspectives: *cognitive* and *sociocultural*. The cognitive view suggests that L2 writing can be understood as an interplay between general writing skills

(possibly developed in L1) and proficiency in the second language. Writing a text is a complicated activity even in L1, since it requires attending to several issues simultaneously. When the second language is integrated into this process, the task becomes more demanding, since writers should think carefully about choosing the language that delivers their thoughts accurately and clearly. She emphasizes that writing ability and language proficiency are both crucial for L2 writing, and both should be added to a writing curriculum. On the other hand, according to the sociocultural perspective, writing is regarded as a socially and culturally embedded literacy practice that is shared within a specific community. Additionally, learning to write involves becoming part of a discourse community, a group that shares similar ideas about how language should be used. To illustrate, in academic writing, each discipline has its own publishing traditions and specific stylistic or language choices, such as using passive voice, which can be regarded as noteworthy and acceptable in one field and discourse community but inappropriate in another. She also notes that, taken together, these two standpoints offer a meaningful structure for understanding writing instruction.

In essence, the cognitive perspective highlights the need for learners to develop linguistic knowledge and the skills involved in the writing process. On the other hand, the sociocultural view points out that writing is always purposeful, audience-oriented, and embedded within a range of literacy practices influenced by a specific culture and context. Writing teachers need to comprehend both of these perspectives to design and teach in ways that respond to the learners' writing needs (Weigle, 2014). Building on the foundational principles of L2 writing instruction, the following section reviews the major instructional approaches that have guided research and practice in second language writing.

2.1.1 Approaches to Teaching Writing

When English as a second language (ESL) programs began integrating L2 writing instruction into their curriculum in the early 1960s, teachers were not adequately ready for this new task, since their professional training concentrated mainly on teaching speaking (Matsuda, 2003). It became apparent that intermediate ESL students who finished the speaking courses in the program were still not ready for first-year writing courses; therefore, focused instruction for L2 writing became necessary. In line with this, several instructional approaches were introduced (Tangkiengsirisin, 2006), each reflecting a distinct understanding of the characteristics of writing (Matsuda, 2003). However, in traditional views of writing, two main approaches, the *product* and *process* approach, stand out (Arefi, 1997), both of which have been implemented in educational settings and widely examined in the literature (Tangkiengsirisin, 2006). These two approaches emerged at the same time as a response to one another (Blackmore-Squires, 2010; Javadi-Safa, 2018). In addition to this, Nunan (1999) underlines that one of the biggest debates in writing instruction has been the conflict between product-oriented and process-oriented approaches to teaching writing. As Blackmore-Squires (2010) points out in her MA thesis, the main distinction is that the process approach emphasizes the stages involved in writing a text, whereas the product approach is primarily concerned with the completed work and its evaluation. Accordingly, these two approaches are explained in the following section of this research.

2.1.1.1 The Product-Based Approach

Advocates of the product-based approach view writing as the finished text or autonomous objects (Tangkiengsirisin, 2006). In line with this, Zamel (1982) approaches this perspective as the traditional research in the field of writing, concentrating primarily on completed written texts. She further elaborates on this point that many of these studies

aimed to demonstrate which grammar approach was more effective, reinforcing the belief that teaching structure, correctness, and usage could enhance writing. Because this body of literature relied mainly on the evaluation of students' completed written texts after receiving writing instruction, more significant issues, such as aim, audience, and the writing process itself, were given insufficient consideration. Questions concerning "*for whom"* students were addressing and "*why"* they wrote were not considered. Given the focus on the completed writing text, the understanding of writers' processes, including where ideas originate, how they are organized and refined, and what each stage of writing includes, was disregarded (Zamel, 1982). According to Pincas (1982), there are four steps of writing instruction: "familiarization, controlled writing, guided writing, and finally free writing" in the product-oriented approach (p.76). As Hyland (2003) points out, this four-step process prioritizes language structure as the foundation of writing instruction. One shortcoming of the product-oriented model is that this approach concentrates on completed writing products, which are composed of a progression of textual components: words, sentences, and paragraphs. Students are required to do predetermined exercises, primarily placing or reorganizing words to form grammatically correct sentences. However, this is basically a grammar activity, conducted in a controlled setting, not actual writing. Furthermore, the role of writing teachers in this perspective is to detect and correct form-based errors, rather than give constructive comments on the writing itself (Tangkiengsirisin, 2006).

2.1.1.1 The Process-Based Approach

Vivian Zamel (1976) introduces the idea of process writing to second language research and states that proficient second language writers resemble L1 writers; hence, they can utilize process-oriented writing instruction. Widespread discontent with the product-oriented method led to the introduction of the process-oriented perspective (Silva, 1990).

Rather than examining only students' written production, researchers and teachers paid attention to the writing process itself because writing isn't just about grammar and modelling texts; in contrast, it requires the steps of prewriting and revising (Zamel, 1982). Therefore, literature on the writing process has given rise to what is now the most widely used orientation in writing pedagogy, that is, the process-based approach (Weigle, 2014). In addition to this, several studies offer historical perspectives that show how the process approaches became the leading method in writing instruction (Ferris & Hedgcock, 2004; Raimes, 1991; as cited in Weigle, 2014). In line with this, Kroll (2001) refers to the process approach as an umbrella term in many writing classes and defines process writing as a cyclical and iterative approach rather than a one-shot method, in which students draft their ideas, receive feedback, and review their writing text based on the given feedback. Despite the multiple versions of process-oriented approaches, they all possess similar characteristics (Weigle, 2014). Especially, rather than writing linguistic accuracy-focused, single-draft texts for grading, as in the case of a product-based approach, students write several drafts for feedback and evaluation. Encouraging students towards the several steps of writing instruction, pre-writing drafting, providing and taking feedback, and reviewing, is highlighted in this approach.

It is also important to highlight the role of feedback in the process-oriented approach. Teaching writing as a discovery process places revision at the center of the class and requires the teacher's continuous intervention to support students throughout the writing journey (Zamel, 1982). In line with this, Hyland and Hyland (2006) recommend multiple drafts rather than just a single draft, and teachers should offer balanced written feedback that addresses style, language, organization, content, and structure. They also stress the importance of feedback in process-oriented classrooms, as it significantly helps students develop their writing skills. Furthermore, as Goldstein (2004) points out, teacher feedback considers both the goals and stages of writing, focusing more on the context than purely on linguistic accuracy. Feedback from teachers should be clear and specific, focusing on

students' writing and including both praise and constructive criticism (Goldstein, 2004). Considering these factors and the writing instruction approach in this study, second language essay drafts, based mainly on the process-oriented approach, were used as one of the data collection tools.

2.2 Feedback

Recent studies have clearly underlined that feedback and its intake have become crucial for student achievement and the field of language learning and assessment. This positive impact of feedback on learners' achievement and learning outcomes is not debated anymore (Lipnevich & Panadero, 2021) since this beneficial effect is widely recognized by many notable scholars (Sadler, 1989; Hattie & Timperley, 2007; Shute, 2008; Boud & Dawson, 2021). Accordingly, Lipnevich and Panadero (2021) underline that researchers have been engaging with the improvement of the models and theories that explore how feedback operates and which elements can facilitate learner interaction with it. When the development of feedback and its models has been scrutinized in light of the historical standpoint, it has undergone significant theoretical and practical redefinitions and broader theoretical and pedagogical developments. Exploring this historical trajectory systematically provides a clearer understanding of how feedback has become a contemporary cornerstone within the realm of assessment.

2.2.1 The Concept of Feedback and Its Redefinition

Within traditional educational contexts, feedback was regarded as a straightforward critique or evaluation of a student's performance or understanding, predominantly provided by teachers. This traditional perspective positioned feedback as a one-directional flow of information, primarily focusing on the educator's role in identifying strengths and weaknesses and suggesting improvements. However, the notion of feedback has

experienced a significant shift, moving away from a simple one-way delivery of information to becoming a dynamic and multifaceted process that plays a crucial role in the learning process (Boud & Dawson, 2021). The contributions of scholars such as Bloom (1968), Hattie and Timperley (2007), Boud and Molloy (2013), Carless (2015), and, more recently, Tai et al. (2023), have been instrumental in redefining our comprehension of feedback.

To examine how the concept and theories of feedback have evolved within their historical context, it is significant to give place to foundational contributions that have formed their pedagogical relevance. In line with this, the importance of formative assessment was first articulated by Benjamin Bloom (1968) in his seminal study, emphasizing the advantages of providing students with systematic and ongoing feedback on their learning through classroom-based formative assessments. Additionally, Bloom (1971) discussed how formative evaluation could be integrated into classroom instruction through systematic feedback and instructional adjustments, enabling teachers to address students' learning difficulties and reduce gaps in achievement. Black and Wiliam's (1998) influential review of research on formative assessment is widely regarded as a milestone in formative assessment research. Their review emphasized that assessment in instructional contexts should be understood as a process that provides information to both students and teachers about how learning and teaching can be improved, with feedback playing a central role in this process. It is precisely here that the complementary and close relationship between formative assessment and feedback should be explicitly highlighted to show how this study reflects this connection, since the boundary between assessment and instruction often becomes ambiguous when formative assessment is applied effectively to improve student learning (McNamee & Chen, 2005; Heritage et al., 2009; Wylie & Lyon, 2012). Gotwals and Cisterna explain (2022) these ambiguous lines:

> In these instances, teaching, learning, and assessing become integrated such that it may be difficult to tease out each component, especially when teachers' formative assessment practices

> are more sophisticated (e.g., Gotwals, Philhower, Cisterna, & Bennett, 2015). In fact, Bennett (2011) argued that formative assessment needs to be thought of as part of a coherent educational system for understanding teaching and learning. (p. 2)

In addition to this, to further clarify the relationship between formative assessment and feedback, it is especially important to underline certain implementations regarding the effective practice of formative assessment as well. Both students and instructors following and incorporating certain practices within a respectful learning climate is necessary for the efficient usage of formative assessment. According to the Council of Chief State School Officers' report (2017), these practices are listed as:

> Clarifying learning goals within a broader progression of learning; eliciting and analyzing evidence of student understanding; engaging in self-assessment, self-reflection, and peer assessment; providing actionable feedback; using evidence and feedback to move learning forward by adjusting learning strategies or next instructional steps. (CCSSO, 2018, pp. 2-3)

As a final remark on the relationship between feedback and formative assessment, the interplay among formative assessment, feedback, teaching, and learning reveals that feedback improves and promotes students' learning and can also be regarded as one of the key practices that make formative assessment effective.

After Bloom's seminal article (1968), which received credit for articulating the notion of formative assessment (Guskey, 2018), the conceptual understanding of feedback evolved with behaviourist publications. To illustrate, according to Kulhavy (1977), feedback is any procedure that provides students with information about whether their instructional responses are correct or not. The emergence of cognitive and constructivist theories reshaped the general understanding of feedback (Panadero et al., 2018). Researchers in the field began to shift their view of feedback from it is done to the learners to modify their response to it should inform the learners to internalize and generate knowledge (Lipnevich & Panadero, 2021). Therefore, during the late seventies and most of the eighties, there was a move to identify the types of feedback that most effectively supported student learning. Accordingly, Lipnevich and Panadero (2021) emphasize the significance of Ramaprasad's

(1983) contribution to how feedback is currently understood and conceptualized within educational contexts, and his article does not present a model in its traditional sense. Ramaprasad (1983) defined feedback as: "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way" (p.4). Based on Ramaprasad's (1983) general definition of feedback, Sadler (1989) described feedback as a process observable across many different settings, not limited to specifically educational contexts (Lipnevich & Panadero, 2021). In line with this, Sadler incorporated Ramaprasad's definition into education, expanded its application to areas such as writing assessment and qualitative judgment, and described feedback as an essential element of formative assessment, usually regarded as information regarding how successfully a task has been or is being performed (Sadler, 1989). Furthermore, in this seminal study, Sadler also proposed three conditions that should be met to regard any feedback as effective. These three conditions are that the students have to (1) show a standard or goal that should be reached; (2) assess their existing level with the standard, and (3) act in ways that bridge the gap between existing and desired performance.

Within the context of the 1990s, the new learning theories became increasingly popular in shaping psychological and educational research on feedback. Consistent with this perspective, scholars such as Butler and Winne (1995) and Kluger and DeNisi (1996) proposed cognitive models of feedback. In their model, Butler and Winne (1995) aimed to clarify how internal and external feedback shaped students' learning processes. Although the researchers did not explicitly define feedback, they presented a general explanation of feedback-related procedures. In addition to this, Kluger and DeNisi (1996) also did not state a precise feedback definition in their meta-analysis, viewed as one of the seminal works within feedback literature; however, they described feedback intervention as actions performed by (an) external source (s) to give information about some feature/s of someone's task performance. The influence of Kluger and DeNisi's work can be visible in

much of the subsequent theoretical research, including models such as that of Hattie and Timperley (2007) (Lipnevich & Panadero, 2021).

With the start of the 2000s, representing a turning point in feedback research literature, most of the scholars sought to regard students as the active participants in the feedback process rather than passive recipients. To begin with, Nicol and Macfarlane-Dick (2006) referred to feedback as information that illustrates the relationship between a student's current level (of learning and performance) and the goals and standards. Since this article integrates self-regulated learning theory, specifically Winne's (2011) model, with seven principles identified as "good feedback practices", Nicol and Macfarlane-Dick (2006, p. 200) were among the first researchers to suggest clear relationships between self-regulated learning and formative assessment (Lipnevich & Panadero, 2021). Along with this, Hattie and Timperley (2007) define feedback as information from various sources, like teachers, peers, books, parents, or personal experiences, regarding one's performance or understanding. Distinguishing it from traditional perspectives, in their definition, feedback encompasses corrective guidance, alternative strategies, clarification, motivation, or evaluations of correctness. This view highlights the multifaceted nature of feedback, emphasizing its role as a dynamic, interpretive process, rather than just a direct response or reinforcement. Their model of feedback to enhance learning is shown in Figure 1.

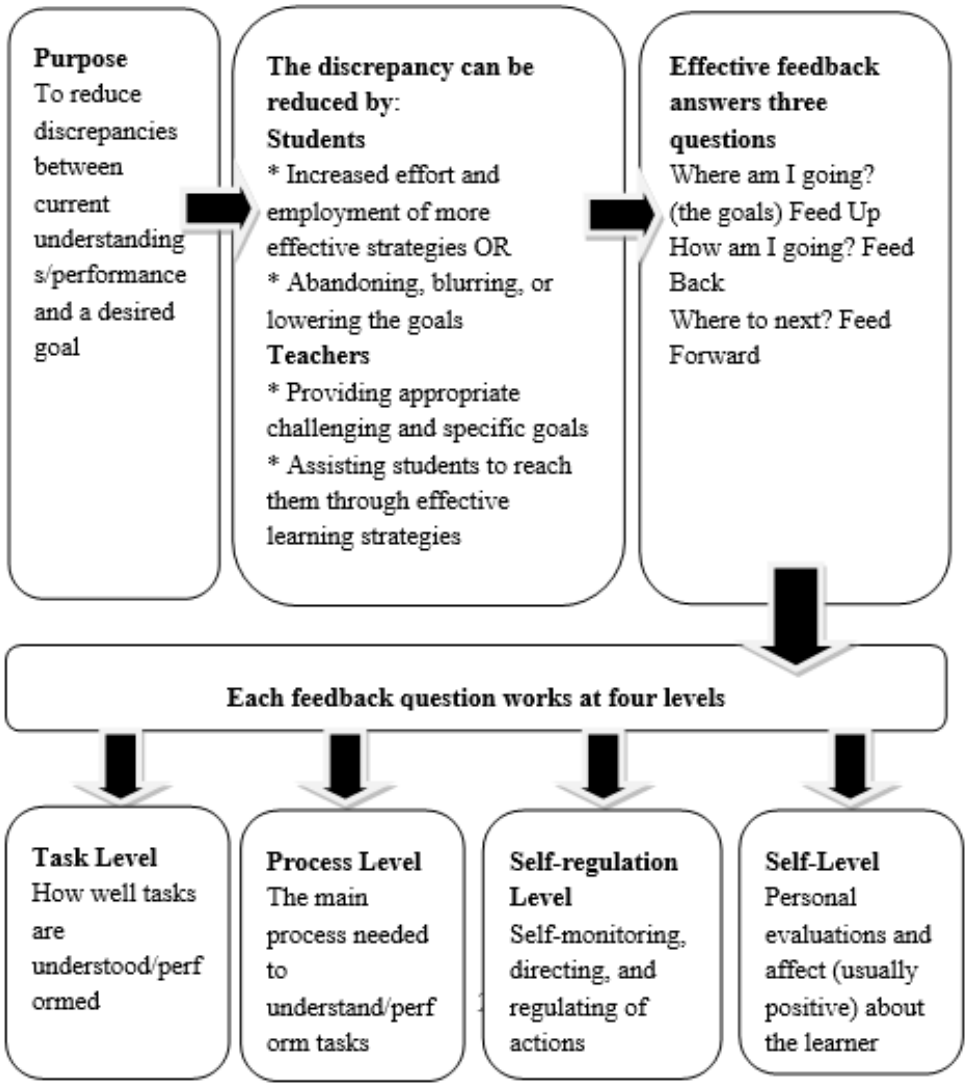


Figure 1. Model of Feedback to Enhance Learning

Note. Adapted from Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112.

In a similar vein, with the development of the feedback realm, researchers continued to introduce models, theories, and paradigm shifts of feedback to explain feedback procedures during the 2010s. Unlike earlier perspectives in which feedback was given to students, current and contemporary models and definitions highlight the active and central role of the learners who can interpret, generate, respond to feedback, and develop the

expertise needed to engage with it in more advanced ways. (Shute, 2008; Stobart, 2018; Lipnevich & Panadero, 2021). To demonstrate this point, according to Boud and Molloy (2013) and Henderson et al. (2019), feedback has been transformed from simple remarks provided by teachers to students about their work to a dynamic process that requires sustained and proactive student involvement to foster learning.

Within the higher education context, Carless (2015) has described a profound shift in the way we perceive feedback. According to him, this transformation represents a departure from the conventional notion of feedback as a singular input provided to students at a specific moment, towards a contemporary perspective where feedback is regarded as an ongoing process in which all stakeholders actively participate. Expanding upon earlier descriptions by Boud and Molloy (2013) and Carless (2015), according to Carless and Boud (2018), feedback is now redefined as a dynamic process where learners assimilate information from diverse sources and apply it to improve their work or learning approaches. This redefined perspective moves beyond the traditional notion that feedback primarily involves teachers informing students about their strengths, weaknesses, and areas for improvement. Instead, it underscores the importance of students taking an active role in interpreting feedback and utilizing it to improve their future efforts (Carless & Boud, 2018), which can lead to more meaningful and effective learning experiences. In essence, recent scholarly contributions (e.g., Tai et al., 2023) underscore the increased significance of student involvement and proactive engagement in the educational framework.

In brief, moving away from definitions grounded in cognitivist and constructivist paradigms, more current conceptualizations put the emphasis on the learner's role within a dialogic feedback process (Askew & Lodge, 2000; Carless et al., 2011). From a sociocultural view, feedback is defined as a dynamic process involving the relationships and interactions that take place when teachers and students supply and engage with feedback about student production (Esterhazy, 2019). Accordingly, as educational paradigms have changed, the concept of feedback has evolved and involved epistemic and

social relations at play in the learning context, where the feedback procedure takes place (Palaraju & Tan, 2025). They further highlight the importance of feedback literacy for instructors to form influential feedback practices and learners to engage actively in them, which is in line with the main objective of the current study at hand. The redefinitions of feedback and their focus according to these different paradigms are illustrated in Table 1 below.

Table 1
Definitions and Focus of Feedback According to Different Paradigms

Paradigms	Focus is on…	Definitions of Feedback/ Feedback …
Behaviorist	making use of information to bridge the learning gaps	is information given to bridge the learning gaps
Cognitivist/constructivist	processing information through cognitive engagement and knowledge construction	includes metacognitive processes
Social constructivist	co-constructing knowledge by means of dialogue and interpreting with others to design and improve common understandings of feedback	is a dialogic and interactive process, including a feedback provider (peer, teacher, others, etc.) and receiver (learner)
Sociocultural	generating opportunities for producing, interpreting, and using feedback information in the epistemic and social setting in which learning occurs.	is an interactive and evolving process embedded in the social and cultural setting in which feedback interactions occur

Note. Adapted from "Fundamentals of Feedback," by D. D. Palaraju and K. H. K. TanChue (2025) in K. L. Chue, A. Yeo, K. H. K. Tan, & T. H. Yong (Eds.), *Fundamentals of Assessment: Principles and Practices for the Classroom*, Taylor & Francis.

2.2.2 Feedback Types and Implementation in English Language Teaching

The huge body of literature on feedback types reveals that various notable scholars have classified them in different ways. According to Dönmez (2024), this diversity originates from the fact that feedback types are not viewed as a single linear framework, and their characteristics are apparent in various ways under different conditions. This situation leads to providing feedback in multiple and diverse forms. Therefore, in his doctoral dissertation, he (2024) classifies feedback types under eight main titles: focus of feedback (e.g., form-focused and content-focused feedback), sources of feedback (e.g. teacher, peer, and self-feedback), timing of feedback (e.g., immediate, delayed feedback), mode of delivery (e.g., oral feedback, written feedback), evaluator's attitude (e.g., praise, critical, motivational feedback), feedback according to instructional strategy (e.g., direct, indirect feedback), and lastly feedback based on information (e.g., metalinguistic feedback).

On the other hand, Shao (2015) underlines two types of feedback: explicit and implicit, since second language acquisition researchers are often inclined to distinguish between implicit and explicit feedback. While errors or their places are not clearly pointed out within implicit feedback types, explicit feedback includes a clear indication that an error has occurred and where it can be found (Ellis & Sheen, 2006). According to various researchers, both explicit and implicit types of feedback may take a range of forms (Shao, 2015). For instance, Ellis and Sheen. (2006) state that explicit feedback can occur in two forms: explicit correction, where the response clearly shows that the learner's utterance contains an error, and metalinguistic feedback, which refers to "comments, information, or questions related to the well-formedness of the learner's utterance" (Lyster & Ranta, 1997, p. 47). To comprehend these feedback types and differences among the scholars in detail, it is important to give place to Lyster and Ranta's (1997) classification of six different types of feedback: *explicit correction, recasts, metalinguistic feedback, elicitation, repetition, and clarification requests.* The early tendency to examine these types of oral corrective feedback separately led to broader categorizations over time, which enabled a clearer

understanding of their pedagogical purposes and interactional functions in the classroom (Demir, 2016). Hence, upon these developments, Lyster and Ranta (1997) have included the seventh type of feedback, *multiple feedback,* into their previous model. In addition, in their recent taxonomy, Sheen and Ellis (2011) first distinguish between two main categories of corrective feedback: oral and written. Then, oral corrective feedback includes distinction between implicit, such as conversational recasts, repetition, and clarification requests, and explicit, where didactic recasts, a metalinguistic clue, elicitation, and paralinguistic signals are involved. On the other hand, direct and indirect distinctions for *metalinguistic* and *non-metalinguistic information* are stated within their taxonomy of written corrective feedback (Sheen & Ellis, 2011). Last but not least, Shute (2008) also suggested another classification regarding feedback types, including twelve conceptions: *no feedback, verification, correct response, try again, error flagging, and elaboration.* Additionally, the elaborated types of feedback refer to a general term and include six types of elaborated feedback as well, *attribute isolation, topic contingent, response contingent, hints/prompts/cues, bugs/misconceptions, informative tutoring*, and a detailed definition of them, as can be seen in Table 2.

Table 2
Feedback Types and Their Descriptions

Feedback Type	Description
No Feedback	The learners are expected to answer a given question; however, there is no sign whether the answer is correct.
Verification	This type of feedback gives information on whether their answers are correct or incorrect, and is also known as "knowledge of the results".
Correct Response	This type of feedback, also called "knowledge of the correct response", provides learners with the correct answer without further or extra information.
Try Again	This type of feedback, also called "repeat-until-correct", gives information about an incorrect response and enables the student one or more

	chances to answer it.
Error Flagging	This type of feedback, also called "location of mistakes", emphasizes errors; however, it does not provide a correct answer.
Elaborated	This is a general type of feedback that explains why a particular response is correct or incorrect and may allow the learner to revise part of the instruction. Six types of elaborated feedback are stated below.
Attribute Isolation	Elaborated feedback giving information about core elements of the target subject and skill.
Topic Contingent	This type of elaborated feedback gives information about the target topic currently being learned.
Response Contingent	This form of elaborated feedback concentrates on the student's particular response. It might explain the reason why the incorrect reply is incorrect, and the correct reply is correct. This type doesn't utilize formal error analysis.
Hints/Prompts/Cues	This type of elaborated feedback leads the student in the right direction, such as a strategic hint regarding what to do next. It doesn't give the correct answer.
Bugs/Misconceptions	This type of elaborated feedback necessitates error analysis and identification. It informs the students of their particular errors or misconceptions, such as what is wrong and the underlying reason/s behind it.
Informative Tutoring	The most elaborated type of feedback, as stated by Narciss and Huth (2004), offers verification feedback, strategic hints on how to continue, and error flagging. The correct answer is not supplied.

Note. Adapted from "Focus on Formative Feedback" by V. J. Shute. (2008). *Review of Educational Research, 78*(1), 153–189.

2.2.3 Oral Feedback

In the field of L2 writing, feedback research is comprehensive, including written feedback (teacher feedback), written corrective feedback, and oral feedback within writing conferences (Lee, 2017). Additionally, when scholars delve into the feedback field, two tales of two feedback types, oral and written feedback, are prevalent and seem as if they are a never-ending topic in the related literature. Although the main focus of this thesis is on written feedback rather than oral feedback, it is also significant to state it briefly. Therefore, the preceding two sessions involve written feedback and oral feedback. To begin with the concept of oral feedback, Küçükali (2017, p.48) defined oral feedback as "in-class conferences (5-10 minutes) with individual students, while the rest of the class is engaged in other activities; or out-of-class longer (15-30 minutes) conferences with individual students or groups (Brookhart, 2008; Grabe & Kaplan, 2014)." On the other hand, Aydın and Özmen (2024) state that according to many notable scholars, one of the most important duties of a lecturer is to supply error correction; hence, this standpoint motivated second language researchers to concentrate on oral error correction to comprehend its probable contribution to SLA. In line with this, Demir (2006) expresses that in the field of SLA, corrective feedback is frequently regarded as synonymous with negative feedback. When it comes to the concept of oral corrective feedback, Ellis et al. (2006) define it as a response to students' utterances with an error. The seven types of oral corrective feedback (Lyster & Ranta, 1997) are discussed in Section 2.2.2 above. Lastly, Su and Tian (2016) suggest the four features of classroom oral corrective feedback: *corrective feedback sources* such as teachers, peers; *corrective feedback receiver* such as student; *objective of corrective feedback* such as enhancing L2 learning; and *ways of corrective feedback.*

2.2.4 Written Feedback

Giving written feedback to learners is among the ESL writing teacher's significant works (Hyland & Hyland, 2001). In many L2 settings, especially in schools with large classes, written teacher feedback continues to be the predominant type used in writing courses (Lee, 2017). In line with this, the centrality of written feedback in students' writing is highlighted within the large and growing body of literature. Accordingly, this section first defines written feedback, subsequently examines suggestions for enhancing its effectiveness, types of written feedback, delves into the focus of written feedback as the third point, and finally justifies the inclusion of written feedback as a central focus within the scope of this thesis. To begin with, unsurprisingly, the concept of written feedback is influenced by major paradigms within the field, just as the feedback concept itself, explained in detail in 2.2.1 above. As evidence of this, Chong (2018) presents a tripartite definition of written feedback as a *product, internal, and interactive process* to describe it from a broader viewpoint. Within a cognitive paradigm, written feedback is understood as a product or "knowledge of results" (Gibbs & Simpson, 2004, p. 14) whereby a source such as a teacher gives summative and evaluative comments on how learners behave within a task (Hattie & Timperley, 2007). Secondly, Chong (2018) places a constructivist standpoint drawing on several scholars (Carless 2006; Nicol 2010; Beaumont et al., 2011; Hyland 2013a; Boud & Molloy, 2013; Yang & Carless, 2013). According to this perspective, written feedback is not regarded as a product but rather an interactive process, where learners are involved in assessment conversations with their peers and instructor. Lastly, in the third corner of this tripartite definition of written feedback, the critical-emancipatory viewpoint, written feedback refers to learners' reflective activities. Learners are regarded as active participants, comprehending written feedback in line with their own aims rather than being considered as passive receivers.

Secondly, to comprehend how written feedback functions as a meaningful learning tool and show whether the participant of this study utilizes and practice written feedback

effectively in the L2 writing course, it may be insightful to state suggestions regarding how written feedback should be. In line with this, Nicol (2010) suggests ten points, which are based on scholars' findings in relation to what learners regard as significant, and clarifies the features of written feedback comments to implement them effectively. Accordingly, written feedback should be designed to be *understandable, selective, specific, timely, contextualized, non-judgemental, balanced, forward-looking, transferable,* and finally *personal* (Nicol, 2010). Nonetheless, putting these into practice in higher education can be difficult when classes are large and personal interaction between teacher and student is limited. Therefore, to apply these suggestions efficiently, he (2010) highlights the importance of integrating them within dialogical settings, such as written feedback, which can most probably be *understood* within a shared environment. Overall, by looking at these ten recommendations, it can be said that effective written feedback goes beyond error correction and requires an interactive process that fosters students' reflection, motivation, and dialogical abilities.

To deepen our understanding of written feedback, it is essential to consider its various types, since each of them has specific roles in guiding and informing students in the learning process. Chong (2018) states seven types of written feedback, (1) *praise:* a positive statement to affirm learners' effort and progress, (2) *advice:* productive and insightful remarks involving certain recommendations, (3) *imperative:* productive and insightful remarks involving a general direction for enhancement, (4) *criticism:* a response showing learners' mistakes without guidance for progress (5) *open question:* inquiries that to generate more elaboration from learners (6) *closed question*: inquiries that leads learners review the scope and reliability of their claims, and finally (7) *mechanic*: coded and direct written corrective feedback regarding grammatical errors. Chong (2018) also presents specific and insightful examples for each of these types. Within this framework, it is clear that written corrective feedback is generally regarded as a particular form of written feedback, mainly concerned with students' grammatical errors. Since written corrective

feedback has garnered growing attention from researchers in the field, it is also worth examining its definition and types of it briefly. Written corrective feedback is defined as remarks to students' language errors within students' written tasks and traditionally used by instructors in L2 classrooms to enhance learners' writing accuracy (Mao & Lee, 2020). As the last comment for written corrective feedback, Ellis' typology of teachers' corrective practices for their students' language errors in their written products. Therefore, Ellis (2009) lists types of teacher-written corrective feedback under six titles as: "direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, the focus of the feedback (unfocused and focused corrective feedback), electronic feedback, and lastly reformulation" (p. 98).

In this respect, a detailed analysis of all these feedback types reveals that there are some overlapping points with the main focus of written feedback. When it comes to the issue of what the focus of written feedback should be, various arguments have been offered within the growing body of related literature. Initially, early research on teacher-written feedback revealed that instructors tended to concentrate primarily on students' linguistic errors in their writing, and teachers' written marks and feedback are mostly perceived as ambiguous, inconsistent, and difficult for students to interpret (Zamel, 1985). As the process-based approach in writing instruction has gained prominence, a growing body of research has shown that there is a move in teachers' feedback focus from linguistic form to other aspects such as content and organization (Caulk, 1994; Ferris, 1995; Conrad & Goldstein, 1999). Lee (2008) gives a comprehensive explanation for the focus of written feedback and highlights that teachers are suggested to form a balanced focus of written feedback, concentrating on aspects regarding textual structure, coherence, content, linguistic accuracy, and style in line with earlier studies (Zamel, 1985; Ferris, 2003; Hyland & Hyland, 2006). Consistent with Lee's statement, Hyland & Hyland (2019) contribute to this interrogation and underline the focus of teacher-written feedback, which is structured to deliver detailed information, providing comments on the form and content

of a manuscript to motivate learners to improve their writing and strengthen their learning. Furthermore, in their meta-analysis regarding the effectiveness of feedback for the second language writing development, Biber et al. (2011) pointed out that written feedback includes multiple dimensions, ranging from content, organization, punctuation, spelling, and grammar, and revealed that feedback involving both content and form is more influential than form-focused feedback. Therefore, the current study embraces written feedback rather than other feedback types to go beyond the students' linguistic errors in their writing tasks.

Given its central role in L2 learning, written feedback has captured the attention of many notable researchers in the EFL settings. To illustrate, Lee (2008) conducted research to shed light on how 26 secondary English teachers in Hong Kong supply written feedback to 174 students for their written tasks, which aspects affect teachers' feedback practices, and whether teachers' feedback implementations were consistent with the principles suggested by the local curriculum. In her study, teachers' written feedback examination involved three perspectives: feedback focus, error feedback, and written commentary. 174 writing texts were chosen from different levels, and interviews were conducted with six teachers. The findings revealed that teachers' written feedback was mostly error-focused, delivered in a single draft, and diverged from the local curriculum suggestions. As the last comment, the data gathered from interviews showed that teachers' written feedback practices were shaped by many contextual aspects, such as accountability, exam culture, teachers' views, and insufficient training, reflecting how institutional and sociocultural settings affected classroom feedback practices.

Building on previous research on written feedback, Junqueira and Payant (2015) conducted a case study with a single participant, a novice teacher delivering an English writing course to ESL students at the college level. This study examined teacher feedback beliefs and practices over one semester. The novice teacher's written feedback on students' essays, two semi-structured interviews, member-checking discussions, and a reflective journal

served as data collection methods. It is notable that the participant's characteristics, such as being a novice teacher, as well as the research design and data collection tools, are similar to those of the current study. The students' essays were analyzed through four feedback types: direct, indirect, direct with explanation, and indirect with explanation. The novice instructor stated that feedback should mainly address global aspects of writing, like ideas, organization, and content, while giving less attention to local errors, grammar, and mechanics. The findings revealed an inconsistency between her beliefs and actual practices, as local WCF (83.9%) was higher than global written feedback. She also believed that feedback requires contextualization, more time, practice, and ultimately leads to improvements in writing.

In a similar vein, Lee (2009) examined the relationship between teachers' beliefs and their actual practices in giving written feedback. Various data collection instruments were utilized, such as 174 samples of written feedback gathered from 26 secondary teachers and interviews with seven of them within the first stage, a survey conducted with 206 secondary teachers, and interviews with nineteen of them in the second stage. The first data set focused on teachers' real written feedback behaviour, whereas the second investigated their beliefs and self-reported practices, especially concentrating on error correction. The research findings revealed ten key mismatches between what teachers believed about effective feedback and their actual enactment of written feedback.

Lastly, in the Turkish EFL writing course, Huseynov (2025) explored and compared the strengths of AI-driven feedback and teacher-written feedback. Qualitative research design was embraced, since the researcher integrated thematic analysis of interviews, conducted with 15 students and 15 EFL instructors, with discourse analysis of written feedback. ChatGPT, Grammarly, and three EFL instructors' written feedback were the feedback sources in the study applied to the participating students' writing tasks. The discourse analysis indicated that AI tools offered more feedback with higher accuracy, focused on surface-level corrections, especially grammar and vocabulary. On the other hand, teachers'

written feedback was found to be more effective in supplying individualized, encouraging, and content-focused comments. Accordingly, although students appreciated the promptness and straightforwardness of AI feedback, findings of the student interviews showed that they mostly preferred teacher-written feedback for more in-depth revisions to their writing.

In conclusion, the research suggested that while AI feedback can play a supportive role alongside teacher-written feedback, it could not substitute for the developmental, emotional, and contextual aspects of teacher-student interaction; hence, blended feedback procedures were recommended as the implications.

2.3 The Concept of Feedback Literacy

Thanks to the paradigm shift within the reconceptualization of feedback, it necessitates the involvement of all parties in the process. Since this concept has recently captured researchers' interests within the global context, it has led to the emergence of significant concepts, for instance, feedback literacy, teacher feedback literacy, student feedback literacy, etc., in the realm of feedback processes. The reason for this is that the recent reconceptualization of feedback entails the involvement of all parties in the process.

Most of the current research on feedback literacy is theoretical rather than empirical, which may result from the recent emergence of the concept itself within the field (Boggs & Manchón, 2023). In line with this recent conceptualization, firstly, Sutton (2012), the initial scholar, introduces feedback literacy as "the ability to read, interpret and use written feedback" (p.31). He highlights the necessity of grounding feedback literacy within a broader theoretical framework and academic literacies approach, and outlines three characteristics of feedback literacy: (1) epistemological dimension: feedback on and for knowing; (2) ontological dimension: developing educational being through feedback, and (3) practical dimensions: acting upon feedback. Sutton's initial contribution is regarded as

a turning point in the field of feedback, and since then, the concept of feedback literacy has been explored and defined by researchers from a range of educational views (Liang et al., 2023).

In addition to this initial effort, Winstone et al. (2022) bring two new perspectives on feedback literacy. Firstly, they present a new concept of *discipline-specific feedback literacies* and outline a framework for integrating the discipline-specific feedback literacies within curriculum design. Secondly, they offer an analysis of putting feedback literacy as an essential graduate competency within higher education. From a sociocultural perspective, they suggest that future researchers consider it as a series of literacies that evolve in different disciplinary contexts by moving beyond viewing feedback literacy as a single concept. Along with this, Nieminen and Carless (2023) investigated this new emerging concept through a critical analysis of the preliminary 49 articles regarding feedback literacy, focusing mainly on the question of how research has introduced feedback literacy as a way to reconsider feedback procedures from the perspective of personal abilities in relation to feedback. They refer to this concept as a "key building block within new paradigm feedback practices is the notion of feedback literacy" (p.1382), by putting special emphasis on it.

In conclusion, they wrap up that feedback literacy is a prominent thought, if benefited from it neatly, since it offers opportunities for feedback practices within a higher education setting. Hence, feedback literacy is regarded as a potential remedy to the problems within present feedback implementations (Malecka et al., 2022). To conclude this conceptualization part, the emergence of new concepts such as feedback literacy and student feedback literacy has started to become apparent together in the literature as a result of the paradigm shift in the feedback realm, which is the move from teacher-focused to learner-focused approaches (Liang et al., 2023). These preliminary studies regarding the conceptualization of feedback literacy are followed by another new concept, that is, student feedback literacy. In summary, building on this preliminary foundation, the following

section turns to student feedback literacy, another fundamental stakeholder, which becomes more apparent with the transformation of the feedback concept, examining how students develop and practice their feedback competencies.

2.3.1 Student Feedback Literacy

After Sutton's starting point for the studies of feedback literacy, most of the scholars mainly concentrate on student feedback literacy, since students' active role within the process of feedback has been put on the agenda, thanks to the recent reconceptualization efforts. Building on Sutton's initial description of feedback literacy, Carless and Boud (2018) extended this notion by stating that students' feedback literacy includes comprehension of the feedback, influential management, possession of the capacities and attitudes to use feedback productively, and recognition of both teachers' and students' roles in these processes. Therefore, Carless and Boud contribute to this conceptualization study with the introduction of a new concept, student feedback literacy, by underlining that one of the key challenges to efficient feedback results from the mostly limited development of student feedback literacy.

Another notable scholar, Chong (2021), aims to reexamine the concept of student feedback literacy from an ecological learning view through a multidimensional model, including three features: engagement, contextual, and lastly, individual aspects. According to this multidimensional model, based on Carless and Boud's (2018) preliminary study, the degree to which students engage with feedback on cognitive, emotional, and behavioural levels is shaped by both contextual and individual variables. From both an ecological standpoint of learning, which regards learners as "organisms interrelated with their surrounding environment" (Han 2019, p.289), and sociocultural theory, learning settings have a crucial role in facilitating students' involvement in the feedback process. Likewise, Gravett (2022) approaches student feedback literacy from a new and alternative

perspective, that is, a sociomaterial standpoint. According to Zukas and Malcolm (2019), the sociomaterial perspective focuses on how people, materials, technologies, and texts interact and shape each other and the outcomes that emerge from these relationships, instead of concentrating on human beings or their practices. Furthermore, Gravett (2022) highlights the need to explore deeply the underlying factors and contextual elements shaping feedback and learning interactions, which are frequently neglected in the existing literature. As a concluding remark on student feedback literacy from an ecological perspective, as our understanding of feedback literacy grows, feedback literacy studies from an ecological approach are expected to increase in this area (Liang et al., 2023).

In a related study, Malecka et al. (2020) approach student feedback literacy from a different perspective and suggest integrating feedback literacy into the curriculum. They embrace a learning-focused point of view and assert that describing capabilities alone is insufficient for enhancing feedback if their development is not integrated into the learning and teaching process in courses. They do not suggest an independent curriculum detached from the regular one, but rather integrated as part of learners' enrolled courses. This kind of curriculum would rely on recent research on feedback and make use of feedback literacy frameworks to include teaching activities that can easily be adapted to help students develop their feedback skills. They embrace four principles of integrating feedback into the curriculum: *conscious design for feedback, importance of practice, cumulative and progressive development*, and lastly, *traceability*. According to this first principle, teachers should determine when feedback should be provided in a course and clarify its main purposes. Additionally, it is also significant how to design and sequence feedback literacy activities, hence, students enhance their understanding and abilities in feedback practices. In line with the second principle, since feedback literacy depends on learners' active role, they are expected to do various practises, where they seek feedback from others, make sense of the information they receive, and use it to improve. The third principle suggests that the enhancement of feedback literacy is a never-ending task. Finally, according to the

fourth principle, using feedback effectively should be clearly recorded or saved; therefore, both teachers and students can see how their progress makes a difference.

In a similar vein, Molloy et al. (2020) contributed to the feedback field through integrating the concept of feedback literacy into a learning-centred framework that emphasizes the active role of students within the learning process. In line with this, they refer to feedback literacy as learners' competencies to comprehend and utilise feedback implementations to enhance their learning progress. Furthermore, they also proposed a student feedback literacy framework, which is explained in detail in the section below. It is also worth noting that Han and Xu (2020) put special emphasis on teachers' facilitating role in the development of student feedback literacy. They conducted a multiple-case study involving three Chinese MA students participating in an academic writing course. Data were collected from a range of sources, such as semi-structured interviews, students' drafts with peer feedback, teachers' written feedback on that peer feedback, retrospective verbal reflections, observation notes, and finally, course materials. The results of this study showed that regularly provided teacher feedback on peer feedback can support students in improving their cognitive and social-emotional dimensions of student feedback literacy. In conclusion, after providing a detailed conceptual understanding of student feedback literacy, the next section introduces the student feedback literacy frameworks, which show the essential dimensions of how learners interpret, engage with, and act upon feedback in educational contexts.

2.3.2 Frameworks for Student Feedback Literacy

When delving into the literature on feedback literacy, the initial articles mostly focus on the conceptualization of these emerging terms and framework development, enlightening the researchers' path. Various leading researchers (Carless & Boud, 2018; Molloy et al., 2020; Yu & Liu, 2021; Chong, 2021) contribute to the design and development of student

feedback literacy frameworks from a range of perspectives. To begin with, opting for social constructivist learning theories and the concept of tacit knowledge, Carless and Boud (2018) are among the initial and inspiring scholars, proposing the student feedback literacy framework. They highlighted that students' feedback literacy encompasses a comprehension of what feedback means and how it can be used efficiently; abilities and attitudes to use feedback effectively; and awareness of both their and teachers' functions in feedback interactions. Accordingly, they constructed a quadripartite framework for student feedback literacy, including four features: *appreciating feedback, making judgments, managing affect,* and *taking action* (Carless & Boud, 2018).

According to the first feature of this framework, feedback literate students see the importance of feedback and comprehend their active functions in feedback procedures. The aspect of *making judgements* involves feedback literate learners enhancing evaluative judgement regarding both their own work and that of their peers. In line with the third dimension, *managing affect*, which addresses attitudes, emotions, and feelings, feedback literate students sustain their emotional balance if critical feedback is provided to them. For the last feature, *taking action* underlines that feedback literate students benefit from the feedback that they receive, take constructive steps to improve their work, and design a range of techniques that help them act on feedback. They also showed how these four dimensions can be improved by means of two practices integrated into the curriculum: exploration of exemplars and peer feedback, highlighting their strong potential for fostering the enhancement of student feedback literacy. All in all, Carless and Boud's (2018) preliminary research has become enlightening for other scholars, leading them to design new student feedback literacy frameworks.

Building on Carless and Boud's (2018) framework, Molloy et al. (2020) proposed a learning-centred student feedback literacy framework, involving seven groups. They stated that since most learners may not know the concept of feedback literacy, the researchers use a voluminous collection of student comments on feedback and what they refer to as

effective feedback implementations. Hence, they benefited from a large-scale survey, applied to 4514 undergraduate students, focus groups including 28 students, and interviews conducted with 20 students for seven case studies identified as effective feedback. This framework includes seven groups: (1) approaches to feedback as enhancement; (2) recognizes feedback as a dynamic process; (3) elicits knowledge to enhance the learning process; (4) comprehends and processes feedback; (5) identifies and regulates feelings; (6) recognizes feedback as a mutual process, and lastly (7) implements the insights obtained from feedback. As the last comment for this learning-centred framework, with illustrative examples, these seven groupings identified 31 attitudes, which learners with well-developed feedback literacy show.

Lastly, Yu and Liu (2021) presented a conceptual model that demonstrates how student feedback literacy can be enhanced in an academic writing setting. This framework was built on evidence, since it incorporated empirical discussions regarding how students' feedback literacy can be developed. Furthermore, the information bases of the framework were taken from academic writing research, with particular emphasis on feedback practices that support learners' comprehension, management, and, lastly, evaluation. Extending Molloy et al.'s framework (2020), Yu and Liu (2021) examined the knowledge dimension in detail and described the types of knowledge, which are necessary for an academic writer to be feedback literate, as: knowledge of linguistic, genre-related, and discipline, as well as strategies for managing feelings and constructing arguments. In addition to this knowledge, which adds to the design of feedback literacy for academic writing, they also described actions such as planning, translating, revising writing, and improving the writing through teacher and peer feedback. A key advantage of this model is its focus on the necessity for students' active role.

2.3.3 Previous Studies on Student Feedback Literacy

Despite its being a new notion, student feedback literacy has become an impressive research area for scholars in the domain of feedback. Its significance, highlighted in detail above in the feedback procedures and implementations, makes it precious to be analyzed. When delving into the existing body of literature, there is preliminary research revealing noteworthy insights, deductions, and results encouraging scholars to employ more gap-filling studies. To begin with, Di Zhang et al. (2023) investigated the impact of integrated feedback intervention (teacher, peer, computer-generated feedback) on the L2 writing feedback literacy of 182 Chinese university students. To reach its main goals, this present study collects necessary data through the L2 Student Writing Feedback Literacy Scale, formed and created by Yu et al. (2022). The intervention notably enhanced student literacy in 'appreciating feedback, acknowledging various sources, and managing affect', but did not affect 'making judgments and taking action' (p. 1). It also highlighted how students' language proficiency influenced their feedback literacy development, and there wasn't a significant difference regarding students' feedback literacy at low proficiency levels. Whereas students with middle proficiency levels showed significant enhancement within four dimensions of scale, students with high proficiency levels developed significantly in appreciating feedback.

Similarly, Han and Xu (2021) conducted a case study on two Chinese undergraduate students to explore feedback literacy profiles of participating cases as well as how their feedback literacy influenced their interaction with feedback. The study benefited from students' written drafts, semi-structured interviews, class documents, and classroom observations as data collection instruments. According to the results of this case study, students' feedback literacy was multi-layered, comprising cognitive abilities, emotional capacity, and social-affective attitude, and all three dimensions changed among cases and also had a dynamic and context-specific nature. However, unequal improvement in these three dimensions was frequently evident in student interaction with feedback. The study

emphasizes the complexity of feedback literacy and the importance of the congruence of these three dimensions while facilitating student interaction with feedback.

In addition, Zhang et al. (2023) conducted a longitudinal case study, involving three first-grade undergraduate students in an EFL context to analyze the improvement of their feedback literacy in comprehension, assessment, and utilizing peer feedback, and their emotional reactions in an online writing program throughout one term. To gather a rich amount of data, they employed various data collection instruments, including students' audio-recorded feedback for their peers, reflection journals written monthly, students' assignments for written drafts, stimulated recalls, semi-structured interviews, and students' written self-reflections immediately after receiving peer feedback. According to their results, there were improvements in their behavioral, cognitive, and affective capabilities regarding peer feedback, and a growing enhancement in students' assessment criteria. They also underlined that students' improvement didn't occur simultaneously due to their individual differences.

Adding a new perspective to these preliminary studies, Rad et al. (2024) investigated the impact of AI-integrated L2 education on the enhancement of L2 writing, writing feedback literacy, and writing performance. They have embraced mixed-method research design and divided 46 upper-intermediate students into experimental (n=23) and control groups (n=23). The participating students in the experimental group have benefited from Wordtune, an application based on AI. According to the results, the experimental group has demonstrated significantly greater enhancement in their writing performance, engagement, and feedback literacy than the control group. In addition, data obtained from interviews have indicated that students have given positive feedback about Wordtune, stating that it contributed to their writing performance, engagement, and feedback literacy.

In Türkiye context, as a preliminary researcher interested in feedback literacy, Kara (2021) aims to explore various features of feedback, such as its forms, quantity, and timing, as

well as the signs of feedback literacy along with the improving and inhibiting factors for the development of student feedback literacy in her MA thesis. Conducting semi-structured interviews with 39 undergraduate students in the ELT program as the data collection instrument, the researcher embraced a pure qualitative research design. The collected data were analyzed via content analysis by coding and categorizing themes. Within this coding and categorization process, the focus was on four themes: types of feedback, its quantity and timing, feedback literacy, and factors of improving and inhibiting feedback literacy. She concluded that the signs of student feedback literacy included recognizing feedback, regulating emotions, taking action, and lastly, making judgments. Finally, this MA thesis identified that the factors improving or hindering feedback literacy resulted from four main sources: instructional practices, the features of feedback, learners' features, and social factors.

Likewise, Erdel (2023) explored Turkish undergraduate students' feedback literacy in an English writing course and the impact of a four-week online peer feedback process on the students' perceptions of their feedback literacy aspects. The researcher benefited from various data collection instruments, including pre- and post-task surveys completed by all participants, four focus group students' dialogic behaviours on Peergrade, an online tool providing peer feedback, writing drafts of this focus group and their reviews for these drafts, and finally, the researcher's observation notes from a dialogue with the students. The findings indicated that each student in the focus group performs distinctive student feedback literacy dimensions at different levels. The results also revealed that peer feedback didn't significantly enhance student feedback literacy in L2 writing; however, student reflections showed some changes regarding dimensions of student feedback literacy, managing affect, taking action, and making judgments. In a similar study, Geçin (2024) explores the possible link between Turkish pre-service EFL teachers' feedback literacy and their writing anxiety. Embracing mixed-method research design, the researcher employs two different scales for the participating pre-service teachers' writing anxiety and

feedback literacy, and also semi-structured interviews to gather detailed information. Therefore, the first objective of the study is to examine the writing anxiety levels of Turkish pre-service EFL teachers, and the second aim is to investigate how these teachers comprehend the feedback provided to their writing exercises. According to the quantitative results of this MA thesis, the participants showed a high level of writing anxiety and above average level of writing feedback literacy. Negative correlation between participating pre-service teachers' writing feedback literacy and writing anxiety was concluded; furthermore, the semi-structured interview presented deeper insight into students' experiences. Although some participants can easily comprehend feedback, thanks to their previous training, others stated that unclear feedback made the process challenging for them.

As a final point, Liang et al. (2023) emphasized that initial studies on feedback literacy focused on two main themes: conceptualization of the terms and design of the frameworks stated above. Moving from this trend to more empirical studies, new aspects such as 'scale development' and L2 writing were observed in the field and captured researchers' attention. In line with this, Özdemir-Yılmazer and Kabadayı (2024) adapted the Student Feedback Literacy Scale into the Turkish higher education setting, after systematic scale adaptation procedures. There are three participating groups: first, 31 undergraduate students contributed to the translation step, and the other two groups involved 401 and 291 undergraduate students in the construct validity stages. Although two items have been omitted from the scale, because of their insufficient factor loadings and their adverse effect on the scale's reliability indices, the findings show that the Student Feedback Literacy Scale with 22 items and six factors, such as *eliciting, processing, enacting, appreciation of feedback, readiness to engage, and commitment to engage* (p.1), is both reliable and valid for Turkish educational setting.

Both researchers and instructors who work with Turkish undergraduate students can benefit from this adapted scale to present their feedback literacy levels and design relevant

and goal-oriented feedback strategies. Taken together, these initial remarks and updated frameworks are followed by other scholars interested in the realm of feedback literacy, mostly focusing on student feedback literacy (Carless & Boud, 2018; Malecka et al., 2020; Molloy et al., 2020; Han & Xu, 2021; Hoo et al., 2021; Kara, 2021; Ketonen et al., 2023; Little et al., 2023; Zhang & Mao, 2023; Di Zhang et al., 2023; Erdel, 2023); however, teacher feedback literacy has become uncharted territory until the emergence of very few studies recently. Although their work has significantly contributed to the understanding and development of students' feedback literacy in educational contexts, it is evident that there is still a pressing need for further research in this area to comprehensively grasp the intricacies of feedback literacy and especially teacher feedback literacy, across diverse educational settings, concentrating on specific language skills such as writing feedback literacy of teachers for their written feedback practices.

2.3.4 Teacher Feedback Literacy

As a large number of studies point out, Lee (2017) stated that feedback literacy is increasingly recognized as a key aspect of writing teachers' classroom assessment literacy, which refers to instructors' capability to employ feedback effectively to facilitate student learning. Although Sutton (2012) mainly concentrated on the learner's perspective in his examination of feedback literacy, defining it as *the capacity to read, analyze, and utilize written feedback, as well as to act on or feed forward, the feedback provided*, Lee (2017) underlined the importance of both teacher and students' role through her expression that feedback literacy adresses to both teachers and students. In accordance with, taking into consideration all these preliminary endeavors highlighted above in detail, Carless and Winstone (2023) underlined the void in the literature and defined this underexplored notion of teacher feedback literacy as the possession of *the knowledge, expertise, and dispositions* necessary to create feedback practices and processes that promote students' uptake

effectively and initiate the construction of student feedback literacy. They also explained in detail that knowledge involves comprehension of feedback implementations and principles. Expertise refers to the teaching abilities and competencies to develop and carry out feedback practices in ways that are guided by clear principles and research. Lastly, dispositions involve the attitudes and self-discipline to deal with obstacles and continue improving effective feedback processes for the students (Carless & Winstone, 2023).

Appreciating the complementary and facilitating role of teacher feedback literacy to develop and contribute to student feedback literacy, Carless and Winstone (2023) emphasized the teacher feedback literacy framework, which is not outlined as a model until their attempts. Building on these ideas and existing frameworks of student feedback literacy (Carless & Boud, 2018; Molloy et al., 2020), they create a teacher feedback literacy framework, composed of *design, relational,* and *pragmatic* dimensions, emphasizing close links and overlapping aspects of these dimensions. Furthermore, each of the three dimensions incorporates technology, since technology-enhanced feedback is fundamental to current feedback practices (Carless & Winstone, 2023). In line with this, to begin with the *design dimension*, feedback literate teachers construct curriculum and assessment procedures to motivate learners' feedback production and uptake. They not only help students to evaluate both their own work and their peers' productions, but also provide feedback on time. Additionally, they utilize technology to promote feedback involvement and uptake. Secondly, according to *the relational dimension*, teachers with feedback literacy give feedback with a sense of support, accessibility, and sensitivity. They also regard feedback as a mutual and cooperative practice between teachers and students. Benefiting from technology to foster the relational dimension of feedback is the third aspect, just as in the case of the design dimension stated above. In line with the third and last dimension, *the pragmatic dimension*, feedback literate teachers regulate pressures emerging from different feedback functions and mediate disciplinary aspects in feedback practices. Additionally, they integrate technology to enhance the punctuality, efficiency,

and portability of feedback practices. Finally, they manage and mediate between teachers' feedback workload and what is beneficial for the learners. It is also worth noting that although teacher and student feedback literacy have distinct aspects, their relationship suggests that each shapes and influences the other (Carless & Winstone, 2023).

On the other hand, Cui et al. (2023) contribute a distinctive perspective to the field of teacher feedback literacy by presenting the concept of English for Research and Publication Purposes (henceforth ERPP) feedback literacy. Since EFL instructors give ERPP feedback to students' research papers, they underline the need for improving their own ERPP feedback literacy. They benefited from a range of data collection instruments, teachers' written feedback gathered from four EFL teachers throughout five years (2017–2022), teachers' verbal reflections during the feedback process, semi-structured interviews, and, lastly, stimulated recalls to investigate how EFL teachers can improve their ERPP feedback literacy. According to the results of this longitudinal multiple case study, EFL teachers recognized an overall enhancement in their ERPP feedback literacy through both intra- and interdisciplinary cooperation while providing ERPP feedback.

At the same time, Liang et al. (2023) state that although initial feedback studies mostly contribute to the conceptualization of the terms and framework formation, recent research on feedback literacy has largely focused on scale design and validation, and the L2 writing. Accordingly, Lee (2021) adds the concept of writing teacher feedback literacy to the conceptualization studies by referring to it as various competencies about teachers' abilities, values, and knowledge about feedback. Based on these three features, she also suggests writing a feedback literacy framework for teachers, on which the current study draws its theoretical foundation. Furthermore, Xu et al. (2024) underline that Lee's tripartite framework is a significant initial step in understanding and examining the practices of feedback literate teachers in the L2 writing context. In addition to these discussions on teacher feedback literacy in L2 writing, Xu et al. (2024) propose a contextualized comprehension of teacher feedback literacy, based on Carless and

Winstone's (2023) three-dimensional model of teacher feedback literacy. To add a theoretical perspective on teacher feedback literacy, Xu et al. (2024) offer a two-dimensional, empirically grounded framework including *feedback design* and *process management* by contextualizing feedback implementations. The design dimension refers to the intentional, integrated, and supportive formation of feedback implementations, connected to the wider curriculum and teaching. According to the second dimension, *process management*, feedback procedures are neatly managed to support effective feedback implementation in teaching, thereby contributing to the improvement of students' feedback literacy. As a concluding study, Esterhazy et al. (2023) offer another point of view by exploring how university instructors enact teacher feedback literacy in the context of problem-based peer mentoring sessions. Building on Carless and Winstone's (2023) socio-constructivist view of teacher feedback literacy, Esterhazy et al. (2023) provide a complementary extension to their model and suggest that teacher feedback literacy implementations include three central dimensions: (1) *planning future feedback encounters*; (2) *enacting current feedback encounters*; and (3) *reflecting on previous (past) feedback encounters*. Each aspect involves the common practices enacted by teachers, individually or working with their colleagues and students.

In summary, as a significant first step, Carless and Winstone (2023) first conceptualize teacher feedback literacy, then show the various dimensions of teacher feedback literacy from a theoretical perspective. Lee (2021) highlights the importance and necessity of framework design for teacher feedback literacy. In line with this, Liang et al. (2023) point out that the initial research on feedback literacy primarily revolves around conceptual clarification and the development of theoretical frameworks. As the current study at hand follows this pattern and proceeds in this sequence, that is, first presenting conceptualization studies and then delving into research regarding framework development and design, the coming section continues with the preliminary frameworks of teacher feedback literacy.

2.3.5 Frameworks for Teacher Feedback Literacy

2.3.5.1 Teacher Feedback Literacy Competency Framework

Boud and Dawson (2023) appreciate three dimensional teacher feedback literacy model, presented by Carless and Winstone (2023) as a preliminary step; however, they argue that the existing teacher feedback literacy framework by Carless and Winstone (2023) doesn't clarify what feedback information teachers should have, take into consideration both other educators creating or applying feedback practices and structural properties and limitations. Additionally, the role of teachers in generating feedback inputs, still regarded as a part of the feedback procedure within the new paradigm, was not adequately highlighted. Therefore, according to Boud and Dawson (2023), there is a clear gap between the ideal notions of what teacher feedback practices should be and how these practices are implemented in reality. Moreover, they touch on a crucial point by noting that relying solely on a conceptual understanding of teacher feedback literacy may not fully capture the diverse competencies of teachers who conduct effective feedback processes.

Based on an inductive analysis of datasets gathered from existing qualitative research (Bearman et al. 2017; Henderson et al. 2019a), Boud and Dawson (2023) aim to describe the feedback literacy competencies of university teachers and, hence, propose a new teacher feedback literacy framework, called *the Teacher Feedback Literacy Competency Framework,* and given in detail in Figure 2. This newer framework comprises 19 competencies, divided into 3 levels: macro, meso, and micro, referring to 'program design and development, course module/unit design and implementation, feedback practices concerning individual student assignments', respectively. According to this well-developed competencies and framework, feedback literate teachers respond to learners' demands, enhance student feedback literacy, construct feedback procedures including peers and other colleagues, arrange timing, place and order of feedback activity, deal with tension between feedback and grading, handle feedback pressures such as workload, benefit from resources

effectively, and plan feedback systematically, which address to nearly all types of problems and challenges regarding feedback process.

In addition to these competencies, the researchers underline that this framework can be regarded as a practical representation of how teacher feedback literacy is enacted in real educational settings. Furthermore, they also indicate that the purpose of feedback goes beyond explaining grades; it enhances learners' development for their future tasks. Traditionally, it has been believed that knowing the subject well is enough for delivering effective feedback; however, this study reveals that higher levels of pedagogical competencies are also essential for supporting student learning. In line with this, Sadler (2010) states that there is no straightforward formula that guarantees effective feedback. Additionally, according to Boud and Dawson (2023), using basic tips or learning specific techniques doesn't ensure better feedback; instead, what is required is a broader enhancement of teachers' overall feedback literacy competencies.

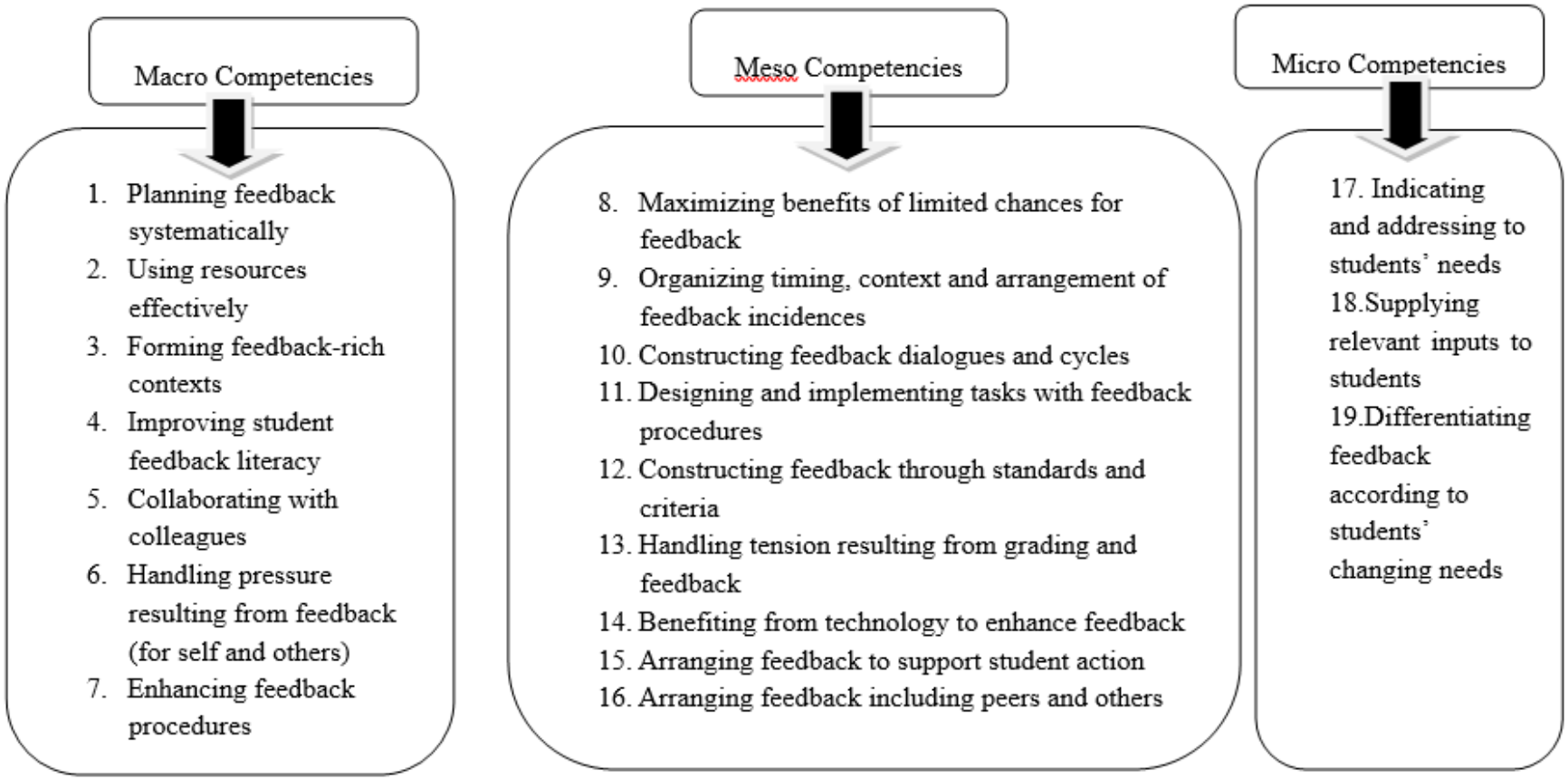


Figure 2. Summary of the Teacher Feedback Literacy Competency Framework

Note. Adapted from Boud, D., & Dawson, P. (2023). What feedback literate teachers do: an empirically-derived competency framework. *Assessment & Evaluation in Higher Education, 48*(2), 158-171

2.3.5.2 Tripartite Theoretical Framework

According to Lee (2021), feedback literacy extends beyond only knowing what 'best feedback practices' (Ferris, 2014, p.8) as discussed in the literature on L2 writing. Instead, Lee (2021) argues that teacher feedback literacy involves a range of 'teacher competencies in feedback' (Xu & Carless, 2017, p.1083) and acquiring them is essential for writing teachers to improve their feedback literacy. Competencies can be regarded as subthemes under the title of feedback literacy, and they are essential for teachers to become feedback literate. In this vein, Lee (2021) proposes a tripartite theoretical framework that enhances the broader competence of feedback literacy. Given this comment, competencies can be regarded as subthemes under the title of feedback literacy, and they are essential for teachers to become feedback literate. Accordingly, this research derives its roots from Lee's (2021) tripartite theoretical model, as this framework is directly in line with the primary goals of this current study.

Furthermore, she (2021) converts this theoretical framework into the pedagogical framework, whose aim is to underline the main competencies of writing teacher feedback literacy and to show how feedback literacy can be put into practice, stating what occurs 'before, during, after, throughout, and beyond feedback' (p.1053). This pedagogical framework is regarded as a guide within this research to explore the participating instructor's feedback competencies and implementations. Intending to show and bridge the gap between theory and practice in written feedback implementations of the teachers, the current study embraces this model, whose purpose is to demonstrate how the main competencies of writing teacher feedback literacy can be applied within the writing classroom, as well as the other objectives. To reach this aim, Lee (2021) contends that writing teacher feedback literacy is shaped by a three-part theoretical framework that puts feedback literacy within formative assessment, sociocultural theory, and language teacher competence, which takes into consideration the wider competence, including knowledge,

skills, values, and objectives related to feedback. When delving into this framework, first of all, formative assessment emerges and regards feedback as a guiding principle that integrates teaching, learning, and assessment, promoting agreement among them in the feed-up, feed-back, and feed-forward stages (Hattie & Timperley, 2007) of the writing class (Lee, 2021). Hence, she finds it beneficial to formulate writing teacher feedback literacy regarding feedback as a procedure, namely, what occurs before, during, and after feedback. As the second theory of this framework, for sociocultural perception, feedback is a precious support given to students, and influential feedback is optimal, dynamic, and learner-centered, and involves students' interactive dialogue with teachers and/or peers and supplies scaffolding which helps students to develop within their ZPD (Lee, 2021). In the last corner of this tripartite framework, she puts writing teacher feedback literacy, that's teacher competencies in feedback, on Richards' (2010) language teacher competence framework including ten components 'language proficiency, content knowledge and teaching skills, contextual knowledge, language teacher identity, learner-focused teaching, specialized cognitive skills, theorizing from practice, joining a community of practice, and professionalism' (p.101).

In brief, Lee (2021) positions writing feedback literacy on her tripartite theoretical framework from three angles: firstly, feedback as a process in formative assessment, secondly, feedback in context and as mutual duties from sociocultural theory, and thirdly, feedback as teacher competence informed by the language teacher competence framework. This tripartite theoretical framework of writing feedback literacy is shown in Figure 3 below in detail.

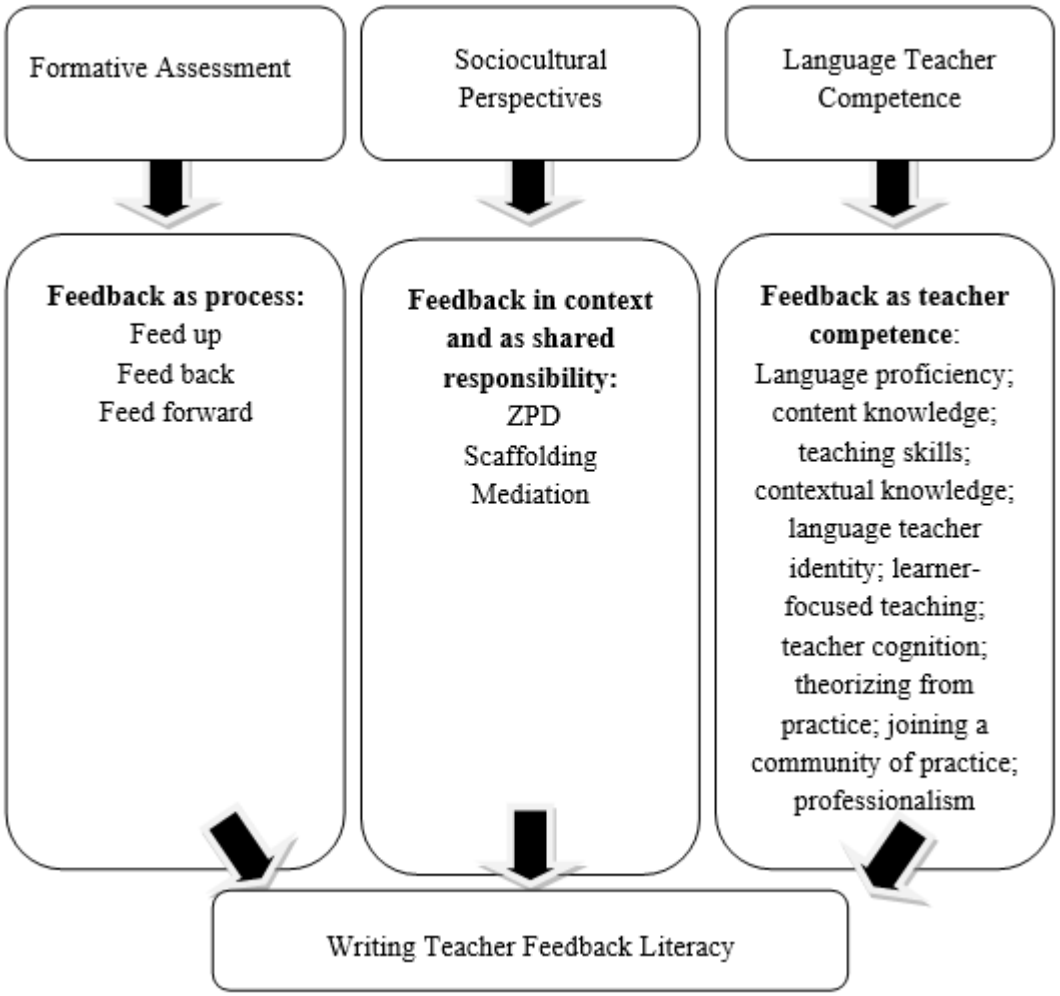


Figure 3. Tripartite Theoretical Framework of Writing Feedback Literacy

Note. Adapted from (Lee, I. (2021). The development of feedback literacy for writing teachers. *TESOL Quarterly, 55*(3))

2.3.5.2 Pedagogical Model of Writing Teacher Feedback Literacy

Lee (2021) suggests a pedagogical model for her tripartite model to fit into pedagogical practice and employ it in the writing class. In this pedagogical model for the application of writing teacher feedback literacy, she states underlying feedback literacy and outlines five steps for employing feedback, i.e., before feedback, during feedback, after feedback, throughout feedback, and lastly beyond feedback, which can be seen in Table 3. Teachers'

values, dispositions, and aims referring to feedback as a procedure and collaborative responsibility between teachers and learners, along with their belief in its capacity to promote learner agency and enhance students' writing development, are regarded as underlying feedback literacy.

Table 3
Pedagogical Framework of Writing Teacher Feedback Literacy

Underlying Feedback	Values, dispositions, and aims referring to feedback as a procedure and
	collaborative responsibility
Before Feedback	Form relevant writing tasks and assessment guidelines
During Feedback	Prioritizing advanced objectives of communication
	Utilizing relevant feedback techniques
	Enhancing learner agency
	Addressing personal and emotional aspects
	Promoting review in a multiple-draft course
	Constructive critique of student writing
After Feedback	Feedback for enhancing teaching quality
Throughout Feedback	Active student involvement
	Timely and repetitive feedback balanced with practical factors
	Critical reflection to enhance feedback implementations
Beyond Feedback	Writing teacher feedback literacy within the group practice

Note. Adapted from Lee, I. (2021). The development of feedback literacy for writing teachers. *TESOL Quarterly, 55*(3)

Accordingly, she listed key competencies of feedback literacy under the title of these five steps, such as form relevant writing tasks and assessment guidelines under the title of before feedback, prioritizing advanced objectives of communication, and utilizing relevant feedback techniques during feedback practices, etc., along with underlying feedback dimensions. It's also important to note that, according to Lee (2021), developing feedback literacy requires more than simply reading, learning, and applying recommended feedback strategies in the literature. Instead, writing teachers should possess diverse competencies

applicable throughout each step of the feedback process. She also underlined some hindering problems to enact feedback effectively, such as time limitation due to overloaded school syllabuses and the combination of large classes and numerous writing groups in higher education settings. Although these are tough problems, and there's no easy or one-step solution to resolve them, Lee (2021) identified the initial step as raising awareness. Finally, since this pedagogical framework puts feedback literacy into practice to demonstrate how feedback functions within writing courses, it became helpful in both the preparation of data collection instruments, such as the questions of the semi-structured interview, and data analysis, while capturing, deciphering, interpreting, and narrating relevant codes from gathered written data.

2.3.6 Previous Studies on Teacher Feedback Literacy

While teacher feedback literacy is a relatively recent notion in comparison to student feedback literacy and feedback literacy, it has swiftly attracted scholars' attention in the realm of feedback. Its importance, emphasized profoundly above in the feedback process and practices, makes it noteworthy to shed light on the discipline. In line with this, when it is delved into the realm of feedback, some studies enlighten researchers, offer valuable insights and implications, and guide scholars toward implementing further studies. To begin with, Gravett et al. (2020) explored the improvement of six academics' feedback literacy through peer review in the UK. Participating academics have duties not only for conducting research but also for teaching undergraduate and postgraduate students. The data of this research were gathered through both concept map-mediated interviews and participants' reflections. Basing emerging themes on Carless and Boud's (2018) framework of student feedback literacy as a lens to explore participants' strategies of feedback literacy, they deciphered and found the results via NVivo 11in light of three dimensions of this model. According to the results, participating academics employed

various strategies to interact with the received feedback. Finally, Gravett et al. (2020) concluded that educators follow the same path with the students while benefiting from and developing feedback literacy skills; hence, probable implications can be derived that enhancement of skills such as empathy, kindness, and transparency may help them while enabling feedback to their students.

Likewise, since the notion of teacher feedback literacy has become an impressive research topic in the EFL context as well, several studies have been conducted, especially in China. To illustrate, Li and Ke (2023) completed a case study to investigate a novice university EFL teacher's endeavors to improve her feedback literacy as not only a feedback receiver from her peers but also a feedback provider within five years. They employed several sources of data collection, reflective teaching journals, detailed interviews, and finally, written feedback taken from students. To analyze collected written data, they benefited from content analysis for interview transcripts and reflective journals and text analysis for students' compositions. According to the collected huge data, they concluded that she displayed valuable endeavors to deal with several dynamics in feedback processes, and there was a change and development of a participating novice EFL teacher's feedback conceptions and practices during five years, thanks to the impact of teacher agency, support of workplace and trainee teachers, reflective practice, and professional development activities. Similarly, Lee and Mao (2024) aim to shed light on the improvement of teachers' Writing Teacher Feedback Literacy (WTFL) in the context of second language (L2) writing by means of two data collection tools. Firstly, based on Lee's (2021) framework of writing teacher feedback literacy, they developed 'The Feedback Literacy Scale for L2 Writing Teachers', which is composed of three dimensions: 'knowledge' (10 items), 'values' (12 items), and 'abilities' (12 items) concerning feedback. Secondly, they conducted semi-structured interviews with their focus group. According to the results of this study, they concluded that participating teachers regarded themselves as informed about some technical features of feedback, such as strategies. Furthermore, they

highlighted that although there is a general understanding of feedback literacy among teachers, the participants stated a lack of confidence in applying feedback practices effectively. This study has valuable implications for teacher education programs and underlines the importance of professional development in enhancing feedback literacy, suggesting a need for more comprehensive training in feedback strategies.

Moving beyond these commonly embraced research methods and dimensions, a smaller but innovative set of research has shifted the focus toward making a case for a self-study approach. To illustrate, Britton (2023) aims to enhance teacher feedback literacy by examining her own feedback implementations through a self-study approach. Relying on classroom work from a developmental English writing course in a university in the Northeastern US, she explores her own feedback implementations together with the practice of a critical language awareness curriculum. She benefited from multiple data collection instruments, such as (1) the participating instructor's journals gathered from individual sessions and reflections; (2) student surveys to collect data regarding students' linguistic identity; (3) students' writing tasks, involving 3 drafts of their writing essays for each unit, peer feedback, written reflections to express their difficulties and learning experience, and a comprehensive unit portfolio that compiles all drafts and related documents; (4) the teacher's written feedback on students' process-oriented writing tasks; (5) semi-structured interviews; and (6) educational materials, including lesson plans, and course readings. According to the findings, there are some mismatches between her practices and philosophies, since over half of the comments indicated only limited congruence with the content of critical language awareness, and the feedback mostly focused on content instead of organization or form. Additionally, the feedback seemed to enhance students' academic writing implementations, especially in certain areas, integrating sources, forming arguments, blending multiple linguistic varieties, figurative language, and lastly description. She has also concluded that the aim of self-study cannot

be to evaluate or determine someone's feedback literacy level, since this literacy type is dynamic and an ongoing process that might not conclude.

Another scholar, Amar (2025), investigates how feedback affects both the emotional and academic experiences of undergraduate ESL/EFL students in writing courses. Building on recent research and a mixed-methods project conducted with 63 EFL undergraduates in Nepal, this article explores students' emotional responses, perceptions regarding teacher feedback, and the influence of peer review as a scaffolded assistance. The researcher found that when instructors provided unclear, excessively negative, or broad feedback, students mostly experienced confusion, a decrease in their motivation, and emotional discomfort. On the other hand, concrete, clear, individualized feedback and organized peer feedback positively enhanced students' writing skills and contributed to their psychological well-being. According to this research, feedback should be regarded as a sensitive, learner-oriented procedure in which students' psychological states, cultural identities, and personal learning goals and needs should be taken into consideration neatly. The study suggests implementing process-oriented instructional approaches, expanding peer review practices, and providing unambiguous, particular, and affectively sensitive feedback.

A particularly distinctive contribution to the teacher feedback literacy literature comes from Istencioğlu et al. (2025), whose study focused on respected university teachers selected for their reputations in feedback practice. They conducted empirical research to show how the concept of teacher feedback literacy is put into practice. Drawing on data collected through semi-structured interviews from September 2023 to January 2024 with 33 professors from five universities in Norway, Denmark, and Australia, the study examined the extent to which respected university teachers' feedback practices are consistent with macro, meso, and micro competencies of teacher feedback literacy, as stated in Boud and Dawson's framework (2023). The findings gathered through deductive thematic analysis showed that each level of competencies within the framework was observed, and 85% of the participating teachers indicated competencies from each of these

three levels. Handling feedback pressures and differentiating feedback were reported less prominently; on the other hand, feedback practices, including constructive feedback, using resources effectively, and constructing feedback dialogues, had a stronger presence in the data. Furthermore, as a result of an inductive analysis, the researchers highlighted two emerging competencies: *forming safe feedback settings* and *applying meta-feedback practices*. Deneen and Hoo (2023) refer to meta-feedback as feedback that aims to improve peer feedback and self-evaluation abilities. This involved teachers' feedback on the effectiveness of peer feedback and providing direction regarding students' interactions with feedback procedures (İstencioğlu et al., 2025). They concluded their study with recommendations regarding embedding these new emerging competencies as significant features of feedback literacy.

Among previous research on teacher feedback literacy, the study by Xu et al. (2024) is distinctive for integrating perspectives of both the teacher and students on teacher feedback literacy in the same class. The main aim of their study is to uncover the essential competencies teachers need to develop to become feedback literate, through working with students to design effective and learning-oriented feedback procedures within an L2 postgraduate academic writing setting. To comprehensively address their research aims, the researchers embraced a qualitative research method, a case study involving one intact class, which enables an in-depth investigation of both teacher and student perspectives and experiences with feedback practices. Hence, the participants of the research were the L2 writing teacher and 50 postgraduate engineering students. Throughout 15 weeks, students attended a weekly academic writing course that introduced the main components of a research paper, such as the abstract, introduction, methods, discussion, findings, and conclusion sections, and this research focused on feedback procedures related to abstract writing. The data were collected through a range of instruments, including pre- and post-course semi-structured interviews conducted with the teacher, semi-structured interviews with nine students, classroom observations, three drafts, and three self-reflections from

each student, which drew on self, peer, and teacher's written feedback. Furthermore, the participating instructor metaphorically referred to feedback procedures as a *complementary symphony*, which requires cooperation at multiple levels, both between the teacher and students, and among students working in teams or pairs, while using human and technological sources during different feedback practices. As a result of data analysis, a two-dimensional L2 writing teacher feedback literacy framework, including six competencies, was constructed. The first is the *autonomous dimension*, including three competencies: *collaboration*, *reflection*, and *refinement*. This dimension emphasizes teachers' ability to guide their own practice, ongoing development, and proactive engagement in the design and application of feedback practices. The second dimension, known as the facilitative dimension, has three competencies: promoting *synergy*, encouraging students' *engagement* reflectively, and lastly, *effects* refer to promoting long-term learning benefits from feedback. Through its dual focus, this framework emphasizes the autonomous competencies, which emphasize teachers' self-direction and ongoing professional development, whereas the facilitative competencies focus on supporting the students' improvement.

In line with the recent trend in feedback literacy, the researchers shift their focus toward scale development and validation. Accordingly, enriching this growing body of literature, Zhan (2024) both designed and validated a teacher feedback literacy scale through the participation of 541 pre-service teachers. Furthermore, the researcher investigated influencing factors, including pre-service teachers' experiences in an assessment course and their motivations for choosing teaching as their profession, since it was hypothesized that pre-service teachers' feedback literacy may be closely associated with the experiences they gain in their assessment course. As the data collection instrument, the study conducted the survey, including three parts: demographic information items and the scales of teacher feedback literacy and motivation for becoming a teacher, adapted from previous instruments (Fokkens-Bruinsma & Canrinus, 2014; Simić et al., 2018). On the other hand,

given the lack of a teacher feedback literacy scale for pre-service teachers, the researcher first reviewed existing literature critically and then applied interviews with 20 teacher educators to capture their perspectives on teacher feedback literacy. Therefore, both of these data contributed to defining the fundamental dimensions of teacher feedback literacy and to producing the items included in the scale's item pool. After multiple statistical analyses, expert review, and a pilot study, the six-dimensional teacher feedback literacy scale for pre-service teachers was designed. This scale differs from the one developed by Lee et al. (2023) because it is designed for pre-service teachers in general, without accounting for discipline-specific feedback requirements. Additionally, according to *F-test* results, significant differences emerged in four dimensions of teacher feedback literacy, planning, implementation, follow-up, and feedback appreciation, depending on how many assessment courses the participants had completed. Finally, it was concluded that intrinsic motivation had a greater influence on teacher feedback literacy than extrinsic forms of motivation to become a teacher.

Another notable scholar, Tam (2025), investigated teachers' beliefs about teacher feedback literacy by exploring the beliefs of twenty-two instructors across Hong Kong universities. The study utilized semi-structured interviews and participants' reflective journals to collect data. According to the findings of thematic analysis, four separate categories of teacher beliefs emerged: *knowledge-focused, relationship development, social learning*, and *technology-mediated feedback* views. Teachers who adopt a knowledge-oriented stance view themselves in an authoritative role, assessing student work in accordance with predefined assessment standards and highlighting their own expertise. Teachers with social learning feedback views focus on the collaborative contributions of peers while improving feedback literacy. Having relationship development feedback beliefs, teachers emphasize constructive interactions to reduce students' anxiety during the feedback process by means of teacher–student dialogues. Finally, educators who embrace technology-mediated feedback beliefs benefit from technology can provide feedback more effectively and

encourage the use of AI instruments while reviewing and evaluating students' tasks. In her final remarks, the researcher concluded her study with the important implication that by embedding teacher beliefs in effective feedback procedures, educators can improve students' academic performance and learning outcomes.

In Türkiye context, in her MA thesis, rooted in Boud and Dawson's (2023) *Teacher Feedback Literacy Framework*, İstencioğlu (2022) explored middle school teachers' feedback views, practices, and competencies. Embracing the qualitative method, this study includes 15 participating English language teachers from a private secondary school located in Ankara. The study collected its data through a semi-structured interview, its sole data collection instrument, and the interview data were analysed, benefiting from both deductive and inductive content analysis using MAXQDA 2022. The findings revealed that the participating teachers had diverse perspectives on the nature and features of feedback procedures and proficient feedback, the role of both feedback and teachers, and their expectations of the learners, as well as promoting and preventing factors regarding feedback. The researcher also showed that teachers practiced feedback in different ways, by showing a range of feedback types. In this study, it was also highlighted that the participants proposed improvements related to school practices, assessment and feedback processes, and pre-service teacher education to enhance feedback quality. The teacher feedback literacy components included micro, meso, and macro competencies.

Lastly, Canaran et al. (2023) investigated the feedback literacy knowledge and experiences of 13 K-12 English language teachers and 4 French language teachers. Guided by Winstone and Nash's (2016) *Developing Engagement with Feedback Toolkit* (DEFT), the researchers developed an online modular training program regarding feedback literacy for language teachers, including three domains: *Knowing, Being*, and lastly *Acting*. In line with this, this research explored the participating teachers' current knowledge and understanding of feedback, and the strategies they benefit from while giving feedback.

They also aimed to strengthen the participants' feedback literacy awareness and support them in developing the skills and attitudes needed to become feedback-literate. To collect relevant data, the article utilized a survey, designed by the researchers and composed of 19 items, e-journal records upon reflections about each module, and focus group interviews. According to the findings, the participants indicated that they were not aware of feedback literacy and considered themselves partially competent in providing feedback. Designed training successfully fulfilled its purpose of strengthening teachers' feedback literacy and helped to change the participants' feedback view from more traditional definitions to an interactive process between teachers and students. Although the participants reported that the training affected their feedback practices and students' involvement positively, there were still some aspects for development in their feedback practices.

2.3.7 Feedback Literacy for Teacher Education

Supporting teachers in learning how to provide powerful and effective feedback has increasingly been recognised as a key focus in teacher education, motivating researchers to explore how feedback literacy can be developed as a core component of professional learning. Consistent with this, teacher feedback literacy constitutes a key professional competence, which pre-service teacher education programs seek to enhance (Popham, 2018). In a similar vein, according to Zhan (2024), teachers need to understand feedback as an ongoing process rather than a one-time comment and appreciate the significance of feedback, while strengthening collaborative relationships with their students and enhancing learning. This implies that feedback procedures supporting learning should always be on the teachers' agenda, and accordingly, should be integrated as a key component of teacher education programs. From the other perspective, Zhan (2024) states that assessment courses are formal types of assessment learning and are neatly formed and developed by teacher education program designers. Accordingly, the researcher put forward the idea that

pre-service teachers' experiences in assessment courses might play an important role in shaping their feedback literacy. Therefore, she emphasized that teacher educators need to consider designing assessment training that supports the development of teacher feedback literacy. In addition to the impact of assessment courses on teacher feedback literacy, recent studies reveal that pre-service teachers' intrinsic motivation may improve their professional engagement and enhancement (McGee & Colby, 2014; Tang et al., 2020). Zhan (2024) indicates that pre-service teachers with strong intrinsic motivation tend to demonstrate higher levels of feedback literacy compared to peers with extrinsic motivations. This outcome may stem from the tendency of intrinsic motivation to support mastery goals, which promote the use of adaptive feedback practices (Roth et al., 2017). Overall, according to the findings of Zhan's research (2024), helping pre-service teachers develop feedback literacy is closely interrelated with two aspects: (a) providing learning experiences within teacher education programs, such as well-designed assessment courses, and (b) keeping future teachers motivated in engaging with feedback effectively and sustaining their ongoing professional development. Therefore, teacher education programs need to consider the impact of two professional dimensions on pre-service teachers' feedback literacy, if they aim to utilize the potential benefits of feedback practices as stated in the previous parts in detail, and want to cultivate a feedback vision and values for their graduates.

Similarly, the study on L2 writing teachers' feedback literacy conducted by Lee and Mao (2024) enlightens the researchers' path within the field of teacher education with its crucial implications. They argue that teachers feel inadequate in responding to students' emotional reactions and maintaining the shared roles between the teacher and the student in the feedback procedures. They also point to gaps and weaknesses in L2 writing teachers' written teacher feedback literacy, particularly about their knowledge and competencies. Therefore, it is essential for them to improve feedback perspective, to become more sensitive to learner-specific needs and settings, and also reach the main aim of promoting

learner autonomy by means of constructive feedback processes. Furthermore, teachers need to develop competencies to distribute responsibilities with their students by creating opportunities for self-assessment and reflection, goal-setting, and peer feedback. Since writing teachers mostly have limited options for professional development to improve their feedback literacy, teacher education programs should motivate them to participate in critical reflection and continue their ongoing professional learning to strengthen their expertise and feedback techniques. The researchers also suggest that by establishing collaborative professional learning groups within their schools, they expand their understanding of assessment principles and effective practices of feedback, think critically, enhance their feedback methods, and apply writing teacher feedback literacy in their writing settings to promote student learning. They also highlight the crucial role of writing teacher feedback literacy in teacher education, arguing that developing written teacher feedback literacy is not a temporary trend for teachers; instead, it is an essential professional requirement (Lee & Mao, 2024).

On the other hand, Yu et al. (2021) approach teacher feedback from a different perspective, the affective dimensions. Additionally, teacher education programs rarely address the emotional side of feedback, and research on writing teacher expertise has not yet explored this area in depth (Lee & Yuan, 2020). According to Yu et al. (2021), this gap illuminates the reason why some teachers may withdraw from providing feedback when they feel emotionally overwhelmed and become frustrated when they encounter challenges regarding students' attitudes. Although it is demanding to support teachers to balance both the emotional difficulties of teaching and providing feedback practices in writing courses, meaningful progress can be achieved when teacher educators, educational policymakers, and administrators work collaboratively for this shared goal. Teachers can enhance their feedback literacy by adopting approaches that reduce negative emotions for both themselves and their students. The improvement of feedback literacy requires coordinated contributions from various stakeholders.

In essence, teacher feedback literacy represents an essential component of the teacher education field, since it provides teachers with the feedback knowledge, values, competencies, and attitudes, which are necessary for meaningful, supportive, learning-oriented, and dialogic feedback practices among shared responsibilities among stakeholders. In line with this, Voerman et al. (2015) argue that continuous professional learning and development are essential for teachers to improve their feedback techniques, explore new methods, and keep up with current research and effective practices. Hence, the development of teacher feedback literacy is not just an instructional competence, but a long-term professional engagement that creates a feedback philosophy and culture. Ultimately, feedback literacy supports lifelong learning by enabling students to continually seek out and benefit from feedback across diverse settings throughout their lives (Liang et al., 2023). In this sense, integrating teacher feedback literacy within teacher education programs supports the cultivation of the feedback vision for teachers, students, school administrations, and, lastly, institutions.

2.4 Summary

In brief, given all the relevant literature stated in this chapter in detail, it can be deduced that feedback has a crucial role in language learning and its reconceptualization and dialogic procedure including shared responsibilities among students, teachers, and peers, and giving more responsibilities to peers and students than the traditional one, and gives rise the emergence of new concepts in relation to feedback, such as student and teacher feedback literacy. Despite their recent emergence, they immediately aroused scholars' curiosity in the domain of feedback. Although preliminary studies differ from each other in terms of their research design, the content of the feedback literacy framework, and the profiles of their participants, they converge on two prevailing perspectives. First, although existing literature enlightens some aspects of it, teacher feedback literacy and practices are

still underexplored globally, and more studies should be conducted to uncover the probable influence of feedback. These studies are being carried out even less frequently in Türkiye context. Second, most of these studies call for teacher educators, curriculum designers, and schools to provide more education regarding the nature of feedback, pedagogical implementations, and competencies concerning teacher feedback literacy.

CHAPTER III

METHODOLOGY

"*In the history of scientific pursuits, the development of methodology has always been a major accomplishment.*" (Krippendorff, 2004, p.18)

Presentation

The third chapter of this current study sheds light on the research design, participant/s, context/setting, data collection instruments, procedures, and analysis, respectively, in detail.

3.1 Research Design

This study primarily explores a novice EFL instructor's written feedback literacy and how she applies her literacy in the L2 writing classroom. More specifically, the study seeks to understand how the instructor interprets and enacts written feedback literacy in her real classroom practices and what kinds of pedagogical decisions shape these practices. Investigating these processes requires rich, descriptive data and a research approach capable of addressing "how" and "why" questions rather than producing numerical

generalizations or relying only on measurable data. Because the purpose of the study is to understand processes, experiences, and classroom practices within their natural context, a qualitative research design was considered the most appropriate methodological approach. Therefore, the researcher chose a qualitative case study approach to obtain a specific and in-depth exploration of the real-life context of this study. According to Mackey and Gass (2022), the qualitative approach focuses on interpreting significant experiences within a particular context and doesn't typically utilize statistical methods apart from describing data and identifying observable structures. Miles and Huberman (1994) underline that one of the strengths of qualitative data is its focus on ordinary events in natural contexts to comprehend what real-life situations are. In this vein, as one of the data collection tools in this study involves the participating novice EFL instructor's written feedback on students' process-oriented essays, which are directly taken from "real life" and the field, this is directly in line with one feature of qualitative data stated by Miles and Huberman (1994). In other words, the data used in this study originate from naturally occurring classroom practices, allowing the researcher to examine how feedback literacy is enacted in authentic instructional contexts. In addition to this, another characteristic of qualitative data is its depth and comprehensiveness through the potential for uncovering complexity; this type of qualitative data supplies detailed and vivid descriptions from authentic contexts and delivers truth that influences the reader (Miles & Huberman, 1994).

All these features are also apparent within a case study, which is the qualitative method embraced in this study to gather rich data and can be described as the research of 'the particularity and complexity of a single case' (Stake, 1995, p. xi). The case examined in this study consists of a novice EFL instructor's written feedback literacy and the ways in which this literacy is enacted through her feedback practices in a tertiary-level L2 writing course. A case study refers to a detailed examination of a context such as an incident, procedure, or individuals, through in-depth data collection from several tools (Creswell, 2007), and this 'case' can be a single person, multiple individuals, a program, incidents, for

instance, a teacher, multiple teachers, etc. (Creswell, 2013). Additionally, according to Cohen et al. (2007), a case study is an individual instance and represents a restricted system, such as a child, a group, a school, or a community, and offers a distinctive sample of actual people in an authentic context, allowing readers to comprehend ideas more obviously than only by presenting them with theoretical or abstract principles.

Accordingly, given that the ultimate aim of this study is to explore whether the novice EFL instructor has well-developed written feedback literacy and if so, how she implements her competencies in the second language writing course at the tertiary level, this study benefited from a single case study to collect rich and deep data, uncover the uniqueness of a single case because it is the primary qualitative method concentrating on 'Particular One' as suggested by Dörnyei (2007). A single case was deliberately selected because the aim of the research is not to compare multiple instructors but to gain an in-depth understanding of how one instructor applies her feedback literacy in practice within a specific instructional context. Consistent with this, Yin (1994) states that the main objective of a case study is to achieve a comprehensive comprehension of the processes within a particular situation; however, this may involve the exploration of a single case or multiple cases. Case study research is particularly appropriate when the researcher seeks to investigate a contemporary phenomenon, feedback literacy, within its real-life context (Creswell, 2007). Additionally, when the literature exploring teacher feedback literacy is examined in detail, it can be inferred that scholars interested in this recent topic mostly opted for case studies to conduct their research. To illustrate, Li and Ke (2023) conducted a single case study to investigate a Chinese university EFL teacher's feedback literacy development. Likewise, Xu and Carless (2017) employed a case study to analyze not only procedures but also outcomes of a Chinese university English teacher's feedback practices through the inclusion of the students in supplying peer feedback on oral presentations. Following this tradition in the literature and considering the exploratory nature of the present study, a qualitative single case study design provided the most suitable framework for examining

the complexity of the instructor's written feedback literacy in depth. In brief, the researcher embraced the qualitative method with a single case study as the research design in accordance with the main research aims, since multiple qualitative data sources were employed to gain a comprehensive and in-depth understanding of the unique case.

3.2 Research Context

This study was conducted in the English Preparatory Program of the College of Foreign Languages at a state university located in Ankara, Türkiye. In Turkish universities, English is typically offered through a one-year preparatory program aimed at teaching basic and academic English, followed by language classes during undergraduate programs (British Council & TEPAV, 2015).

In Türkiye, the first preparatory school was established at Boğaziçi University (formerly known as Robert College) in 1958, with METU establishing its preparatory program in the early 1960s. Both universities utilized audio-lingual textbooks and weekly quizzes, which were sourced from Robert College (British Council & TEPAV, 2015). Following a policy statement issued by the Turkish Higher Education Council in 1996, universities offering English as a Medium of Instruction were required to establish preparatory schools that provided a one-year English for Academic Purposes curriculum for students lacking sufficient English proficiency to continue their English-medium courses (Kırkgöz, 2009). Consequently, the context of this study began its one-year preparatory L2 program in 1996 (Güngör & Güngör, 2021). According to the latest data from the Higher Education Information Management System (2025), 155 out of 208 public and foundation universities in Türkiye have a College of Foreign Languages. Lastly, it is important to note that in Türkiye, English is taught as a foreign language; therefore, the research setting of this school is considered an EFL context.

The university where this study was conducted is a large state university in Ankara, Türkiye, offering a wide range of undergraduate and graduate programs across various academic disciplines. As in many Turkish universities where English is used as the medium of instruction in certain departments, the university offers an English Preparatory Program within its College of Foreign Languages to support students who do not meet the required English proficiency level before beginning their undergraduate studies. There are some requirements and procedures for the students who want to enrol in the departments of this public university. Firstly, they have to get sufficient scores from the University Entrance Exam (YKS). Later, students registering in these departments are expected to either pass the English proficiency exam or enroll in the two-semester English preparatory school before beginning their undergraduate studies. According to their English placement test scores, in their first semester, the students are assigned to the A1, A2, and B1 classes corresponding to the Common European Framework of Reference for Languages (from now on CEFR). In their second semester, the students are enrolled in their classes according to their departments. Upon the completion of two semesters, there are two options for the students to begin their undergraduate studies in their departments. Firstly, if their Grade Point Average (GPA) meets the requirements for commencing their undergraduate studies, they may begin their Bachelor's degree. Secondly, when their GPA isn’t sufficient, they are expected to enter the English proficiency exam at the end of these two semesters. They are supposed to fulfil one of these options; otherwise, they have to enrol in a preparatory school for two more semesters. Apart from A1 classes, which are supposed to attend 25-hour English courses in a week, this College of Foreign Languages provides 20 hours of English courses per week, encompassing the integration of four key language skills (reading, writing, listening, speaking) along with language components (grammar and vocabulary). Listening and speaking as auditory skills were included through the implementation of CEFR in 2004 (Güngör & Güngör, 2021).

Last but not least, education and training activities of the English Preparatory Program of the College of Foreign Languages were awarded the "Pearson Assured" certificate and internationally accredited by the Pearson Assured quality management system in 2019 to make the foreign language education that the students of this school receive internationally recognized in the framework of the University's quality studies. In accordance with accreditation requirements, the College is supervised for sustainability each year (Güngör & Güngör, 2021). Moreover, to ensure the sustainability of the quality in the educational and training implementations and to gain international recognition for the foreign language education provided to the students of this college, the international accreditation process with the Europe-based Eaquals Accreditation organization was initiated in May 2022 and was awarded in 2023. Additionally, within the framework of the University's quality initiatives and planning, YÖKAK Institutional Accreditation and ISO-9001 Total Quality Management System studies are conducted neatly in the College of Foreign Languages. Foreign language education and assessment processes are carried out within the scope of these international accreditation frameworks. Therefore, the primary and ultimate aim of this College, the research setting of this study, is to furnish its students with the essential language proficiencies necessary for their successful progression into undergraduate courses, improve their English language abilities to support their academic pursuits, to help students reach the B2 proficiency level in line with the criteria of CEFR and enhance their proficiency in a foreign language, namely English. This College explains that their programs are primarily based on the Communicative Language Teaching (CLT) approach, which explains the reason for the preference for the medium of instruction, English at all times. As the final remark, this institution was selected as the research setting because its English preparatory program provides a structured environment in which written feedback practices in L2 writing courses can be naturally observed.

3.2.1 The Role of the Researcher

In qualitative research, the researcher inevitably plays an important role in shaping the research process, from data collection to interpretation. In this study, the researcher acted as an external observer. The researcher does not work in the research context and was not involved in the instructional and feedback practices examined in the study. Therefore, her role was limited to observing, collecting, and interpreting the data related to the participating instructor's written feedback practices. During and after the data collection process, the researcher maintained a non-participatory position and did not intervene in the instructional procedures or feedback practices. This external position enabled the researcher to approach the research setting with a reflective stance while analyzing naturally occurring feedback practices in the L2 writing classroom context.

3.3 Participant/s

3.3.1 Hermione Granger as a Single Case

In this single case study, one female participant, whose pseudonym is Hermione Granger (henceforth, Hermione), was included to conduct in-depth analysis using a variety of data collection instruments; however, the broader population for this research includes one hundred and sixteen EFL instructors working in the College of Foreign Languages as of spring term of the 2023-2024 academic year. The rationale behind benefiting from a single case was to explore how the novice EFL instructor's feedback literacy manifests in her pedagogical decisions, classroom practices, and professional reflections in the writing course. Additionally, for the participant's selection, the present study embraced a convenience sampling approach to facilitate access to data. Convenience sampling involves the researcher selecting participants based on their willingness and availability to participate in the study, following the guidelines of Creswell (2012). This sampling strategy is the most prevalent and practical one since the participants are available and

willing, which is a crucial requirement for gathering extensive data (Dörnyei, 2007). In addition to this, in line with the ethical considerations and application of Gazi University, Hermione was politely asked to sign a consent form, which demonstrated her voluntary agreement to take part in the research, ensured the confidentiality of personal data, and enhanced the ethical considerations of this study.

With only two years of experience at the time of data collection, Hermione is considered a novice EFL instructor. According to Merriweather and Morgan (2013), novice teachers have various challenges, motivations, and objectives that should be handled during their first five years in the profession. In addition to this, Whalen et al. (2019) underline that novice teachers are expected to enhance skills that their experienced colleagues have developed and obtained. These skills are listed as an outline of improvement and growth through diminishing stress, enhancing lesson plans, classroom management, and other issues that enhance and contribute to student advancement (Ingersoll & Strong, 2011; Sowell, 2017). Given the central role of feedback in students' progress, feedback literacy and teacher feedback literacy should be included in this list of skills and competencies that novice teachers should acquire. Since graduating from a state university in Ankara, Türkiye, with a bachelor's degree in English language teaching, Hermione has been teaching English to both EFL students and English majors at the College of Foreign Languages. Additionally, she is also pursuing her MA degree within the English language teaching department and post-graduate studies at a state university in Ankara. Table 4, given below, contains detailed information about Hermione's background regarding her demography, education, and teaching experience.

Table 4
The Participating EFL Instructor's (n=1) Backgrounds

Age	Gender	Major	MA	Years of Teaching Experience
24	Female	ELT	ELT	3

Having both academic and practical experience in ELT, Hermione holds a particular interest in both learning and teaching writing. During the first year of her BA education, she took two compulsory writing courses in two semesters and an elective course, critical reading and writing as well. The content of her writing courses started from sentence-level writing and gradually progressed to paragraph and essay writing. Hermione found the content of all of these writing courses so interesting and engaging that they were her favourite, strongest, and most successful areas in her BA education. Although she did not participate in any specific course titled 'teaching writing', her 'teaching language skills' course involved teaching the writing topic as well. Since she didn't take any separate course exclusively focused on 'teaching writing' in her BA, she felt that there was a gap in this field. Therefore, she participated in an online course titled 'Enhancing and Teaching Academic Writing', offered by and conducted at Iowa State University and the Online Professional English Network (OPEN). She always had a particular interest and enjoyed teaching writing, and this made her actively participate, motivated, and more engaged throughout the course.

In addition to her compulsory and elective writing courses and her special and valuable efforts to enhance her capability and knowledge about learning and teaching writing, she took two must courses entitled 'Measurement and Evaluation in Education' and 'Preparing Exams in ELT' in her BA, and 'Testing and Assessment in ELT' as an elective course during her MA studies. She was more engaged with 'Preparing Exams in ELT' and 'Testing and Assessment in ELT' since she believed that the content of these courses was more relevant to her field. Additionally, she had an opportunity to implement the assignments of the 'Preparing Exams in ELT' course in her practicum course as well. On the other hand, she highlighted that she didn't take any training, particularly concentrating on the feedback or supplying feedback in her BA and MA degrees. In her online course, 'Enhancing and Teaching Academic Writing', offered by at Iowa State University and the Online Professional English Network (OPEN), it was the first time that she encountered

the ‘sandwich technique', which she found effective and motivating. According to this ‘sandwich technique’, negative feedback is given and sandwiched between two positive statements (Molloy, 2010). Her instructors in this online course also conducted this method while supplying feedback to their students, and this became motivating and guiding for her, and she adopted this technique directly. Then, in her ‘Preparing Exams in ELT’ course, the same technique was also explained shortly; however, she didn’t take any exclusive training or in-depth instruction regarding how to provide effective and detailed feedback.

To guide the direction of this study, it is highly significant to emphasize Hermione’s teaching philosophy as well. She embraces a very basic principle in which she refrains from implementing any kind of approach that is not student-centered and deliberately employs methods and techniques that actively engage learners. Regardless of whether a method is traditional or innovative, she concentrates on its techniques and how effectively it enhances students’ motivation, cognitive, and educational improvement. Hence, she may make use of any technique from methods such as the Grammar Translation Method (GTM) and the Direct Method (DM), provided that she believes they are useful and appealing to the students. Furthermore, she believes that writing is essential for teaching grammar and vocabulary. In line with this, one of the objectives of each course should focus on writing activities, even if briefly. Overall, she benefits from the Eclectic Method and adopts student-centered techniques according to her students’ motivation, improvement, and the main goals of her courses.

Last but not least, the feedback-providing system adopted at her current workplace was quite unfamiliar to Hermione, and she doesn’t enjoy employing this feedback system. This system basically includes detecting and marking technical errors using specific codes and noting problems regarding grammar, coherence, and cohesion with just a few, either verbal or written, short sentences, very briefly. Hermione is supposed to adopt this feedback system both within the writing exams and the writing portfolio task employed in this

institution. On the other hand, she prefers to conduct the sandwich feedback method while supplying feedback in classroom activities or in case students need individual guidance. Additionally, she believes that giving explanations in detail and leading the students to discover and correct their own errors are more effective and beneficial than just underlining the errors. To illustrate, instead of marking all of the grammatical errors, such as “I am go” or “I doing”, firstly, she opts to inform her students by stating that there are problems with their usage of the simple present tense. If the same problems occur persistently in their second drafts, as the second step, she provides more explicit feedback and guidance to assist them in revising their drafts correctly, and gives opportunity for discovery learning.

3.3.2 Demographic Information of Hermione Granger’s Classroom

Since the current research sheds light on the analysis of the participating EFL instructor’s written feedback given for writing drafts of the students enrolled in the College of Foreign Languages in the spring term of the 2023-2024 academic year, this research was conducted in Hermione’s class. Therefore, collecting demographic information of the students in Hermione’s class and analysing the very basic dynamics of this classroom were essential to have deep insight and better understand her written feedback literacy and competencies in the L2 writing course. Furthermore, according to Boggs and Manchon (2023), as the field progresses, researchers examining written feedback should consider the students’ educational backgrounds by collecting information about their L1 and L2 writing and feedback experiences. These factors are incorporated into the interpretation of the research findings. Reflecting on these issues is important for moving written feedback research forward, and they also hold practical value for teachers working in real classrooms (Boggs & Manchon, 2023). In line with this, the basic demographic information of the students in Hermione’s writing classroom, including their ages, majors, educational backgrounds, and

previous experiences with feedback and writing courses, was collected through a demographic survey designed by the researcher using Google Forms. This survey includes 12 questions, ranging from multiple-choice to short-answer questions, which are included in Appendix 5 in detail. At the very beginning of this survey, all students in her class were assured of their confidentiality. Hermione was expected to give written feedback to all students in the classroom (*n*=12) in line with the curriculum of the College of Foreign Languages. As a classroom-based study, the study was conducted with volunteer students, and 10 students answered the demographic information survey. The responses of the participants in this demographic information survey were analysed through descriptive statistics. Table 5, given below, shows detailed demographic and educational information, and the volunteer students' (*n*=10) writing and feedback experiences.

Table 5

Demographic Information of the Students in the Participant's Classroom (n=10)

		Frequency (F)	Percentage (%)
Age	19	6	60
	20	3	30
	22	1	10
High School Category	Anatolian High School	8	80
	Private School	1	10
	Open High School	1	10
	Other		
Department	ELT	10	100
Current Situation	I'm a freshman	5	50
	I'm a repeat student		
	Other (Prep. School Student)	5	50
Have been learning English	3 years	2	20
	9 years	1	10
	10 years	3	30
	11 years	1	10
	12 years	1	10
	14 years	1	10
	Passively 9, actively 5 years	1	10

Have been abroad	Yes	3	30
	No	7	70
Taking previous writing course/s	Yes	4	40
	No	6	60
Description of previous writing course/s	Long answer		
Writing any type of essay in English	Yes	6	60
	No	4	40
Have been involved in feedback procedures	Yes	6	60
	No	4	40
Previous feedback from teacher/s	I have taken oral feedback from my teacher/s.	4	40
	I have taken written feedback from my teacher/s.	9	90
	Other		
Previous feedback from peer/s	I have taken oral feedback from my peer/s.	6	60
	I have taken written feedback from my peer/s.	4	40
	Other		

3.4 Data Collection Instruments

This single case study made use of a variety of data collection tools since it aims to compile comprehensive data and focuses on the ‘particular one.’ Dörnyei (2007) suggests that researchers using case studies usually combine a variety of data collection tools, including observation, interviews, and document archives, to explore the potential investigation methodologies of selected cases. In line with this, this case study utilized three distinct tools: a semi-structured interview, a semi-structured quotation survey, and the participating novice instructor's written feedback on students' process-oriented essays in the L2 writing course. Additionally, a demographic information survey was applied to EFL students in Hermione’s classroom to gather very basic demographic information, their majors, information regarding their previous feedback, and writing course experiences. Furthermore, guided reflection papers were also collected from these students to analyze their experiences and thoughts regarding Hermione’s written feedback for their process-oriented essays.

Using various data collection tools is highly significant for achieving triangulation, which is a fundamental concept in qualitative research and involves employing multiple methods to enhance the validity of research. Triangulation has been considered an effective method for minimizing the probability of systematic bias in qualitative research, and if a consistent conclusion is reached through different data collection methods, this convergence provides strong validity proof (Dörnyei, 2007). Moreover, Mackey and Gass (2022) emphasize that applying triangulation techniques can enhance the credibility, transferability, and dependability of interpretive and qualitative studies. To increase validity and refrain from personal bias, these various tools are chosen to supply triangulation. A summary of all these tools is illustrated in Table 6.

Table 6
Data Collection Instruments

Semi-Structured Interview	Semi-Structured Quotation Survey	Teacher's Written Feedback on Students' Writing Drafts	Demographic Information Survey for EFL Students	EFL Students' Reflection Papers
Hermione's written feedback literacy	Hermione's written feedback literacy	Hermione's written feedback literacy	Students' demographic information	Students' reflections about Hermione's written feedback competencies, practices, and literacy in the L2 writing course
Hermione's written feedback competency	Hermione's written feedback competency	Hermione's written feedback competency	Students' educational background, previous feedback knowledge, and writing course experience	
Hermione's written feedback practices		Hermione's written feedback practices		

3.4.1 Teacher's Written Feedback on Students' Writing Drafts in the L2 Writing Course

Hermione's written feedback given to her students' process-oriented writing essay drafts was gathered weekly. According to Goldstein (2004), in the process-oriented writing approach, teacher feedback mainly focuses on the objectives, processes, and context of writing instead of language accuracy. In addition to this, as written feedback encompasses a broader range of comments, constructive suggestions, and feedback, the researcher anticipated that more comprehensive and deeper data could be gathered through feedback provided on students' process-oriented writing essays to examine the participant's real pedagogical implementations by comparing with her knowledge, practice, and feedback literacy. Hence, this current study delved into Hermione's written feedback given on students' process-oriented essays, their first, second, and final drafts in the L2 writing course, to fulfill the primary research goals. Additionally, the instructors in the research context provide written feedback to their students who are supposed to write their essays

within three drafts. Therefore, it can be stated that this school is highly relevant to the setting of this research, given the primary research aims of this study.

Within the time of data collection, the spring term of the 2023-2024 academic year, the students in Hermione's classroom were expected to fulfil two different writing tasks: argumentative and opinion essays, respectively. In each writing task, the students wrote and revised their writing drafts in three weeks after Hermione gave them written feedback each week.

3.4.2 The Semi-Structured Quotation Survey

The second data collection tool utilized in this study was a semi-structured quotation survey, which aimed to generate codes and categories while exploring Hermione's literacy and competency in providing written feedback. Based on Lee et al.'s (2023) "Feedback Literacy Scale for L2 Writing Teachers," derived from Lee's (2021) tripartite theoretical framework, this survey was arranged and adopted by the researcher. It's significant to underline that two professors from the field of English Language Teaching were politely asked to revise the content and applicability of this adaptation and the relevance of the survey questions to the main research objectives. Based on their constructive feedback and insights, the survey items and form were revised. Accordingly, this survey included sixteen items to explore Hermione's written feedback practices and procedures (see Appendix 3). One example of the items of this survey was:

Feedback can be supplied through various sources, for instance _____ as_____.

3.4.3 The Semi-Structured Interview

Mackey and Gass (2022) state that semi-structured interviews, commonly employed in qualitative research, offer a flexible approach, and the scholar takes advantage of

predefined questions and provides freedom to gather additional data and more details at the same time. Accordingly, as the third and last data collection tool, a semi-structured interview was conducted with the participating instructor with the aim of reaching unexpected knowledge and delving into her various written feedback competencies encompassing essential competencies, knowledge, values, and objectives regarding feedback (Lee, 2021). After the neat and detailed exploration of the relevant literature, the questions within the semi-structured interview were arranged by the researcher. Furthermore, two English Language Teaching professors were kindly requested to review the content and applicability of the interview and the relevance of the questions with the primary research aims to improve the reliability of the gathered data. Given their valuable comments, feedback, and insights, the interview questions and form were reviewed. In line with this, this interview involved mainly three parts: demographic information, feedback knowledge/ views, and feedback practices, respectively, and twenty-two questions total (see Appendix 1). This semi-structured interview was beneficial for the researcher to take a photo of Hermione's feedback on knowledge, views, and practices in her writing class in detail.

3.4.4 Demographic Information Survey for EFL Students

At the end of the application of writing tasks, the students in Hermione's classroom were kindly requested to fill demographic information survey to reach their background knowledge. Accordingly, this survey included fifteen items regarding their:

- demographic information such as their ages,
- educational information, including their high school, department, and whether they have been abroad or not,

- previous and current writing courses, whether they have written any types of essays or not,
- feedback processes, whether they have taken any types of feedback (oral or written feedback) from their previous or current teachers and peers. (see Appendix 5)

The rationale behind applying this survey was to paint a full picture of Hermione's classroom and students' profiles and to grasp any meaningful data and relate them to other necessary findings.

3.4.5 EFL Students' Reflection Papers

At the end of the application of writing tasks, the researcher invited the students in Hermione's classroom to write reflection papers. The main aims of these papers were to shed light on the students' personal experiences and the impact of feedback while writing the 1st, 2nd, and 3rd drafts of their essays, receiving feedback from their instructor, and lastly, to uncover their reflections regarding this feedback and writing processes. Voluntary students (n=9 out of total n=12) completed reflection papers. In line with this, this reflection paper was applied by the researcher through Google Forms upon taking the approval and review of a professor from the ELT department. This reflection paper included sixteen guided and open-ended questions (see Appendix 6) related to the students':

- experiences, difficulties, views, and interpretations of their feedback procedures in these two writing tasks,
- realization of any writing techniques and whether they were going to utilize these techniques and provide feedback in their future writing courses and tasks,
- agreement and disagreement with their instructor's feedback,
- improvement between their first and third drafts,

- differences in their initial and final thoughts,
- overall thought regarding process-oriented writing tasks, writing multiple drafts, and receiving detailed feedback.

3.5 Data Collection Procedure

Before conducting the study, all necessary permissions were obtained from relevant institutions, and ethical approval was obtained from the ethics committee of Gazi University to ensure the data collection process was under ethical guidelines (see Appendix 12). In addition to this, at the beginning of the data collection procedure, Hermione was politely asked to sign a consent form showing her voluntary agreement to participate in the study, ensuring the confidentiality of personal data and enhancing the ethical considerations of this study. The present study was conducted during the spring term of 2023-2024 in the research context. There were three main stages in the data collection procedures of this study. Firstly, the participating EFL instructor's written feedback given on students' process-oriented drafts for their writing essays was collected. The students in Hermione's classroom were expected to complete two writing essay tasks. As the first writing task, the opinion essay was written by the students. In the second writing task, the students were supposed to compose an argumentative essay as part of their writing portfolio essays. All these essays were written in three drafts, and Hermione gave written feedback to her students after the first and second drafts weekly. Upon taking written feedback, the students revised and reviewed their previous drafts and wrote their next drafts until their final and third drafts. These cycles and procedures are shown in Figures 4 and 5 below in detail.

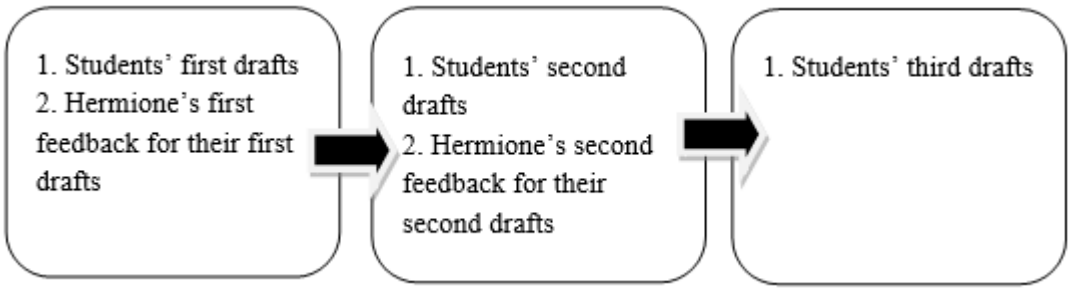


Figure 4. Application of the Argumentative Essay

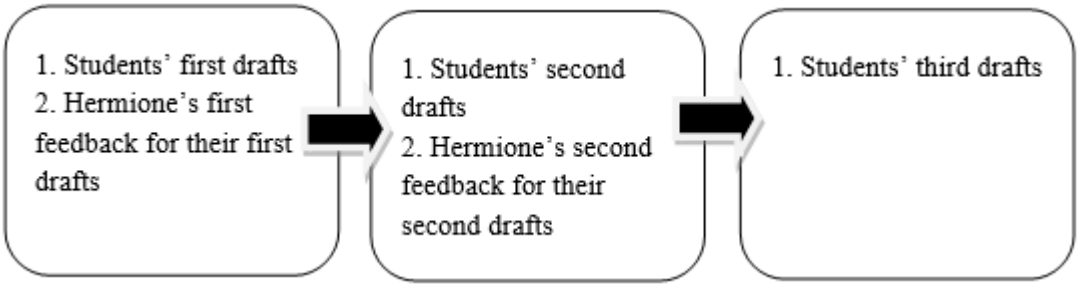


Figure 5. Application of the Opinion Essay

As the third stage, the students in Hermione's classroom were expected to answer and complete a demographic information survey and reflection papers by means of Google Forms. Finally, in the fourth stage of data collection, Hermione was kindly asked to complete a semi-structured quotation survey. Additionally, a semi-structured interview was applied and audio-recorded to investigate the participating novice instructor's written feedback literacy and competency theoretically. All four stages, data collection instruments, and their weekly application were illustrated and explained in Figure 6 and Table 7 below.

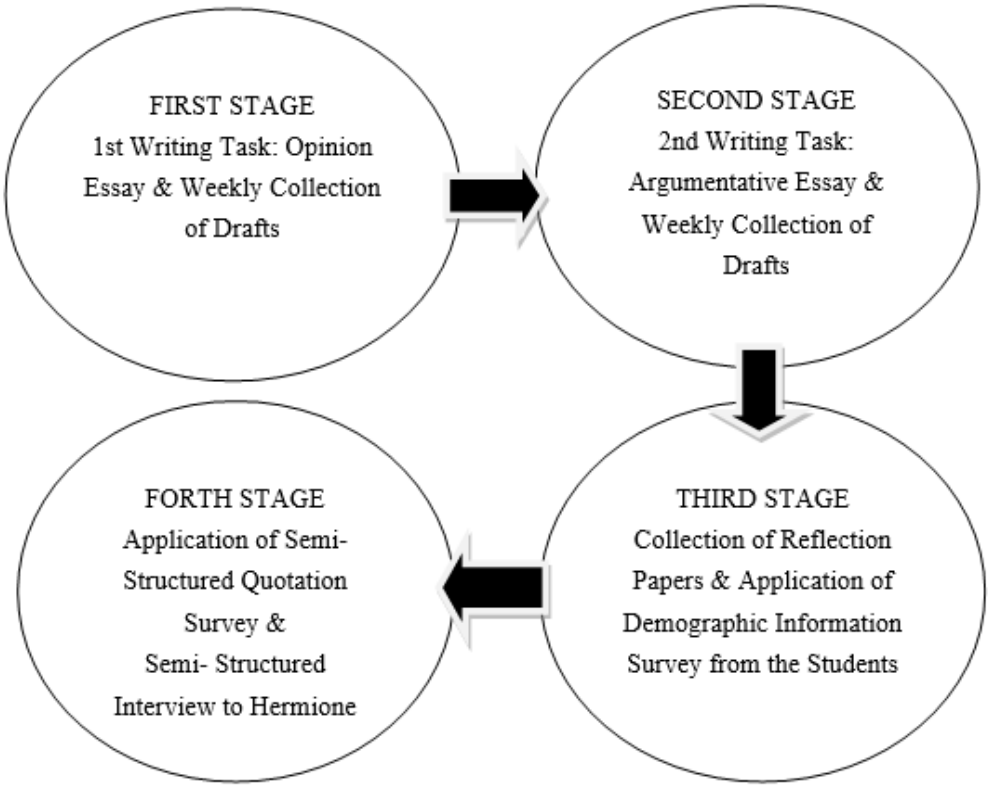


Figure 6. Stages of the Data Collection Procedure

Table 7
Weekly Data Collection Process

Week 1	Collecting students' first drafts of their first writing essays
1st Writing Task	The teacher's written feedback on the first draft of the students' first essays
Week 2	Collecting students' second drafts of their first writing essays
1st Writing Task	The teacher's written feedback on the second draft of the students' first essays
Week 3	Collecting students' final drafts of their first writing essays
1st Writing Task	
Week 4	Delivery of the writing course for the second writing essay type
Week 5	Collecting students' first drafts of their second writing essays
2nd Writing Task	The teacher's written feedback on the first draft of the students' second essays

Week 6 2nd Writing Task	Collecting students' second drafts of their second writing essays The teacher's written feedback on the second draft of the students' second essays
Week 7 2nd Writing Task	Collecting students' final drafts of their second writing essays
Week 8	Demographic Information Survey for the Students Reflection Papers Collected from Students
Week 9	Semi-Structured Quotation Survey for the Participating Instructor Semi-Structured Interview for the Participating Instructor

3.6 Data Analysis

According to Lune and Berg (2017), qualitative researchers utilize diverse strategies and procedures to examine and uncover their data. Emphasizing this diversity, Creswell (2007) also underlines and lists the challenging tasks faced by qualitative researchers as the analysis of textual and various other forms of data, by adding how to illustrate the data through narrative descriptions, matrices, and tables. In addition to this, Creswell (2007) summarizes general data analysis of qualitative research under three titles, firstly, preparation and organization of the data to examine (such as visual data in photographs and textual data in transcripts), later reduction of the data into themes using identification and detection of the relevant codes and finally the illustration of the results through explanation, discussion, figures and tables. He (2007) also states that this is the basic and general process that is widely recognized and employed by researchers as given in various books regarding qualitative research, despite some differences in this approach. Furthermore, he (2007) compares the studies of three distinctive qualitative scholars, Madison (2005), Miles and Huberman (1994) and Wolcott (1994) and states that all of these steps are discussed commonly by three scholars in their writings and and constitute the fundamental components of qualitative data analysis although they introduce different

stages within the phase of data analysis. This general data analysis of qualitative studies and its core elements are shown in Figure 7 below.

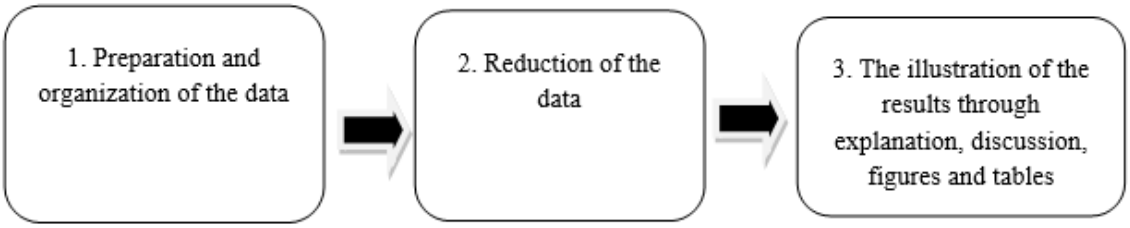


Figure 7. Essential Elements of Qualitative Data Analysis

Correspondingly, the framework of Miles and Huberman's (1994) general perspective on qualitative analysis to form the general domain known as 'analysis' is illustrated in Figure 8 below.

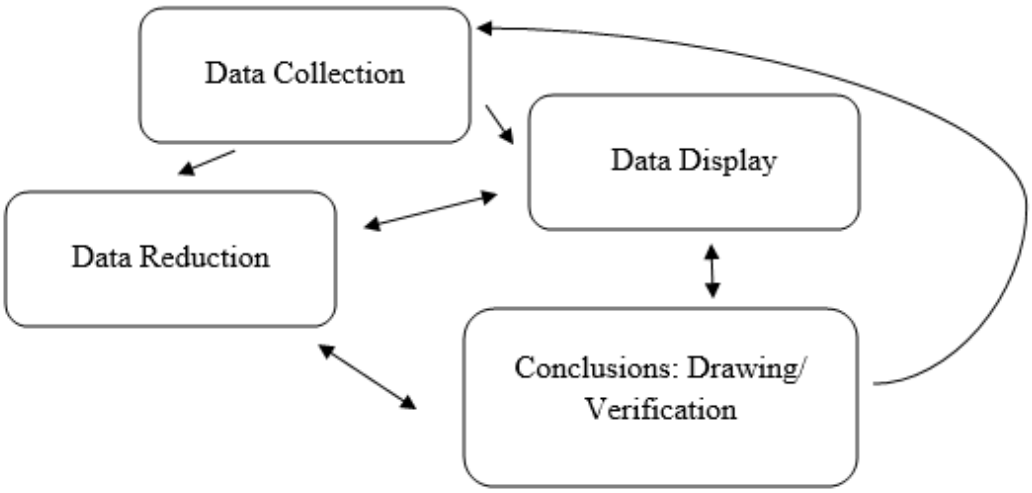


Figure 8. Components of Data Analysis: Interactive Model

Note. Adapted from Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. (2nd ed.). Thousand Oaks, CA: Sage.

According to Creswell (2009), although there are analytic differences based on the chosen strategy, qualitative researchers frequently employ a general common framework and outline the data analysis stages. He also suggests an appropriate technique that involves integrating the general stages explained in detail above with the particular research strategy steps and presents the linear and hierarchical framework of the data analysis process, which is illustrated in Figure 9, constructed from the bottom to the top. He encourages researchers to view qualitative data analysis as multiple levels of examination and as following stages beginning from the specific data to the broader.

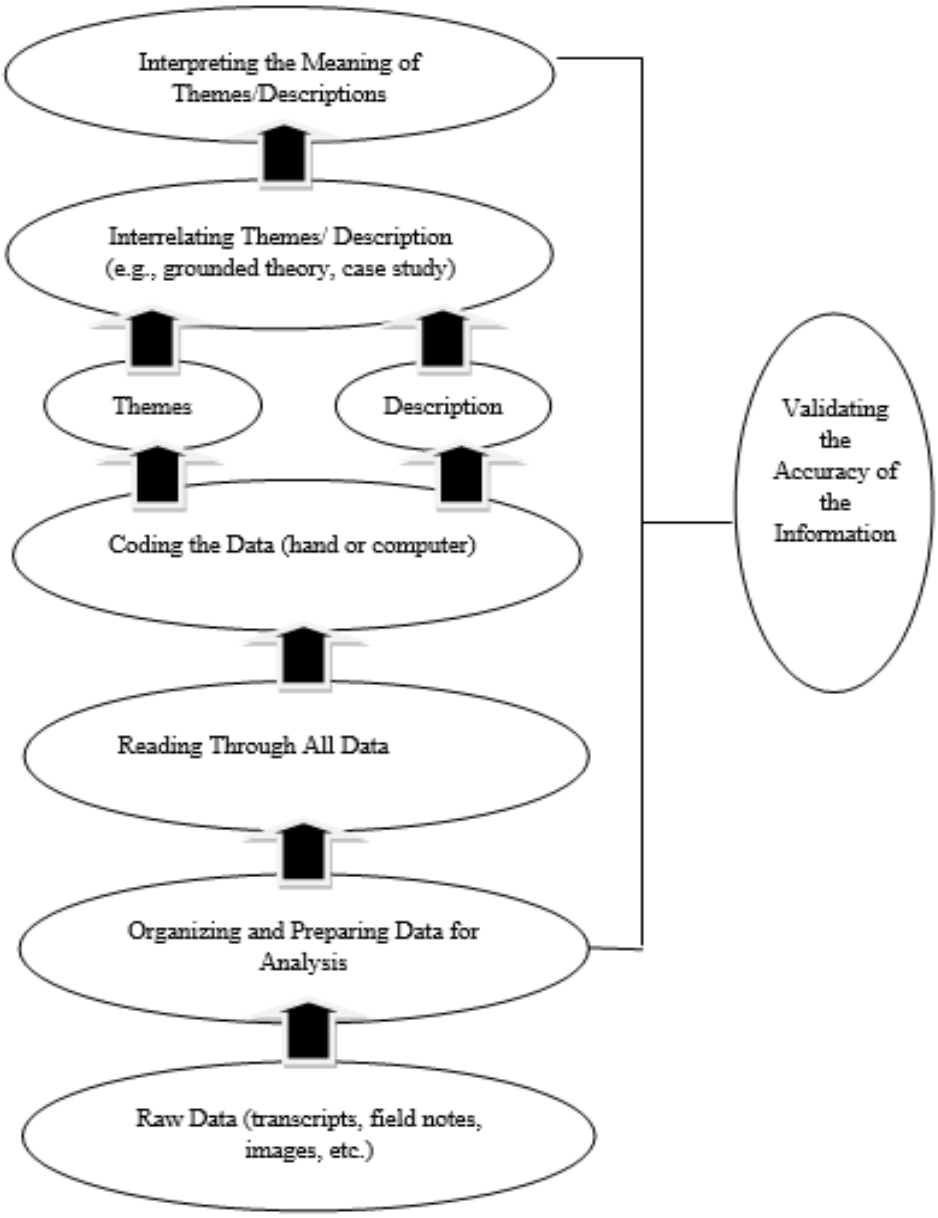


Figure 9. Data Analysis of Qualitative Study

Note. Adapted from Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* The United States of America: SAGE.

Based on these stages offered by Creswell (2009) in Figure 9, the qualitative data in this study were analyzed through thematic analysis, following the procedures of coding, categorization, and theme development to interpret all qualitative data gathered through the semi-structured interview, semi-structured quotation survey, and the teacher's written feedback on students' process-oriented essays. This approach enabled the researcher to

combine a theoretically informed coding process based on Lee's (2021) teacher feedback literacy framework with inductive theme development emerging from the data. Applying all these data collection instruments, the researcher encountered a large amount of data, and one of the key features of qualitative data analysis is to reduce huge amounts of data into fewer words. Miles and Huberman (1994) define data reduction as a procedure of choosing, concentrating, simplifying, abstracting, and transforming information that emerges through written field notes or transcriptions. To begin with, the semi-structured interview was audio-recorded and then transcribed into written text. This written text was coded through thematic analysis. For the first research question, codes were generated using a combined inductive and deductive approach, whereby initial coding was informed by Lee's (2021) teacher feedback literacy framework and subsequently refined and expanded through patterns emerging from the data. In the second and third research questions, thematic analysis was conducted inductively. According to inductive analysis, the relevant codes and themes emerged from the data rather than being predefined, which supported an exploratory and data-driven approach to the analysis (Braun & Clarke, 2006). Then, the codes were transformed into themes to look for certain patterns of Hermione's written feedback literacy and competency in the L2 writing course. All these relevant codes and themes for Hermione's written feedback competencies were illustrated in Table 8. At the same time, Table 9 pointed to the codes and themes for the students' reflections. Additionally, to reach more data and not miss any related detail, until the saturation point was reached, this coding process followed an iterative manner rather than a linear one, which is crucial in the procedure of qualitative analysis. Saturation addresses a point at which every main theme is defined and a new theme doesn't emerge other than already existing ones (Creswell, 2007).

The written raw data collected from other instruments, a semi-structured quotation survey of the participating instructor's written feedback given to students' drafts, were exposed to the same stages, and all the datasets were compared to determine whether they were

convergent or not. All these stages of data analysis were conducted through MAXQDA 2024, a software program for data analysis. According to Creswell (2009), this is an excellent software that enables researchers to conduct systematic analysis and narrate qualitative data. It is highly crucial to state that all these software-generated themes and codes were cross-checked by the researcher herself, one by one, to ensure consistency and narrative depth and avoid missing any relevant point by means of manual verification and checking. Finally, all these gathered themes were narrated, compared, and discussed in light of teacher feedback literacy and the pedagogical framework proposed by Lee (2021).

Table 8

Relevant Themes, Codes, and Sub-codes Regarding Hermione's Written Feedback Literacy, Practices, and Competencies

Themes	Codes	Sub-codes
Views on Feedback	Feedback Values	Process, Interactive, Dynamic
	Feedback Knowledge	Feedback Sources, Structured & Organized feedback, Informative, Mode of Delivery
Before Feedback	Form assessment guidelines	
	Form relevant writing tasks	
During Feedback	Constructive critique of student writing	
	Promoting review in a multiple-draft course	
	Addressing emotional and personal aspects	
	Enhancing learner agency	
	Utilizing relevant feedback techniques	
	Think Big (Prioritizing advanced objectives of communication)	
After Feedback	Feedback for enhancing teaching quality	
Throughout Feedback	Critical reflection	
	Repetitive feedback	
	Timely feedback	

	Active student involvement	
Beyond Feedback	Orientation toward improving feedback practices	
Feedback Tone	Imperatives	
	Comments on Strengths	
	Giving Suggestions	
	Comments on Weaknesses	
Types	Implicit	
	Explicit	
Technique	Requesting Clarification	
	Hedges	
	Hints	
	Error Flagging	
	Feedforward	
	Sandwich Technique	
	Open-Ended Questions	
	Closed Questions	
Feedback Focus	Grammar	Transition
	Vocabulary	Wrong word, Wrong form
	Meaning	
	Style	
	Organization	
	Punctuation	
	Spelling	
	Content	

Table 9

Relevant Themes, Codes, and Subcodes Regarding EFL Students' Responses to Hermione's Written Feedback Practices

Themes	Codes	Subcodes
	Awareness of Learning Gaps	

Contribution to Language Learning	Utilizing Feedback in Future Tasks	
Students' Perspectives on Feedback	Feedback Preferences	
	Challenges in Applying Feedback	
	Usefulness of Feedback	
	Perceived Clarity of Feedback	Clear Feedback
		Unclear Feedback
Students' Affective Responses to Feedback	Negative Affect toward Feedback	
	Positive Affect toward Feedback	

3.7 **Credibility and Trustworthiness of the Study**

During the exploration of qualitative and interpretive data, three criteria, credibility, transferability, and dependability, emerge as the key aspects of the study (Mackey & Gass, 2022). Firstly, according to Fraenkel and Wallen (2003), there are various techniques to supply credibility, such as extending the data collection period long enough to make the participants accustomed to the researcher and respond through their natural mode. Secondly, in qualitative and interpretive inquiries, the research context is considered essential for ensuring transferability (Mackey & Gass, 2022). Despite the rarity of direct transferability of qualitative and interpretive research results, the degree to which results can be employed elsewhere relies on contextual similarity. Thick description, the process of the use of diverse angles to present the conclusions derived from the research, is a substantial method to establish the contextual similarity. The rationale behind thick description is the comparability and transferability of the results, the features of the research context, and the participants of the research with other research situations and cases. As the last concept, dependability supplies congruity among the primary units of the research (Erciyes, 2020).

Considering all these important concepts regarding the credibility and trustworthiness of the study, the researcher employed multiple essential strategies. Initially, to ensure the credibility of the research, embracing the technique of the data collection over a long period of time, qualitative data were collected within nine weeks, as illustrated in Table 9 above. Secondly, various data collection instruments, as emphasized in the data collection instruments part, were applied to supply triangulation. Benefiting from the triangulation technique may be helpful while supplying transferability, dependability, and credibility aspects in qualitative and interpretive studies (Mackey & Gass, 2022). The most widely accepted description of triangulation involves the use of multiple, independent data collection tools within a single study to validate and yield consistent, similar research results (Mackey & Gass, 2022). Thirdly, the researcher designed the items of both the semi-structured interview and the quotation survey under the guidance of two professors from the ELT department of a state university. They were kindly requested to revise the content and applicability of the items of both the interview and survey, and their relevance to the fundamental research objectives.

As the fourth step, before the main interview and survey (before interviewing and filling the semi-structured quotation survery with Hermione, the primary and sole case of the current study), a pilot study was conducted with one participant who was not part of the primary case. The pilot study is a crucial technique while determining the feasibility and effectiveness of the data collection instruments and conducting any necessary adaptations before applying them to the primary participants of the study (Mackey & Gass, 2022). In this regard, the main objective of this pilot interview and survey was to detect whether the items of both the interview and survey were clear, relevant, and appropriate for capturing the intended data. Furthermore, the main characteristics of the participant in the pilot study were similar to those of the research participant. To illustrate, her BA degree is from the ELT department. She is also currently pursuing her MA degree in ELT and post-graduate studies at a state university in Ankara, and works as an EFL instructor at a state university.

Furthermore, member checking was carried out to enhance the credibility of the findings. According to Creswell (2007), member checking is a widely applied technique in most qualitative studies. It refers to giving the data, analyses, comments, and results back to the participants, hence they can determine the accuracy of their perspectives. In line with this, after the researcher completed the coding process of the raw data, Hermione was invited to review the relevant codes and verify the accuracy of the content, and clarify any statements or codes that she felt misrepresented. Following the member-checking process, only four mismatches emerged. These were discussed and clarified with the participant, and the relevant codes were revised to ensure an accurate representation of her thoughts.

Additionally, to supply the credibility and consistency of the qualitative analysis, an intercoder reliability procedure was conducted following the guidelines of Miles and Huberman (1994). Additionally, they underline that check-coding not only enhances the clarity of code definitions but also serves as an effective means of assessing reliability. As pointed out by Miles and Huberman (1994, p. 64), reliability was calculated using the following formula:

Reliability = Number of agreements / (Number of agreements + Number of disagreements)

The researcher and an intercoder independently coded the dataset. After comparing the coding decisions, the number of agreements and disagreements was identified. The intercoder reliability score was calculated using the formula above, and the following result was found:

0.86 (Reliability) = 1956 (Number of agreements) / 1956 (Number of agreements) + 314 (Number of disagreements)

This result showed a reliability of 0.86, based on 1,956 agreements and 314 disagreements. This value exceeded the commonly accepted threshold of 0.70 for qualitative coding and indicated a high level of agreement between coders. Considering the exploratory and interpretive orientation of the qualitative analysis, intercoder reliability was assessed using Miles and Huberman's (1994) percentage agreement formula, as it is widely used in

thematic analysis and focuses on coding consistency. Last but not least, the supervisor constantly supplied constructive feedback and improvements, such as revising data analysis, the themes, and codes, which contributed to the reliability and validity features of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

Presentation

The fourth chapter presents the findings from the qualitative data analysis and is organized around the three research questions. First, the themes and codes are introduced and explained in relation to each research question, respectively. Next, for each question, illustrative examples are provided to show how the novice EFL instructor's written feedback practices and feedback literacy unfolded across the key dimensions examined in the study.

4.1 Findings for the Research Question 1

"1. Is the participating novice EFL instructor written feedback literate within the scope of Lee's pedagogical framework of writing teacher feedback literacy?" This research question examines the participating novice EFL instructor's written feedback literacy within Lee's (2021) pedagogical framework of writing teacher feedback literacy. This examination is important because the framework provides a theoretical lens for understanding the pedagogical principles underpinning her feedback practices. Six themes were derived deductively from the framework, as shown in Table 10.

Table 10

Relevant Themes, Codes, and Subcodes Regarding Hermione's Written Feedback Literacy and Competencies

Themes	Codes	Subcodes
Views on Feedback	Feedback Values	Process, Interactive, Dynamic
	Feedback Knowledge	Feedback Sources, Structured & Organized feedback, Informative, Mode of Delivery
Before Feedback	Form assessment guidelines	
	Form relevant writing tasks	
During Feedback	Constructive critique of student writing	
	Promoting review in a multiple-draft course	
	Addressing emotional and personal aspects	
	Enhancing learner agency	
	Utilizing relevant feedback techniques	
	Think Big (Prioritizing advanced objectives of communication)	
After Feedback	Feedback for enhancing teaching quality	
Throughout Feedback	Critical reflection	
	Repetitive feedback	
	Timely feedback	
	Active student involvement	
Beyond Feedback	Orientation toward improving feedback practices	

Sixteen codes and seven sub-codes were derived through thematic analysis of Hermione's written feedback for the students' writing drafts, the semi-structured interview, and the quotation survey. Table 10 presents these themes, codes, and sub-codes in detail.

Furthermore, the sections that follow present these themes in detail, supported with authentic examples that reflect her feedback literacy.

4.1.1 Views on Feedback

The first theme, Views on Feedback, examined the participating EFL instructor's views, including both her knowledge and values regarding feedback practices. Rather than addressing how feedback was implemented in classroom practice, this theme focused on what Hermione understood feedback to be, how she described its role in the writing process, and what she valued that the feedback should aim to achieve. Accordingly, to investigate Hermione's views on feedback, forming one aspect of her written feedback literacy, two codes, Feedback Values with three subcodes, Process, Interactive, and Dynamic, Feedback Knowledge with four subcodes, Feedback Sources, Structured & Organized feedback, Informative, and Mode of Delivery were identified under this theme. In this regard, the following sections explain these codes comprehensively and provide illustrative excerpts from the semi-structured quotation survey and interview data.

4.1.1.1 Feedback Knowledge

Within the theme Views on Feedback, the code Feedback Knowledge referred to Hermione's knowledge about feedback and reflected how she conceptualised feedback in terms of its sources, organization, function, and modes of delivery. This code included four sub-codes: Feedback Sources, Structured and Organised feedback, Informative, and Mode of Delivery. To begin with, the initial sub-code, Feedback Sources, addressed Hermione's knowledge of where the feedback originates. In the interview, she identified a range of sources, noting:

> I can say there are too many, actually. Like teachers and books, or the other examples we see from our peers, friends, and families. And now at this time, I can say AI is a very different

> feedback source. And sometimes our old works can be our feedback source too. So, more than two, more than three, I think there are too many. I can be my own feedback source too. Teachers, learners, books, and AI are the main for different feedback sources.

These remarks indicated that she conceptualised feedback as input generated from multiple sources rather than being limited to a single and traditional feedback provider, such as teachers. More specifically, through these statements, she underlined comprehensive knowledge of feedback sources, including teacher, peer, self, and AI feedback. She also described the relationship among these sources, noting, "They always support each other, and they always explain each other in a way. That's why I think they all work dynamically together." This excerpt reflected her holistic view of feedback as a connected system in which different sources interacted to support learning by complementing one another.

Furthermore, the survey data enlightened her knowledge of feedback sources. To illustrate, in the quotation survey, she strengthened interview data by reporting that feedback can be provided through various sources, for instance, "teachers, peers, and self-assessment or digital feedback tools." This convergence between the interview and survey responses indicated the consistency of her understanding of feedback as a multi-source process. Taken together, these excerpts demonstrated that Hermione's feedback knowledge encompassed a wide range of sources, including teacher, peer, self, and digital or AI-supported feedback. This understanding also reflected a shift away from a singular, teacher-oriented view of feedback towards one involving multiple stakeholders.

The sub-code Structured and Organised Feedback relates to Hermione's knowledge of how feedback should be systematically arranged and presented to be effective for learners. She emphasised the importance of planning and presenting feedback in a clear sequence on several occasions. In the interview, this stance was evident in statements such as the following:

> In a different paper that they do not see. Because I'm trying to categorize them. You can't just start writing about the content, then go to grammar, then go to content again. It shouldn't be mixed. I can say so. At first, I take notes, and then I read my notes, and I summarize them to be

> clearer…Then, as a receiver, I see there's content. So I think the grammar part is finished. That's my only problem. But then you see another grammar correction, and you get confused by it. So I do not like it. I want it to be organized…So it goes with a very structured way.

These excerpts revealed that Hermione emphasized that feedback should not be given randomly or unsystematically, such as by moving from grammar to content and then back to grammar. Instead, she described an approach in which feedback was categorised and sequenced, enabling students to understand it more clearly. Hence, she provided her feedback by empathizing with her students and positioning herself as a feedback receiver. In addition to structure and sequencing, Hermione also highlighted the importance of preparation before giving feedback, by carefully taking notes and presenting them clearly and meaningfully.

The survey data further enriched these findings. This emphasis on preparation was also evident in her responses, in which she highlighted the teacher's practices before feedback, stating: "The teacher should do a thorough reading and analysis of the work." This illustrated her view that effective feedback requires careful preparation before its delivery. Overall, all these findings indicated that Hermione's feedback knowledge emphasized structure, organization, and preparation in the feedback process.

The sub-code Informative Feedback reflected Hermione's view of feedback as a way of giving meaningful information about her students' progress throughout the writing and feedback process. In her remarks, feedback appeared as an ongoing resource that helped both Hermione and the students to track their development and identify learning needs. Accordingly, in the quotation survey, she described the impact of feedback on students' writing success as "supporting progress by highlighting strengths and weaknesses and providing directions for improvement." This response indicated that she viewed feedback as a supporting mechanism that highlighted the students' current progress and facilitated further improvement in their writing performance.

Moreover, Hermione explicitly linked this informative function of feedback to formative assessment. In the interview, she elaborated on this link, expressing: “I think it is the most important part of it because we are trying to see the process as informative, and when you do not give feedback or when you do not receive feedback, I mean, formative assessment just collapses.” Through this statement, Hermione presented feedback as indispensable to formative assessment by positioning it as the means through which the learning process becomes informative. Her view was further reflected in the survey data, where she explained that the role of written feedback in formative assessment is to “document progress and provide formative data for planning next learning steps.” Overall, these responses demonstrated that feedback was regarded as a source of information through which formative assessment could be sustained as an ongoing process.

The sub-code Mode of Delivery pointed to Hermione’s knowledge of how feedback is delivered to students, such as through written and oral feedback. The interview data illustrated that she recognised that providing feedback went beyond one mode. In line with this, Hermione distinguished between written and oral feedback and referred to these modes as complementary, reporting:

> Because in the exam paper, I can't write too much feedback on it. So I see, for example, there is a problematic topic sentence. I just underline it because of the institutional standards. Also, in a different paper, I take notes, for example. It should be improved this way. This is the wrong part, etc. And during the correction time, we give oral feedback on it.

These remarks suggested that Hermione provided feedback through multiple modes depending on the context rather than being limited to a single mode. Overall, these findings indicated that Hermione’s feedback knowledge included an understanding of feedback delivery as flexible and context-dependent, with written and oral feedback serving complementary roles.

4.1.1.2 Feedback Values

The code Feedback Values addressed Hermione's values that shaped how Hermione approached feedback and what she considered meaningful and worthwhile within the feedback process. Rather than describing what feedback is (as in Feedback Knowledge) or how it is delivered, this code focused on the principles Hermione endorsed regarding the purposes of feedback and its role in supporting students' learning and development. Within this code, the sub-codes Process, Interactive, and Dynamic were identified. It is also worth noting that her values regarding the feedback process were evident in and aligned with patterns identified in other aspects of her feedback practices in the L2 writing course. Specifically, her feedback values were consistent with several codes discussed under the themes Throughout Feedback and During Feedback, including Timely and Repetitive Feedback, Active Student Involvement, Promoting Review in a Multiple-Draft Course, Enhancing Learner Agency, and Think Big (Prioritising Advanced Objectives of Communication). These patterns are further illustrated in the following sections through excerpts from the interview and survey data.

Accordingly, this section focused on the sub-codes Process, Interactive, and Dynamic, as these dimensions reflected Hermione's core feedback values, whereas other related codes identified in the findings illustrated how these values were enacted across different feedback stages. First, the Process sub-code referred to Hermione's values that conceptualised feedback as an ongoing element of learning that unfolds across drafts and over time. She repeatedly emphasized feedback as an integral part of learning over time, noting that "feedback is a big part of the process…I think it's all about supporting the process...I think they all work at the same time to support someone's process of learning." and that process-oriented writing "couldn't be possible without feedback." These statements demonstrated that her values endorsed a continuous and process-oriented view of written feedback. Her references to multiple drafts, writing portfolios, and ongoing

feedback exchanges further illustrated her view of feedback as a continuous mechanism that supports learning rather than as a one-off evaluative practice.

Second, the Interactive sub-code highlighted her emphasis on feedback as a shared and dialogic process involving both teachers and students. Hermione described feedback as "an interaction between the provider and the receiver to make improvements in any kind of work," highlighting shared responsibility and student involvement through dialogic feedback practices. This orientation was also reflected in her survey responses, where she regarded feedback as a shared responsibility between teachers and students. Through these statements, she emphasized the importance of dialogue and balance in feedback. Taken together, these responses indicated that Hermione valued feedback as a dialogic, interactive, and shared process in which students were positioned as active contributors rather than passive recipients.

Finally, the Dynamic sub-code captured her understanding of feedback as flexible and responsive, adapting to learners' needs and contextual conditions rather than following a fixed or static pattern. In her interview responses, she emphasized that different feedback sources and forms could complement one another through these statements:

> So sometimes feedback that I have given from one source supports the other one, and they work together, or sometimes one source can't be enough for the things I need to learn. So they always support each other, and they always explain each other in a way. That's why I think they all work dynamically together.

Through these remarks, Hermione expressed her feedback values as an interconnected system in which effectiveness emerged from the coordination of multiple inputs rather than reliance on a single source or form. This orientation reflected a value placed on flexibility and responsiveness, with feedback understood as something that adjusted to learning needs and contexts over time. In this respect, feedback was not framed as a fixed procedure but as a dynamic process shaped by interaction among its components. Taken together, the findings related to the Feedback Values code indicated that Hermione's feedback values

described the feedback as a process-oriented, interactive, and dynamic component of learning. These three value orientations were closely connected and tended to support one another rather than functioning as separate dimensions. For instance, understanding feedback as a process naturally complements its interactive and dynamic aspects, as ongoing engagement with feedback involves continued dialogue and flexibility in response to the students' needs and contextual variables.

4.1.2 Before Feedback

The second theme, before feedback, concerned Hermione's preparation process before the writing course and the feedback process. In Lee's (2021) framework, productive feedback is understood not as an isolated and decontextualized part of writing instruction, but as something that relies on the proper construction of writing tasks and the clarity of assessment guidelines, both of which come from teachers' understanding of writing and formative assessment. In line with this, the theme, Before Feedback, was composed of two codes: Form Assessment Guidelines and Relevant Writing Tasks. Accordingly, the following sections elaborate on these codes, giving illustrative excerpts from the relevant data.

4.1.2.1 Form Assessment Guideline

The code, Form Assessment Guideline, referred to Hermione's practice of clarifying assessment expectations and criteria for students before task completion, to support engagement with feedback and revision processes. This code captured what the assessment guidelines were and how rubrics and exemplars were used to make expectations explicit before feedback was provided. First, Hermione indicated that she provided her students

with assessment guidelines before the writing task, ensuring that they understood the evaluation criteria. To illustrate, in the semi-structured interview, she responded that:

> …Before the task, I explain the guidelines and tell them how it will be assessed and what the most important points are… before the feedback…There's a task coming; I have a very small session of maybe five minutes of what we expect from their writings, or their speaking exams, or any other thing that they have as a task. I explain the things they need to do… So before the feedback, I think I do two things. The first one is informing them, and the second one is just understanding the concepts and the things they did. (Hermione)

This excerpt illustrated that Hermione viewed assessment guidelines as a preparatory step that helped her students understand expectations before engaging with the given feedback, rather than encountering criteria only after task completion. By explaining assessment requirements in advance, she aimed to make feedback more meaningful for her students. In addition to this, Hermione's responses in the semi-structured quotation survey also supported these findings. Through her survey responses, she agreed that teachers should provide clear rubrics, guidelines, and model examples to facilitate peer feedback. She also underlined that the students should be taught how to use rubrics and reflection logs to promote metacognitive awareness during self-feedback. In this way, she also aimed to involve the students in the process as active participants. Overall, these responses demonstrated that Hermione valued clear explanations of assessment guidelines as a foundation for effective feedback.

4.1.2.2 Form Relevant Writing Tasks

The second code, Form Relevant Writing Tasks, was associated with Hermione's efforts to design writing assignments that aligned with instructional goals and prepared students for meaningful engagement with feedback. This code focused on how writing tasks were structured to meet her students' L2 writing expectations and to facilitate the feedback process. In line with this, she prepared informative guidelines at the beginning of writing tasks to ensure that the students understood what they were expected to do. For instance,

she asked her students to pay attention to the general guidelines of essay writing by outlining the structure of their essays. She reminded the students that their essays should include an introduction, a thesis statement, body paragraphs with topic sentences and supporting ideas, and a conclusion. In addition, she encouraged her students to attend to additional criteria, including punctuation, spelling, paragraph organisation, lexical variety, word count, and the inclusion of a title, as illustrated in one sample essay that Hermione prepared for the L2 writing course (see Appendix 14). Lastly, she also underlined the value of brainstorming before drafting.

Through these comprehensive guidelines, Hermione aimed to support students in preparing for their writing tasks. She regarded the beginning of writing tasks as preparatory stages that supported her students' readiness to write and engage with feedback practices. Furthermore, in the semi-structured interview, Hermione reported designing additional writing activities when time allowed, going beyond regularly assigned tasks through her statements: "But also if I have extra time in the class or if the time is very close to midterm, etc., I say in the class, 'Let's do some writing,' and we do writing, and I give feedback also." These excerpts indicated that Hermione viewed writing tasks not as isolated assessment events but as flexible instructional opportunities designed to support her students' ongoing L2 writing development and engagement with feedback.

4.1.3 During Feedback

During Feedback represented the third theme and was categorised into six key codes: Constructive Critique of Student Writing, Promoting Review in a Multiple-Draft Course, Addressing Emotional and Personal Aspects, Enhancing Learner Agency, Utilising Relevant Feedback Techniques, and Think Big (Prioritising Advanced Objectives of Communication). This theme examined Hermione's practices when providing feedback on her students' writing. The six codes were generated deductively from Lee's (2021) writing

teacher feedback literacy framework. Each of these codes reflects a clear dimension of Hermione's practices during the feedback process.

4.1.3.1 Constructive Critique of Student Writing

As the first code under the During Feedback theme, Constructive Critique of Student Writing, referred to Hermione's practice of offering specific, actionable, and improvement-oriented feedback rather than merely pointing out errors. In the first data collection instrument, her written feedback on students' essays, she frequently provided comments that went beyond surface-level corrections or minor linguistic issues, as illustrated by the following excerpt:

> …Your body paragraphs demonstrate strong arguments. Try to use real-life examples to illustrate the benefits of AI. Also, since your first and third body paragraphs discuss a similar topic, it would be better to write them one after the other. You can use your arguments about feedback as the last body paragraph. This will ensure a clear and smooth body structure… (Hermione)

This excerpt illustrated that Hermione not only acknowledged the strengths of the student's arguments but also offered concrete revision strategies related to content development and paragraph sequencing. Her feedback explicitly directed the student to reorganize ideas and enrich arguments, indicating a focus on improvement rather than only detecting and correcting errors. Similarly, she remarked that her students should improve specific parts of their essays by suggesting constructive critiques,

> …On the other hand, the beginning seems a little rushed. You should start with a hook, then narrow the topic down and introduce your opinion. Adding one or two sentences before the thesis statement will make the paragraph smoother. One last suggestion is for a thesis statement…(Hermione)

Through these responses, Hermione's feedback explained how the introduction could be strengthened by applying specific techniques, such as using a hook and creating clearer rhetorical staging. By outlining concrete steps for revising the opening paragraph, she guided the student toward more effective academic writing. Additionally, her replies in the

semi-structured interview supported her written feedback practices and constructive feedback approach rather than just correcting errors, since she pointed out, “I mean, how is it not just about making error correction, how can you praise the student, how can you state the problems, or how can you personalize the feedback?” This statement further reinforced the pattern observed in her written comments, as it revealed her explicit awareness of the constructive feedback process that involved praise, problem identification, and personalization rather than isolated error correction.

Finally, her approach to constructive written feedback corresponded with her remark in the quotation survey, where she described effective written feedback strategies as providing personalised, constructive, goal-oriented feedback. Given this comment, she underlined not only the constructive aspect of feedback, but also states that teacher feedback should be personalised by adhering to the students’ needs and objectives. The code, Addressing Emotional and Personal Aspects, similarly emphasised the importance of personalized feedback. Therefore, there are overlapping and supporting points among these codes.

4.1.3.2 Promoting Review in a Multiple-Draft Course

The second code, Promoting Review in a Multiple-Draft Course, sheds light on Hermione’s practice of guiding students through multiple drafts and providing written feedback on each version. More broadly, her view of feedback highlighted a process rather than a single event. As a result, students can revise and strengthen their writing in response to the feedback they receive. In the interview, Hermione repeatedly described a systematic, multi-draft approach in which written feedback was integrated into classroom writing practices. She explained:

> …Students write it again; we do error correction. And there is a very small box at the end of the paper, so we can give details about it. We write the feedback, and students read it. And they did do the second draft. Then we give feedback again, and then they write the third one and hand it in. This is another way… (Hermione)

These excerpts demonstrated that Hermione implemented a structured drafting sequence in which feedback was consistently incorporated at each revision stage. Her account pointed to a recursive process in which feedback and rewriting were closely connected. She also emphasized that, across multiple drafting stages, students can identify areas for improvement and correct weaknesses in their writing. As she stated:

> …When we have more than one draft, I can also use the feedback that I mean, how can I do it? For example, I have talked about an area to improve in my first feedback, and the students corrected it in the second draft. Then I try to definitely talk about this point because they need to see it. OK. I saw the feedback, and I understood it, and I applied it…(Hermione)

This statement indicated that Hermione used subsequent drafts not only to support revision but also to make students' uptake of feedback visible. By explicitly revisiting previously commented points, she encouraged her students to recognize feedback. Her written comments on students' essays further confirmed an emphasis on improvement across drafts. To illustrate, she praised visible progress between versions by noting, "Overall, you improved the essay, and this version is way better!" and "Good organization! You improved your writing and made the essay clearer. Now the ideas are easy to follow and understand." Such comments illustrated that improvement was evaluated in relation to earlier drafts. In her other written feedback, she explicitly acknowledged specific revisions, stating, "As a whole, the essay is easy to follow and well-organized. I can see that you revised the topic sentence of the first body paragraph and corrected some of your grammar mistakes. The essay looks way better now." This feedback revealed that Hermione explicitly recognized the students' revision efforts by linking her evaluation to concrete changes made across drafts. Collectively, these findings, from both her written feedback and interview responses, showed that Hermione adopted a process-oriented pedagogy that emphasizes developing a writing task through multiple drafts. Furthermore, she acknowledged her students' revision efforts and improvement through praising comments.

4.1.3.3 Addressing Emotional and Personal Aspects

Addressing emotional and personal aspects is the third code under the theme, During Feedback. This code refers to written feedback that attends to the students' emotional readiness, personal needs, and individual learning aims. In line with this, Hermione's written feedback on students' essays showed her sensitivity to the students' affective dimensions through frequent encouraging and affirming comments, such as "Overall, you did a splendid job! Keep up the good work!" "Overall, I enjoyed reading your essay because it clearly explains the issue with engaging examples. Keep up the great work!" and finally "One of the best essays I've ever read!". These comments indicated that Hermione deliberately used praise to acknowledge students' efforts and to create a supportive feedback tone. In addition to affective encouragement, Hermione's written feedback also recognized students' cognitive engagement with the task, commenting, "Your essay reflects a good level of effort and critical thinking. It effectively contextualizes the importance of AI in education. The introduction clearly introduces the topic and provides background information." This response suggested that Hermione attended not only to surface-level performance but also to the depth of students' cognitive and critical thinking and engagement with the essay content. In a similar vein, she also paid attention to giving personalized feedback by both identifying weaknesses and suggesting clear solutions: "Maybe you can re-write the thesis statement and start by saying 'People are opposed to the idea of using AI' as general, then you can give examples if you like and finally state your opinion." This excerpt indicated that emotional sensitivity in Hermione's feedback include critical input, integrated with clear, individualized suggestions.

Likewise, interview data further strengthened her written feedback practices. Hermione emphasized the importance of adapting her feedback tone to her students' emotional sensitivity, reporting,

> …Students can affect it because sometimes you see that a learner doesn't like to be criticized too much, so hates the feedback, and you need to, let's say, motivate them more at first. You need to say more, more, more positive things at first, so they can be ready to get the criticism…

These remarks indicated that Hermione viewed her students' emotional readiness as a prerequisite for an effective feedback process. By foregrounding encouragement, she aimed to prepare the students emotionally before introducing more critical feedback, including the students' weaknesses. She also stated that she adjusted her feedback strategies based on her students' characteristics, individual needs, and weaknesses through her reply:

> …And I remember there was a student. He had very good grammar and vocabulary, but he couldn't organize well. So whenever I was giving him any hints about, let's say, how to refine the topic sentence or how to refine the concluding sentence, he was always making the same mistakes again. So I needed to go from the implicit to the explicit. So it depends on the student also…
>
> … It is a way to guide and help the learners to refine and improve their work based on their personal goals and based on their personal strengths and weaknesses.
>
> …I remember that I have learned about how to give, let's say, encouragement during feedback. I mean, how is it not just about making error correction? How can you praise the student, how can you state the problems, or how can you personalize the feedback? I remember that I have learned these…

These responses highlighted that Hermione adopted the tone and explicitness of her feedback based on the students' specific needs and problems. This attitude reinforced the personalized nature of her feedback approach and practices. Finally, her views come from the quotation survey, which further enriched her personalized and sensitive written feedback practices, as she indicated that teachers should adapt their feedback tone and detail to students' proficiency and emotional readiness to learn. She defined written feedback in the survey as: "a permanent record of learning evidence and encouragement supporting students' self-regulation in the best way." Given that all this data comes from three distinct data collection instruments, she recognizes the significance of personalized, goal-oriented, and affectionate written feedback practices to encourage her students to participate in the learning setting.

4.1.3.4 Enhancing Learner Agency

The fourth code is Enhancing Learner agency under the During Feedback theme. This code referred to perspectives and practices that navigate Hermione's feedback from a teacher-directed to a more dialogic, mutual, and learner-oriented process. Based on the semi-structured quotation data, Hermione conceptualizes the feedback as "a shared responsibility between student and teacher." Her views were observable in her written feedback practices. For instance, she wanted her students to engage in the writing process actively by asking, "The only question I have is what you meant by saying 'AI technology is active." Furthermore, she designs dialogic feedback by motivating the students to think and comment in written feedback. "To illustrate, how can the curriculum be designed according to students' interests? What will happen if students state their ideas?" Through her open-ended questions, she designed a feedback context including shared responsibility between the teacher and the student. These open-ended questions formed the basis of dialogic feedback and contributed to positioning students as active stakeholders in the L2 writing setting. As a last comment, Hermione encouraged students to extend their thinking beyond the text with these questions in her written feedback.

Likewise, in the interview, she also demonstrated that she didn't dominate all feedback practices; in contrast, she also integrated peer feedback into the process to enhance learner agency, noting:

> …For example, there's a grammar mistake that most of the students made, and I said, OK, most of your friends said this one, but what can be a better way to say this? And some other students give their opinions. So, in a way, let's say, brainstorming in the class for a very little time, we try to provide peer feedback too…

This excerpt demonstrated that Hermione deliberately created opportunities for students to contribute to feedback by drawing on peer perspectives. In addition to this, she also touched upon the interactive dimension of feedback through interview data by stating, "But for the process, I can say that it's an interaction, an interaction between the provider and the

receiver to make improvements in any kind of work." This statement reflected her broader view of feedback as a reciprocal process grounded in interaction. According to these data sets, Hermione sought to create opportunities for enhancing learner agency through dialogic interaction, brainstorming, open-ended questions, peer feedback, a more learner-centred feedback setting, and an emphasis on shared responsibility between the students and the teacher. However, all in all, compared to other feedback competencies identified in this study, practices explicitly aimed at enhancing learner agency appeared less frequently in her written feedback. This issue is discussed in the discussion part of the study in detail.

4.1.3.5 Utilizing relevant feedback techniques

Under the During Feedback theme, Utilizing Relevant Feedback Techniques became apparent as the last code. It addressed the instructor's ability to purposefully apply a range of feedback techniques while responding to students' writing. Furthermore, it involved Hermione's competencies in selecting and employing appropriate feedback strategies in line with her students' needs and the demands and style of the writing task. The findings indicate that Hermione benefited from multiple feedback techniques to guide the students' revision processes. These techniques included the usage of hints, feedforward comments, error flagging, requests for clarification, hedges, the sandwich technique, and open- and closed-ended questions. Although this code highlighted her use of relevant feedback techniques as a component of her written feedback literacy, each technique was categorized as an independent code within the Techniques theme. Therefore, they were examined in detail under the second research question, which specifically focuses on how she practiced her written feedback competencies in an L2 writing setting.

4.1.3.6 Think Big (Prioritizing advanced objectives of communication)

The last code regarding the During Feedback theme, Think Big (Prioritizing Advanced Objectives of Communication), enlightened Hermione's feedback practices, focusing on communicative purpose rather than concentrating on every surface-level linguistic error in her students' writing. For this code, Think Big is purposefully used as a fancy yet relevant expression because it refers to broader communicative aims, such as meaning, communication, and argument flow. Her written feedback clearly demonstrated that she thinks big by prioritizing higher-order concerns. To illustrate, although this sentence, taken from the students' essays, "Moreover, AI is let the person to select some options and creating pictures available for the selections" (Mustafa), contained clear grammatical errors, Hermione purposefully didn't correct each error. Therefore, she wants her students to realize the overall communicative function of their writing rather than perfect grammatical correctness. The other example taken from her written feedback also validated her intention. Despite the grammar problems in this sentence, "…Hence, in that way, meeting deadline would be easier and faster for students only if they had too many homework…" (Minerva), Hermione focused on meaning rather than focusing on exhaustive error correction. In addition to this, she also suggested adding a forward-looking idea to support the student's ongoing development as a writer through her written feedback, noting: "Also, consider adding a suggestion or prediction for the future at the end of the conclusion paragraph to finish it." Based on these written comments, Hermione aimed to implement a multidimensional approach to the written feedback, encouraging her students to improve not only their current drafts but also their future writing assignments and progress.

In a similar vein, interview data further illuminated Hermione's Think Big orientation. She noted that many students equated "good writing" with perfect grammar and vocabulary by

frequently neglecting organisational aspects of their essays. She stated that their misconceptions might result from their previous schools. As she explained:

> …I think the problem is because it is generally about the grammar and vocab they always fix, and the organization is always in a repetitive, let's say, act. So I think they believe that if they use perfect grammar and vocabulary, they are good writers…

Through these remarks, she criticized that the student's initial focus usually is on correcting vocabulary and grammar problems. Thus, she implies that she continued to draw their attention to higher-order communication features in line with the code Think Big, such as topic and concluding sentences, and reported that "in the second draft, when I give another feedback about the organization, then this time they can correct it." According to the findings collected from both instruments, she paid more attention to communicative and meaning functions of the language and writing. As a final remark, she also viewed feedback as an opportunity for future progress rather than a quick and immediate solution to current problems.

4.1.4 After Feedback

A detailed analysis of the only code, Feedback for Enhancing Teaching Quality, under the theme After Feedback, is presented with the sample extracts from all sources of data in this study. First of all, the code Feedback for Enhancing Teaching Quality can be described as Hermione's use of written feedback to guide her students' revision and feed forward in the future as well. Therefore, as this code suggests, feedback also serves as a means of moving both learning and teaching forward. Initially, her written feedback practice demonstrated that she provided feedback, leading them to revise their weaknesses in both next drafts and future instructional decisions. To illustrate, her written feedback reflects this code by touching upon, "To make it better, one thing to consider is revising your thesis statement and mentioning key words of major 'benefits' in it. Also, make sure that you have a valid

concluding sentence in body paragraphs." Secondly, her orientation toward improvement after feedback is also clear in interview data, where Hermione expressed that if students made common mistakes, she handled them through brainstorming and class discussion reporting:

> …We are talking about the common mistakes they made in the task. For example, there's a grammar mistake that most of the students made, and I said, most of your friends said this one, but what can be a better way to say this? And some other students give their opinions. So in a way, let's say, brainstorming in the class for a very little time, we try to also imply peer feedback, but I do not have too much time for it all the time, and it can't be written. So just trying to do it for 2 or 3 minutes in a class activity…

Hence, she aimed to improve their future tasks while handling the common problems at the same time. These common problems also shaped her teaching instructional decisions by giving her students some time to solve them. Finally, her survey responses further triangulated this code through her emphasis on the teacher's responsibility after feedback, noting: "The teacher should do a reflection or revision task ensuring active feedback uptake after feedback." She also explained the role of feedback in formative assessment as "to inform both teachers and students and close the feedback loop for continuous improvement." Through her statement, continuous improvement, she emphasized that feedback is a never-ending process and contributes to both teachers' and students' lifelong learning. Collectively, all these results showed that not only does she regard feedback as a feedforward-oriented process, but also she applies her beliefs in the writing classroom setting through revising common mistakes and written feedback, adhering to the students' tasks, and improving her own teaching in the future.

4.1.5 Throughout Feedback

Throughout Feedback was the last theme that came up within Hermione's written feedback literacy. This theme was examined under four codes: Critical reflection, Repetitive, Timely Feedback, and lastly, Active student involvement. The following parts explained each of

these codes by providing sample excerpts and responses from the relevant data sets to enlighten her feedback practices and approaches throughout the feedback process.

4.1.5.1 Critical Reflection

The code Critical Reflection refers to teachers' continuous review and revision of their feedback practices, accepting that feedback competencies are dynamic and supported through reflective thinking and professional development. In line with this, Hermione indicated her awareness of the dynamic nature of feedback depending on the circumstances. In the semi-structured interview, she explained:

> …I try to give feedback in a way that I start with a positive thing at first. What are the strong ways of this writing? What are the good things that the student did? I start with the good part. Then I go with the parts that can be improved. And in the end, as an overall summary, again, I try to give my good opinions in overall thing and how it can be improved in the future…

According to this excerpt, she consciously follows the feedback sequence and always looks for an effective feedback style. Accordingly, data taken from her written feedback validated her standpoint. All of her written feedback for the students' essays clearly showed that she followed this pattern. To illustrate,

> Perfect essay! It is well-structured, well-explained, and well-supported. To make it better, one thing to consider is revising your thesis statement and mentioning key words of major "benefits" in it. Also, make sure that you have a concluding sentence in body paragraphs. Other than that, the essay is great. Your refutation paragraph is impressive. Good work!

She began by highlighting strengths, then identified specific areas for revision, and finally closed her feedback with affirming remarks, showing the reflective sequencing she expressed in the interview. She logically followed the feedback order. This showed that her theoretical knowledge was put into practice in the real written feedback procedure. These practices went beyond the use of specific feedback techniques and reflected Hermione's ongoing reconsideration of how feedback should be shaped in response to different students and contexts. In the interview, she stated that "sometimes you see that a learner

doesn't like to be criticized too much… You need to say more positive things at first so they can be ready to get the criticism." She also underlined the dynamic nature of feedback while describing it in the interview. Therefore, she has an awareness that feedback should be shaped depending on the settings. Survey data further supported her critical reflection through Hermione's statement, noting "the teacher should teach students to use rubrics and reflection logs to promote metacognitive awareness," to plan and lead self-feedback procedures. All these findings showed that she purposefully designed the feedback sequence. Since the feedback should be designed in line with the learners' characteristics through critical reflection, she is aware of the dynamic nature of feedback practices rather than a static one.

4.1.5.2 Repetitive and Timely Feedback

The second code, Repetitive feedback, and the third code, Timely Feedback, overlap and complement each other under the theme, Throughout Feedback. Both of them are associated with the iterative, regular, and timely nature of the teacher's feedback practices. The feedback should be provided regularly, but on time as well. Thus, these two codes were presented together. First of all, the interview data showed her time-sensitive attitude while providing feedback, since she reported through her several responses: "But also when you have a schedule, you have to do it on time." and "In a term we have one writing portfolio task, so it is like they write it. Let's say this week. Next week they take the feedback and write second draft. Then another week they write it". Additionally, since her institution has an academic calendar and curriculum that should be followed, she is expected to have a time-sensitive attitude. She explained this issue, noting: "If it is a writing exam of the institution, they have some correction time that given to us." In addition to this, her other remarks displayed both the iterative and timely features of her

feedback mechanism at the same time through her expression: “I almost give weekly feedback to them.” and also her another reply:

> …Other than this, in the class, I always say that if they write anything, they can hand it to me, and they know my office, and they know my number. So generally close to exam time, students just hand me their drafts whenever they like, and I give feedback to it too...

To provide weekly feedback, Hermione should be punctual so that her students can deliver their next drafts on time. Secondly, her written feedback also exemplified this iterative aspect, as comments such as “Great improvement! You organized the ideas very well! Now the difference between body paragraphs is clearer.” and “Great essay! With the latest adjustments, you improved your writing in a way that the essay is now more engaging and clear.” Thirdly, survey data further reinforced her understanding of feedback as a timely and repetitive process, reporting that the role of written feedback both in formative assessment and on students’ writing achievement is “to document progress and provide formative data for planning next learning steps” and “to provide guidance that facilitates revision and transfer of writing skills” respectively. At the same time, she acknowledged pragmatic considerations through her expressions:

> …But if I did a writing activity in the class and I have given written feedback, but I do not have the time to give each of them personal feedback, then I just ask my students to read the feedback and ask me if they have any questions...

This excerpt indicated that when she lacked time to provide individual written feedback, she attempted to balance the time and workload resulting from the feedback by integrating them more actively into the feedback process. In brief, all these findings demonstrated that Hermione applies the feedback procedures through continuous and timely practice without dismissing practical considerations.

4.1.5.3 Active Student Involvement

Under the Throughout Feedback theme, the last code Active Student Involvement was related to Hermione's efforts and practices, aiming to actively engage her students throughout the feedback process, such as revising drafts, responding to feedback, and engaging in peer and self-assessment activities. According to interview data, Hermione designed an iterative feedback process in which the students actively worked with the feedback implementations. To illustrate, she stated that "Students write it again, we do error correction… We write the feedback, and students read it. And they did do the second draft. Then we give feedback again, and then they write the third one and hand it." This repetitive drafting process revealed that her students were actively involved throughout feedback. Additionally, she also reported that:

> I always say that if they write anything, they can hand it to me, and they know my office and they know my number. So, generally close to exam time, students just hand me their drafts whenever they like, and I give feedback to it too.

Based on these excerpts, Hermione went beyond the classroom walls and lesson time. She encouraged her students' active involvement by maintaining an open and accessible feedback environment. Her written feedback data also supported this standpoint, as she frequently wrote: "With latest adjustments, you improved your writing in a way that the essay is now more engaging and clear," and "Take time to proofread and re-write your essay in light of the feedback you receive." These remarks frequently emerged in her written feedback. She wanted the students to revise, proofread, and adjust their essays so that they took an active role in the feedback processes. Collectively, these findings showed that Hermione positioned her students as active participants through her deliberate and systematic efforts throughout the feedback process.

4.1.6 Beyond Feedback

One code, Orientation toward Improving Feedback Practices, is apparent under the theme Beyond Feedback. This code represents Hermione's willingness to strengthen her feedback competencies in communities of practice and knowledge as part of her continuing professional development. Interview data revealed that Hermione was highly aware of her own learning needs and expressed a clear desire to improve her feedback repertoire. To illustrate, she explained her enthusiasm for professional learning and weaknesses by explaining:

> …I do not know the other techniques, or I need to learn that, for example, peer feedback is effective, or self-assessment is important. So I need to learn these when I'm teaching, but I want to learn them before I teach. So I can say we need more courses about it. In BA and MA, maybe…

She also added that "maybe I can say that we do not have enough courses." By highlighting existing gaps and the desire for extra courses. Thanks to her voluntary participation in certificate programs, Hermione also demonstrated her desire for professional growth and further training through her responses: "I have taken a course like an online certification course," and "In BA I had, and during this time I also had taken another training for a certificate program." Furthermore, she also had a critical attitude towards her institution as reflected in her statements: "I mean we talked about assessment, so we. I also said that there's an AI assessment type and there are too much teachers here that have no idea about how AI gives feedback." and "But I'm here for two years and I never remember anything about feedback or anything about assessment." In line with these excerpts, Hermione was aware of the limitations within her institution, recognising that both she and many of her colleagues didn't have sufficient preparation and shared knowledge of assessment practices. Lastly, her survey remark supported this developmental orientation, emphasising that "to provide written feedback effectively to students' writing essays, the teacher should do self-assessment of feedback quality using

learner outcomes as evidence to refine techniques beyond feedback." This statement reinforced the idea that feedback literacy develops through self-evaluation. In conclusion, all this data showed that she wants to engage in extra training and activities to improve her ongoing professional growth.

4.2 Discussion of the Research Question 1

The findings of the first research question examined the participating novice EFL instructor's written feedback literacy in the L2 writing course at the tertiary level in relation to Lee's (2021) pedagogical framework of writing teacher feedback literacy. Lee's framework conceptualizes writing teacher feedback literacy through interconnected dimensions: feedback values, knowledge, and competencies. In line with this framework, the discussion of the first research question and Hermione's written feedback literacy were presented through six relevant and comprehensive themes. Initially, the first of these themes, Views on Feedback, incorporated the novice instructor's feedback values and knowledge. In the context of Lee's (2021) framework, value and knowledge-based orientations are central to writing teacher feedback literacy and form underlying feedback literacy. Furthermore, Lee and Mao (2024) posit three dimensions of this tripartite framework (Lee, 2021): knowledge, values, and abilities.

Initially, Hermione's feedback values were mainly presented through interactive, process, and dynamic. These value-related findings are congruent with both Lee's (2021) framework and earlier research in the relevant literature (İstencioğlu, 2022; Carless & Winstone, 2023; Boud & Dawson, 2023; Lee & Mao, 2024). The interactive orientation observed in Hermione's feedback reflects an understanding of feedback as a dialogic process that goes beyond traditional teacher-centred feedback perspectives. Within Lee's (2021) framework, such an orientation is associated with feedback values that foreground learner involvement and understanding of shared responsibility in the feedback process.

Similarly, Boud and Dawson (2023) highlighted the importance of constructing feedback dialogues and cycles as one of the meso competencies in their teacher feedback literacy framework. Additionally, within the relational dimensions of their teacher feedback literacy framework, Carless and Winstone (2023) described feedback literate teachers who regard feedback processes as mutual collaboration between students and teachers. Evidence from the Turkish context also points to the interactive dimension of feedback, as İstencioğlu (2022) revealed that the participating middle school English teachers identified one feature of effective feedback as interactive. Hermione's process-oriented approach to written feedback reflects her feedback value as embedded within writing development across drafts. Within Lee's (2021) framework, such a process-oriented feedback value is associated with writing through multiple drafts and guiding students to revise their essays over time. Furthermore, this aligns with Boud and Dawson's (2023) framework, in which feedback literate teachers are defined as those who improve feedback processes as part of their macro competencies. Additionally, Hermione's feedback values further encompass a dynamic orientation toward written feedback. Her dynamic attitude is associated with her feedback philosophy, which is adaptable and flexible regarding students' needs and instructional settings. This aligns with İstencioğlu's (2022) findings, which indicated the participating teachers' understanding of feedback mechanisms as dynamic and adjustable in line with students, teachers, and instructional context. Taken together, Hermione's view of feedback as interactive, process-oriented, and dynamic provides a conceptual basis for examining how her feedback values are positioned within her writing practices.

One possible explanation for the way Hermione's feedback values were configured through these perspectives may result from her institutional culture in which she works. At her institution, the process-oriented writing approach is adopted, and the instructors are expected to provide timely written feedback to enable the students revise their drafts. Such institutional expectations may shape her feedback values as process-oriented and mutual responsibility between teachers and students. In a different but related context, Lee (2009)

demonstrated that institutional constraints can contribute to mismatches between EFL writing teachers' beliefs and practices. In light of this, institutional policies in Hermione's context may similarly function as a shaping factor, contributing to the prominence of process-oriented feedback values. It is also worth noting that Hermione's feedback values extended beyond these three dimensions. To illustrate, although Lee and Mao (2024) viewed providing timely feedback among L2 writing teachers' values of feedback, Hermione's giving timely feedback is elaborated under the theme During Feedback in line with Lee's (2021) framework.

Following the discussion of Hermione's feedback values, this section focuses on Hermione's feedback knowledge, which concerns what she knows about effective written feedback and how this knowledge affects her feedback procedures. In Lee's (2021) writing teacher feedback literacy framework, feedback knowledge encompasses both content-related and contextual dimensions. Contextual knowledge, teachers' sensitivity to contextual factors, and their ability design feedback in line with these conditions, whereas content knowledge includes knowledge of formative assessment, writing both as product and process, relevant feedback techniques, and feedback aims and processes (Lee, 2021). In addition, building on this framework, Lee and Mao (2024) further elaborate on writing teachers' knowledge of feedback, integrating feedback sources and modes, students' affective characteristics, and the role of clear assessment criteria for effective feedback. Within the scope of the current study, examining Hermione's knowledge of feedback enables a closer look at her understanding of formative assessment, feedback sources, modes of feedback delivery, and techniques of feedback. Her application of feedback techniques was evident in her feedback practices, which were elaborated under the theme Feedback Techniques. Accordingly, the other aspects of her feedback knowledge are presented and discussed in detail below.

Initially, in Lee's (2021) conceptualization, teachers' knowledge of feedback modes concerns their awareness of how different forms of oral, written, and technology-supported feedback. Similarly, Hermione's knowledge of feedback included an understanding of feedback delivery as involving multiple modes, such as written and oral feedback, rather than a single, fixed channel. This view was also reflected in the Turkish EFL context. İstencioğlu's (2022) study, in which she found that the participating middle school EFL teachers employed various modes of feedback delivery, such as oral, written, individual, online, and audio feedback. In this respect, Lee and Mao's findings (2024) indicated that the participants regarded themselves as more knowledgeable about feedback modes.

Hermione's feedback knowledge also encompassed her awareness of feedback sources. In Icy Lee's (2021) framework, attention to feedback sources reflects an understanding of feedback as a distributed and shared process rather than a traditional teacher-centered activity. From this perspective, feedback knowledge involves recognizing the roles of different sources, including teacher, peer, self, and technology-mediated feedback. The related findings unveiled Hermione's knowledge of AI, self, teacher, and peer as various types of feedback sources. In line with this, such awareness is also regarded as a key component of feedback literacy, as it broadens the feedback landscape and supports shared responsibility in the feedback process (Lee & Mao, 2024). This understanding is also reflected in other teacher feedback literacy frameworks in the related literature (Carless & Winstone, 2023; Boud & Dawson, 2023), in which feedback literate teachers construct opportunities for evaluating their own productions and those of others through peer and self-feedback activities.

On the other hand, while Lee's (2021) framework provides a comprehensive lens for examining L2 writing teacher feedback literacy, the analysis of Hermione's feedback practices suggested that her feedback knowledge also encompassed additional dimensions that extended beyond those explicitly articulated in the framework. These dimensions

emerged inductively from the data and reflect aspects of her feedback knowledge that are closely tied to contextual demands. Therefore, Hermione's feedback knowledge is further apparent in her attention to providing structured, organized, and informative feedback. All these dimensions of Hermione's feedback knowledge may contribute to an understandable language and nature of feedback. Accordingly, this is visible in Nicol's (2010) set of suggestions for effective feedback, where he recommends that effective written feedback should include comprehensible language so that students can understand it. Furthermore, these aspects may facilitate specific and personal aspects of effective feedback, as underlined in Lee's framework. From a broad feedback literacy perspective, clarity and organization in written feedback point to teachers' awareness of learners' needs for direction and coherence when engaging with written comments.

Collectively, one plausible explanation for the emerging picture of Hermione's current feedback knowledge and values lies in the interplay between her prior educational background and her present teaching context. Teachers' feedback knowledge does not emerge in isolation but is often shaped by their previous experiences as learners. In line with this, research on teacher cognition highlights that what teachers know and believe about teaching and learning is shaped by prior learning experiences, professional education, and contextual conditions (Borg, 2003). Based on this perspective, teachers' feedback knowledge can be understood as part of a broader view that carries some memories of earlier experiences as learners, particularly in relation to writing instruction and assessment practices. Hermione explicitly expressed this understanding in her interview responses as follows: "I sometimes benefit from the feedback I received as a student because I remember that, for example, there was something my teacher said to me that made me realize what I'm doing wrong." These responses suggested that such prior experiences continued to inform how she conceptualized and employed feedback in her current teaching. She sometimes gave feedback in a way that she received feedback when she was a student. Thus, her feedback knowledge appeared to be shaped not only by

institutional expectations but also by previously internalized understandings of effective feedback. It is also important to note that the word ‘emerging’ in the first sentence is purposefully used, as these dimensions do not constitute whole aspects of Hermione’s teacher feedback literacy. In contrast, other complementary aspects, such as utilizing relevant feedback techniques and addressing personal and emotional features, complete the other pieces just like a jigsaw puzzle in the following sections.

As highlighted by Lee (2021), writing teacher feedback literacy is not confined to the moment feedback is delivered. In contrast, it is developed through teachers’ understandings and practices of what happens before, during, and after feedback. Adopting this process-oriented teacher feedback literacy perspective, the relevant discussion first focused on the theme Before Feedback. Viewed through a feedback literacy lens, Hermione’s practices before feedback reflected the purposeful design of relevant assessment guidelines and writing tasks. Furthermore, she also shared and clarified these guidelines with her students to make feedback practices more understandable. Her efforts for the design of appropriate writing tasks and explanation of assessment guidelines suggested that she viewed written feedback as one part of instructional planning. In Lee’s (2021) framework, effective feedback in writing classrooms depends on the construction of relevant writing tasks and clear assessment criteria, which are informed by teachers’ knowledge of formative assessment and writing instruction. Hermione’s orientation toward sharing and clarifying expectations before task completion aligned with this view by forming the preparatory conditions to present her written feedback productively. Rather than solely practicing these in her writing instruction, both interview data and a sample of her writing task (see Appendix 14) indicated that she values the importance of sharing and explaining clear writing instructions and guidelines. Her practices before the feedback process further aligned with broader teacher feedback literacy literature. To illustrate, such practices also resonated with Boud and Dawson’s teacher feedback literacy framework (2023), which highlights constructing feedback through standards and criteria feedback as

teachers' meso feedback competencies. Similarly, Nicol (2010) argues that effective feedback should be contextualized and aligned with learning outcomes and assessment criteria, reinforcing the importance of preparatory practices before feedback is provided. Taken together, Hermione's designing appropriate writing tasks and presenting clear assessment guidelines as part of her feedback practices before feedback are congruent with both Lee's framework (2021) and relevant literature in the field.

Her preparatory feedback practices may result from both the expectations of the institutions in which she works and her experiences as a receiver of teaching and formal feedback. On the one hand, in her interview responses, she explicitly acknowledged institutional criteria by noting: "At first, I have to let's say mainly I have to think about the institutional framework because they have some let's say, achievement goals." This suggested that institutional expectations constituted a significant reference point in Hermione's preparatory feedback practices. By clarifying assessment guidelines and designing writing tasks in line with these expectations, she tried to ensure that her students had a clear understanding of what was required before engaging with feedback. In this way, her feedback practices and knowledge can be seen as responding to the broader institutional assessment framework. On the other hand, Hermione's feedback practices appeared to be informed by her prior experiences as a feedback recipient, as she explicitly drew on feedback that she herself found meaningful as a student. Together, these influences helped explain why Hermione put special emphasis on preparatory feedback practices that oriented her students to writing and feedback requirements before written feedback was provided.

As with the stage of During Feedback, Hermione's written feedback literacy becomes visible in her responses to the students' writing drafts in the L2 writing course. At this point, her feedback understanding and knowledge are turned into concrete feedback decisions that made in interaction with the student texts. Within Lee's (2021) framework, this stage encompasses a set of interrelated feedback literate teacher competencies.

Building on this perspective, Hermione's feedback practices during feedback were discussed through these interconnected competencies. Initially, within the During Feedback stage, one clear feature of Hermione's written feedback was her use of constructive critique for student writing, which aimed to supply a judicious evaluation of writing drafts (Hyland & Hyland, 2019). In line with this competency in Lee's framework (2021), teachers with feedback literacy rely on their knowledge of writing to assess students' texts thoughtfully rather than relying on surface-level judgments. Furthermore, when feedback literate teachers are uncertain about students' intended meaning, they refrain from rephrasing the text for them and instead work with students to clarify meaning. Hermione's feedback practices reflected this sensitivity, as her written critiques frequently involved requesting clarification, which was further examined as an individual feedback technique in detail. This aligned with Min's (2013) self-study, in which she argued that she first needed to comprehend her students' intended meaning through clarification before providing recommendations and feedback.

In a similar vein, during feedback, Hermione's written feedback also reflected a clear emphasis on encouraging students to think big by prioritizing advanced objectives of communication. This feedback practice was closely connected to her use of constructive critique, as both competencies focused on supporting meaningful development rather than exhaustive correction. Her feedback often appeared to direct the students' attention to broader communicative concerns, such as clarity of ideas and coherence of arguments. Thus, Hermione thought big to enhance learning rather than only correcting each error or issue in student writing. If written feedback covered every single issue, the students might be overwhelmed due to the intensive content and demanding nature of the feedback. Hermione's feedback practices suggested this sensitivity, as her written critiques were selective and focused on aspects that were meaningful for revision. This was consistent with both Lee's framework (2021) and broader perspectives in the feedback literature prioritized communicative purposes and learning-oriented feedback (Nicol, 2010;

İstencioğlu, 2022). For example, İstencioğlu (2022) reported that middle school EFL teachers frequently conceptualized constructive feedback as one of the key features of effective feedback, emphasizing its role in supporting students' future development.

Another central feature of Hermione's written feedback practices during the feedback stage was her emphasis on promoting review within a multiple-draft writing context. Consistent with Lee's (2021) framework, teachers with feedback literacy do not view feedback as the last step of the learning, teaching, and assessment cycle, but rather employ feedback to enhance L2 writing and learning. Lee (2021) further emphasizes that this can be achieved through constructive feedback and multiple draft orientation. Hermione's feedback processes indicated her understanding and practices that embraced meaningful revision of the student drafts by reflecting the written comments they received. On the one hand, this approach aligned with process-oriented views of writing and feedback in the literature. For instance, Hyland and Hyland (2006) highlight the pedagogical value of multiple drafting in supporting writing development, while more recent studies similarly emphasize the role of process-oriented feedback in fostering learning over time (İstencioğlu, 2022; Lee & Mao, 2024). At the same time, previous research also revealed that the teachers may not always be fully prepared to engage with the feedback in multiple-draft contexts. In line with this, Lee and Mao (2024) reported that some participants expressed uncertainty about how to interpret and apply feedback across drafts. Against this background, Hermione's consistent use of process-oriented feedback is understood as a purposeful application shaped by two influences: the culture of the institution in which she works and her previous educational background. Both of these influences embraced written feedback revision through multiple writing drafts. Overall, Hermione's emphasis on review within a multiple-draft writing context exemplified Lee's (2021) During Feedback orientation by positioning the process-oriented feedback as one of the significant dimensions of the L2 writing course.

In a similar vein, another important aspect of Hermione's written feedback during the feedback stage concerned her attention to the emotional and personal aspects of student

writing. According to Lee's (2021) feedback literacy framework, the During Feedback stage explicitly focused on both affective and personalized dimensions of written feedback, based on the students' personal needs, emphasizing how the students responded to the given feedback. On many instances, Hermione's written feedback suggested this awareness that the students' emotional reactions influenced how feedback was received and used. Her balanced perspective involved specialized feedback based on the students' individual needs. Beyond Lee's framework, this approach mirrored earlier findings in the feedback literature (Shute, 2008; Nicol, 2010; Min, 2013; Carless & Winstone, 2023; Li & Ke, 2023; Boud & Dawson, 2023). For instance, in their single case study research, Li and Ke (2023) reported that a university EFL teacher adapted her feedback practices to different learner personalities, offering more direct criticism to highly motivated students while softening her tone for students with lower confidence. Her interview response pointed to one plausible explanation of Hermione's sensitivity. It may be understood as a reflection of her feedback philosophy, shaped by how she herself would prefer to receive feedback. Taken together, Hermione's attention to emotional and personal aspects of her students illustrated Lee's (2021) one of the core competencies of the theme During Feedback, by treating feedback as an interpersonal process supported both learning and her students' emotional well-being.

Hermione's purposeful effort to enhance learner agency emerged as another notable aspect of her written feedback within this process. Within Lee's (2021) feedback literacy framework, the During Feedback stage emphasized engaging students as active participants in the feedback process rather than positioning them as passive recipients of written comments. Congruent with this competency in the framework, Hermione's written commentaries revealed her deliberate encouragement to improve her students' agency in the feedback process and form a sense of ownership over their own drafts. This emphasis on learner agency was consistent with previous studies that underlined the paradigm shift from teachers' monologue to a more learner-oriented process, reconceptualising feedback

as a dialogic process in which students were encouraged to take responsibility for their own writing and revision (Winstone & Nash, 2016; Winstone et al., 2017a; Carless & Boud, 2018; Carless & Winstone, 2023). For instance, Winstone et al. (2017a, p.17) coined the term "proactive recipience" and defined it as "a state or activity of engaging actively with feedback processes." They further continued with the importance of the main contribution and responsibility of the students. It is also important to note that although Hermione demonstrated feedback practices to enhance her students' agency, they appeared less frequently in her written feedback compared to other competencies identified in this research. This may result from both institutional and students' assessment expectations, which may lead Hermione to prioritize clarity, correctness, and following evaluation criteria in written feedback. Moreover, time constraints in the students' writing portfolios may put pressure on the opportunities to promote student agency, as students are required to complete and revise their drafts within a given period of time.

Another competency identified was the use of relevant feedback techniques during feedback process. Although this aspect was frequently observed in Hermione's written feedback practices, it was not discussed in detail, as it was examined extensively as an individual theme in relation to Research Question 2. All in all, it was worth noting that Hermione benefited from various range of feedback techniques in line with Lee's teacher feedback literacy framework. This encompassed requesting clarification, hedges, hints, error flagging, feedforward, sandwich technique, open-ended questions, and closed questions. While these techniques illustrate how feedback was delivered during the feedback stage, the next section focuses on the After Feedback stage.

Within the After Feedback stage, Hermione's feedback practices indicated that students' writing and responses to feedback were not only viewed as learning outcomes but also as valuable sources for reflecting on and improving her own teaching. From this perspective, feedback functioned as a two-way process that supported both students' development and pedagogical enhancement in the future tasks and instruction. According to Lee's

framework (2021), feedback literate teachers benefit from feedback as a resource to enhance their own teaching and inform their subsequent decisions. In Hermione's case, patterns emerging from student drafts and interview responses informed how she adjusted subsequent teaching focus, task design, or emphasis in later stages of the course. For instance, these were observed in Hermione's whole-class feedback activities, where students brainstormed and discussed common problems in their drafts. This perspective is consistent with earlier research indicating that assessment can be understood as a reciprocal process in which teachers learn about students' developing expertise and use this knowledge to refine their instructional practices (Yorke, 2003). In a similar vein, Nicol and Macfarlane-Dick (2006) argued that effective feedback offers teachers insights that inform and shape their instructional decisions. Hermione's developmental feedback perspective may result from the dynamic view Hermione expressed in her interview responses, where she described feedback as an evolving process. Hence, Hermione's use of student responses to reflect on and refine her teaching suggested continuity and relationship between her feedback value and her practices, positioning feedback as a dynamic and ongoing learning resource. Overall, this After Feedback competency highlighted writing teacher feedback literacy as a practice that continued to shape teaching beyond the immediate feedback moment.

Hermione's practices demonstrated that active student involvement was maintained throughout the feedback process, particularly through repeated revision cycles, opportunities for whole-class discussion, and helping her students develop ownership by requesting feedback in line with their aims. In Lee's (2021) framework, feedback literate teachers sustain their students' engagement with opportunities for peer and self-assessment, design of assessment criteria, and requests for specialized and personalized feedback. Thanks to her interview responses, it was clear that Hermione went beyond classroom boundaries, made herself available by inviting her students to share their drafts. However, according to Lee's framework, this feedback literacy competency was a bit

limited, as she didn't construct assessment criteria with her students. One plausible explanation for this limited development of this competency may result from institutional procedures, in which there were certain assessment criteria and a curriculum that should be followed promptly. However, this did not mean that she did not share these guidelines with her students, which were discussed in detail before feedback theme. On the other hand, her purposeful efforts to improve peer feedback and whole-class feedback activities were apparent in her interview responses. This partial competency development was also supported by Lee and Mao (2024), who identified actively engaging students throughout the feedback process as a core component of teachers' feedback abilities. However, their large-scale survey study found that while L2 writing teachers strongly valued student engagement, they tended to rate their ability to apply this aspect of feedback literacy at a moderate level, suggesting challenges in translating this principle into practice. In essence, Hermione's practices illustrated how active student involvement can be meaningfully sustained over time, although certain dimensions of this competency remained limited to some extent.

Across the feedback literature, timely feedback is widely viewed as essential for enabling students to engage with it meaningfully. In line with this, Hermione's practices also reflected an emphasis on both timely and repetitive feedback. In Lee (2021)'s framework, throughout the feedback process, feedback literate teachers are expected to provide feedback in a timely and repetitive manner. Hermione's feedback practices clearly demonstrated her awareness of this principle, as feedback was iteratively provided both through ongoing drafting cycles and on time while the students' still remembered their texts. This aligned with previous studies in the feedback literature emphasizing frequent feedback (Black & William, 2008) and timely features of both effective feedback and teacher feedback literacy (Shute, 2008; Nicol, 2010; Carless & Winstone, 2023; Boud & Dawson, 2023) Furthermore, students' reports of feedback being provided too late, highlighted the importance of timeliness as a practical condition for effective feedback

(Hartley & Chesworth, 2000). One plausible reason for Hermione's iterative and timely feedback result from both her feedback values and institutional expectations, where clear timelines guide writing and revision processes. In the case of writing portfolios, the students were required to complete by revising their drafts in a given time after receiving feedback, creating structured and frequent opportunities for ongoing revision.

As the last competency of the throughout feedback, within Lee's (2021) framework, critical reflection is positioned as an ongoing aspect of teacher professionalism to develop feedback practices. In line with this, all competencies in writing teachers' feedback literacy explicitly stated to this point in Lee's (2021) framework have a dynamic characteristic and are shaped by teachers' critical reflection. This was congruent with Hermione's feedback value, which underlined the dynamic feature of feedback practices in detail above. The relevant findings clearly demonstrated that Hermione revisited and adjusted them based on students' responses, positioning reflection as a natural part of her teaching practice. This suggested that Hermione's feedback literacy developed through continuous reflection, aligning with Lee's (2021) view of feedback practices as dynamic.

The final competency in Lee's (2021) framework is placed within the Beyond Feedback stage and focuses on teachers' orientation toward improving their feedback practices through communities of practice, in which teachers work together and shape their personal feedback philosophies. In line with Lee's framework, Hermione's responses revealed a clear willingness to develop her feedback competencies in communities of practice and literacy as part of her ongoing professional improvement. In the interview, she explicitly referred to her voluntary participation in additional training through a certificate program related to assessment and feedback, indicating an active orientation toward professional learning. Her willingness to be involved in such communities of practice is associated with her research interest, mostly focused on the assessment area, as she is about to complete her MA thesis in the field of assessment. This suggested that her feedback practices were

informed by both formal study and ongoing professional development. It is also worth noting that in their research, Lee and Mao (2024) reported that while L2 writing teachers generally valued professional learning, many felt only moderately capable of involving colleagues in collaborative feedback development. In contrast, Hermione's statements reflected an openness to engaging with feedback development through broader professional communities. Collectively, these suggested that Hermione's feedback literacy development was supported by her proactive engagement with professional learning opportunities, aligning with Lee's (2021) beyond feedback competency.

Given the relevant data, as an answer to the first research question, it is found that Hermione can be considered written feedback literate to a great extent within Lee's (2021) pedagogical framework of writing teacher feedback literacy. In line with the data set, her feedback practices consistently reflected key competencies of teacher feedback literacy, including her sensitivity to students' emotional and personal aspects, constructive critique that prioritised meaning and communication, and purposeful efforts to enhance learner agency. These emerged as the most frequent competencies, respectively. Timely and iterative feedback, ongoing critical reflection on the effectiveness of her feedback, her think-big perspective for feedback, and prioritization advanced objectives of communication rather than focusing mostly on surface-level correction, promoting her review in multiple-draft courses, and her orientation to be involved in the community of practice composed other significant dimensions of her feedback literacy competencies. Importantly, as one of the most frequent characteristics of her feedback values, Hermione did not view feedback as a fixed or completed act; instead, her practices indicated an understanding of feedback as a dynamic process shaped by student responses, contextual demands, and professional learning experiences. Furthermore, her feedback values were sensitive to paradigm shift in the feedback realm, as she always referred to interactive, dialogic, process-oriented features of the feedback. As part of her knowledge regarding different sources of feedback, she was aware of emerging feedback contexts and concepts,

particularly the increasing use of AI-based feedback tools by students, and the perceived gap between students' feedback practices and teachers' readiness in this area. In the interview, she explicitly pointed to a forward-looking professional stance that recognised the changing landscape of feedback and the need for ongoing teacher learning for both herself and her colleagues.

On the other hand, her feedback literacy was not enacted uniformly across all competencies, as practices related to shared assessment ownership between teacher and students were less visible and appeared to be shaped by institutional assessment expectations and time limitations. The peer feedback, self-feedback activities, and even AI-based feedback can be increased to enhance learner agency further, so that the teacher can share feedback responsibility with her students while balancing efficient time usage. It is also worth noting that in her interview responses, she noted that "I need to learn that, for example, peer feedback is effective or self-assessment is important. So I need to learn these when I'm teaching, but I want to learn them before I teach. So I can say we need more courses about it." These excerpts demonstrated that her awareness of these types of feedback sources and desire for more systematic and detailed knowledge through a dedicated course. Accordingly, she employed them less frequently due to her limited knowledge. Therefore, the institutions, teacher education programs, and curriculum designers can give more opportunities for these types of activities. Additionally, in the interview, she further explicitly stated that reporting "because the only thing I know about it, for example, is the sandwich technique. I do not know the other techniques, or I need to learn them." However, a detailed analysis of her written feedback practices revealed that she actually applied various types of feedback techniques, including error-flagging, hedges, requesting clarification, hints, open-ended and closed questions, feedforwarding feedback, and sandwich techniques. These findings indicated that although Hermione employed a wide range of effective feedback practices, her knowledge of these practices was not always explicitly articulated.

From the perspective of Xu and Brown's (2016) Teacher Assessment Literacy in Practice framework, Hermione's feedback literacy appears to be developing vertically. While her feedback practices reflected many features associated with a knowledge base, this knowledge was not always framed in technical terms. Rather than indicating Hermione's lack of feedback competence, this pattern suggested that her feedback literacy is still in the process of maturation, especially at the level of conceptual understanding and professional language. Importantly, claiming to be fully feedback literate also ignores the evolving and ongoing nature of feedback literacy, as Britton (2023) viewed feedback literacy as a continuous and never-ending process, rather than a completed individual skill. Viewed from this perspective, Hermione's written feedback literacy is best understood not as a fully completed state, but as a strong and developing professional profile, shaped through ongoing practice, reflection, experience, and willingness to learn.

4.3 Findings for the Research Question 2

"2. How does the participating EFL instructor apply her written feedback competencies in the L2 writing course at the tertiary level?" The second research question sets out to investigate how Hermione applies her written feedback competencies in the L2 writing at the tertiary level. While the first research question focused on the instructor's feedback literacy at a conceptual level, this research question shifts the focus to how these competencies are applied in the authentic classroom context. Hence, her written feedback practices are examined in detail, and the findings are further enriched through her responses compiled from the semi-structured interview and quotation survey. The data gathered from these three instruments were coded inductively, as illustrated in Table 11 below.

Table 11

Relevant Themes, Codes, and Sub-codes Regarding Hermione's Written Feedback Practices

Themes	Codes	Sub-codes
Feedback Tone	Imperatives	
	Comments on Strengths	
	Giving Suggestions	
	Comments on Weaknesses	
Types	Implicit	
	Explicit	
Technique	Requesting Clarification	
	Hedges	
	Hints	
	Error Flagging	
	Feedforward	
	Sandwich Technique	
	Open-Ended Questions	
	Closed Questions	
Feedback Focus	Grammar	Transition
	Vocabulary	Wrong word, Wrong form
	Meaning	
	Style	
	Organization	
	Punctuation	
	Spelling	
	Content	

Accordingly, four themes with twenty-two codes and three sub-codes emerged. This section explains these themes in detail, strengthened with authentic examples gathered from three data collection tools to shed light on how she applies her feedback knowledge in the real L2 writing setting.

4.3.1 Feedback Tone

The theme, Feedback Tone, was explored through four codes: Imperatives, Comments on Strengths, Giving Suggestions, and Comments on Weaknesses, as shown in Table 11. All of these codes reflect Hermione's feedback tone when framing her written feedback, illustrating how she positions herself as a feedback provider and how she adjusts her feedback tone in the L2 writing course.

4.3.1.1 Imperatives

Initially, the first code, Imperatives, reflects Hermione's use of direct and action-oriented language in her written feedback. This type of written feedback illustrates a clear instructional stance that leads the students to specific revisions by showing what they are expected to do. She benefited from this type of written feedback commentary in many cases, such as:

> …Here are some notes to make it better: 1) Narrow your thesis statement down. Explain "people and environment" 2) In your body paragraphs, make the topic sentences clearer 3) Revise your first body paragraph. Write a topic sentence and relate the ideas to it…

This is the only sample that she gave directly as written feedback to one of the students' essays, and she usually applies this feedback tone through these remarks: "To improve the essay, revise your thesis statement, and add the main reasons/arguments you will support throughout the essay." and "In terms of grammar and style, proofread the essay. Avoid too long sentences if you are not able to put the ideas together. Mind the meaningless or unrelated phrases/sentences." As the final sample for this code to illustrate how she frequently uses imperatives, she provided written feedback with these expressions:

> …1) Introduction:…But offer presenting the topic of education, try to relate the rest of the paragraph to that idea…
>
> 2) Body:…Try to use real-life examples to illustrate the benefits of AI…

3) Grammar and style: Try to use more varied words such as synonyms of some main nouns or adjectives. Also, proofread for grammatical mistakes.

All these findings suggest that using imperatives lays the foundation of her written feedback tone.

4.3.1.2 Giving Suggestions

Using imperatives is not the only tone that she applies. In contrast, she also includes suggestive tones, which are categorized as the second code, Giving Suggestions, within the theme, Feedback Tone. This code refers to Hermione's written feedback choice that uses a supportive and facilitative tone by offering optional revisions rather than being directive. Many suggestive occasions were observed in her written feedback, such as: "…Lastly, one thing to consider is that you should have a stronger opposing argument in the third body paragraph to refute opposite ideas…" and "…Proofreading for spelling mistakes and grammar mistakes is recommended…". In a similar vein, she stated a number of recommendations by listing: "…To improve your writing, you can consider following suggestions: 1) Introduction: while that paragraph is well-organized, I want to suggest you to rephrase the first sentence to ensure clarity… 2) Body: …You can broaden the topic sentence by adding some explanation…" In line with these findings, she usually embraces suggestive written feedback tone while making her students revise and rethink their essays through possible recommendations.

4.3.1.3 Comments on Strengths and Weaknesses

Finally, Comments on Strengths and Weaknesses are the third and fourth emerging codes under the theme Feedback Focus, respectively. The code Comments of Strengths reflects Hermione's intentional effort to show her students' strengths before directing their attention to the aspects that should be strengthened or to consolidate her critical written

feedback after providing their weaknesses to address their emotions. She frequently highlights her students' essays through her written feedback, highlighting the organization of their products: "The body paragraphs are perfectly organized. You supported your ideas very well." and "Splendid! The organization of ideas is great. They are well-supported and explained. You have a logical order of ideas, as well as meaningful examples. You used a great variety of sentence structures and vocabulary range…" On the other hand, the last code Comments on Weaknesses, Hermione's practices to provide constructive, deliberate, and goal-oriented explanations regarding her students' essays and weaknesses. In her written feedback, she often clarifies specific weaknesses through her comments, such as: "…You used 'virtual tourism' in lots of sentences…However, you violated the word limit...", and "…However, you didn't add key points of your essay to the thesis statement, which made it a little weaker..." Furthermore, rather than simply pointing out weaknesses, she explains why improvement is needed, "…The only part to improve is revising the last two sentences of your first paragraph (body). Is being educational specific to virtual tourism? If not, these two sentences are not related. If they are, explain more…" Additionally, while explaining the role of feedback on students' writing achievement, her regard in the semi-structured quotation survey further enrichened this perspective, as "supporting progress by highlighting strengths and weaknesses and providing directions for improvement."

While presenting her students' weaknesses and strengths, she integrates both of them. This approach is also reflected in the interview data, since she expresses:

> …I try to give feedback in a way that I start with a positive thing at first. What are the strong ways of this writing? What are the good things that the student did? I start with the good part. Then I go with the parts that can be improved. And in the end, as an overall summary, again, I try to give my good opinions in overall thing and how it can be improved in the future...

This view is always visible in her written comments. Without exception, all of her written comments follow the same sequence, starting with praising expressions and comments on strengths. Later, it continues with suggestions or weak points that require revision. Finally,

she always concludes her written feedback with comments on strengths and praises again. To illustrate, this sample gathered from her written feedback shows her perspective in the best way by starting with comments on the strengths of the essay: “Your essay is in the right format, argumentative, and it shows your points clearly. It is well-structured.” Later, she emphasized the points that need to be revised by using both suggestive and imperative tones and finished with a praising comment, stating:

> However, there are some points you should consider to make it even better. Firstly, you can extend your thesis statement a bit. It should point to the keywords of the body paragraph. Then, revise your topic sentences in the body paragraph. All supporting details should be directly relevant to the topic. Do not introduce unrelated points in the paragraph if you didn’t mention them in the topic. Also, your refutation paragraph has a good start, but you do not counter the opposing argument. You should refute it with a stronger argument on the topic. Lastly, it will be better to revise your word choices since you repeated some of them. The essay is good overall, but it will be great with more varied sentences.

This remark involves suggestions, imperatives, comments on weaknesses, and strengths collectively. In conclusion, all these findings showed that she utilizes various feedback tones in her written feedback to improve her students’ writing abilities in line with her students’ needs. It should be highlighted that she employed Comments on Strengths more than twice as often as Comments on Weaknesses.

4.3.2 Feedback Types

To examine how Hermione applies her written feedback competencies in the real classroom context through both direct and indirect, subtler forms of written feedback, the second theme, Feedback Types, has emerged as a result of extensive data analysis. This theme was examined under two codes, explicit and implicit feedback. She frequently uses them independently or incorporates them into each other, depending on her students’ needs. Accordingly, these two codes, focusing on feedback types that Hermione usually employs, are stated by incorporating each other below.

4.3.2.1 Implicit and Explicit Feedback

Initially, explicit feedback refers to Hermione's clear, direct, and specific written feedback pointing out what the students should revise or correct. If the students are provided explicit types of feedback, they do not need to infer what the problem or error is, because the error is specified clearly. On the other hand, the feedback provider uses implicit feedback when s/he wants to point out a problem or need for revision without explicitly providing the correct form or solution. Thematic analysis of her written feedback revealed that she frequently employed explicit and implicit feedback by using error correction codes such as Sp for spelling, Gr for grammar, C for capitalization, IRS for irrelevant sentence, Prep for incorrect preposition, RW for rewrite this bit, and ^ for something is missing. Hermione's institution provides a list of error correction codes; hence, students can understand the types of errors through these codes given by their teachers. Accordingly, Hermione used these codes to provide explicit feedback by marking the exact error and implicit feedback by hinting at necessary revisions without offering the correct form. For instance, the following sample from one student's essay demonstrated how Hermione employed both implicit and explicit feedback:

> Most of the people think that the artificial intelligence is harmful for the hard-
>
> working students, it makes them lazy because of the things going easier in
>
> are becoming WW
>
> education. (In my opinion,) I agree with the idea (of) AI should be integrated into
>
> ^TW ^
>
> education. Therefore, I do not think the AI technology makes the students lazier. If a
>
> student is want to be lazy, the AI is not the criminal.
>
> IRS (Mustafa)

Given this data, Hermione employed explicit feedback by both underlining the word "going" and offering the correct form "are becoming" on Mustafa's opinion essay. Furthermore, she used this error code ( ), which means to "remove this bit" in the list of error correction codes. She requested her student to remove "In my opinion" and "of" explicitly by utilizing this error code ( ). However, she pointed out implicitly through this remark ^ to revise the word "the idea" and rewrite the sentence "If a student is want to be lazy, the AI is not the criminal." without suggesting a correct explanation or any alternative. Likewise, the other excerpt shows a similar usage of implicit and explicit feedback:

> "Technology has improved significantly over the last fifty years. Latest improvement AI already took place in our lives. Education is also affected by AI. This situation create a conflict among
>
> ^Gr
>
> educater. Some educaters sitrictly against the idea of integrating AI into education. Some educaters
>
> Sp ^make it plural Sp Sp
>
> who includes me think that we should use AI actively in education. To begin with, AI has so many
>
> RW
>
> function that can help students..."(Ahsen Nil)
>
> ^make it plural

In line with this sample, Hermione wanted Ahsen Nil to make the words "educater" and "function" plural through explicit feedback with a directive comment. On the other hand, she asked to revise the words "create" and "includes me" through implicit feedback and error codes without providing the correct answers. She underlined "includes me" because it required a more accurate reformulation; however, she didn't offer the correct form.

It's worth noting that utilizing error correction code on the students' essay is not her only strategy while applying implicit and explicit feedback types. In addition, providing written feedback, she frequently noted implicitly through these statements: "Profread carefully to eliminate grammatical errors. Watch out for comma splices and punctuation of separate

independent clauses. Pay attention to subject-verb agreement." and "You might consider using more varied sentence structures." She didn't pinpoint the errors; in contrast, she stated indirectly to revise subject-verb agreement, grammatical, and punctuation errors. She also suggested using discourse markers without spotting the exact place in the first paragraph, expressing: "Your first paragraph is well-organized. But in terms of smoothness, you may use more varied discourse markers there." In a similar vein, she explicitly gives written comments such as: "Nonetheless, the last sentence goes with a different theme, seems like off-topic." She spotted both the exact location and what the problem is directly.

Interview data further supported the analysis of written feedback, as Hermione explained that she frequently uses these types of feedback, reporting: "They write it and we get it. Then, as feedback, we just do the error correction, and we give some codes." Furthermore, she purposefully shifts between explicit and implicit feedback depending on the students' needs, noting:

> …So whenever I was giving him any hints about, let's say, how to refine the topic sentence or how to refine the concluding sentence, he was always doing the same mistakes again. So I needed to go to the implicit from explicit…

All these findings demonstrated that she paid attention to every stage of feedback. Although she balanced explicit and implicit feedback to guide her students toward greater awareness and independence in their writing, in line with their needs, she first started with implicit feedback. If she felt that it didn't work, she navigated to the explicit comment. The thematic analysis of her written feedback also proved this, demonstrating that she mostly preferred implicit feedback instead of explicit feedback.

4.3.3 Techniques

The theme, Techniques, addresses Hermione's techniques to lead her students' revisions and writing drafts. This theme involves eight codes: Requesting Clarification, Hedges, Hints, Error Flagging, Feedforward, Sandwich Technique, Open-Ended Questions, and Closed Questions, as illustrated in Table 11. In the following sections, each code is examined in detail by drawing on clear samples from Hermione's written feedback. She sometimes uses them independently or incorporates them into each other.

4.3.3.1 Requesting Clarification

The code Requesting Clarification emerged as a technique that Hermione used to prompt students to articulate their ideas more clearly when their meaning was vague, underdeveloped, or logically incomplete. Rather than correcting directly, she encouraged her students to explain more, justify, or clarify their statements; therefore, they could refine their own reasoning. It is important to note the diverging points of requesting clarification and closed and open-ended questions. Unlike open-ended or closed questions, which vary in terms of the range of responses they elicit, requesting clarification was primarily used to prompt students to explain or specify unclear points in their writing. Although both open-ended and closed questions appeared in the feedback, the coding was guided by the pedagogical function of the questions rather than their grammatical form. Accordingly, requesting clarification, open-ended questions, and closed questions were coded under different code titles based on their functions in Hermione's written feedback. Data from the written feedback analysis demonstrated several instances of this technique. When Hermione encountered sentences that required more clarification, she underlined, marked the unclear points with a question mark, and added the prompt "explain" to ask for more clarification on the students' essays. To illustrate,

> "Virtual tourism has some benefits." (Bellatrix)

Explain

"Secondly, virtual tourism provides environmentally friendly ways." (Cho)

?

"People should experience virtual tourism because of many reasons." (Minerva)

Explain

"AI can correct their mistakes better than a friend because the data that AI has is much more than a human." (Ahsen Nil) ^ much more

what?

In these instances, requesting clarification functioned as prompts that encouraged students to clarify unclear or incomplete ideas. Similarly, this clarification request is also visible in her written comments through statements such as "If not, these two sentences not related. If they are, explain more." (Hermione) and "The only thing to consider is to support your ideas in refutation paragraph stronger. 'People can talk to each other without any obstacles', but how? Proof?" (Hermione). These results suggested that Hermione encouraged her students to complete missing details and provide more explanations regarding their arguments. All these samples indicated that Hermione often used this technique under the code Requesting Clarification while asking her students to revisit their ideas.

4.3.3.2 Hedges

Hermione's other feedback technique was apparent under the code Hedges. According to Hyland (2005), hedges refer to linguistic devices "like possible, might and perhaps, which indicate the writer's decision to withhold complete commitment to a proposition, allowing information to be presented as an opinion rather than accredited fact" (p.178). In line with this, Hermione sometimes gave places to hedges as a feedback technique to soften her critical comments and adopt a more supportive manner rather than an authoritative one. The thematic analysis of her written feedback data revealed her usage of hedges as a

feedback technique through these tentative expressions: “You may need to revise it and reorganize that paragraph”, “Also, you may consider ending the essay with a suggestion or prediction for the future, which will strengthen the paragraph” and “But in terms of smoothness, you may use more varied discourse markers there.” Hermione provided her feedback by using this technique, which invited her students to consider some probable revisions and improvements. Additionally, in several instances, Hermione combined her praising written feedback with hedges. She first acknowledged the students’ strengths and then cautiously and smoothly stated revisions for improvement. To illustrate, “Your paragraph is well-organized, but you might consider using more varied sentence structures.” and “Both of your body paragraphs are logically supported; however, adding examples to strengthen your point might be beneficial.” All in all, these samples showed that Hermione occasionally employs hedges as a feedback technique to encourage her students to revise their essays and reduce offending characteristics of critical feedback.

4.3.3.3 Hints

Within the theme of Feedback Techniques, the third code, Hints, was examined as a means of supporting students’ revision without explicitly giving the correct answers. Shute (2008) states that this kind of elaborated feedback guides the students in the right direction, such as a strategic hint regarding what to do next, rather than explicitly giving the correct answer. Consistent with this, Hermione wanted her students to reflect on their weaknesses through asking guiding questions or strategic hints, noting:

> …Both of your body paragraphs are logically supported; however, adding examples to strengthen your point might be beneficial. To illustrate, how can the curriculum be designed according to students’ interests? What will happen if students state their ideas? Exemplifying your arguments will make your essay better…

Through these questions in her written feedback, Hermione encouraged the students to reconsider their arguments and weaknesses in the content development of their essays.

Rather than providing teacher-based solutions, she used short questions and imperatives by commenting: “It is an example, but of what? What do you claim? Choose a certain point to defend.” As understood from these samples, Hermione did not suggest clear solutions. On the contrary, she wanted the students to question more and strengthen their claims independently through the usage of hints. Furthermore, Hermione’s usage of hints was not limited to questioning; she also employed certain statements that functioned as indirect prompts. To illustrate, she noted: “In your first body paragraph you provide a good example but there is no explanation of it.” By pointing out the absence of explanation without indicating how it should be added, Hermione positioned the student as an active agent by sharing text development responsibility with her students in the writing process. This technique was further reflected in the interview data, in which Hermione expressed: “So whenever I was giving him any hints about, let's say, how to refine the topic sentence or how to refine the concluding sentence, he was always doing the same mistakes again.” This interview statement aligns with her written feedback practices because she purposefully applies this feedback technique. Overall, evidence from both her written feedback and the semi-structured interview showed that she refrains from offering direct solutions in her hint usage. Therefore, the students have opportunities to revisit their arguments and take responsibility for their own essays.

4.3.3.4 Error Flagging

Error flagging is the most preferred feedback technique by Hermione; therefore, the fourth code under the Feedback Techniques theme focused on it. According to Shute (2008), error flagging, which is called “location of mistakes,” emphasizes errors; however, it does not provide the correct answers. Accordingly, rather than explicit correction, she marked her students’ errors or weaknesses through error correction codes. This technique enables students to comprehend and identify the location of errors; however, they have the

opportunity to find the solutions to these underlined problems in their second and third drafts. There are many occasions where Hermione used this technique on the students' essays, underlining the errors as shown in Figure 10.

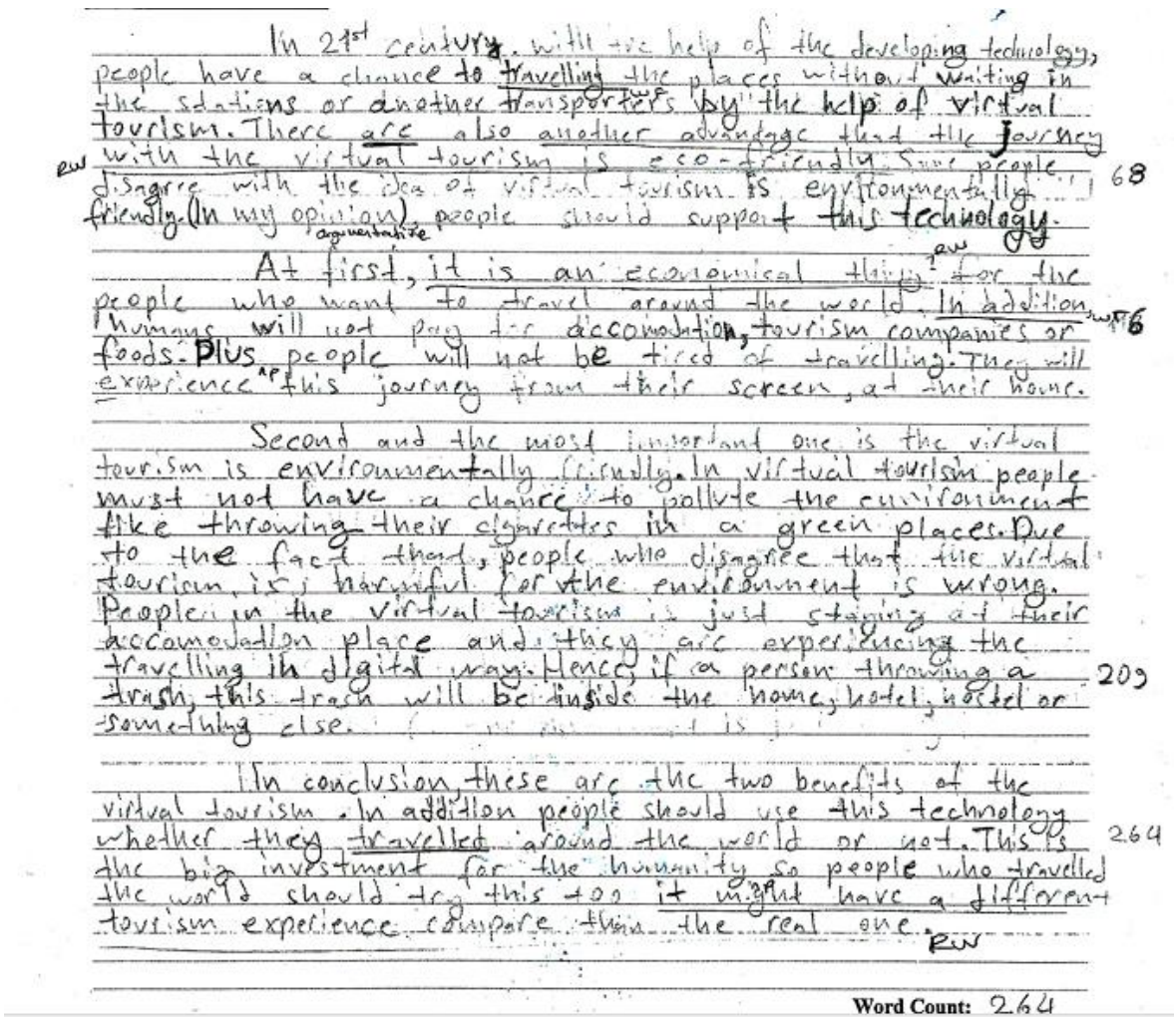


Figure 10. Hermione's Application of Error Flagging

Through these error correction codes, such as RW (Rewrite) and WF (wrong form), Hermione wanted to attract the students' attention to errors or weaknesses at both the word and sentence levels. In this sentence: "people have a chance to <u>travelling</u> the places without waiting in the stations." (Mustafa), the word "travelling" was underlined and marked with WF, indicating a form-related error without suggesting a specific correction. Similarly, these sentences in Mustafa's essay, illustrated in Figure 10: "There are also another

advantage that the journey with the virtual tourism is eco-friendly" and "It might have a different tourism experience compare than the real one" were underlined and written RW, prompting the student to reconsider and rewrite the sentences rather than correcting errors. The usage of error flagging was apparent in each of the drafts. This feedback practice was also confirmed in the interview data, as Hermione expressed: "So in these exams, they just write it, and we do error correction with codes only." This statement aligns with the previous findings from the analysis of her written feedback, demonstrating that error flagging was implemented without providing correct forms. Given these findings from both written feedback and interview data, error flagging in Hermione's written feedback appeared as a purposeful technique to promote the students' responsibility and revision rather than providing immediate error correction or reformulation.

4.3.3.5 Feedforward

The fifth code, Feedforward, was observed as a strategy within the theme of Feedback Techniques. Hermione's feedforward techniques aim to enhance the students' long-term development of writing skills, rather than concentrating on current problems or weaknesses in the text. Feedforward-based written feedback is formed to lead the students to adopt strategies and competencies, so that they can use them in their subsequent writing essays. The thematic analysis of Hermione's written feedback practices indicated that she sometimes captured her students' attention to enhancement of writing practices that can be used in the future as well. To illustrate, she stated: "Also, you may consider ending the essay with a suggestion or prediction for the future, which will strengthen the paragraph." and "I'd like to remind you that ending the essay with predictions/ suggestions for the future will make the ending stronger." Furthermore, she noted that "While you express your idea with meaningful supporting sentences, using more transition words will make it easier to read." These statements not only aim to improve the students' current essays but

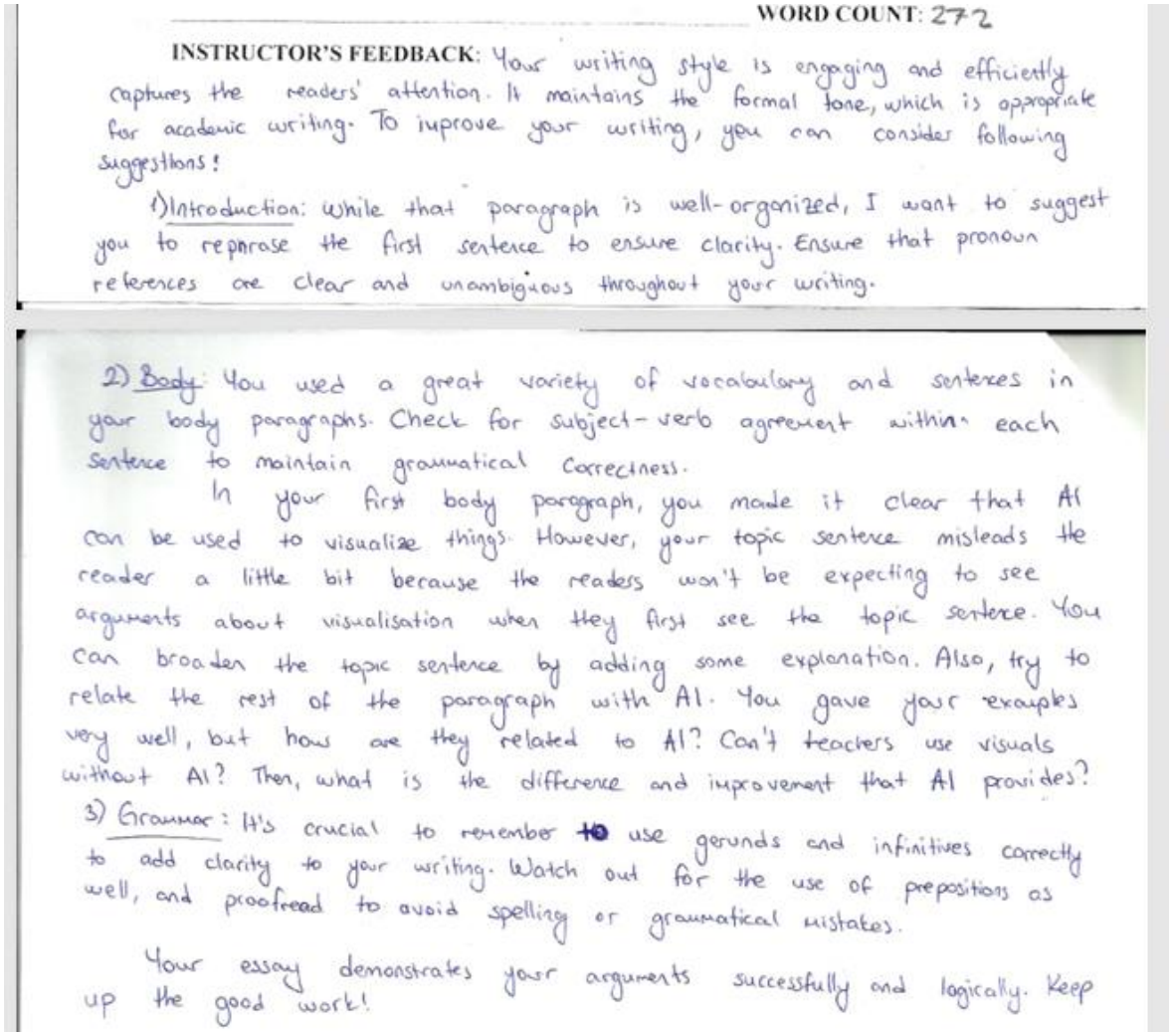
also encourage them to adopt general principles for textual coherence and write more effective and stronger conclusions in future writing tasks. Her feedforwarding feedback perspective was also reflected in the interview data, where she explicitly expressed:

> …I start with the good part. Then I go with the parts that can be improved and in the end, as an overall summary, again, I try to give my good opinions in overall thing and how it can be improved in the future…

This interview data demonstrated that Hermione applies feedback as a developmental process that goes beyond the current weaknesses and aims to improve future competencies. Overall, the interview data also overlaps with her written feedback practices. Her feedforward-oriented perspective indicates that she used this technique as a forward-looking and developmental practice.

4.3.3.6 Sandwich Technique

The Sandwich Technique became the sixth code under the theme of Feedback Techniques. According to Molloy (2010), 'sandwich technique' refers to a feedback strategy where negative feedback is provided and sandwiched between two positive statements. Hermione systematically incorporated this technique into every piece of written feedback that she gave to her students' drafts. She always starts her written feedback with the strengths of the drafts, goes on with the suggestions for the development, or the weaknesses, and concludes with encouraging comments, as explained in detail her feedback tone regarding the comments on weaknesses and strengths.



WORD COUNT: 272

INSTRUCTOR'S FEEDBACK: Your writing style is engaging and efficiently captures the readers' attention. It maintains the formal tone, which is appropriate for academic writing. To improve your writing, you can consider following suggestions!

1) Introduction: While that paragraph is well-organized, I want to suggest you to reparase the first sentence to ensure clarity. Ensure that pronoun references are clear and unambiguous throughout your writing.

2) Body: You used a great variety of vocabulary and sentences in your body paragraphs. Check for subject-verb agreement within each sentence to maintain grammatical correctness.

In your first body paragraph, you made it clear that AI can be used to visualize things. However, your topic sentence misleads the reader a little bit because the readers won't be expecting to see arguments about visualisation when they first see the topic sentence. You can broaden the topic sentence by adding some explanation. Also, try to relate the rest of the paragraph with AI. You gave your examples very well, but how are they related to AI? Can't teachers use visuals without AI? Then, what is the difference and improvement that AI provides?

3) Grammar: It's crucial to remember to use gerunds and infinitives correctly to add clarity to your writing. Watch out for the use of prepositions as well, and proofread to avoid spelling or grammatical mistakes.

Your essay demonstrates your arguments successfully and logically. Keep up the good work!

Figure 11. Hermione's Application of the Sandwich Technique

Her stance was also evident in the written feedback excerpt for Bellatrix's opinion essay, where Hermione consistently balanced praise with suggestions for improvement through these statements, as illustrated in Figure 11. To clarify this technique, she first praised the student as follows: "Your writing style is engaging and efficiently captures the readers' attention. It maintains the formal tone, which is appropriate for academic writing." Then, she gave very detailed and constructive feedback for nearly every part of the essay, such as the introduction, body, and grammar. After pointing out these issues elaborately, she concluded with praising comments such as: "Your essay demonstrates your arguments successfully and logically. Keep up the good work!" This purposeful pattern indicated a clear implementation of the sandwich technique, where critique and weaknesses are neatly

sandwiched through positive comments at the beginning and end of Hermione's written feedback.

Interview data further enriched the presence of the sandwich technique in Hermione's feedback practice. She explicitly explained her technique by stating:

> I try to give feedback in a way that I start with a positive thing at first. What are the strong ways of this writing? What are the good things that the student did? I start with the good part. Then I go with the parts that can be improved. And in the end, as a overall summary, again, I try to give my good opinions in overall thing and how it can be improved in the future.

Based on these responses, she intentionally started the feedback with positive aspects of students' writing, moves on to the parts that require improvement, and concluded with an encouraging summary. Additionally, she also referred to the contribution of her previous courses by expressing, "I remember when I was taking the course, I learned a technique used in feedback practice. It was defined as a sandwich technique. I do not know if it is something real." Although she stated that she didn't know whether this technique existed in the literature, she emphasized that she had consistently used it over the years because she found it effective and personally preferred it. This technique was repeated on several occasions through her interview excerpts, such as:

> They said that you should start with positive, go with the criticism, and go with the positive again. That was something I learned like years ago, but I always use it. I do not know if there are any other things or if I have learned any other techniques to use, but I guess I like this one so much, so I always use it. I sometimes benefit from the feedback I received as a student because I remember that, for example, there was something my teacher said to me that made me realize what I'm doing wrong. This also affects.

She referred to her teachers' suggestions for using this technique and her own educational experiences as a student receiving feedback, which influenced her current practices. These interview excerpts revealed that Hermione's use of the sandwich technique was grounded in her prior learning experiences and reinforced through repeated use in her teaching practice.

4.3.3.7 Open-Ended and Closed Questions

Open-Ended Questions and Closed Questions appeared as the last two codes under the theme of Feedback Technique. Hermione employed both closed and open-ended questions in her written feedback. She benefited from open-ended questions, which encouraged students to expand their arguments and consider alternative perspectives, and improve their critical thinking skills. This is the point where these types of questions and this code differ from requesting clarification. Requesting clarification involving prompts, question marks, or sometimes open-ended questions usually refers to explaining and making clear an unambiguous point, whereas this code open-ended questions were used to think about other possible arguments and viewpoints. In line with this, she asked open-ended questions on many instances, such as: “How can the curriculum be designed according to students’ interests?” and “What will happen if students state their ideas?” These questions necessitated more detailed responses and prompted the students to think deeply and go beyond surface-level explanations, rather than just clarifying their own existing statements.

In addition to open-ended questions, Hermione frequently employed closed questions to direct the students’ attention to specific aspects and points and to guide them while revising the alignment between their argumentation expressions and supporting ideas. For instance, the closed questions included, “Is being educational specific to virtual tourism?” “Can’t teachers use visuals without AI?” “Could it be the reason why they attend or participate more?”, and “Are concerns about AI controlling our lives related to education?” These types of questions functioned as logical connection of the students’ argument in Hermione’s written feedback.

Collectively, these samples from written feedback data demonstrated how Hermione used both open-ended and closed questions alternatively depending on the context and essay as part of her written feedback practices. Furthermore, a similar perspective emerged in Hermione’s interview responses noting: “Again, this time I'm trying to, let's say, ask more

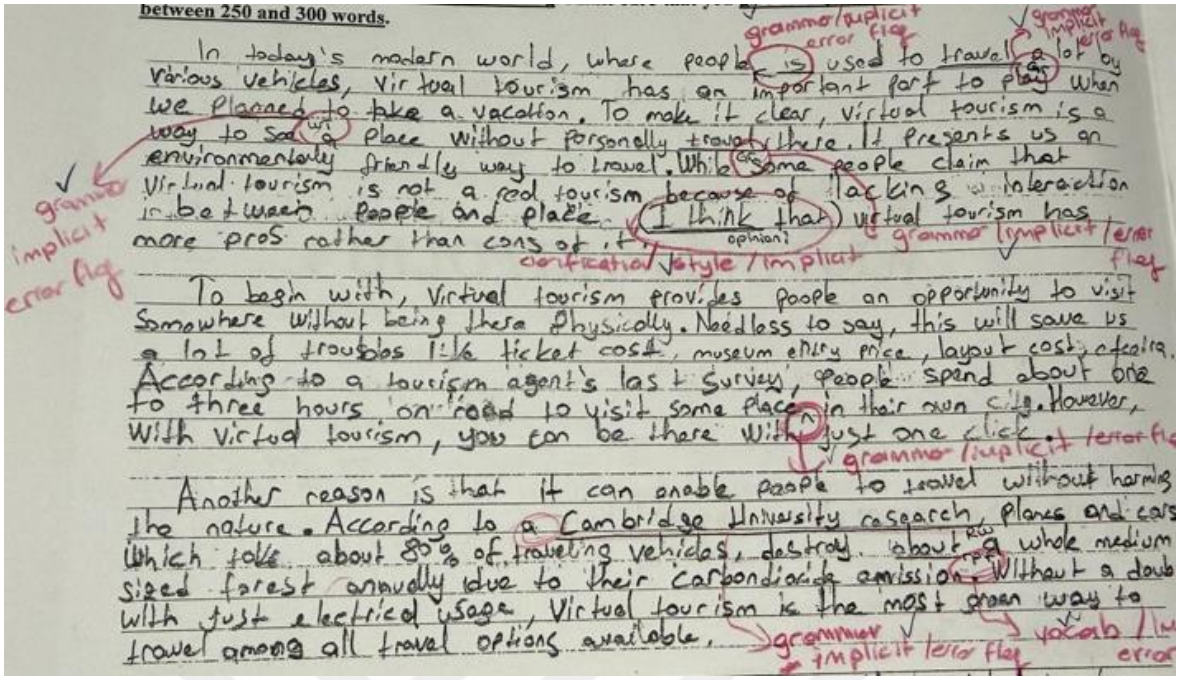
questions about it so they can go and find the actual mistake." This statement demonstrated that her use of both open-ended and closed questions was not incidental but was a part of her broader feedback practices. Overall, these findings from written feedback and interview analysis demonstrated that she purposefully gave place to questioning as a feedback technique to direct her students' attention to specific points in their drafts while revising their written products.

4.3.4 Feedback Focus

The theme of Feedback Focus refers to the points to which Hermione directed her attention while giving written feedback on students' writing. Thematic analysis of her written feedback indicated that her comments mostly focused on specific linguistic and writing features. In several instances, these features corresponded to the list of error correction codes provided by her institution, which guided the focus of her written feedback. Accordingly, within this theme, eight codes and three subcodes emerged regarding the focal areas of Hermione's written feedback, including grammar, vocabulary, meaning, style, organization, punctuation, spelling, and content.

4.3.4.1 Grammar

To begin with, under the theme of Feedback Focus, the initial code grammar emerged as one of the primary areas Hermione attended to when providing written feedback on students' writing, with its subcode, wrong transition words. Because this code constituted the most frequent aspect of her feedback focus, there were many instances showing her grammar-oriented feedback as shown in Figure 12 below.


between 250 and 300 words.

In today's modern world, where people is used to travel a lot by various vehicles, virtual tourism has an important part to play when we planned to take a vacation. To make it clear, virtual tourism is a way to see a place without personally travel there. It presents us an environmentally friendly way to travel. While some people claim that virtual tourism is not a real tourism because of lacking interaction in between people and place. (I think that) virtual tourism has more pros rather than cons of it.

To begin with, virtual tourism provides people an opportunity to visit somewhere without being there physically. Needless to say, this will save us a lot of troubles like ticket cost, museum entry price, layout cost, etcetera. According to a tourism agent's last survey, people spend about one to three hours on road to visit some place in their own city. However, with virtual tourism, you can be there with just one click.

Another reason is that it can enable people to travel without harming the nature. According to a Cambridge University research, planes and cars which take about 80% of traveling vehicles, destroy about a whole medium sized forest annually due to their carbondioxide emission. Without a doubt with just electrical usage, virtual tourism is the most green way to travel among all travel options available.

Figure 12. Hermione's Written Feedback Focus on Grammar

Figure 12 demonstrated that Hermione frequently flagged the inappropriate use of transition words through underlining, circling, and brief grammatical error correction codes RW (Rewrite this bit), GR (Incorrect structure), ^ (something is missing), and WT (Wrong tense). When grammar was the focus of her feedback, Hermione employed both explicit and implicit feedback types, frequently using error flagging to draw attention to grammatical issues. These markings were applied directly to the grammatical errors on the students' drafts. Other than these clear markers, short codes, and error flagging, she also provided extended and grammar-focused explanations on her written feedback on many instances, through statements such as:

> Grammar: You should pay attention to subject-verb agreement throughout your essay. Be mindful of run-on sentences and consider breaking them up for clarity. You should proofread to find and correct grammatical mistakes because some of them even change the meaning.

This excerpt showed that she addressed sentence-level grammatical issues and provided grammar-focused feedback through direct explanations and general guidance. This type of written feedback differed from coded or flagged grammar corrections since it referred to grammatical weaknesses at a more general level, often addressing patterns observed across

the entire draft. Furthermore, these written comments were not limited to marking specific instances but included subject-verb agreement, proofreading grammatical problems, and sentence structures. This requires more active student involvement since the students are expected to find their errors on their own rather than just revising flagged corrections. Taken together, all these findings indicated that Hermione incorporated her broader written commentary focusing on grammar into an error-flagging technique both implicitly and explicitly.

4.3.4.2 Vocabulary

The second emerging code within the theme Feedback Focus was named Vocabulary. This code refers to Hermione's written feedback practices that specifically target her students' lexical use in their writing drafts. The two subcodes, Wrong Form and Wrong Word, were apparent under the code Vocabulary. These subcodes reflected different types of lexical issues identified in the students' essays. This code encompasses her written feedback focusing on the students' word choice, lexical accuracy, variety, and relevance of their vocabulary usage.

Similar to the Grammar code explained above, the Vocabulary code was also characterized by the integration of error flagging techniques with both implicit and explicit feedback types. Furthermore, Hermione also provided detailed and context-bound written feedback, focusing on vocabulary-related points rather than just spotting the word-level corrections. To clarify this viewpoint, Bellatrix's draft included a statement such as: "Then, people can be more environmental friendly people." (Bellatrix). Hermione put the word people in parentheses as follows (people) which means to "remove this bit" according to error correction codes provided by her institution. However, she thought big as stated in the previous part, while discussing her feedback literacy, she didn't correct each mistake of her students. In the same student's second draft, this sentence was revised as follows: "Then,

people can be more environmental friendly." This time, Hermione underlined the word environmental and marked it with the error correction code WF (Wrong form), drawing attention to an inappropriate lexical form. In other instance, Ahsen Nil wrote, "Virtual tourism is travelling digitally without leaving the house. Like any topic. Virtual tourism is also on debate." (Ahsen Nil). Likewise, she again underlined the repeated words virtual tourism and used error correction code rpt. which means to "you are repeating these words; rephrase this bit." in the error-correction list. These examples illustrate how Hermione provided vocabulary-focused feedback through the error flagging technique to highlight issues related to word form and repetition without providing direct lexical replacements. Additionally, she employed these either implicitly or explicitly, depending on the students' needs.

The Vocabulary code is further illustrated in the instructor's written feedback, which consistently targets students' lexical range, repetition of words, word choice, and correct usage of words semantically. In several remarks, Hermione explicitly encourages her students to use more varied word choices through her written commentaries, such as "While there aren't many mistakes, you used many words repetitively. Try to use a wider range of vocabulary," and "In terms of writing, you should avoid repeating the same words/phrases. Try to use more varied vocabulary range." In these statements, Hermione identified the use of words repetitively and stated the expected direction for improvement. In addition, her similar concerns were frequently observed in her written feedback, where she noted, "Lastly, it will be better to revise your word choices since you repeated some of them." and "Additionally, your essay could benefit from incorporating a wider range of vocabulary. This enhances its richness and depth." All these indicated that she wanted her students to pay attention to their word choice and encouraged them to expand their vocabulary range. These were not the only aspects of her vocabulary-focused feedback. In contrast, Hermione underlined that incorrect word selection resulted in a meaning change by expressing: "Apart from those, I'd like to remind that "curriculum' and "syllabus" are

pretty different, and there is a meaning change." This written feedback demonstrated that Hermione's vocabulary-focused written feedback went beyond repetition or stylistic variation, as it also involved instances of semantic inaccuracy arising from wrong word selection.

4.3.4.3 Punctuation and Spelling

Following Grammar and Vocabulary, Punctuation and Spelling emerged as closely related codes within the theme of Feedback Focus. Although these points were coded under different titles, they were examined together due to their overlapping functions in supporting surface-level accuracy and textual clarity in students' writing. Hermione's written feedback frequently addressed punctuation and spelling-related issues through an integration of error flagging techniques and both implicit and explicit feedback types with her written commentaries. Similar to the pattern that was followed by her grammar and vocabulary-focused feedback practices, Hermione employed the error flagging technique when correcting her students' punctuation and spelling errors. These issues were commonly indicated through underlining and brief error correction codes, directing students' attention to specific surface-level errors without providing extended explanations. In the error correction code list, P and Sp were coded for punctuation and spelling, respectively. Hermione's usage of error flagging, concentrating on the punctuation problems, was evident in several instances on the students' essays, such as "Although (,) some people argue that…" (Bellatrix) and "Due to the fact that (,) people who disagree…" (Mustafa). These indicated that Hermione put the commas in parentheses to signal punctuation correction and also wrote the P error correction code under these errors. In another student's sentence: "This person can see the pyramids from his or her home without any concern: and having to travel…" (Draco) was marked and written P correction code to draw attention to inappropriate punctuation between clauses. Similarly,

capitalization and punctuation problems were highlighted in Ron's draft, such as "Nevertheless, In my opinion, virtual tourism…", where capitalization following punctuation was flagged through C error correction code, which means to capitalize. Hermione's explicit written feedback addressing punctuation more generally further supported these flagged errors. She also noted, "Besides, you should pay attention to the rules for capitalization (title?) and punctuation," and "Watch out for comma splices and punctuation of separate independent clauses." These remarks indicate that her punctuation-focused feedback was not limited to error correction codes and markings. It also addressed repeated punctuation errors observed across students' drafts through her written feedback and explanations.

Similar to punctuation code, spelling errors were predominantly addressed through error flagging techniques and mostly implicit feedback types, supported by Hermione's brief written feedback that encouraged careful proofreading. Instead of giving the correct spelling explicitly, Hermione generally underlined misspelled words to prompt students to detect and revise these errors autonomously. Examples of spelling-focused error flagging were observed in the students' writing productions. To illustrate, spelling errors were marked through Sp error correction code in some students sentences, as follows: "People are not sure wether it is beneficial or not,"(Ahsen Nil), "To alleborate, students have hard time…" (Fleur), "A map guidining students on their…" (Ron), and "by means of their willingless for participating…" (Lavender). In each case, the spelling errors were underlined and wrote Sp code under them by showing the presence of an error without giving an implicit correction. Furthermore, Hermione also provided explicit written feedback related to spelling accuracy as follows "Proofreading for spelling mistakes and grammar mistakes is recommended" and "And proofread to avoid spelling or grammatical mistakes." These excerpts demonstrated her emphasis on proofreading as a general strategy for addressing spelling problems. Collectively, these examples indicated that Hermione

delivered her spelling-focused feedback through both written feedback and error correction code by error flagging technique implicitly on the students' drafts.

4.3.4.4 Content

Under the theme Feedback Focus, after grammar-oriented feedback, the Content code appeared as the second most frequent one. This code is concerned with Hermione's written feedback, which concentrated on the substance of her students' ideas, including the relevance, clarity, and development of arguments and supporting details. In line with this, it captured Hermione's written feedback, focusing on "what" the students said in their essays and "how well their ideas" were explained, supported, and aligned with the central claims rather than how they were organized and structured. Hermione's written feedback, which consistently addressed content-related issues, mainly provided the relevant data for this code. There are many instances where Hermione gave written feedback that specifically dealt with content-related aspects of her students' drafts, as follows: "All supporting details should be directly relevant to the topic. Do not introduce unrelated points in the paragraph if you didn't mention them in the topic." Through these comments, Hermione encouraged the student to revise the relevance of their supporting ideas and to avoid including content that did not contribute meaningfully to the development of their arguments. Similarly, Hermione's content-focused feedback also required the students to clarify and elaborate on insufficient claims in her response to a refutation paragraph by stating: "For your refutation paragraph, can you explain how smelling touching senses are related to human interaction? This will make the claim clear." This written feedback explicitly encouraged the student to clarify the arguments and explain the conceptual relationship between ideas more clearly. Rather than correcting the language or organizational aspects of the essays, her written feedback aimed to improve the explanatory quality of the content.

In addition to this, Hermione also addressed content-related weaknesses of the students through her comments on the development of their thesis statement, such as:

> "One last suggestion is your thesis statement, which states your opinion clearly but starts with a misleading fact. People believe it can cause privacy leak, but is it related to your arguments? Or did you talk about misleading information in your essay? Maybe you can re-write the thesis statement and start by saying "People are opposed to the idea of using AI" as general, then you can give examples if you like and finally state your opinion."

Through such comments, Hermione frequently drew her students' attention to the importance of developing a thesis statement that was not only clear but also conceptually aligned with the essay content. She also suggested revising the thesis statement to form a more relevant general claim that accurately reflects the focus of the arguments through a sample beginning of it. Overall, these findings indicated that content-related feedback constituted one of the main focuses of Hermione's feedback practices, particularly in relation to the relevance, clarity, and development of the claims, and the alignment between thesis statements and the arguments presented in students' essays.

4.3.4.5 Organization

The organization code under the theme Feedback Focus emerged as another frequent one. It refers to Hermione's written feedback aiming at the structural arrangement and coherence of her students' essays, regarding organizational aspects such as topic sentence formulation, sequencing of supporting ideas, paragraph unity, and textual flow. The analysis of this code was supported by three complementary data sets: a combination error flagging technique and error correction codes applied directly to students' essays, Hermione's written feedback comments, and, lastly, interview data providing insight into her feedback practices. Initially, based on the analysis of the students' essays, Hermione used error flagging and correction codes to draw her students' attention to organizational issues in their essays. To illustrate, Bellatrix wrote such a sentence in her draft, stating "However, it is not a true aspect since virtual tourism' advantages overweight because of

decreasing problems." (Bellatrix). In this instance, Hermione flagged the sentence through an error correction code SS that indicates an incorrect order of supporting sentences. The focus of error flagging aims to direct the student's attention to the organizational sequencing of ideas rather than linguistic accuracy. Secondly, Hermione's written feedback further contributed to her focus on organization through several comments, such as "Revise your first body paragraph. Write a topic sentence and relate the ideas with it. Re-organization is needed," and "Here, your argument will be your third reason to support your idea." In these samples, Hermione explicitly addressed paragraph structure and the relationship between topic sentences and supporting ideas. Additionally, her written feedback guided her student on the hierarchical ordering of arguments within the essay. Similarly, she also noted, "However, there are some sentences or phrases that can disrupt the flow. Make sure that you have a concluding sentence in each body paragraph, and you mentioned the key points of the paragraph there." This written feedback added another dimension to Hermione's written feedback, which focused on organizational aspects, since it elaborated on paragraph-level flow and closure. Hermione reminded her student about the importance of maintaining smooth transitions between ideas, not to disrupt flow, and ensuring that each paragraph was structurally complete.

On the other hand, interview data further enriched these findings by revealing how Hermione approached organizational issues during the feedback process. In the semi-structured interview, as she explained:

> But let's say I have given feedback, for example, about the topic sentence, and the student tried to define it, but also couldn't. This time, I try to ask more questions so that they can go and find the actual mistake.

According to the interview excerpt, first of all, Hermione both intentionally and implicitly used guiding questions to prompt the students to recognize organizational problems on their own. Overall, all these data sources collectively demonstrated that the organizational aspects of her written feedback focus. Especially, she wanted her students to revise their

weaknesses regarding topic sentence construction, argumentation, sentence sequencing, both paragraph and text-level coherence, textual flow, and paragraph development.

4.3.4.6 Meaning

The code Meaning was identified under the theme Feedback Focus. This code reflects Hermione's written feedback to focus on whether the students clearly and meaningfully deliver their ideas, rather than on merely grammatical correctness. To clarify this viewpoint, Hermione underlined Cho's sentence as follows: "There are many sides of virtual tourism." RW. Although this sentence was grammatically correct, Hermione wanted the student to rewrite it through the RW error correction code. RW was employed not to correct linguistic form, but to prompt the student to clarify and specify the intended meaning. This feedback aimed to clarify and improve the semantic and discourse-level weaknesses of the statement, as the phrase "many sides" did not specify to which sides or aspects of virtual tourism were addressed. Accordingly, Hermione referred to this sentence as semantically weak and uncertain since it did not completely guide the reader. Therefore, Hermione asked her students to reformulate the sentence so that it became clearer, more explicit, and meaningful. This sample showed that Hermione targeted to solve meaning-focused weaknesses at the discourse level. In line with this, this error flagging was classified under this code to illustrate Hermione's meaning-focused feedback.

4.3.4.7 Style

The Style code under the theme Feedback Focus refers to Hermione's written feedback addressing the appropriateness of the rules and format of the assigned essay type. Hermione provided style-oriented feedback through error flagging techniques, ( ) this error correction code on the students' essays, and her detailed written feedback after each draft. In several instances, she pinpointed the inappropriate use of stance expressions within

conjunctions as follows: “However, (in my opinion) virtual tourism has some benefits.” (Ginny) and “Although some people argue that it is not a real experience, (I believe that) it is beneficial thing.” (Bellatrix). She used an error correction code ( ) which means to remove this bit in the error correction list, and requested the students to omit these phrases as they were not in the scope of the argumentative essay format. Additionally, her focus was apparent in her request for revisions of sentences such as: “(In my opinion,) people should support this technology.” (Mustafa). This statement showed that she explicitly reminded the style by writing under the phrase “In my opinion” argumentative and putting it in parentheses. Through this code, the students were requested to remove these expressions, as they did not align with the conventions of the target essay type. Her detailed written feedback further reinforces her perspective regarding style-focused feedback through these statements: “The essay follows the argumentative essay format perfectly,” “You support your claims very well, and you follow the right structure format,” and “Your essay is in the right format, argumentative, and it shows your points clearly.” In line with this, she frequently evaluated the drafts’ relevance to the essay style and the argumentative points. Collectively, all these excerpts revealed a recurring emphasis on genre-appropriate stylistic rules as one of the central focuses of Hermione’s written feedback.

4.4 Discussion of the Research Question 2

The findings of the second research question examined how the participating novice EFL instructor applied her written feedback competencies in the L2 writing course at the tertiary level. The second research question and Hermione’s written feedback literacy and competencies were discussed through four relevant and interrelated themes. The initial theme that emerged across Hermione’s written practices was her feedback tone, which was organized around imperatives, giving suggestions, and comments on strengths and

weaknesses. To begin with, her use of imperatives such as “Narrow your thesis statement down”, “Revise,” “Explain,” and “Proofread for grammatical mistakes” aimed to provide concrete guidance and point out explicitly what the students were required to do in their subsequent drafts. In the L2 tertiary writing context, Hermione’s directness can be understood as a way of reducing uncertainty during revision and saving time, especially in the case of writing portfolios. Although imperatives were present in Hermione’s written feedback, compared to the other feedback tones identified under this theme, imperatives emerged less frequently, ranking as the third least recurring pattern. Similarly, the present findings aligned with previous studies in the feedback literature. In this respect, in their research, Conrad and Goldstein (1999) reported the least frequent presence of imperatives without treating them as a central or defining characteristic of teacher feedback. This relatively limited use of imperatives in Hermione’s written feedback pointed to a feedback tone that extended beyond directive instruction, creating more space for other forms of response, such as suggestions and evaluative comments on strengths and weaknesses.

Following imperatives, Hermione’s feedback tone was also shaped by her comments on the students’ weaknesses and strengths. In relation to Hermione’s feedback tone, comments on strengths emerged as the most frequently observed practice. The prominence of this suggested that Hermione’s feedback tone did not focus only on problems, but also recognized effort and development, which may contribute to the students’ motivation in the subsequent drafts. Additionally, one plausible explanation for this common feedback tone is that Hermione sandwiched the weak points of the essays between positive comments. On the other hand, comments on weaknesses constituted the second most frequent pattern. The relatively high frequency indicated that Hermione consistently engaged with the students’ texts at a critical level. In this respect, Nicol’s (2010) explanation of effective feedback as balanced aligned with Hermione’s feedback tone, since it included positive aspects of performance while also identifying areas needed to improve and revise in her students’ drafts. Overall, this pattern uncovered that Hermione’s

feedback tone extended beyond error identification, combining critical engagement with recognition of student effort and progress.

Another characteristic of Hermione's written feedback tone involved her use of giving suggestions. Within the Feedback Tone theme, suggestions emerged as the least frequently observed practice among the four identified codes. While Hermione offered advisory comments to guide revision, this form of feedback did not constitute a dominant feature of her overall feedback tone. The relatively limited use of suggestions in Hermione's written feedback can be interpreted in light of Pearson's (2022) typology of written feedback commentary. In this categorization, although advisory comments were conceptualised as one of several possible feedback tones, the article avoided making clear claims in favour of any single strategy. In line with this, teachers' use of different feedback tones can be understood as shaped by contextual and pedagogical considerations. Additionally, the relatively limited use of suggestions in Hermione's written feedback aligned with Hyland and Hyland's (2001) findings, where suggestions constituted a smaller proportion of teacher feedback compared to praise and criticism. In their functional analysis of teacher-written feedback as praise, criticism, and suggestion, suggestions were viewed as advisory moves that provide concrete directions for improvement. In conclusion, given Hermione's feedback tone, the findings revealed how Hermione balanced praise, criticism, suggestion, and imperative in her written comments depending on the setting and the students' needs. The discussion now turns to the specific feedback types she addressed in her written comments.

The analysis of the relevant findings revealed that Hermione employed both implicit and explicit types of feedback. This aligned with Elis's (2009) categorization of types of teacher-written corrective feedback, which he classified as direct corrective feedback and indirect corrective feedback. The data showed that implicit feedback was employed almost twice as frequently as explicit feedback in Hermione's written feedback. The prominence

of implicit feedback in Hermione's written comments can be understood in relation to a general view of feedback as a means of improving the students' critical engagement with their own writing. This interpretation is consistent with prior research that views effective feedback as supporting learners' active involvement in meaning-making and revision (Boud & Molloy, 2013). It is also worth noting that a main feature of these feedback practices was the institutional error correction codes encouraging her to use indication and mark errors without correcting. These codes provided a shared framework that allowed Hermione to point out problems efficiently while leaving room for her students to work through revisions themselves. Within this system, implicit feedback did not appear ambiguous or unclear, which is one of the criticized dimensions of this feedback type. On the contrary, it offered a structured and detailed list that students could recognize and act upon, which may help explain why Hermione used implicit feedback more frequently in her written comments. Additionally, the students' reflections further supported this interpretation, as they had an awareness of this implicit feedback, noting: "The instructor didn't directly show the mistakes. We found them, and it was good." This demonstrated that they benefited from this implicit feedback type. On the other hand, other instances showed that Hermione explicitly corrected the students' weak points or errors. These instances appeared to occur particularly when the students needed explicit correction or were struggling with multiple issues to avoid them from the overwhelming intensity of the feedback.

Following the explicitness and implicitness discussion, certain types of feedback techniques emerged as another significant characteristic of Hermione's written feedback. Based on Lee's framework (2021), the use of such techniques was included as a teacher competency that feedback literate teacher should possess. Hermione's written feedback practices reflected the use of a range of techniques, including requesting clarification, hedges, hints, error flagging, feedforward, the sandwich technique, and open-ended and closed questions. Comparable tendencies, patterns, and applications were reported by the

researchers in the feedback literature (Shute, 2008; Molloy, 2010; Kara, 2021; İstencioğlu, 2022; Sadler et al., 2023; Lee & Mao, 2024). In line with this, Lee and Mao (2024) found that the participating teachers often viewed themselves as relatively knowledgeable about feedback strategies and modes. These areas were mostly seen as practical and actionable in everyday teaching. This can be one probable explanation why Hermione's written feedback in the present study relied on a range of concrete techniques. Out of these, error flagging emerged as the most frequent one in Hermione's written feedback practices. According to Shute, error flagging is also called "location of mistakes", emphasizing errors; however, it does not provide a correct answer. Through error-flagging, Hermione spotted and marked her students' errors or weaknesses through error correction codes. Although she sometimes explicitly corrected, she mostly shared feedback responsibility with her students, giving them opportunities to revise on their own. One plausible explanation for Hermione's prominent usage of error flagging was associated with the institutional expectations, as the instructors were required to give feedback through the error correction codes by flagging the weaknesses.

The second prominent feedback practice was the sandwich technique used in Hermione's written feedback. Molloy (2010) noted that this technique involves placing negative comments between two positive ones. The thematic analysis of the relevant findings clearly showed that Hermione's written feedback consistently followed the sandwich pattern without exception. This matched earlier research findings in the literature. including İstencioğlu's (2022) research, which identified the sandwich technique as one of the common feedback practices used by middle school teachers. Consequently, Hermione's frequent use of it was closely linked to her educational background and training. This connection was evident in her interview responses, where she explicitly mentioned learning the technique earlier in her education and continuing to apply it in her teaching. Reflecting on her feedback practices, she noted: "That was something I learned years ago, but I always use it. I do not know if I have learned any other techniques to use, but I guess

I like this one so much, so I always use it." This clearly showed that the technique was both familiar and reliable for Hermione, and she consistently used it when responding to student writing. The technique appeared to be a key part of her feedback routine, shaping how she balanced encouragement and critique in her written comments.

The third frequent feedback technique identified in Hermione's written feedback was the use of feedforward. Feedforward comments focused on guiding students toward future writing tasks or subsequent drafts by highlighting what could be improved or developed next, rather than revising current problems. The thematic analysis indicated that Hermione regularly used feedforward comments to capture her students' attention to certain aspects of writing and to extend her feedback beyond error correction and immediate revision. This feedforward practice can be understood in relation to how feedforward has been discussed in the literature. In their discussion of curriculum design within a sustainable feedback model, Boud and Molloy (2013a) argued that feedforward was most effectively supported through 'nested tasks' (p.707), where feedback from teachers, peers, and learners themselves can be taken up and used to benefit performance on the following works. In line with this perspective, Hermione's feedforward comments were provided within a multi-draft writing structure that allowed her students to act on feedback beyond immediate correction for both subsequent drafts and future tasks. Relatedly, in their systematic review of feedforward practices, Sadler et al. (2023) underlined that most of the process-oriented feedforward practices were constructed to facilitate development across successive tasks. However, Dawson et al. (2019) indicated that relatively few educators and students recognised improvement across tasks as an essential feature of effective feedback. Additionally, Hermione's feedforward practices can also be understood in relation to Lee's teacher feedback literacy framework, particularly the competency concerned with prioritizing advanced objectives of communication during feedback. Overall, feedforward formed an integral part of Hermione's written feedback practice,

shaping how her comments supported ongoing development and contributing to one essential dimension of her teacher feedback literacy at the same time.

Hermione's written feedback also included requesting clarification, hints, and the use of open-ended and closed questions. These were discussed together, as they appeared to function similarly within her feedback practices. Across the data, Hermione used these practices to capture her students' attention to issues, such as meaning, clarity, and development, without directly supplying solutions or corrected forms. It was apparent that these feedback practices were connected to Hermione's frequent use of implicit feedback. Rather than presenting explicit corrections, she often relied on clarification requests, brief hints, or questions to show that a certain part of the drafts required revision. Similar patterns were reported in previous research on feedback literacy (Kara, 2021; İstencioğlu, 2022), which found clarification requests, hints, and questioning techniques among the apparent feedback practices. These practices help explain the reason why implicit feedback became a prominent feature of Hermione's written feedback. Rather than relying on a single feedback practice, she applied implicit feedback through a combination of clarification requests, hints, and questions to engage her students' critical thinking. Therefore, she used them as practical tools to guide her students' revisions while leaving space to improve learner agency with feedback, as in the case of one competency in Lee's (2021) writing teacher feedback literacy.

The last feedback technique identified within this theme was Hermione's use of hedges, which emerged as the least frequently observed practice in her written comments. Although hedging was not a dominant feature of her feedback practices, its presence provided insight into how she managed the interpersonal dimension of written feedback. Within Lee's (2021) teacher feedback literacy framework, the use of hedges was discussed in relation to providing actionable commentary under the competency of utilizing relevant feedback techniques. Additionally, Boud and Dawson (2023) emphasized the importance of student feedback literacy to consider students' affective and reactive responses and

confidence within feedback processes as part of developing teacher feedback literacy. In light of this, one plausible explanation of Hermione's limited but purposeful use of hedges is that she aimed to mitigate the potential criticism tension in her written feedback. By softening her evaluative comments, she may have sought to reduce negative affective reactions and sustain her students' engagement with the feedback process.

Hermione's written feedback focus constituted another important dimension of her written feedback practices in the real classroom context. Therefore, inductive thematic analysis indicated that her feedback focus involved grammar, vocabulary, content, meaning, organization, punctuation, spelling, and style aspects, unveiling how a wide range of patterns were observed in her feedback applications. Initially, grammar emerged as the most frequent feedback focus. In light of this, the discussion part of Hermione's feedback focus started with grammar and vocabulary. Taken together, these two dimensions reflected Hermione's strong emphasis on linguistic and lexical accuracy in her written feedback. She mostly corrected these problems indirectly through the error flagging practice and error correction codes. Hermione's attitude may mostly be shaped by the institutional expectations. To illustrate, her institution provided the list of error correction codes that Hermione was expected to use for the correction of these errors. It is also worth noting that this is not the only factor; her feedback literacy can be another supporting factor, as she mostly corrected them indirectly. This required more active student involvement and learner agency, which aligned with Lee's (2021) framework, since the students were mostly expected to correct their errors on their own, after Hermione detected their weaknesses, flagging or marking them with codes. Accordingly, in Hermione's class, most of the students indicated that they benefited from these, by noting: "She defined very well my mistakes so that it helped me" (Minerva) and "Thanks to it, I tried to use new structures and vocabulary" (Bellatrix). These excerpts were supported by the relatively similar findings of the earlier studies. Ferris et al. (2013) reported that in their analysis, participating university students found the applied techniques, written corrective feedback,

revision through error codes, and individualized discussions about errors, beneficial. Overall, Hermione's feedback focused on grammar and vocabulary, highlighting a strong concern for linguistic accuracy, shaped in part by the institutional expectations in relation to her students' writing portfolio tasks and consistent with patterns observed in earlier feedback research.

Content was the second most frequently addressed focus in Hermione's written feedback, often closely linked to issues related to meaning. The pattern, including common content-related concerns, showed that in addition to linguistic accuracy, Hermione regularly paid attention to what her students were trying to communicate and how clearly their ideas were expressed in their drafts. Hermione's written feedback on content and meaning frequently encouraged her students to clarify their arguments and expand on underdeveloped points. Such feedback can be seen as inviting students to revise their drafts at a conceptual level, reflecting on the strength, relevance, and sufficiency of their ideas. The third most common focus was organization, which aimed to reconsider the placement, sequencing of ideas, and paragraph structure. After grammar, which was the most frequent focus, the importance of feedback on content and organization suggested that Hermione's feedback pattern had a balanced distribution of weaknesses at both the form-focused and discourse levels. This distribution can be interpreted as her intentional effort to balance accuracy with communicative, structural, and linguistic aspects in her students' drafts. Additionally, after grammar, content, and organization, another key focus of Hermione's feedback was her frequent emphasis on style. One possible reason for this is her feedback on style, related to the genre-specific demands of the writing portfolio, where students were asked to produce both opinion and argumentative essays. Overall, the feedback, including comments on style, contributed to the overall variety and balance in Hermione's feedback focus. This distribution revealed that Hermione's written feedback also reflected her understanding of writing as a multidimensional construct, where meaning, structure, form, and style are closely connected to proper text development. Importantly, this balanced feedback pattern

matched earlier research, which recommended a balanced focus across dimensions such as content, language, organization, structure, and style (Zamel, 1985; Hyland & Hyland, 2006; Lee, 2008).

Lastly, punctuation and spelling emerged as less common feedback focus in Hermione's written feedback. The limited emphasis on these areas can be understood as a pragmatic allocation of feedback focus and effort. Hermione may prioritise issues that are directly related to clarity, meaning, and overall text quality. Although these aspects were less frequently reported, it didn't mean that Hermione did not reflect on these issues. In contrast, Hermione captured her students' attention to punctuation and spelling and handled them through error flagging practice and error correction codes without giving the correct answer. As her institution prepared these error correction codes, punctuation and spelling dimensions shouldn't be ignored in the students' essays. Additionally, student responses showed how this feedback focus was perceived. One student explicitly underlined this focus through her statements, noting: "I am better at spelling right now" (Cho), and the same student identified spelling as a specific writing skill developed through Hermione's written feedback. These responses demonstrated that spelling-related feedback became visible to the student, enabling her to clearly express improvement. In this respect, punctuation and spelling can be viewed as supportive elements within her feedback practices, addressed when necessary but not allowed to dominate the whole feedback process.

Considering all this discussion, as an answer to the second research question, it is indicated that Hermione applied most of her feedback competencies in the L2 writing setting. Depending on the context and her students' needs, the combination of her feedback tone, feedback types, feedback techniques, and feedback focus collectively shaped her written feedback practices. To begin with, in line with Hyland and Hyland's (2001) perspective of praise, criticism and suggestion, her feedback tone included all these features. Through her praising comments, she attended to her students' affective dimensions. This was associated

with her competency, addressing emotional aspects within both Lee's (2021) teacher feedback literacy and Boud and Dawson's teacher feedback literacy framework. At the same time, her focus on the students' weaknesses pointed to her commitment to provide constructive critique for the students' writing, as part of her teacher feedback literacy competency (Lee, 2021; Carless & Winstone, 2023). She paid such attention to her students' both affective and critical thinking that she balanced her feedback focus through a specific technique called the sandwich. This further illustrated how Hermione managed both affective and cognitive dimensions of feedback in practice. Firstly, this perspective resulted from what she valued as the feedback techniques and practices that she learnt as a feedback receiver. She practiced her written feedback in line with her educational background and her previous feedback receiver experiences.

Relevant data indicated that Hermione relied predominantly on implicit feedback, often refraining from providing direct corrections. This preference can be understood as a reflection of her teacher competency, which aims to enhance learner agency as students were expected to identify and resolve problems following error detection and coded marking. Such an approach aligned with teacher feedback literacy frameworks that emphasise learners' active involvement in the feedback process (Lee, 2021; Boud & Dawson, 2023). In a similar vein, her other feedback practices, such as hints and questions, can be understood as her attitude to develop her students' critical thinking and their engagement with the feedback process. Hermione's use of diverse feedback techniques, including error flagging, clarification requests, hints, questioning, hedges, and feedforward, further enlightened how her feedback competencies were applied. Rather than functioning as isolated techniques, these practices collectively supported her students' engagement with feedback and revision. In particular, feedforward-oriented comments extended the scope of feedback beyond immediate drafts, directing students' attention toward future writing tasks and subsequent revisions. While responding to students' drafts, her usage of various feedback techniques as part of her feedback literacy competency was

highlighted as a core dimension of feedback literate teachers (Lee, 2021; Lee & Mao, 2024). Finally, Hermione's feedback focus revealed how her attention was distributed across different aspects of her students' drafts. This distribution suggested that her feedback practices balanced linguistic accuracy with clarity, coherence, and idea development, addressing writing as both a linguistic and communicative endeavour.

On the other hand, it can also be given more places to peer feedback, self-feedback, and very recently, AI-based feedback activities as part of another aspect of her feedback literacy competencies. Unsurprisingly, this attitude can be understood with her teacher feedback literacy, in which the knowledge of these feedback sources and practices is relatively less observed. In Lee's framework, peer and self-feedback practices are highlighted as part of writing teachers' feedback competency. In line with this, she can provide checklists so that the students can revise their peers' drafts accordingly. Furthermore, she can collaboratively prepare these checklists with her students to construct more opportunities for these peer and self-feedback activities. Since she is a novice EFL instructor, through ongoing professional reflection, teacher training programs, and activities, she can give more place to them, as she had valued them in her interview and survey responses as discussed earlier in the first research question. Overall, Hermione applied her written feedback literacy, and her practices demonstrated teacher feedback competencies, combining affective sensitivity with critical engagement, employing implicit and structured forms of guidance, and supporting students' ongoing development across drafts. Rather than adhering to a single feedback approach, her written feedback reflected an adaptive practice of feedback literacy shaped by institutional context, student needs, and her previous educational background.

4.5 Findings for the Research Question 3

"3. What are the EFL students' responses to the participating EFL instructor's written feedback practices in the L2 writing course?" The third research question aimed to explore how the EFL students at the tertiary level perceived, experienced, and responded to the participating instructor's written feedback practices throughout the L2 writing course. In contrast to the first two research questions, which focused on the EFL instructor's feedback literacy and feedback practices in a real classroom setting, this question focused on the EFL students' responses from learning-oriented, cognitive, and affective standpoints. Hence, students' written responses collected through open-ended questions were analysed through thematic analysis. The analysis was conducted inductively, allowing patterns and codes to emerge directly from the data.

Table 12
Relevant Themes, Codes, and Subcodes Regarding EFL Students' Responses to Hermione's Written Feedback Practices

Themes	Codes	Subcodes
Contribution to Language Learning	Awareness of Learning Gaps	
	Utilizing Feedback in Future Tasks	
Students' Perspectives on Feedback	Feedback Preferences	
	Challenges in Applying Feedback	
	Usefulness of Feedback	
	Perceived Clarity of Feedback	Clear Feedback
		Unclear Feedback
Students' Affective Responses to Feedback	Negative Affect toward Feedback	
	Positive Affect toward Feedback	

At the end of thematic analysis, three themes were identified: Contribution to Language Learning, Students' Perspectives on Feedback, and Students' Affective Responses to Feedback, as illustrated in Table 12. Within these themes, eight codes and two subcodes

emerged to illuminate how students processed the feedback and how it contributed to their language learning and affective experiences. The following sections present these themes and their codes in detail by illustrating authentic excerpts from the students' responses.

4.5.1 Contribution to Language Learning

The theme Contribution to Language Learning focuses on how the participating EFL students perceived the impact of Hermione's written feedback on their own learning processes in the L2 writing course. Rather than evaluating the feedback itself, this theme addresses the students' reflections on what they learned, what they became aware of their learning gaps, and how they will utilize the received feedback in their future writing tasks. Therefore, the theme highlights the students' learning-oriented responses to feedback. This theme comprises two codes: Awareness of Learning Gaps and Transfer of Feedback to Future Tasks. The following section investigated each code in detail through sample excerpts from the students' responses, illustrating how Hermione's written feedback contributed to both their future-oriented language development, and learning gaps in the L2 writing process.

4.5.1.1 Awareness of Learning Gaps

Within the theme Contribution to Language Learning, the initial code Awareness of Learning Gaps refers to the students' realization of their weaknesses or neglected aspects of their own writing, thanks to Hermione's written feedback. Rather than reflecting on the feedback itself, this code highlights the students' responses to the learning-oriented outcomes of the written feedback that they received. Among all the codes identified in the students' responses, Awareness of Learning Gaps emerged as the most frequent code. Accordingly, a large number of students explicitly stated that feedback helped them to

notice their mistakes or revise missing components in their essays through these statements: “I understood my errors and I learned from them.” (Ginny) and “This feedback showed well my mistakes and I can learn from them.” (Minerva) Both of these students underlined a direct link between their mistakes and learning through error recognition. Ginny also elaborated on this issue, noting: “It was a good experience because most teachers do not have time for these types of feedback in classroom so we never learn our errors all in all but we were lucky that we learn our mistakes with this detailed feedback.” She was also aware of the fact that this type of detailed feedback was rarely provided to students because of teachers’ time constraints. All in all, this excerpt revealed how detailed written feedback supported students in identifying their weaknesses and learning from them.

Additionally, several students elaborated on this code, showing their reflection on structural or content-focused gaps in their drafts. Luna recognized her weaknesses as follows: “They said that my introduction didn't include a contrasting opinion. I was very careful with my introduction and adding contrasting opinions.” In line with this, Hermione’s written feedback raised her awareness about adding contrasting opinion and introduction part in the following drafts. In a similar vein, Draco reflected on a more general feature of writing by expressing, “It made me understand the outline of an essay.” Rather than only focusing on the students’ weaknesses, this statement suggested the students’ increased awareness of overall essay organization. Hence, the written feedback they received contributed to the students’ language learning by extending beyond its basic error noticing function.

Finally, this code was also apparent in students’ responses to idea development. To clarify this viewpoint, Ron explained as follows: “Actually, I realized that I tend to wander away from the subject. I learned making sentences that express my opinions are mistakes for an argumentative essay. These things help me remember that I do not know anything.” This statement reported that the student recognized his tendency to deviate from the topic and

weaknesses regarding argumentative writing construction. Furthermore, he underlined how he learnt from this feedback process by spotting his learning gaps. Overall, all these findings demonstrated that Hermione's written feedback both covered surface-level errors and encouraged her students to reflect on deeper aspects of writing. Finally, the prevalence of this code indicated that her written feedback mainly functioned as a mechanism for raising the students' awareness regarding their writing processes and weaknesses.

4.5.1.2 Utilizing Feedback in Future Tasks

Under the theme Contribution to Language Learning, the code Utilizing Feedback in Future Tasks emerged as the second most frequent code across the students' responses. This code is associated with the students' feedforward-oriented perspectives, in which the received feedback is not limited to revising the current draft or correcting immediate errors. Rather, the students viewed the feedback as a learning resource that affects their future writing practices through transferring their current experiences to the subsequent tasks. In line with this, a considerable number of the students explicitly stated that they would remember, and apply the feedback that they received in their later writing experiences. The students' statements clearly reflected this future-oriented use of feedback reporting that: "I will use feedback as a learning opportunity to identify strengths and weaknesses in my writing and to refine my skills accordingly. Besides, I won't make the same mistakes in future writing assignments." (Ron), "I will remember the feedback during my essays." (Luna) and "I will pay attention to my past experiences and mistakes so that I could write better essay." (Minerva). All these responses demonstrated that the students would remember feedback and refrain from repeating their past errors. Moreover, these students regarded Hermione's written feedback as a valuable learning resource that could be applied to future writing assignments.

In some instances, other students explicitly related the transfer of feedback to their future academic contexts, particularly their departments, expressing: “Yes I did. I got a chance to improve my essay writing skills and it's crucial to our department. I will always remember the feedback.” (Fleur) and “In faculty I suppose we will write a lot of essays and this experience will help me write better.” (Draco). Both of these students think big by prioritizing broader impacts of the feedback. Likewise, Neville: “It did not change the way I write things but perfected them. I will definitely use it like it is now.” Based on these responses, the students regarded the written feedback as both beneficial for their current writing portfolio and as preparation for the writing tasks they are expected to complete in their undergraduate studies. In this regard, these excerpts further enriched the findings that the instructor’s written feedback contributed to their ongoing language learning and writing development in the future as well.

4.5.2 Students’ Perspectives on Feedback

The theme Students’ Perspectives on Feedback focuses on how the students reflected and interpreted the written feedback they received throughout the L2 writing course. Unlike the previous theme, which examined the contribution of the written feedback to the students’ learning processes, this theme reflected the students’ perspectives on feedback, including how they perceived its characteristics, challenges, and usefulness. Accordingly, thanks to inductive thematic analysis, four codes and two sub-codes were identified under this theme: Feedback Preferences, Challenges in Applying Feedback, Usefulness of Feedback, and Perceived Clarity of Feedback. The following sections present each code in detail, enriched by sample excerpts and reflections from the students’ responses.

4.5.2.1 Feedback Preferences

The initial code appeared under the theme Students' Perspectives on Feedback as the students' feedback preferences. This code reflects the students' preferences for a particular feedback type or its features, such as the degree of explicitness, directness, and guidance provided. Based on the students' responses, they did not prefer a single, uniform feedback type. In contrast, their choices changed depending on how the feedback supported their understanding and learning processes. In line with this, some students expressed a clear preference for explicit and direct feedback, emphasizing that clearly identifying mistakes made learning easier. To illustrate, Ginny reported that although feedback was not difficult, learning would be easier if errors were stated more explicitly, noting: "Not a difficulty, but I think if we know what exactly we do wrong, it would be easier for us to learn." This response suggested that explicit explanation of errors contributed more to their understanding. Similarly, Fleur expressed her dissatisfaction regarding the feedback types through her statements such as: "'You can change here' or 'detail it.' Neither of them is clear enough, and I do not like to get them as feedback." This response revealed the student's negative views on the general comment. Furthermore, both of the students reported their feedback preferences that provide clearer direction and explicit, concrete guidance, rather than implicit ones.

On the other hand, some students preferred implicit types of feedback, since it led them to discovery learning. In line with this, Cho reflected positively on feedback that did not explicitly spot the mistakes, explaining: "The instructor didn't show the mistakes. We found them, and it was good." This excerpt illustrated the student's favour for the implicit type of feedback, since it enhanced their autonomous learning. Collectively, these findings demonstrated that the students did not choose a unique and common preference regarding Hermione's feedback practices. In essence, all these highlighted that the students' feedback preferences varied based on their learning styles.

4.5.2.2 Challenges in Applying Feedback

The code, Challenges in Applying Feedback, focused on the difficulties students encountered while revising their drafts according to the written feedback that they received. The students' responses collected under this code demonstrated their various levels of difficulties, ranging from uncertainty about how to implement feedback to responses related to little or no difficulty during the revision process of their drafts. Some students stated that they experienced challenges, as the feedback did not include sufficient guidance or an illustrative example in relation to how to improve certain parts of their essays. To illustrate, Ginny elaborated her difficulties, expressing: "In somewhere instructor mentioned that I need to detail and strengthen my ideas, but I could not understand how to do it. That was challenging. I wish the instructor would explain it with an example." According to this excerpt, Ginny explicitly underlined her need for more concrete support through examples. Later the same student also added that she tried to revise by combining her instructor's written feedback with her own perspective, suggesting a negotiation process that required additional effort and decision-making. Hence, she addressed the challenging aspect of the received feedback.

Likewise, another challenging dimension of properly implementing feedback emerged as the students' uncertainty. Minerva underlined her hesitation through this statement: "I wasn't sure if I was correcting my mistakes according to my instructor's feedback." This response showed that this student expressed her hesitation about whether her revisions would meet Hermione's expectations. This situation reflected her challenging experience while applying the written feedback. Additionally, Ron focused on the error correction codes, stating, "The signs, but it is not your fault." Comprehending and revising the drafts in line with the error codes was another challenging dimension of the received feedback. In addition to these cognitive challenges, Bellatrix explained that "I need to rewrite many places." This highlighted the demanding nature of revising their drafts based on feedback. She also associated difficulty with the extent of revision required.

On the other hand, there were some students who responded that they did not encounter any challenges during the feedback and revision process. For instance, Fleur stated that "There was nothing challenging for me. I did a great job" and Neville further elaborated on this issue, reporting: "However, in other feedback, nothing was challenging." These reflections indicated that some students regarded the feedback as applicable, without encountering any difficulty or experiencing uncertainty. Similar responses were also provided by Ron, Minerva, and Cho, who reported that they did not experience any challenges during the revision process. These responses reflected that the students' experiences with applying feedback changed based on the situations. Whereas some students did not experience any kind of difficulty, others struggled when the comments were provided through the error correction code or they did not present examples and clear guidance. All in all, reflections of challenges in applying feedback were more frequent than reports of no experienced difficulty, with challenge-related responses appearing almost twice as often.

4.5.2.3 Usefulness of Feedback

Following the codes Awareness of Learning Gaps and Utilizing Feedback in Future Tasks, the code Usefulness of Feedback emerged as the most frequent code. This code reflected the students' responses about how valuable and helpful they found Hermione's written feedback during the L2 writing process. It is worth noting that although some students' responses referred to both clarity and usefulness, each excerpt was coded based on its dominant meaning. Statements primarily emphasizing understanding and clarity were coded under Perceived Clear Feedback, whereas responses highlighting perceived value and benefits or inefficiencies of feedback were coded under Usefulness of Feedback. In line with these, there were many occasions in which the students described written feedback as useful, emphasizing its rich content. To begin with, Luna evaluated the feedback positively, reporting that "It was very beneficial because it was very detailed and

understandable." This comment suggested that detailed feedback contributed to the supportive and meaningful nature of the written feedback. The same student further continued, noting "Feedback was very valuable and I did enjoy getting feedback on every draft since it made it very clear what was true and what was wrong." This excerpt underlined the value of feedback, as it clearly provided the student's strengths and weaknesses at each stage of their writing process.

Similarly, other students put the special emphasis on the beneficial effects of receiving such detailed written feedback through their statements, such as: "I think that It was necessarily detailed because I can understand my mistakes because of that…But it was illuminating." (Minerva), "It was very encompassing because the instructor gave much feedback." (Cho), and, lastly "Because I am aware of the beneficial effects of this task…Because I learned new and useful things." (Ron). These responses indicated that the students perceived detailed and comprehensive feedback as useful when it provided sufficient guidance to show their mistakes, supported active engagement with their writing, and fostered their learning. Similarly, Neville, Bellatrix, and Draco also underlined the usefulness of such detailed and informative feedback, as they stated that their writing abilities improved, and they forced themselves to present a better performance. Despite these predominant positive evaluations, not all students regarded Hermione's written feedback as useful. To illustrate, Fleur expressed a different perspective by stating, "I do not think it is efficient." Although such responses were limited to one student, her response indicated that the students' evaluations of feedback usefulness were not uniform. In summary, these findings reported that while most of the students perceived written feedback as valuable and worthwhile, the usefulness was shaped according to individual differences. This variation highlighted the subjective nature of the students' feedback experiences and underscored the importance of taking into consideration the participating students' perspectives when examining written feedback practices, as it provided a holistic standpoint.

4.5.2.4 Perceived Clarity of Feedback

Within the theme Students' Perspectives on Feedback, the code Perceived Clarity of Feedback appeared as the final one. This code focused on the students' understanding of the clarity or ambiguity of the written feedback that they received. A detailed examination of the students' responses revealed that their perspectives on clarity were not unique. Whereas many students described the feedback as clear and easy to follow, others perceived it as vague or insufficiently explanatory. Accordingly, this code was further divided into two sub-codes: Perceived Clear Feedback and Perceived Unclear Feedback. This distinction provided a more detailed and concrete representation of the students' perspectives, capturing both positive and negative experiences related to the feedback clarity.

Initially, the sub-code Perceived Clear Feedback presented the students' statements, which emphasized the clearness of the feedback, as they managed to understand easily what they were expected to do. A number of students underlined the clarity of Hermione's written feedback, by explaining that "Feedback was very comprehensive and detailed, and this made me understand what I had to change in my essay…They were very clear, and I knew how to improve it this way." (Luna). Based on these statements, thanks to the clarity of the given feedback, the student was able to revise her drafts in line with the suggested steps. Likewise, other students also evaluated feedback as clear when it explicitly identified problems and structured them in an organized manner. As an example, Neville proposed: "No, everything was clear. Because it stated every problem in categories and made it clear to me." These responses demonstrated that the students perceived feedback as clearer when it was delivered systematically and explicitly in an organized manner, by underlining the weaknesses of their essays under the different categories.

On the other hand, the sub-code Perceived Unclear Feedback focused on the students' reflections of Hermione's written feedback that they found vague or difficult to interpret

during the revision process. Some students elaborated on the difficulty of understanding feedback, as follows: “Feedback said that I should add real-life examples, but I did not understand.” This excerpt revealed that although Hermione’s feedback suggested what the student exactly expected to do, she had difficulty comprehending how to apply this suggestion. Furthermore, Ron related unclear feedback with the feedback codes, explaining that “I am not used to signs that show my mistakes, so it was a bit difficult to understand what they tell me.” This excerpt showed that not only Hermione’s written feedback, but also the usage of error correction codes, influenced the students’ perceptions of clarity. As the last sample, Bellatrix further elaborated on this issue by describing some feedback as “It was a little bit confusing.” This response also revealed that when feedback did not provide sufficient clarity, the students experienced uncertainty and confusion while both interpreting and applying it.

Taken together, as in the case of the code Usefulness of the Feedback, these sub-codes indicated that students’ clarity perception did not reflect the unique response. In contrast, the students’ perception of feedback clearness were shaped based on the students’ individual needs and interpretations. It is also worth distinguishing that according to the students’ responses, perceptions of clear feedback were substantially more prevalent than perceptions of unclear feedback, appearing at over twice the frequency. Hence, these two sub-codes also contributed to views on how the students comprehended the clarity features of Hermione’s written feedback within the L2 writing process.

4.5.3 Students’ Affective Responses to Feedback

The theme Students’ Affective Responses to Feedback emphasized the students’ emotional reactions in response to the written feedback they received throughout the L2 writing course. Beyond cognitive evaluations of feedback clarity and usefulness or its contribution to language learning, this theme reflected how the students felt about the feedback,

including both positive and negative emotional responses. The students' affective responses provided important insight into how feedback was experienced individually and how it shaped the students' engagement with the L2 writing and Hermione's written feedback. Accordingly, the inductive thematic analysis of the data generated two codes within this theme: Positive Affect toward Feedback and Negative Affect toward Feedback. These codes reflected the range of the students' emotional reactions and feelings when interacting with the written feedback. The following parts continue with these codes, which were elaborated through the students' representative samples and responses below.

4.5.3.1 Negative Affect toward Feedback

The code Negative Affective toward Feedback addressed the students' expressions of unfavourable emotional reactions regarding receiving written feedback. These responses reflected various feelings such as unhappiness, lack of or limited enjoyment, particularly when they first encountered feedback. Some students explicitly stated their negative feelings through these statements: "I was unhappy when I heard this task…It was not so much enjoyable to write." (Ron). These remarks revealed that this process-oriented writing task was initially perceived as emotionally challenging. Additionally, similar initial affective responses were elaborated by another student as follows: "I didn't enjoy it at first because it wasn't good to see my mistakes." (Minerva). These excerpts also indicated that their emotional discomfort emerged when Hermione's written feedback showed their weaknesses. Similarly, Fleur expressed a negative emotional stance toward feedback itself by stating, "I do not like to get them as feedback." This remark reflected that the student's negative emotional reactions might be related to particular forms of feedback rather than the feedback or revision process itself.

Additionally, some students sometimes described the revision process as emotionally demanding due to its length and intensity. Ginny elaborated her feelings for this issue,

stating that “It was a little bit of a long process,” and Cho reflected that “Actually, I am not so enjoyed. We write a lot.” These remarks demonstrated that revising or writing multiple drafts was associated with the students’ emotional strain. Such responses often emerged when the feedback and revision process was perceived as challenging, overwhelming, and repetitive. Taken together, all these responses indicated that some students experienced negative affective responses toward Hermione’s written feedback, particularly during the initial stages of revision and when the feedback required substantial effort and writing tasks were repeated in several drafts.

4.5.3.2 Positive Affect toward Feedback

The code Positive Affect toward Feedback focused on the students’ expressions of favourable emotional responses in relation to receiving written feedback and engaging in the revision process. The students’ reflections under this code highlighted their feelings, such as enjoyment, motivation, encouragement, confidence, and appreciation, indicating that feedback was often experienced as emotionally supportive. A considerable number of students described Hermione’s written feedback as positive and motivating. To clarify this perspective, Fleur explained as follows:

> It was a positive experience through which I gained skills and insights about essay writing. The attitude towards us was also well balanced…I'm more confident in essay writing now… I'm happy that I did…It was enjoyable for me because she loved my essay and gave positive feedback. I was flattered.

These remarks showed that both the content of feedback and Hermione’s stance contributed to her positive emotional experience. Furthermore, based on these excerpts, the feedback also strengthened her confidence as an essay writer.

In a similar vein, other students associated the written feedback with motivation and encouragement. In line with this, Ginny described feedback as motivating, explaining: “It was motivating…I think they are great because I can see that my writing is not bad, but not

good enough, so they encourage me to write more." This response revealed how feedback was perceived as supportive, fostering persistence and effort. Positive affect was also reflected in the students' enjoyment of the feedback process. Luna stated that "I enjoyed the feedback," and Ron and Draco similarly reported that "Yes, I enjoyed." In addition, some students linked positive emotions to the feedback technique and how it was delivered. To illustrate, Neville noted that "I am impressed by the way it was suggested." This reflection demonstrated that the presentation of feedback contributed to the student's favourable emotional response.

In some cases, the students' positive affect emerged over time, or negative feelings turned into positive ones when they engaged in the feedback and revision process. Some students underlined these positive changes in their feelings, expressing: "when I wrote, I started to enjoy" (Bellatrix) and "I was unhappy when I heard this task, but in the end I am happy." (Ron), while Minerva described the revision process as becoming "funny" toward the end of the process. These responses indicated that their emotional reactions to the written feedback were not static. Their feelings shaped as the students became more engaged with their writing. Fleur also expressed her initial anxiety, noting that: "I was anxious about writing essays, but I overcame it." Although the student initially felt anxiety, the dominant meaning of the response reflected overcoming negative emotions and developing confidence.

Taken together, these excerpts demonstrated that many students experienced positive affect within the feedback process, particularly when it was perceived as encouraging, motivating, and delivered in a supportive manner. It is worth emphasizing that the findings indicated that the students' positive affective responses appeared more frequently than negative ones. Furthermore, all students (n=9) who completed reflection papers via Google Forms stated that they want to be involved in similar feedback processes and activities in the future. Although some students expressed their negative feelings in the previous

section, they maintained their motivation and positive affect to participate in these revisions and writing tasks.

4.4 Discussion of the Research Question 3

The third research question shifted the analytical focus toward a different perspective; at the same time, it offered a complementary understanding through which the feedback practices can be more fully understood. The findings of the third research question investigated the students' reflections on Hermione's written feedback practices in the L2 writing course. This research question was equally important, as it aligned with the paradigm shift in feedback research toward learner-centred feedback practices and provided a more holistic perspective through the inclusion of students' perspectives. In this respect, the findings of this research were supported by the view that effective feedback processes are shaped through the interplay between student and teacher feedback literacy, as feedback practices necessitate investment and engagement from both teachers and students (Carless & Winstone, 2023). From this perspective, the students' reflections on Hermione's written feedback practices were discussed through three themes.

To begin with the first theme, Contribution to language learning, the students' responses pointed to how Hermione's written feedback was experienced as part of their learning process and their own development. Within this theme, the prominence of awareness of learning gaps across the students' responses suggested that this dimension held a fundamental place in how written feedback was experienced and interpreted, as it emerged as the most frequent student reflection among all the others. This indicated that the students primarily engaged with feedback as a means of recognising what was missing and underdeveloped in their writing. Additionally, this can be understood as reflecting the students' need for orientation in their drafts. When the students became aware of dimensions of writing they had previously missed or neglected, the written feedback

moved beyond correction and began to support reflective engagement with writing as a process. This aligned with the well-established view of feedback in the literature as a sense-making activity through which learners recognise gaps in their work and form their own judgments about quality (Carless & Boud, 2018). While awareness of learning gaps constituted a central dimension of the students' responses, their reflections did not remain limited to recognising problems in their current drafts. In light of this, the second pattern in their responses focused on how they related written feedback to their future writing tasks. There were students' responses, underlining the forward-looking nature of their engagement with feedback. This showed that the received feedback was integrated into the students' broader understanding of writing development, where past feedback experiences became reference points for subsequent writing practices. These reflections can be interpreted as consistent with Hermione's feedforward approach to feedback and practices, in which her feedback aimed to inform and support subsequent writing tasks rather than being confined to a single draft. From a broader perspective, these student responses reflected "where to next?" dimension of feedback in Hattie and Timperley's (2007) feedback model, which highlights guidance for future learning and subsequent tasks.

The theme Students' Perspectives on Feedback directed the analytical focus from what the written feedback contributed to the students' learning processes to the students' feedback experience, shaped by preferences, clarity, usefulness, as well as by the challenges encountered during revision. Initially, the students' preferences for feedback in this study did not point to a single "ideal" type of comment. The dataset showed that their preferences mostly changed between implicitness and explicitness. For some learners, directness and explicitness can be understood as a preference for reduced interpretive burden, a more manageable and less ambiguous revision task. In contrast, some students seemed to value that implicit feedback led to more engagement and discovery. This suggested that they experienced learning as more meaningful when they had to locate and resolve the problem themselves. In this respect, Hermione's usage of both explicit and

implicit feedback can be associated with her sensitivity to attend to the students' needs and feedback preferences. This purposeful orientation was also reflected in her interview, where she explained: "So I needed to go from the implicit to the explicit. So it depends on the student also," and "You take into consideration their needs and their motivation." The discussion of these preferences echoed patterns noted in earlier research, where some learners asked for direct correction from their teachers (Lee, 2005), while others favoured indirect to direct error feedback (Hyland, 2001). Likewise, Lee (2008) provided a plausible explanation for these preferences, arguing that differences in learners' backgrounds, motivations, proficiency levels, and classroom settings may account for the variation observed in students' feedback preferences.

In addition to students' preferences for feedback, their responses also shed light on the challenges they encountered while applying written feedback during revision. The students reported various accounts regarding their difficulties. Some students expressed difficulty while revising the cognitive and interpretive work required to translate written comments into concrete textual changes. Others related their challenges to uncertainty about whether revisions fulfil the instructor's expectations. On the other hand, the students' references to error correction codes pointed to a more technical source of challenge: feedback that was efficient for marking error patterns could still be demanding when they were not fully familiar with this technique. At the same time, the presence of the students who reported little or no difficulty was equally informative and significant. It suggested that applying written feedback was not experienced as uniformly challenging among the students. This variation can be related to students' readiness for revision, motivation, their familiarity with feedback conventions, and the extent to which they can independently generate alternatives to improve their text. For instance, some students indicated that they were engaged with such feedback practices for the first time. Their unfamiliarity with feedback in their previous education may affect their experience of challenges. This interpretation was also consistent with the argument that students engage with feedback in different ways

across disciplines, curriculum, and educational contexts, influenced by their prior experiences and individual characteristics (Carless & Boud, 2018).

In a similar vein, the students' perceptions of feedback clarity did not present a uniform pattern, and Hermione's written feedback was not experienced in the same way by the students. It should be underlined that perceptions of clarity appeared almost twice as widespread. This indicated that many students were able to work productively with feedback, whereas some required extra explanation or clearer feedback. This imbalance can be interpreted as the key issue was not whether feedback was clear or unclear, but how students differed in their ability to make sense of it and put it into practice.

Importantly, when the students' responses were viewed through the lens of the student feedback literacy framework, these patterns can be more meaningful. This variation in perceived clarity suggested differences in students' capacity to comprehend what feedback was pointing to, while the challenges encountered within revision highlighted difficulties in putting feedback into practice. Therefore, the students' experiences of clarity and challenge appeared closely connected to their ability to interpret feedback and apply it in their writing. This interpretation is congruent with Carless and Boud's (2018) quadripartite framework on student feedback literacy, which involves learners' capacities to appreciate feedback, make judgments, manage the demands and effects of feedback, and take action on it. From this perspective, the students' reflections in this study suggested that comprehensibility of feedback was shaped not only by the feedback provided, but also by how students could apply and comprehend these feedback literacy capacities during revision.

Following the students' perspectives on challenges and clarity of feedback, their reflections on feedback usefulness revealed a striking imbalance. Although the majority of the students described and appreciated Hermione's written feedback as useful, a single student regarded it as inefficient. This isolated but important response supported the idea that

perspectives of usefulness were not uniform and may depend on how feedback matched with individual expectations, learning preferences, or previous experiences. Such variation in perceived usefulness was not surprising, as earlier research argued that students' reactions to feedback are shaped by a combination of instructional context, teacher-related issues, and learner characteristics, including expectations, motivation, and proficiency level (Lee, 2008). From an interpretive perspective, these reflections indicated that most students found feedback valuable to engage with. This pattern corresponded with the appreciating feedback dimension of Carless and Boud's (2018) student feedback literacy framework, which emphasized learners' recognition of feedback as a meaningful resource for learning. Therefore, students' appreciation of usefulness can be understood as part of their student feedback literacy.

As the final theme, students' emotional reactions to written feedback added a vital emotional layer to understanding how Hermione's written feedback was experienced throughout the writing course. The students' statements highlighted a dynamic emotional process in which both negative and positive feelings coexisted and evolved. Their negative emotions, especially at the early stages of the feedback process, can be seen as responses to confronting weaknesses, increased workload, and the demands of revising multiple drafts. At the same time, positive emotional responses were much more common, occurring more than three times as often as negative ones. This uneven distribution was significant because it showed that despite initial discomfort or resistance, most students shifted their thoughts about feedback to view it as encouraging, motivating, and emotionally supportive. This indicated that emotional responses changed over time, with initial anxiety or dissatisfaction giving way to enjoyment, confidence, and satisfaction as students engaged more deeply with feedback and revisions. However, a few students also expressed their feelings, shifting from positive emotions to boredom during extended revision periods. From the perspective of student feedback literacy, these emotional features become even more meaningful. In line with Ajjawi and Boud's (2018) view, feedback can be understood as a

dialogic process where cognitive, social-affective, and structural elements are closely linked, making learners' emotional reactions a core part of how feedback is experienced. Carless and Boud (2018) emphasized that learners' ability to engage with feedback depends on understanding comments and managing emotional responses. Therefore, one key aspect of feedback literacy is maintaining emotional balance and avoiding defensiveness in response to critical comments.

In light of the overall pattern observed in the data, as an answer to the third research question, the students' reflections indicated that Hermione's written feedback practices were both multifaceted and dynamic. There were considerable differences among the students' responses regarding how feedback contributed to their language learning, was perceived, and emotionally experienced. It is worth noting that the students did not regard feedback as bound to current tasks. In contrast, they described how it helped them notice what was missing in their drafts, how it guided their revisions, and how it contributed to the way they carried forward to later writing tasks. In this sense, their accounts pointed to feedback functioning as part of an ongoing learning process. From this perspective, the variety of Hermione's written feedback focus appeared to play an important role in shaping how the students learn from feedback. If written feedback focused on only surface-level corrections, such as grammar or form, the students' opportunities to engage more deeply with their writing would have been limited. However, the students' reflections suggested that Hermione's feedback addressing a wide range of aspects of writing, including content development, organisation, and meaning, was more likely to support their awareness of learning gaps, ongoing learning, and guide subsequent writing tasks. This highlighted the significance of teacher feedback literacy, particularly the ability to calibrate feedback focus in ways that extended beyond immediate error correction and supported students' longer-term development as writers.

At the same time, the students' perspectives on Hermione's written feedback highlighted that feedback engagement was not experienced in the same way among the students, which

was supported by earlier research (Hyland, 2001; Lee, 2005). Their feedback preferences varied between explicitness and implicitness. At the same time, some students expressed their unfamiliarity with error correction codes, and feedback practices shaped their feedback interaction. The students' views on the clarity and usefulness of written feedback completed another piece of the jigsaw puzzle. Clarity was reported substantially more often than unclarity. This showed that they generally regarded feedback as comprehensible, although a smaller set of responses pointed to their confusion. In a similar vein, whereas most of the students viewed the received feedback as valuable, only one student described it as inefficient. This unbalanced distribution revealed the challenging dimension, usefulness, and clearness of Hermione's written feedback relational judgment. This variability was consistent with the view that students' responses to teacher feedback were influenced by instructional context, teacher-related factors, and learner characteristics such as expectations, proficiency, and motivation (Lee, 2008).

Similarly, through the students' statements, it was underlined that their affective dimensions were part of this feedback process. Negative reactions appeared within the early stages of the process, due to the effort demanded by multiple drafts, and the discomfort of confronting weaknesses. However, positive affect was more prevalent and, for several students, initial unease shifted into confidence, encouragement, and enjoyment during the revision process. At the same time, some students also stated that their initial positive feelings turned into boredom, as the process required revising their drafts and acting on the received feedback. At the same time, it should be stated that all participants who completed the reflection paper (n = 9) reported a clear willingness to participate in the subsequent, similar feedback studies, appreciating the given feedback. This finding also overlapped with the findings of the earlier studies (Ferris et al., 2013).

Overall, the students' responses in this study indicated that their feedback engagement was shaped not only by the feedback provided but also by how students could apply and comprehend these feedback literacy capacities during the L2 writing course. Therefore,

student feedback literacy emerges as a key concept for the improvement of feedback processes. Teachers can support and reflect on their own feedback practices through attention to students' perspectives and difficulties with feedback (Carless & Winstone, 2023). In this respect, the findings also foreground teacher feedback literacy as a complementary dimension, highlighting the importance of teachers' capacity to design, adapt, and sustain feedback practices that are responsive to students' developing feedback literacy. In essence, the interplay of these key concepts: student feedback literacy and teacher feedback literacy frames written feedback as a shared pedagogical space in which learning is negotiated, supported, and sustained.

CHAPTER V

CONCLUSION

Presentation

The last chapter presents the summary of the study, limitations of the study, and pedagogical, practical, and future research implications for further studies.

5.1 Summary of the Study

This single case study aimed to uncover a novice EFL instructor's written feedback literacy and competencies in the L2 writing course at the tertiary level within the pedagogical framework of writing teacher feedback literacy (Lee, 2021). In addition, the study examined the students' responses to the instructor's written feedback to develop a more holistic understanding of feedback practices within the course. To reach these objectives, a purely qualitative research design was embraced. The data were collected through the EFL instructor's written feedback on the B2-level ELT students' writing tasks of both opinion essays and argumentative essays, a semi-structured quotation survey, a semi-structured interview, the students' reflection papers and a demographic information survey for the students in a state university in Türkiye. The data were analysed through MAXQDA 2024. To ensure trustworthiness of the study, member check was applied, and

the relevant data were coded independently by inter-coder. Three research questions were addressed to achieve the goals of the study.

Initially, the first question addressed the novice EFL instructor's written feedback literacy, in terms of feedback knowledge, values, and competencies before, during, after, throughout, and beyond feedback stages. Supported by the instructor's written feedback on the students' drafts, a semi-structured interview, and a quotation survey, revealed that Hermione is written feedback literate to a great extent within the scope of Lee's (2021) pedagogical framework of writing teacher feedback literacy. Her feedback practices consistently demonstrated core competencies of teacher feedback literacy, including her attention to her students' emotional and personal dimensions, her use of constructive critique that focused on meaning and communication, and her intentional efforts to foster learner agency. In addition to these most prominent competencies observed in her written feedback competencies, other notable dimensions of her teacher feedback literacy encompassed the provision of timely and iterative feedback, her sustained critical reflection on the effectiveness of her feedback, prioritization of a broad and developmental perspective on feedback, and a clear emphasis on communicative objectives rather than predominantly surface-level error correction, process-oriented writing and feedback understanding and her orientation to be included within a broader community of practice. At the same time, the thematic analysis of relevant data also suggested that although several aspects of her feedback literacy were clearly evident, practices that involved sharing assessment ownership with students were more limited. This may be associated with broader institutional expectations and time-related constraints. Overall, it was concluded that the novice instructor's written feedback literacy was described not as a completed pattern, but as a both strong and evolving professional profile, being gradually formed through never-ending practices, enthusiasm for further learning, reflection, and experience.

The second research question focused on how the participating novice instructor applied her written feedback competencies at the tertiary level in the L2 writing setting. The inductive thematic analysis of the findings showed that she visibly applied most of her feedback competencies. Her written feedback practices included a combination of various dimensions: tone, types, techniques, and focus of her written feedback. As part of her feedback tone, she predominantly commented on the students' strengths, and their weaknesses were provided between these strengths. Balancing her feedback tone, she purposefully attended to the emotional dimensions of her students. Suggestive and imperative comments were among other factors shaping her feedback tone. Additionally, she utilized both implicit and explicit types of written feedback depending on the students' needs. Another significant feature of the participating instructor's written feedback was observed through her use of requesting clarification, hedges, hints, error flagging, feedforward, the sandwich technique, and open-ended and closed questions as the feedback technique and strategy. This finding obviously showed her another competency of teacher feedback literacy, utilizing relevant feedback techniques within feedback practices. In a similar vein, the focus of written feedback constituted another notable dimension of her written feedback practices. It was found that her written feedback mostly focused on grammar, content, and organization in a balanced manner; at the same time, she highlighted meaning, punctuation, spelling, and style aspects of the students' drafts. This clearly demonstrated how a wide range of patterns were observed in her feedback applications. These diverse characteristics of her written feedback practices can be understood with her educational and training experiences, her feedback knowledge, values, students' needs and expectations, and the institutional setting. Importantly, it was also suggested that designing more opportunities for peer and self-feedback activities can contribute to the feedback understandings, such as shared responsibility between student and teacher, management of workload resulting from the feedback practice, thereby creating more feedback opportunities for further tasks. Collectively, the participating

instructor applied her written feedback literacy, as her feedback practices predominantly reflected certain competencies, integrating affective sensitivity with critical engagement, utilizing implicit and structured forms of guidance, and supporting her students' sustained improvement through multiple drafts and revisions.

The third research question presented an additional perspective that enriched and completed the understanding of the EFL instructor's written feedback practices. It examined students' reflections on the novice instructor's written feedback, providing more holistic and learner-oriented perspectives. The thematic analysis of the students' reflections indicated how they experienced written feedback in terms of its contribution to their language learning, feedback preferences, clarity, usefulness, challenges experienced within revision, and their emotional reactions. The findings clearly demonstrated that the students acknowledged their learning gaps and the contribution of the received written feedback to their subsequent writing tasks. On the other hand, they didn't reflect "ideal" written feedback, but their reflections changed from student to student. In line with their educational background, previous feedback engagement, motivation, and student feedback literacy, they expressed various accounts regarding their preferences, challenges, usefulness, and clarity of feedback. Additionally, students' reflections revealed an evolving emotional experience, where negative and positive feelings were simultaneously observed and changed over time. Importantly, positive affective reflections were much more predominant, and all of the students (n=9) completing the reflection paper expressed their clear willingness to participate in similar studies in the future. Overall, the last research question highlighted the understanding that effective and meaningful engagement with feedback depended not only on the given feedback, but also on students' comprehension, interpretation, and work with feedback literacy during the course, underlining the complementary and feeding relationship between teacher feedback literacy and student feedback literacy.

5.2 Pedagogical and Practical Implications

This study offers several practical and pedagogical implications for EFL teaching, writing instruction, assessment, and written feedback practices. At the centre of these implications lies teacher feedback literacy, which emerged as a key pedagogical resource shaping not only how feedback is provided, but also how it is experienced, interpreted, and acted upon by students. The instructor's competency to reflect on her feedback values, knowledge, and practices, adjust them in response to students' needs, and remain open to learning shaped how the written feedback was enacted in the classroom.

One key implication is the developmental and feedforwarding nature of feedback. Students' reflections indicated that written feedback was meaningful and beneficial when it supported their revision as an ongoing learning process and helped them carry insights from one task to subsequent writing activities. Additionally, as part of teacher feedback literacy competency, prioritising higher communicative aspects of writing within feedback may also help reduce the overwhelming and demotivating effects that feedback can sometimes produce for students. Such a forward-looking orientation is also aligned with Lee's (2021) feedback literacy framework, which encourages teachers to design feedback that supports students' future learning and development. All these suggest that writing instructors and teachers may design a forward-looking feedback philosophy, where feedback is positioned as guidance for future writing and communicative purposes. Such an approach can contribute to the construction of students' understanding of feedback as an ongoing growth and improvement. Similarly, Boud and Molloy (2013) argue that feedforward is most effectively supported through sequences of related or "nested" tasks that enable students to apply insights gained from previous feedback to subsequent work. Teachers can pay special attention to incorporating feedforwarding dimensions and techniques in their feedback practices. While the notion of feedforward has been widely discussed in the assessment and feedback literature, it has largely been conceptualised as a pedagogical process embedded in assessment and feedback design rather than as a distinct

feedback technique (Sadler et al., 2023). To the researcher's knowledge, only limited attention has been given to examining feedforward as a specific feedback technique within teacher feedback practices. Therefore, the present study suggests that feedforwarding may also function as a potential feedback technique that can guide students' future writing and support developmental learning across tasks.

A further implication relates to teacher education and institutional support. Zhan (2023) suggests that pre-service teachers' experiences in assessment courses might have a significant impact on the development of their feedback literacy. Consistent with earlier research, unsurprisingly, the participating novice instructor frequently referred to her previous education, training, experiences as a feedback recipient, and institutional expectations, while applying her feedback practices, presenting her feedback knowledge, and appreciating her feedback values. Building on this, within pre-service teacher education programmes, it may also be valuable for pre-service teachers to observe feedback processes during practicum experiences. In addition, methodology courses may include activities such as presentations and discussions focusing on feedback practices so that future instructors can examine how feedback operates in real instructional contexts and reflect on how they might implement similar practices in their own classrooms. In light of this, curriculum designers and teacher educators can pay special attention to assessment courses by recognizing the potential importance of teacher feedback literacy for providing effective feedback and incorporating it as a valuable dimension in both pre-service and in-service training. In particular, recent research on assessment education suggests that pre-service teacher education programmes should provide opportunities for prospective teachers to connect course-based assessment learning with field-based teaching experiences and practicum contexts, enabling them to apply their assessment knowledge and literacy in real classroom contexts (Güngör & Güngör, 2024). Overall, from a teacher education perspective, these findings suggest that feedback literacy should be addressed more explicitly in teacher education programmes through opportunities to observe,

analyse, and reflect on feedback practices across assessment and methodology courses as well as practicum experiences.

Furthermore, higher education institutions may reconsider structural constraints, such as intensive curricula and limited time, that restrict opportunities for sustained feedback practices. In this regard, recent ecological and socio-material perspectives on feedback literacy suggest that feedback practices are shaped not only by teacher–student interactions but also by broader contextual and material factors such as learning environments, technologies, institutional structures, and spatial conditions (Chong, 2021; Gravett, 2022). Therefore, designing effective feedback practices may require teachers and institutions to consider not only how feedback is delivered but also the broader environments in which feedback takes place. From this holistic feedback perspective, this may involve paying closer attention to the learning spaces where feedback is discussed, the digital platforms through which it is shared, the institutional conditions, such as intensive curricula, teachers' work load that shape students' opportunities to effectively engage with feedback.

Importantly, the study also uncovered that some students had not previously been involved in such detailed feedback activities and writing instruction. Therefore, feedback practices should not be restricted to the higher education institutions. Previous research also indicates that a lack of earlier feedback experiences may constrain students' willingness to seek and engage with feedback (Kara, 2021). Designing more systematic and meaningful feedback practices within earlier educational stages may better prepare learners to engage productively with feedback later in their academic life.

Another implication concerns the role of formative assessment and assessment for learning in designing classroom feedback practices. Feedback may be more effective when it is approached as an ongoing instructional process. In this regard, teachers may consider how feedback can be planned before instructional activities, provided and adjusted during classroom interaction, and subsequently followed up and monitored after feedback.

Approaching feedback through such a process-oriented perspective may help teachers integrate feedback more systematically into classroom assessment and support students' ongoing engagement with feedback. This process-oriented feedback perspective is also aligned with Lee's (2021) teacher feedback literacy framework, which highlights feedback competencies across different stages of the feedback process, including before, during, beyond, and throughout feedback. Developing such an understanding of feedback may also be supported through in-service professional development programmes that explicitly address how feedback can be planned, applied, and monitored as part of formative classroom assessment.

All these points highlight the value of teacher feedback literacy, creating opportunities for teachers to engage in reflective dialogue on feedback, ongoing professional development, and collaborative communities of practice. Developing a deeper understanding of well-established teacher feedback literacy and how it addresses potential challenges in effective feedback may guide institutions in revising their programmes and encourage both pre-service and in-service EFL teachers and instructors to re-examine their perspectives on feedback, feedback education, and ongoing professional training. Such reflection may contribute to strengthening feedback practices and addressing recurring challenges in feedback processes. The current research also indicated that the variety of students' reflections on their instructor's written feedback did not point to a single "ideal" feedback practice, as earlier argued by Sadler as no 'magic' formula (2010). The improvement of teacher feedback literacy and its competencies can serve as a probable and plausible suggestion for this, as only feedback literate teachers can improve their students' feedback literacy, apply feedforwarding activities, think feedback beyond the current tasks, handle with encountered challenges, share responsibility with multi-stakeholders, such as students, institutions and even technology, act on accordingly to the students' needs, aims, affective dimensions, learning contexts, preferences within the whole process of feedback.

Therefore, they can design more sustainable and effective feedback settings for both themselves and their students.

5.3 Future Research Implications

Given the relatively recent emergence of teacher feedback literacy, several important studies can explore further aspects of it. Firstly, as the present study underlined the developmental and ongoing nature of teacher feedback literacy, longitudinal research can be employed to observe how teachers' feedback literacy and competencies evolve in relation to their classroom experience, institutional contexts, professional development opportunities, and ongoing interactions with students. Such research may provide a clearer understanding of how teachers' feedback knowledge, values, and practices are gradually shaped, sustained, or transformed across different stages of their professional lives and through their ongoing interactions with students within feedback processes. This perspective also reflects recent work emphasising the relational and interactive nature of feedback processes (Carless & Winstone, 2023).

Additionally, since this case study focused on a novice EFL instructor's written feedback literacy to paint a detailed picture, comparative research examining feedback literacy across different levels of teaching experience, gender, departmental affiliation, institutional context, and disciplinary background can be conducted. For instance, future studies might offer insights into concerning how novice and experienced instructors differ in their application of feedback literacy. Lastly, to provide a more holistic and complementary perspective, this study also underlines the importance of students' perspectives in understanding feedback practices. Future research may explore the integration of teacher and student feedback literacy more explicitly, examining how these two constructs interact and develop in relation to one another over time. In addition, further research may also investigate feedback uptake to better understand how students interpret, respond to, and act

upon teachers' feedback. Conducting similar studies with students and teachers in K–12 contexts may also provide valuable insights into how feedback literacy and feedback processes develop across different educational levels.

As a final point, future research may also employ quantitative or mixed-methods research designs to further examine teacher feedback literacy in different instructional contexts. As highlighted by Liang et al. (2023), early research on feedback literacy largely focused on conceptualizing feedback literacy and its related constructs, including feedback literacy (Sutton, 2012), student feedback literacy (Carless & Boud, 2018), and teacher feedback literacy (Carless & Winstone, 2023) and proposing theoretical frameworks (Lee, 2021; Boud & Dawson, 2023). Moving away from this trend in the field, more recent studies have begun to explore empirical dimensions such as scale development (Yu et al., 2022; Lee et al., 2023; Lee & Mao, 2024; Zhan, 2024) and L2 writing contexts. Building on this development, future studies may benefit from using such validated measurement instruments and scales to investigate the effectiveness of feedback practices and examines how feedback literacy functions across teaching and learning processes over time.

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APPENDICES

Appendix 1. The Semi-Structured Interview

ITEMS OF THE SEMI-STRUCTURED INTERVIEW

PART I DEMOGRAPHIC INFORMATION

1. What is your educational background information?
2. What is your BA, MA? Which university did you graduate from?
3. How many years of teaching experience do you have? How long have you been teaching English as a foreign language within this institution?
4. Have you ever taken a language assessment and evaluation course during your BA?
5. How can you define the language assessment and evaluation course that you took?
6. Have you ever taken training regarding feedback procedures as a feedback provider/receiver during your language assessment and evaluation course, BA, MA, or institution?
7. If yes, what kind of training did you take regarding feedback processes?

PART- II FEEDBACK KNOWLEDGE/ VIEWS

1. How do you define feedback/ feedback processes?
2. How many different feedback sources can you define? How can you explain their relations?
3. What are your thoughts about the impact of feedback on formative assessment?
4. What do you think about the role of feedback on students' process-oriented writing achievement?

PART- III FEEDBACK PRACTICES

1. What kind of strategies do you use before feedback practices?
2. What kind of strategies do you use during feedback practices?
3. What kind of strategies do you use after feedback practices?
4. Do you actively benefit from any kind of feedback sources, i.e., peer-feedback, or self-feedback during your feedback-giving processes?

5. How often do you give written feedback to your students' writing drafts?
6. What criteria do you often take into consideration while giving written feedback to students' process-oriented writing essays?
7. How do you think your written feedback affects/improve your students' writing skills?
8. Are there any impediments affecting your feedback-giving practices?
9. Are there any facilitators affecting your feedback-giving practices?
10. How can you define the role of your institution while providing written feedback to your students' writing essays?
11. Does your institution provide enough time and support for feedback practices in your lesson/pacing/annual plans?
12. Do you want to add something else?

Appendix 2. Semi-Structured Interview (In Turkish)

YARI YAPILANDIRILMIŞ GÖRÜŞME SORULARI

BÖLÜM- I DEMOGRAFİK BİLGİLER

1. Eğitim geçmişiniz hakkında bilgi verir misiniz?
2. Lisans ve varsa yüksek lisans dereceniz nedir ve hangi üniversiteden mezun oldunuz?
3. Kaç yıllık öğretmenlik deneyiminiz var? Kaç yıldır bu kurumda yabancı dil olarak İngilizce öğretiyorsunuz?
4. Daha önceki eğitimleriniz sırasında dil ölçme ve değerlendirme dersi aldınız mı?
5. Ölçme ve değerlendirme dersinizi açıklayabilir misiniz?
6. Ölçme ve değerlendirme dersinizde, lisans, yüksek lisans eğitiminizde veya kurumunuzda, geri bildirim sağlayıcı/alıcı olarak geri bildirim prosedürlerine ilişkin herhangi bir eğitim aldınız mı?
7. Cevabınız evet ise, geri bildirim süreçlerine ilişkin ne tür bir eğitim aldınız?

BÖLÜM- II GERİ BİLDİRİM BİLGİSİ/GÖRÜŞLERİ

1. Geri bildirim/ geri bildirim süreçlerini nasıl tanımlayabilirsiniz?
2. Kaç farklı geri bildirim kaynağı tanımlayabilirsiniz? Aralarındaki ilişkileri nasıl açıklayabilirsiniz?
3. Geri bildirimin biçimlendirici değerlendirme üzerindeki etkisi hakkında düşünceleriniz nelerdir?
4. Geri bildirimin öğrencilerin süreç odaklı yazma başarısı üzerindeki rolü hakkında ne düşünüyorsunuz?

BÖLÜM- III GERİ BİLDİRİM UYGULAMALARI

1. Geri bildirim uygulamalarından önce ne tür stratejiler kullanıyorsunuz?
2. Geri bildirim uygulamaları sırasında ne tür stratejiler kullanıyorsunuz?
3. Geri bildirim uygulamalarından sonra ne tür stratejiler kullanıyorsunuz?

4. Geri bildirim uygulamaları sırasında akran geri bildirimi veya öz geri bildirim gibi herhangi bir geri bildirim kaynağından aktif olarak faydalanıyor musunuz?
5. Öğrencilerinizin yazma ödevlerine ne kadar sıklıkla yazılı geri bildirim veriyorsunuz?
6. Öğrencilerinizin süreç odaklı yazma ödevlerine yazılı geri bildirim verirken hangi kriterleri göz önünde bulunduruyorsunuz?
7. Yazılı geri bildiriminizin öğrencilerin yazma becerilerini nasıl etkilediğini düşünüyorsunuz?
8. Geri bildirim uygulamalarınızı etkileyen engeller var mı?
9. Geri bildirim uygulamalarınızı etkileyen kolaylaştırıcı faktörler var mı?
10. Öğrencilerinizin yazma ödevlerine yazılı geri bildirim verirken, kurumunuzun rolünü nasıl tanımlayabilirsiniz?
11. Kurumunuz, geri bildirim uygulamaları için ders/yıllık planlarınızda yeterli zamanı ve desteği sağlıyor mu?
12. Başka bir şey eklemek ister misiniz?

Appendix 3. Semi-Structured Quotation Survey

Adapted from Lee (2021).

ITEMS OF SEMI-STRUCTURED QUOTATION SURVEY

1. Feedback can be supplied through various sources, for instance, _____ and_____.
2. Giving effective written feedback strategies can be described as _____.
3. Feedback is shared responsibility between _____ and _____.
4. Feedback can be described as _____ in the best way.
5. Written feedback can be described as _____ in the best way.
6. The role/s of feedback on students' writing achievement is/are_____.
7. The role/s of written feedback on students' writing achievement is/are_____.
8. The role/s of feedback in formative assessment is/are_____.
9. The role/s of written feedback in formative assessment is/are_____.
10. To provide written feedback effectively for students' writing essays, the teacher should do _____ before feedback.
11. To provide written feedback effectively for students' writing essays, the teacher should do _____ during feedback.
12. To provide written feedback effectively for students' writing essays, the teacher should do _____ after feedback.
13. To provide written feedback effectively for students' writing essays, the teacher should do _____ beyond feedback.
14. To plan and lead peer feedback procedures, the teacher should do _____.
15. To plan and lead self-feedback procedures, the teacher should do _____.
16. While giving written feedback to students' writing essays, the teacher should do _____ to address students' individual preferences and needs.

Appendix 4. Semi-Structured Quotation Survey (In Turkish)

Adapted from Lee (2021).

YARI YAPILANDIRILMIŞ ALINTI ANKETİ

1. Geri bildirim çeşitli kaynaklar aracılığıyla sağlanabilir, örneğin_____ ve_____.
2. Etkili yazılı geri bildirim verme stratejileri_____ olarak tanımlanabilir.
3. Geri bildirim_____ ve _____ arasında paylaşılan bir sorumluluktur.
4. Geri bildirim en iyi şekilde _____ olarak tanımlanabilir.
5. Yazılı geri bildirim en iyi şekilde _____ olarak tanımlanabilir.
6. Geri bildirimin öğrencilerin yazma başarısı üzerindeki _____gibi rolü/rolleri vardır.
7. Yazılı geri bildirimin öğrencilerin yazma başarısı üzerindeki rolü/rolleri_____dır.
8. Geri bildirimin biçimlendirici değerlendirmede _____ gibi rolü/rolleri vardır.
9. Yazılı geri bildirimin biçimlendirici değerlendirmedeki rolü/rolleri_____dır.
10. Öğrencilerin yazma ödevlerine etkili bir şekilde yazılı geri bildirim vermek için öğretmen geri bildirimden önce _____ yapmalıdır.
11. Öğrencilerin yazma ödevlerine etkili bir şekilde yazılı geri bildirim sağlamak için öğretmen geri bildirim sırasında_____ yapmalıdır.
12. Öğrencilerin yazma ödevlerine etkili bir şekilde yazılı geri bildirim sağlamak için öğretmen geri bildirimden sonra _____ yapmalıdır.
13. Öğrencilerin yazma ödevlerine etkili yazılı geri bildirim sağlamak için öğretmen geri bildirimden başka_____ yapmalıdır.
14. Akran geri bildirim süreçlerini planlamak ve yönetmek için öğretmen _____yapmalıdır.
15. Öz-geri bildirim süreçlerini planlamak ve yönetmek için öğretmen _____ yapmalıdır.

16. Öğretmen, öğrencilerin yazma ödevlerine yazılı geri bildirim verirken, öğrencilerin bireysel tercihlerine ve ihtiyaçlarına hitap etmek için _____ yapmalıdır.

Appendix 5. Demographic Information Survey for EFL Students

DEMOGRAPHIC INFORMATION SURVEY

Dear participant,

This survey is designed to gather basic demographic information about the EFL students involved in this research. Any details you share in this survey will remain confidential and solely be utilized for academic purposes. Please do not forget to click on the 'Submit' button at the end of the survey. We appreciate your cooperation and assistance.

Thank you.

ITEMS OF DEMOGRAPHIC INFORMATION SURVEY

1. Name (Optional)
2. E-posta
3. Telephone Number (Optional)
4. Age
5. Please specify the high school category you graduated from

□ Anatolian High School

□ Science High School

□ Social Sciences High School

□ Vocational High School

□ Other:…..

6. Department: ……
7. Please choose the best option that explains your current situation

□ I'm a freshman.

□ I'm a repeat student.

□ Other:……

8. I have been learning English for ..... years.

9. Have you ever been abroad?

□ Yes

□ No

□ Other:…….

10. Have you ever taken writing course(s) before?

□ Yes

□ No

□ Other:…….

11. Could you describe your previous writing course/s?

……

12. Have you ever written any type of essays in English in your writing course/s?

□ Yes

□ No

□ Other:…….

13. Have you ever been involved in feedback procedure/s before?

□ Yes

□ No

□ Other:…….

14. Please choose the best option/s that explain/s your current situation. You can choose more than one.

□ I have taken oral feedback in my previous courses from my teacher/s.

□ I have taken written feedback in my previous courses from my teacher/s.

□ Other:…..

15. Please choose the best option/s that explain/s your current situation. You can choose more than one.

□ I have taken oral feedback in my previous courses from my peer/s.

□ I have taken written feedback in my previous courses from my peer/s.

□ Other:…..

Appendix 6. EFL Students' Reflection Papers

REFLECTION PAPER FOR THE STUDENTS

This task aims to shed light on your personal experiences and the impact of feedback while writing the 1st, 2nd, and 3rd drafts of your essays and receiving feedback from your instructor. In addition to this, it includes some questions to uncover your reflections regarding this feedback and writing process.

Thanks for your kind interest and contribution.

ITEMS OF REFLECTION PAPER FOR THE STUDENTS

1. Your name (Optional)
2. What were your **initial and final** thoughts and expectations regarding these feedback processes and writing implementation?
3. Could you describe the most significant and beneficial feedback you received on each of your drafts in detail, please?
4. Did you experience any difficulty while understanding your instructor's feedback? If you say yes, what was difficult to understand?
5. Were there any specific pieces of feedback that were particularly challenging to address? Why?
6. Could you describe the most challenging feedback you received on each draft in detail, please?
7. How did your instructor's feedback help you to improve your writing?

8. How did you incorporate your instructor's feedback into your second and third drafts?
9. What specific writing skills or techniques did you learn or improve as a result of the feedback you received?
10. How did the feedback help you develop your ideas and arguments more effectively?
11. Were there any points where you disagreed with your instructor's feedback? How did you handle these situations?
12. How can you describe your instructor's feedback?

    For example, It was very encompassing because _____.

    It was unnecessarily detailed, etc. because_____.

    It was very beneficial because_____.

    It was very enjoyable because_____.
13. Were you impressed by any feedback and its process? Did you enjoy this feedback process?
14. Do you want to be involved in such kinds of feedback processes and implementations in the future?
15. How will you seek and utilize this feedback process in future writing assignments?
16. How would you describe your overall experience of writing multiple drafts and receiving detailed feedback? What were the most valuable aspects of this experience for you?

Appendix 7. A Sample Part of the Semi-Structured Interview

THE FIRST PART OF SEMI-STRUCTURED INTERVIEW

Researcher: [00:00:03] Hello. Welcome to our interview. First of all, thanks for your participation in our interview. Now I'm going to start with the first part of demographic information. So our first question is, what is your educational background? What is your educational background? How can you define it?

Hermione: [00:00:25] I'm an ELT graduate. I can say I graduated from the ELT department, and I'm also doing my master's in ELT again. And my main focus is assessment at the moment.

Researcher: [00:00:40] Thank you. How many years of teaching experience have you got? How many years have you been teaching English as a foreign language within this institution?

Hermione: [00:01:11] I have three years of teaching experience, and I think I have two years in this institution. I started in a middle school at first for a year, and then I came to this institution and it's my second year almost.

Researcher: [00:01:27] This institution, as far as I understand, is your second institution. Have you ever taken a language assessment and evaluation course during your BA?

Hermione: [00:01:43] Yeah, I did. I do not remember the name, but as far as I remember, I have taken two terms of language assessment lessons or courses, I can say.

Researcher: [00:01:55] In your fourth grade?

Hermione: [00:01:57] I guess fourth, but it can be third too. No, it was fourth because I remember I was also going to an internship, so it was at the same time. It's the fourth year and probably two terms as far as I remember.

Researcher: [00:02:14] How can you define the content of your language assessment and evaluation courses? How can you define them? Can you elaborate to us?

Hermione: [00:02:24] I do not remember the details of the course, but I remember that I have learned about how to give, let's say, encouragement during feedback. I mean, how it is not just about making error correction, how can you praise the student; how can you state the problems, or how can you personalize the feedback? I remember that I have learned these and also I think our main focus was on written feedback rather than oral feedback, because it was a very crowded class and we couldn't do oral feedback demo teachings. So mostly about written feedback. And as far as I remember, it was about like how to do it positively, mainly.

Researcher: [00:03:12] So, as far as I understand, there is encouragement towards encouraging written feedback, rather than criticism.

Hermione: [00:03:22] Definitely.

Researcher: [00:03:23] Have you ever taken training regarding feedback procedures as a feedback provider or receiver? During your language assessment and evaluation course in your BA, in your MA, or institution?

Hermione: [00:03:43] Other than my courses, I remember I have taken a course like online certification course. It was at the same time with my language assessment lessons in BA and it was about being a receiver and provider at first. We started with how to receive the feedback and how can you find your, let's say weaknesses, strengths or how can you personalize the feedback based on your needs at first, then how to provide effective feedback? I remember that kind of a course. but I had I did. In BA I had and during this time I also had taken another training for a certificate program. And also in MA. I have taken a course about assessment, but it wasn't about how to give feedback, how to give this kind of things, but its main focus was on understanding the academic things about it. So it wasn't about how to give feedback or how to assess students, but it was mostly about reading the articles about assessment. So I think MA doesn't count. So it doesn't, let's say, affect the base I had about the feedback and about the assessment.

Researcher: [00:05:29] Ok. As far as I see, you have clarified this question as well. Now we can finish our first part regarding demographic information. Do you want to add something else regarding these points or would you like to add any other comments? Maybe you can revise your answers one more time if you want.

Hermione: [00:05:59] I think I said all the things about the assessment part and about the feedback part. I have taken the courses in university in my BA time and in MA also. I did, but it wasn't related I guess. And also a course there is a course I have taken and I think there is nothing else I can remember.

Researcher: [00:06:18] Thanks, we can finish our first part.

Appendix 8. A Sample of Semi-Structured Quotation Survey

1. Feedback can be supplied through various sources, for instance, **teachers, peers, and self-assessment or digital feedback tools.**.

2. Giving effective written feedback strategies can be described as **providing personalised, constructive, goal-oriented feedback.**

3. Feedback is shared responsibility between **teacher** and **student.**

4. Feedback can be described as g**uidance that helps learners understand their current progress and how to move forward** in the best way.

5. Written feedback can be described as **a permanent record of learning evidence and encouragement supporting students' self-regulation** in the best way.

6. The role/s of feedback on students' writing achievement is/are **supporting progress by highlighting strengths and weaknesses and providing directions for improvement**.

7. The role/s of written feedback on students' writing achievement is/are **to provide guidance that facilitates revision and transfer of writing skills.**

8. The role/s of feedback in formative assessment is/are **to inform both teachers and students and close the feedback loop for continuous improvement.**

9. The role/s of written feedback in formative assessment is/are **to document progress and provide formative data for planning next learning steps.**

10. To provide written feedback effectively to students' writing essays, the teacher should do **a thorough reading and analysis of the work** before feedback.

11. To provide written feedback effectively to students' writing essays, the teacher should make **specific, criterion-referenced, balanced, and dialogic comments** during feedback.

12. To provide written feedback effectively to students' writing essays, the teacher should do **a reflection or revision task, ensuring active feedback uptake** after feedback.

13. To provide written feedback effectively to students' writing essays, the teacher should do **self-assessment of feedback quality using learner outcomes as evidence to refine techniques** beyond feedback.

14. To plan and lead peer feedback procedures, the teacher should **provide clear rubrics, guidelines, and model examples of effective peer review**

15. To plan and lead self-feedback procedures, the teacher should do **teach students to use rubrics and reflection logs to promote metacognitive awareness.**

16. While giving written feedback to students' writing essays, the teacher should **adapt feedback tone and detail to students' proficiency and emotional readiness to learn** to address students' individual preferences and needs.

Appendix 9. A Sample of Demographic Information Survey for EFL Students

1. Name: Neville
2. E-posta: -
3. Telephone Number: -
4. Age: 20
5. Please specify the high school category you graduated from

□ Anatolian High School

□ Science High School

□ Social Sciences High School

□ Vocational High School

√ Other: Private School

6. Department: ELT
7. Please choose the best option that explains your current situation

□ I'm a freshman.

□ I'm a repeat student.

√ Other: Prep Student

8. I have been learning English for 14 years.
9. Have you ever been abroad?

√ Yes

□ No

□ Other:…….

10. Have you ever taken writing course(s) before?

√ Yes

□ No

□ Other:…….

11. Could you describe your previous writing course/s?

…..I learned the basics….

12. Have you ever written any type of essays in English in your writing course/s?

√ Yes

□ No

□ Other:…….

13. Have you ever been involved in feedback procedure/s before?

√ Yes

□ No

□ Other:…….

14. Please choose the best option/s that explain/s your current situation. You can choose more than one.

□ I have taken oral feedback in my previous courses from my teacher/s.

√ I have taken written feedback in my previous courses from my teacher/s.

□ Other:…..

15. Please choose the best option/s that explain/s your current situation. You can choose more than one.

√ I have taken oral feedback in my previous courses from my peer/s.

□ I have taken written feedback in my previous courses from my peer/s.

□ Other:…..

Appendix 10. A Sample of EFL Students' Reflection Papers

1. What were your **initial and final** thoughts and expectations regarding these feedback processes and writing implementation?

1. It was motivating.

2. Could you describe the most significant and beneficial feedback you received on each of your drafts in detail, please?

2. I can't decide but if I need to choose I want to say in first drafts feedback instructor said my introduction need a hook to be more appealing it helped me to understand the use of a hook in essays.

3. Did you experience any difficulty while understanding your instructor's feedback? If you say yes, what was difficult to understand?

3. Not a difficulty, but I think if we know exactly what we do wrong, it would be easier for us to learn.

4. Were there any specific pieces of feedback that were particularly challenging to address? Why?

4. No.

5. Could you describe the most challenging feedback you received on each draft in detail, please?

5. In somewhere instructor mentioned that I need to detail and strengthen my ideas, but I could understand how to do it. That was challenging. I wish the instructor would explain it with an example.

6. How did your instructor's feedback help you to improve your writing?

6. I understood my errors, and I learned from them.

7. How did you incorporate your instructor’s feedback into your second and third drafts?

7. I try to change some parts.

8. What specific writing skills or techniques did you learn or improve as a result of the feedback you received?

8. Importance of hook and strong refutation.

9. How did the feedback help you develop your ideas and arguments more effectively?

9. Learn how to detail ideas more clearly and not to.

10. Were there any points where you disagreed with your instructor’s feedback? How did you handle these situations?

10. Yes, there were some parts, and I try to write them in other draft in a mixed view of my instructor's opinion and mine.

11. How can you describe your instructor’s feedback?

For example, It was very encompassing because _____.

It was unnecessarily detailed, etc. because_____.

It was very beneficial because_____.

It was very enjoyable because_____.

11. I think they are great because I can get that my writing is not bad, but not good enough so they encourage me to write more.

12. Were you impressed by any feedback and its process? Did you enjoy this feedback process?

12. Yes, it was good, but it was a little bit long process

13. Do you want to be involved in such kinds of feedback processes and implementations in the future?

13. Yes.

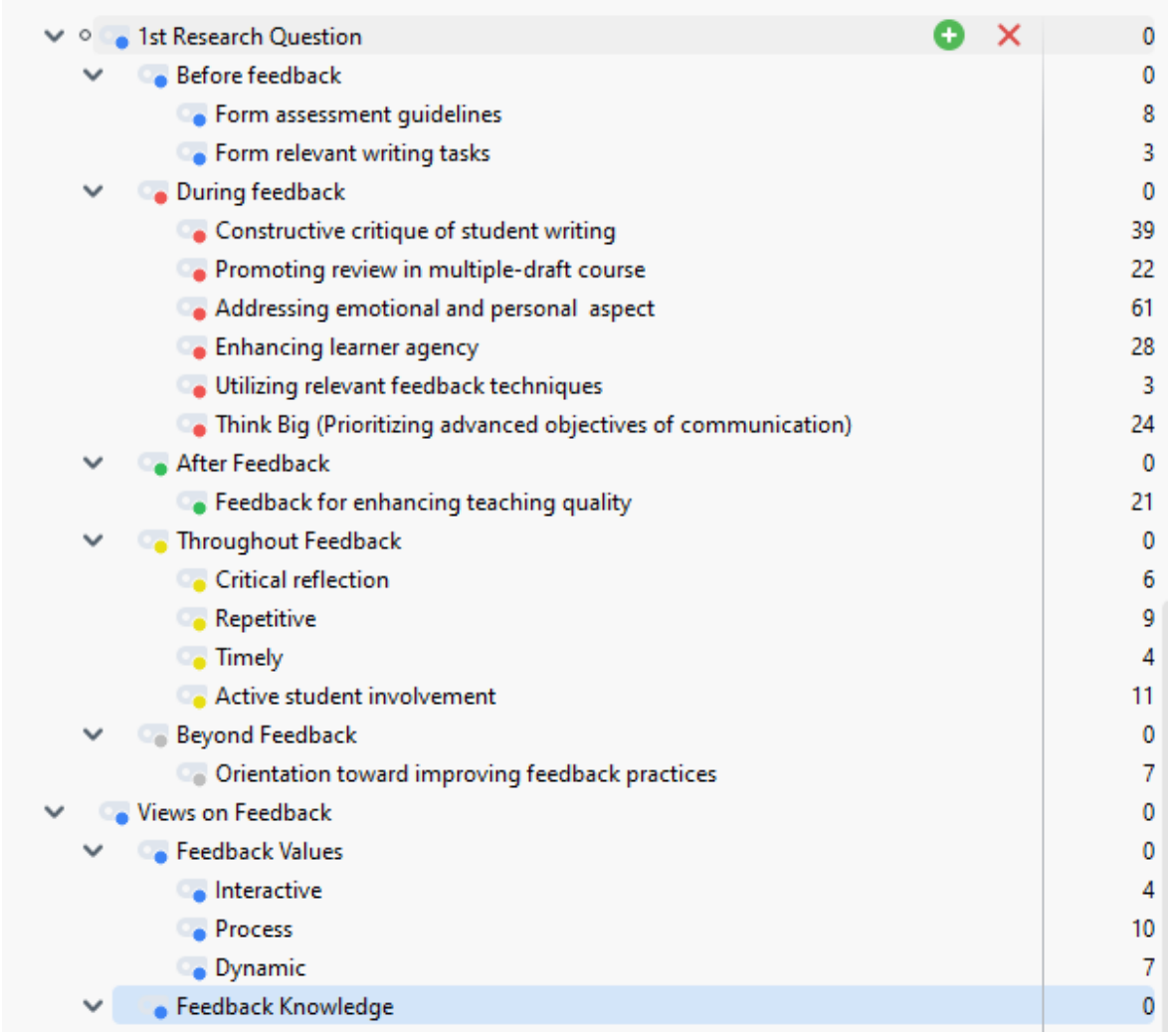
14. How will you seek and utilize this feedback process in future writing assignments?

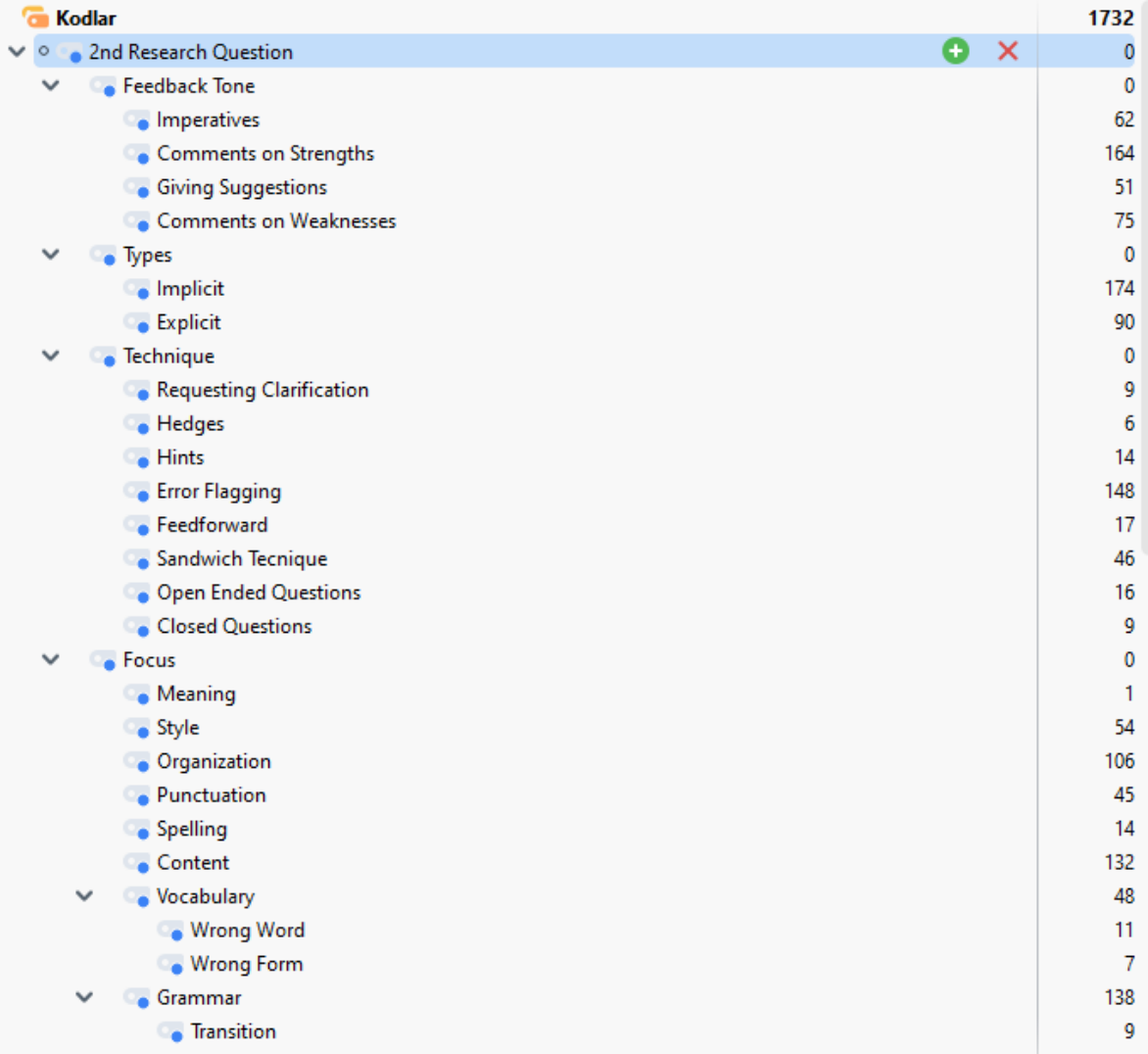
14. I will use them as guidance. I am sure that they helped and improved me a lot.

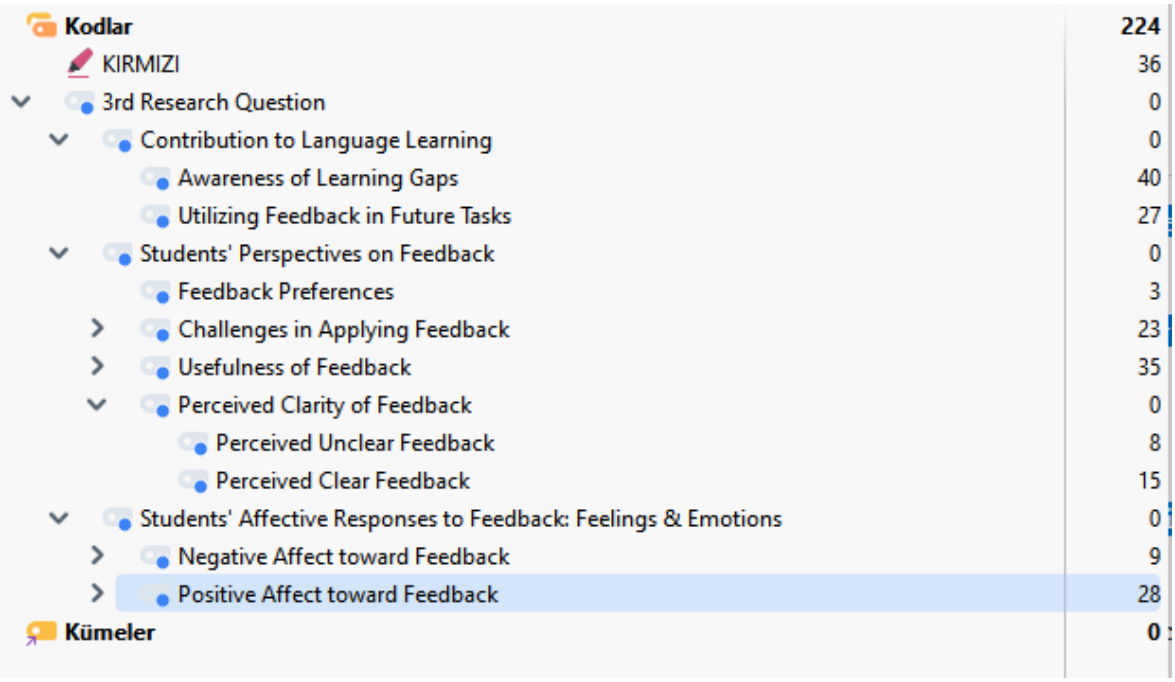
15. How would you describe your overall experience of writing multiple drafts and receiving detailed feedback? What were the most valuable aspects of this experience for you?

15. It was a good experience because most teachers do not have time for this type of feedback in the classroom, so we never learn our errors all in all, but we were lucky that we learn our mistakes with this detailed feedback. I liked it, but I want some parts to be clearer.

Appendix 11. Code Schemes in MAXQDA




Kodlar 1732
2nd Research Question 0
Feedback Tone 0
Imperatives 62
Comments on Strengths 164
Giving Suggestions 51
Comments on Weaknesses 75
Types 0
Implicit 174
Explicit 90
Technique 0
Requesting Clarification 9
Hedges 6
Hints 14
Error Flagging 148
Feedforward 17
Sandwich Tecnique 46
Open Ended Questions 16
Closed Questions 9
Focus 0
Meaning 1
Style 54
Organization 106
Punctuation 45
Spelling 14
Content 132
Vocabulary 48
Wrong Word 11
Wrong Form 7
Grammar 138
Transition 9


Kodlar 224
KIRMIZI 36
3rd Research Question 0
Contribution to Language Learning 0
Awareness of Learning Gaps 40
Utilizing Feedback in Future Tasks 27
Students' Perspectives on Feedback 0
Feedback Preferences 3
Challenges in Applying Feedback 23
Usefulness of Feedback 35
Perceived Clarity of Feedback 0
Perceived Unclear Feedback 8
Perceived Clear Feedback 15
Students' Affective Responses to Feedback: Feelings & Emotions 0
Negative Affect toward Feedback 9
Positive Affect toward Feedback 28
Kümeler 0

Appendix 12. Ethics Committee Approval

Evrak Tarih ve Sayısı: 03.04.2024-E.921430

T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu

Sayı : E-77082166-302.08.01-921430 03.04.2024
Konu : Bilimsel ve Eğitim Amaçlı

DAĞITIM YERLERİNE

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı **Yüksek Lisans Öğrencisi Satı DOYMAZ HIDIR'ın, Doç.Dr. Müzeyyen Nazlı GÜNGÖR'ün** danışmanlığında yürüttüğü ***"Exploring A Novice EFL Instructor's Written Feedback Literacy: A CaseStudy"*** adlı tez çalışması ile ilgili konu Komisyonumuzun **26.03.2024** tarih ve **06** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2024 - 537

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste
DAĞITIM
Gereği:
Sayın Doç. Dr. Müzeyyen Nazlı GÜNGÖR

Bilgi:
Eğitim Bilimleri Enstitüsü Müdürlüğüne

Appendix 13. The List of Error Correction Codes

ERROR CORRECTION CODES FOR WRITING PORTFOLIO 4

Code	Kind of Error	Incorrect Form/Sentence	Correct Form/Sentence
Gr	Incorrect structure	I should **to studying.**	I should study.
A	Incorrect article (a/an/the)	She is **a** engineer.	She is **an** engineer.
Prep	Incorrect preposition	I'm **afraid from** snakes.	I'm **afraid of** snakes.
Pron	Incorrect pronoun	**He** is a good person. I like **her.**	**He** is a good person. I like **him.**
^	Something is missing.	I going shopping. **(auxiliary verb)** I'm student. **(article)** I'm listening music. **(preposition)** He likes. **(pronoun)**	I **am** going shopping. I'm **a** student. I'm listening **to** music. He likes **it.**
[ ]	Sentence is too long. Split it up. / Run-on sentence	Lily was upset because she failed the exam **and** she went home and she talked to her mother.	Lily was upset because she failed the exam**. She** went home and she talked to her mother.
>>	Join up the sentences.	I went to lunch**. Because** I was hungry.	I went to lunch **because** I was hungry.
Agr	Agreement	**He** never **get** angry. I need **that books** over there.	**He** never **gets** angry. I need **that book/those books** over there.
WT	Wrong tense	I am going to school every day.	I **go** to school every day. (Routine)
WO	Wrong order	**I and my sister** go to the cinema every weekend. I like **very much coffee.**	**My sister and** I go to the cinema every weekend. I like **coffee very much.**
( )	Remove this bit.	**My teacher she** watches everyone all the time.	**My teacher** watches everyone all the time.
RW	Rewrite this bit.	-	-
WW	Wrong word	My teacher **learns** me many new things.	My teacher **teaches** me many new things.
WF	Wrong form	This book is **bored.** That is a **danger** animal.	This book is **boring.** That is a **dangerous** animal.
Sp	Spelling	**beatiful** **hotdog** **to night**	**beautiful** **hot dog** **tonight**
C	Capitalization	spain For example, I go swimming. For example, **He** goes swimming.	Spain For example, I go swimming. For example, **he** goes swimming.
Rpt	Repetitive: You are repeating words; rephrase this bit.	-	-
P	Punctuation	It was raining **so,** I didn't go out.	It was raining**, so** I didn't go out.
TS	Add a topic sentence or rewrite it.	-	-
CS	Add a concluding sentence or rewrite it.	-	-
SS	Incorrect order of supporting sentences/Insufficient supporting sentences/Lack of supporting sentences	Minor supporting points ↓ Major supporting points (incorrect order)	Major supporting points ↓ Minor supporting points
OL	Ideas overlap.	-	-
TW	Missing/Incorrect transition words	-	-
IRS	Irrelevant sentence	-	-

Note. Reproduced from the participant's institution, May 24, 2024.

Appendix 14. The Guidelines of Opinion Essay

FIRST WRITING ESSAY

MAY 3, 2024

Please choose **one** of the topics given below and write a well-organized opinion essay. While writing your essays, please consider the following points:

- Please remember that a typical opinion essay includes three parts: **the introduction, the body (at least two body paragraphs), and the conclusion**.
- Please do not forget to write your **thesis statement** in your introduction paragraph.
- Please do not forget to start with a **topic sentence and write supporting ideas** in your body paragraphs.
- Please pay special attention to **the organization of your paragraphs, spelling, punctuation, formal usage of words and their variety, and word count.**
- Before starting your essay, **brainstorming your ideas** will be helpful while writing your drafts.
- Your essay should include at least **250 words**.
- Do not forget to write your **title**.

TOPIC 1: Should students state their opinions in the design process of their curriculum or not? Do you agree or disagree with this?

TOPIC 2: What is the role of artificial intelligence in the future of education? Should it be integrated into education or not? Do you agree or disagree with this?

NAME:

TITLE_____

_____

_____

_____

_____

_____

_____

_____**WORD COUNT**:

INSTRUCTOR'S FEEDBACK:

GAZİLİ OLMAK AYRICALIKTIR…